

Diep duiken in SERVICE-LEARNING -ZOMERSCHOOL-



14 & 15 september 2023 @KU Leuven

DONDERDAG 14 SEPTEMBER

KEYNOTE 1 – SERVICE-LEARNING, WORLD-CENTRED EDUCATION AND THE QUESTION OF THE PERSON

GERT BIESTA (UNIVERSITY OF EDINBURGH, UK & MAYNOOTH UNIVERSITY, IRELAND) – ENGELS

The idea that Service-learning is a matter of serving, reflecting and learning follows the more general pattern of action learning and experiential education, where the idea is that reflection on experience leads to meaningful learning. A key problem with such approaches is that they are morally neutral. They are, in other words, useful for any kind of learning, but don't, in themselves, provide a criterion for judging which learning is desirable and worthwhile. They are therefore insufficient as frameworks for Service-learning. In my presentation, I will explore this issue from the angle of world-centred education. In addition to asking questions about service, reflection and learning, and making a case for Service-learning to go 'beyond learning,' I will raise the question of the person, that is, the question of who is actually 'doing' the serving, reflecting and learning. Rather than coming up with strong ideals about what an ideal person is, I will approach personhood as a matter of self-uncertainty, and ask what this idea might mean for Service-learning as an educational endeavour.

IN CONVERSATION WITH GERT BIESTA

GERT BIESTA (UNIVERSITY OF EDINBURGH, UK & MAYNOOTH UNIVERSITY, IRELAND) – ENGELS

INFOSESSIE – SERVICE-LEARNING, THE BASICS: WAT IS SERVICE-LEARNING EN WAAROM SERVICE-LEARNING IN HOGER ONDERWIJS?

NICOLAS STANDAERT (KU LEUVEN) & KAAT SOMERS (UCSIA) – NEDERLANDS

Ben je nieuw in de Service-learning pedagogie en kom je graag meer te weten over het hoe en wat? Tijdens deze infosessie word je ondergedompeld in de basics van Service-learning: Wat zijn de kerncomponenten? Wat is de meerwaarde van Service-learning? Hoe ga ik met deze pedagogie aan de slag in mijn eigen onderwijscontext? Of kom met je eigen vragen die we graag samen met jou en andere deelnemers bespreken.

INFOSESSIE & WORKSHOP – SERVICE-LEARNING, THE BASICS: EEN DUIK IN REFLECTIE

NICOLAS STANDAERT & MARIE-AN KNOPS (KU LEUVEN) – NEDERLANDS

“Reflection is where the magic happens”. Een kwaliteitsvolle reflectie is cruciaal om de dienst-component te verbinden met de leer-component in Service-learning. Maar wat is reflectie juist? En hoe pak je dat dan aan? Tijdens deze workshop krijg je een inleiding in reflectie bij Service-learning, krijg je de mogelijkheid om praktische voorbeelden uit te wisselen met collega's en word je zelf aan het werk gezet om reflectieopdrachten te ontwerpen en deze aan te passen aan jouw specifieke Service-learning context.

INFOSESSIE – SERVICE-LEARNING, THE BASICS: EVALUEREN VAN STUDENTEN BINNEN SERVICE-LEARNING

TINE VAN DEN BROECK (ODISEE) – NEDERLANDS

Evaluëren van wat studenten leren via Service-learning is een uitdaging, getuige het beperkt aantal onderzoeken ernaar. Het roept vragen op: Is het wenselijk? Is het haalbaar? Is het betrouwbaar? Is het niet te veel nattevingerwerk? We gaan met deze uitdaging aan de slag. Vertrekkende vanuit enkele basisprincipes van evaluatie leggen we de brug naar Service-learning. Hoe kunnen we valkuilen zoveel mogelijk vermijden?

