

GENERAL INFORMATION	
Title	Service-Learning
Keywords (3 to 5 keywords)	Authentic learning, social responsibility, civic commitment and competences
Objectives (2 to 3 objectives)	Link academic knowledge to practical activities. Offer an educational experience that, in turn, has social utility. Contribute to training citizens and future professionals.
Phase of studies (Choose all phases it applies)	Access Retain X Graduation Transition to work-life X
Type of degree (Choose all degrees it applies)	Bachelor's X Graduate X Master's X
Level (Choose all levels it applies)	International National Institutional Faculty X Group Individual
Name of the institution	University of Barcelona, Service-Learning Office
Location (City and country)	Barcelona (Spain)
Short description	<p>Service-learning is a teaching and research proposal that integrates community services and academic learning into a single project that lets the student body receive education by working on real needs in the surrounding area, with the aim of improving them.</p> <p>Service-learning (S-L) is a proposal that integrates community service and academic learning into a single project that lets students learn by working on real needs in the surrounding area, with the aim of improving them.</p>

	<p>The S-L is not only a learning strategy to achieve that students acquire more and better knowledge, although an aim is clearly for them to optimise their learnings. Neither is it a series of volunteering tasks to raise students' awareness, although it is a great idea to incorporate helping the community as educational invigoration. Service-learning is an educational proposal that combines learning processes and community service into a single well defined project.</p> <p>At present, it considers a series of programmes:</p> <ul style="list-style-type: none"> - The S-L cross-disciplinary projects with credit hours are proposals offered to each and every student in the framework of teaching Their recognition is done via elective courses (up to 6 credits) and may also be recognised in the European supplement to the degree Their management, monitoring and evaluation require a person or entity that guarantees coordination Some of the projects are: friends of reading, accompaniment of at-risk children and youth, peer tutoring programmes
<p>Target group/s</p>	<p>Teaching staff and students in the Faculty of Education</p>
<p>Stakeholders involved</p>	<p>Students in the Faculty of Education.</p> <p>There is a framework agreement with the entity and a training plan adapted to each student. Students receive a number of ECTS credits, according to the hours they provide to the programme.</p>
<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>During the 2009-2010 academic year, the Faculty of Education supported several service-learning initiatives that some of its teaching staff were developing, expanded its offering of experiences and extended them to all its degree programmes. The S-L Office was created to manage and promote this project. The successive implementation of the programme, along with the Faculty of Teacher Training, entailed increasing the number of participants from 82 students in the 2009-2010 academic year to 205 students in the 2013-2014 school year.</p> <p>With the creation of the Faculty of Education, in the 2014-2015 academic year the office has continued its tasks of incorporating service-learning to the degrees taught, with the wish to institutionalise service-learning and establish a minimum sustainable infrastructure that will allow its implementation to continue.</p>

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION Provide sources of information (URL, websites, literature, materials)</p>	<p>http://www.ub.edu/educacio/aps</p>
<p>A2. TIMEFRAME Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</p>	<p>It was institutionalised during the 2008-09 academic year, although previously in the 2006-07 academic year it was started up, using the joint work of different lecturers in their degree courses.</p>
<p>A3. NUMBER OF STUDENTS How many students are involved? Is the number representative considering the target group?</p>	<p>Since 2010-11, the number of students participating in the programmes offered by the office has progressively increased. This school year there were a total of 78. In the 2013-14 academic year there were 205 students and, since then, the number has stabilised.</p> <p>Only those students who participate in cross-disciplinary projects are tallied and followed from the office. The rest of the students report to the teaching staff in charge (whether they are assignments for a course, final project for undergraduate or master's or work experience).</p>
<p>A4. SCALABILITY ("volume") Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</p>	<p>The development of the experience proves that its scalability is possible, as it started off as a specific practice of a few teachers and is now a strategy developed in the entire Faculty of Education.</p>
<p>A5. TRANSFERABILITY (from one context to another) Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</p>	<p>Although the practice is developed only in the framework of the Faculty of Education