WORKSHOP – ONDERZOEKSMATIGE SERVICE-LEARNING

LINDE MORIAU (VUB), JOZEFIEN DE MARRÉE & SARA VANTOURNHOUT (KU LEUVEN) – NEDERLANDS

In deze sessie verkennen we hoe je studenten kan ondersteunen in het proces van onderzoeksgebaseerd leren, vanuit het doel om hiermee ook een tastbare maatschappelijke bijdrage te leveren. Samen verkennen we de unieke meerwaarde die ontstaat wanneer diverse leef-, leer- en kenniswerelden elkaar kunnen ontmoeten: hoe kan het wetenschappelijk onderzoek van studenten verrijkt worden door de ervaringskennis van een partnerorganisatie? En kan het studentenonderzoek daarnaast een kritische en theoretisch onderbouwde blik werpen op de werking van de organisatie? We staan hierbij niet alleen stil

bij het potentieel en succesverhalen, maar werpen ook een kritische blik op de valkuilen en uitdagingen van zo'n onderwijsaanpak. Hoe vermijd je onnodige risico's en schade, zowel bij studenten als partnerorganisaties? Welke vaardigheden en bouwstenen zijn minimaal nodig? Geïnspireerd door praktische voorbeelden en getuigenissen worden deelnemers uitgenodigd om te reflecteren over de eigen concrete onderwijs/onderzoekspraktijken: in welke mate doe je al aan onderzoeksmatige Service-learning? Wat zijn haalbare toekomstige ambities op dat vlak?

PRAKTIJKVOORBEELDEN – SERVICE-LEARNING & STRATEGISCHE PARTNERSCHAPPEN

*MAAIKE MOTTART & AN KEPPENS (ARTEVELDEHOGESCHOOL), ANN VAN DE PEER (THOMAS MORE),
SABINE DENIS & SARA VANTOURNHOUT (KU LEUVEN) – NEDERLANDS*

In deze sessie willen we aandacht geven aan het belang van strategische partnerschappen tussen campus en *community* als basis van duurzame en transformatieve maatschappelijke betrokkenheid in Service-learning projecten. Aan de hand van enkele *good practices* en partnerschapmodellen zoals plekbetrokken engagement en het POWER-model verkennen we de impact van structurele samenwerkingsverbanden tussen docenten, studenten en maatschappelijke actoren. Vervolgens zoomen we via enkele praktijkvoorbeelden in op bestaande strategische partnerschappen, met hun troeven én valkuilen, aan verschillende Vlaamse hoger onderwijsinstellingen. Tenslotte reflecteren we samen over het wat, waarom en hoe van strategische partnerschappen in het kader van Service-learning en maatschappelijk engagement in het hoger onderwijs. De volgende voorbeelden komen aan bod: (1) [Buurtcampus](#), Arteveldehogeschool; (2) [TADA](#), KU Leuven; (3) [Special Olympics](#), Thomas More.

SALON CONVERSATION – CITIZEN SCIENCE & SERVICE-LEARNING

*CAMILLE ALLONSIUS (UNIVERSITY OF ANTWERP), JEF VAN LAER & ANNELIES DUERINCKX (SCIVIL) –
ENGELS*

In May 2023, the European Commission awarded [Isala](#) its very first '[European Union Prize for Citizen Science](#),' honoring both Isala's great scientific merit and its large societal impact. The Isala project is the largest citizen science project studying the female microbiome worldwide, in which women, by their participation, are powerfully empowered regarding their vaginal health, resulting in scientific knowledge that is breaking long-held taboos. Camille Allonsius, University of Antwerp, will present the project and highlight the driving principles underlying this project that has led to its success.

Together with [Scivil](#), we will then look into the power and relevance of citizen science as such and explore how students through Service-learning and Science Shop can participate in such citizen science projects. What synergies do we see between citizen science on the one hand and pedagogical proposals like Service-learning and Science Shop on the other? What are possible benefits, opportunities and challenges? What role can or should students play as they are no longer mere citizen, not quite fully

researcher? And in what way could or should the participation of students in citizen science projects transform their understanding of (scientific) knowledge and their future role as researchers? Join us in this explorative conversation and share your thoughts with us.

LECTURE & WORKSHOP – SERVICE-LEARNING & DIGITALIZATION, UNBRIDGEABLE TENSION OR INNOVATIVE PRACTICE?

KAAT SOMERS (UCSIA) – ENGELS

The combination of Service-learning and digitalization might seem a bit arbitrary. Isn't the physical relation in a Service-learning project the strength of it? Shouldn't we focus on building relationships, on empathy and connecting to the other? Digital environments often create inhibitions for such real connections. Moreover, Service-learning projects strive for a horizontal power relation: all stakeholders are equal in the expertise that they bring into the learning process. However, the digital world is packed with power reproductions: digital players pursue their own interests, our data are collected for unknown purposes, algorithms influence the interactions between student and community, etc. Digital environments are also often used to talk 'about' and not 'with' community members and vulnerable groups. The digital world thus generates and reproduces power relations, rather than reducing them. How can we reconcile this with the ideals of Service-learning?

The Erasmus+ project [SLIDE](#) explores the opportunities and challenges of Service-learning and digitalization. During this session, we will discuss how digital tools can be an added value for Service-learning projects and how Service-learning can be a lever for digital empowerment of stakeholders. In a second part, participants get the opportunity to think about their own Service-learning practice and its opportunities for digital empowerment.

PRACTICAL EXAMPLES – SERVICE-LEARNING & DIGITALIZATION: CASES FROM FLANDERS

*KEVIN HUYSEGOMS (UCLL), FILIP BURGELMAN (THOMAS MORE) & JOOST VENNEKENS (KU LEUVEN)
– ENGELS*

Flanders has some great examples on how to combine Service-learning and digitalization. Three lecturers from UCLL, Thomas More and KU Leuven share their experiences on their e-Service-learning courses. What works and what doesn't? How do students experience digital Service-learning? How to find the balance between onsite and online practice? The following cases will be presented: (1) Service-learning for students Applied Computer Science focusing on digital inclusion at UCLL; (2) LAB 1 in the bachelor Interactive Media Design at Thomas More; (3) Web Technology: Inclusive Web Design at KU Leuven.

LEZING & DISCUSSIE – SERVICE-LEARNING ALS PEDAGOGISCH ANTWOORD OP HET PROBLEEM VAN KLIMAATVERANDERING

*ADELIN OTTO (KU LEUVEN) & KATRIEN MONDEN (DUURZAAM EDUCATIEPUNT, VLAAMSE OVERHEID)
– NEDERLANDS*

Het probleem van klimaatverandering is een probleem van ongelijkheid. Vaak zijn het de sociaal zwaksten die het meest getroffen worden door deze verandering. In haar presentatie toont Adeline Otto hoe klimaatverandering en de welvaartsstaat nauw met elkaar verbonden zijn en dat een effectief klimaatbeleid, dat de gele hesjes met de klimaatactivisten verzoent, nodig maar ook moeilijk is. Een rechtvaardige transitie naar een koolstofarme samenleving met een geïntegreerde aanpak van sociaal en ecologisch beleid is echter essentieel om de klimaatdoelstellingen te halen.

Vanuit het besef van de *wickedness* van dit probleem gaan we met Katrien Monden verder in gesprek. We exploreren op welke wijze Service-learning het hoger onderwijs een pedagogie aanreikt waarbij studenten de complexiteit van klimaatvraagstukken kunnen 'belevén', de sociale onrechtvaardigheid ervan leren onderschrijven en zichzelf als handelingsbekwaam achten om een andere, meer rechtvaardige en duurzame, toekomst te initiëren. We gaan ook in op hoe docenten hierbij uitgedaagd worden in de rol die zij spelen in het vormgeven en begeleiden van het leerproces van de studenten, alsook in hoe om te gaan met de existentiële vragen die uit deze 'beleving' voortkomen.

WORKSHOP – ECO-FLÂNEURING AS A WAY TO DISCOVER THE REGENERATIVE TRANSFORMATION OF A CITY

INGRID MOLDEREZ (KU LEUVEN) – ENGELS

The aim of the workshop is to experience the role of an [eco-flâneur](#) in the city. Strolling is suggested as an alternative pedagogy. Participants will act as an eco-flâneur, detecting the regenerative initiatives in the city. Participants will learn from the bottom-up; instead of looking for illustrations of the theory, the city is an open field ready to discover and to detect what is new.

The main didactic approach of the workshop is a stroll in the city. The workshop will proceed as follows. First, a very brief introduction about the eco-flâneur will be given (20 minutes), then the participants start to walk in the district they have received (40 minutes) and will end with a debriefing about what the participants experienced (30 minutes). The workshop has potential for transformational learning and reflection because when applied in an education context students will learn from a city and will perceive in a different way whether and how cities are ready for a regenerative transformation. The exercise will ask the participants to open their eyes, i.e., to wonder by wandering.

VRIJDAG 15 SEPTEMBER

KEYNOTE 2 – TRANSFORMING COMMUNITIES, LESSONS LEARNT FROM KENYA

ALOYS OTIENO OJORE (TANGAZA UNIVERSITY COLLEGE, KENYA) – ENGELS

In this presentation, dr. Otieno Ojore will present how Tangaza University staff and students do Service-learning with violated people living in extreme poverty in the slums of Huruma and Kariobangi in Nairobi City, Kenya. The residents come from over six major ethnic communities speaking different languages. Consequently, there are serious *cross-cultural* challenges. Given that over 65% of the population in Kenya is between ages 16 and 35 years, there are serious *inter-generational* issues to address as well. Due to the effects of Covid-19, criminal incidences leading to arrests and subsequent court cases have increased. The Tangaza University College SL team decided to do SL with these slum dwellers to seek solutions that may lead to *social transformation*. In order to insert ourselves in the real situations and conditions of the people, we opted to apply the *Pastoral Cycle* (PC) as well as the *Merging of Knowledge* (MK) research methods. The application of the PC led the reflection teams in the slums to abandon Western *Judicial processes* via courts, to adopt the *Alternative Justice Systems* (AJS) based on African traditional peace building and reconciliation mechanisms. The University in the Slum (*University Mtaani*) located in Huruma, assists small businesses to improve on their incomes leading to happy families. The University Hall has become a meeting place where social issues affecting slum dwellers are addressed in a serene way guided by conflict management experts to improve *shattered ethnic relations*.

The presentation will illustrate how to do SL with people in a manner that respects them as the protagonist of their own change. It is hoped also that foreign students and staff will find this study useful in their process of understanding the complex reality of poverty in Africa.

SALONGESPREEK – ZORG VOOR VERHALEN IN SERVICE-LEARNING: KOESTEREN VAN NARRATIEVE IDENTITEIT IN REFLECTIE

NICOLAS STANDAERT (KU LEUVEN), MAAIKE MOTTART (ARTEVELDEHOGESCHOOL) & AARON SOENS (ODISEE) – NEDERLANDS

Over reflectie in Service-learning is al veel verschenen. Deze sessie spitst zich toe op het fundamentele aspect van die reflectieactiviteiten: het vertellen van verhalen om zo tot betekenis en leren te komen. Elk verhaal is uniek en bouwt mee aan de identiteit van de lerende, en diens omgeving.

Deze presentatie gaat dieper in op deze constitutieve rol van verhalen en narrativiteit. Vertrekkend van een interdisciplinaire benadering met inzichten over narrativiteit uit filosofie, psychologie en literatuur, gaan we op zoek naar de verbinding tussen persoonlijke narratieve identiteit, het verhaal van de ander en het bredere maatschappelijke discours. Bij elke van deze facetten gaan we na hoe Service-learning tot verdieping kan leiden. Vervolgens reflecteren we samen met de deelnemers hoe we zorg kunnen dragen voor een narratieve omgeving. Tegelijkertijd zijn we benieuwd naar andere verhalen op dit domein.

PRAKTIJKVOORBEELDEN – SERVICE-LEARNING IN DE LERARENOPLEIDING

LIEN OOGHE (ODISEE), LEENE LEYSSEN (UCLL) & NELE DE WITTE (KDG) – NEDERLANDS

De Vlaamse lerarenopleidingen liggen mee aan de bakermat van de Service-learning beweging in onze regio. Docenten in deze opleidingen experimenteren al verschillende jaren met verschillende formats om studentleraren in contact te brengen met kinderen en jongeren uit alle lagen van de samenleving. Tijdens deze sessie gaan we in op twee concrete praktijkvoorbeelden, met name 'Identiteit en Diversiteit' aan Odisee en 'Zoom Out: Verbindend in Interactie' aan UCLL. Daarnaast zal er vanuit KdG dieper ingegaan worden op hoe Service-learning gekaderd kan worden binnen de lerarenopleiding en welke kansen het biedt voor het leerplichtonderwijs. Docenten binnen en buiten de lerarenopleidingen zijn welkom om samen mee in gesprek te gaan en eigen voorbeelden of vragen aan bod te laten komen.

LECTURE & DISCUSSION – SERVICE-LEARNING, EUROPEAN CITIZENSHIP COMPETENCE AND THE COMMON GOOD

KRIS GRIMONPREZ (KU LEUVEN), RESPONSE BY CHRISTIAN COMPARE (UNIBO, ITALY) – ENGELS

Service-learning is a form of citizenship education that may empower both the citizens as individuals and their communities, raising awareness of the common good and emancipating for action. It is a valuable pedagogy to strengthen European citizenship competence, looking from two perspectives:

(1) It is beneficial for the learner as an individual. It develops his/her knowledge, his/her skills, his/her agency, and his/her employability. As education for democratic citizenship, it empowers to defend one's own rights.

(2) It is beneficial for society. Service-learning develops a feeling of belonging and a sense of duty vis-à-vis others and the common good, even where that involves sacrificing self-interest. As education for democratic citizenship, it may empower to respect the rights of others, to value diversity and to play an active part in democratic life. It helps young citizens to assume their responsibilities in building a European Union founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.

These two perspectives will be illustrated by concrete stories based on cases dealt with by the Court of Justice of the EU. Many cases give evidence of the power of the citizens and of their communities as agents of change. The story of the vacancies ('no Moroccans need apply'), the story of the air hostess, of the environmental protesters on the motorway, or of the young Afghan, ... How to balance conflicting interests? Service-learning may help to educate informed, active, and critically thinking EU citizens, prepared for democratic participation.

To kick off the discussion, Christian Compare will provide a response based on his recent [PhD dissertation](#) "The Transformative Potential of Community Engagement in Higher Education: An Analysis of Service-learning Effects on Students, Communities, and Institutions."

LECTURE & DISCUSSION – SOLIDARITY AND THE MUTUAL RECOGNITION OF THE ‘OTHER’ WITHIN ‘US’

MARISTELA DO NASCIMENTO ROCHA (HASSELT UNIVERSITY) – ENGELS

Through the colonization process, we created the division between ‘us’ and ‘them’. This division is on the root of exclusionary mechanisms that persistently perpetuate the message that the lifestyle of one group represents the ideal, to the detriment of the marginalized and economically disadvantaged others. Failing to recognize how the oppressed lives within the oppressor and vice-versa can lead Service-learning projects to reinforce exclusionary mechanisms instead of fostering social transformation. Building on this premise, we explore the concept of *solidarity* as articulated by Paulo Freire. We reflect on its applicability within the context of European Service-learning and on the parallels and disparities between the North and the South, drawing on specific contextual examples. This process builds a solid foundation from which new Service-learning initiatives can emerge without reproducing the colonizer-colonized dynamic, and therefore, containing more potential for change.

LECTURE & PRACTICAL EXAMPLES – INTERNATIONAL SERVICE-LEARNING IN EUROPE: CHALLENGES AND OPPORTUNITIES

EVA VAN MOER & WILLEM BRUYNDONCKX (UNIVERSITY OF ANTWERP), KAAT SOMERS (UCSIA) & GEERT MARRIN (AP) – ENGELS

For students to develop into active citizens and competent professionals who can contribute to solving societal challenges, they will need transversal competences and skills. The development of these skills is what the [UNICORN](#) project (2019-2022) aimed for by setting up a new international mobility scheme that complements regular mobility formats with the added experience of serving society. Within this new mobility scheme, higher education students get the opportunity to combine their international exchange with a component of community engagement, namely an experience of Service-learning in the hosting community.

After a short introduction of the UNICORN project, participants will be introduced to the UNICORN project tools and materials, including the UNICORN Staff Training Handbook, Administrative Toolkit, and MOOC for Students. We also take time to zoom in on the challenges and opportunities of international Service-learning. What works and what doesn’t? Experiences from the University of Antwerp and the AP University of Applied Sciences and Arts are shared.

LECTURE & PRACTICAL EXAMPLES – INTERNATIONAL SERVICE-LEARNING IN THE GLOBAL SOUTH

CHRISTIAN COMPARE (UNIBO, ITALY), STÉPHANIE MERLE (UCLouvain) & MAXIME GIEGAS (FUCID, UNAMUR) – ENGELS

International Service-learning presents layers of complexities that differentiate these experiences from domestic ones. In domestic Service-learning, interpersonal and intrapersonal competences constitute the main (though not exclusive) focus of the exchanges between students and local communities. In international Service-learning, intercultural competences take centre stage. Furthermore, when partnerships are established with lower-income countries, critical reflections on power dynamics and decolonialization become essential in averting pitfalls and corrosive outcomes. During this session, we closely examine these dimensions through examples of Service-learning courses involving international students in Europe and the Global South. We bring together instances from Belgium (IngénieursSud, UCLouvain; le stage FUCID en fac. de droit, FUCID, UNamur) and Italy (the UNICORN experience) to explore the opportunities and challenges of international Service-learning. Participants are also invited to share their own experiences during this session.

WORKSHOP – BRIDGING BARRIERS IN EDUCATION: EMPOWERING STUDENTS THROUGH BOUNDARY CROSSING

Anke Swanenberg, Eline Nijmeijer & Marta Vallve Odena (WUR, the Netherlands) – ENGELS

Hosted by Wageningen University & Research (WUR), this session delves into the dynamic world of boundary crossing—an approach that breaks down barriers between disciplines, cultures, and university-society.

In this workshop you will discover how boundary crossing competencies have been integrated into WUR, fostering synergy between curriculum goals and real-world needs. You will gain practical insights as we reveal how this approach enriches student learning, encourages reflection, and paves the way for Service-learning integration in education.

In this interactive session, you will experience boundary crossing and reflection activities yourself that you can use in your teaching practice. We hope you will join us in vibrant discussions with fellow educators, sharing challenges, and best practices.

PRACTICAL EXAMPLES – INTERDISCIPLINARY AND TRANSDISCIPLINARY SERVICE-LEARNING

BRAM PYNNOO (VIVES), EVA VAN MOER (UNIVERSITY OF ANTWERP), JAN-PETER SANDLER & TAM NGUYEN (KU LEUVEN) – ENGELS

To support programmes in setting up interdisciplinary learning, VIVES wrote a policy booklet describing their view on interdisciplinarity and devised a training workshop for lecturers and heads of programmes who want to develop an interdisciplinary course or project. In the session, the framework and the workshop is briefly introduced, illustrated with some interdisciplinary Service-learning courses currently running at VIVES. Furthermore, we will explore two concrete examples. At the University of Antwerp, 3rd year bachelor students from all programmes, trained in different subject-specific disciplines, can enrol in the Community Service Learning course. They look, work and reflect together on current needs of organisations. At KU Leuven, the Honours Programme Transdisciplinary Insights (TDI) is a university-wide, one-year course that allows 2nd and 3rd year bachelor students, Master students, and PhD researchers from different disciplines to work together with stakeholders (from government, industry, university, society) to address complex problems in a transdisciplinary manner. Participants work in transdisciplinary groups around a specific multifaceted challenge together with researchers and stakeholders, contributing to tackle a complex problem. Join us in this explorative conversation on the added value of interdisciplinary/transdisciplinary collaborations, its challenges and opportunities.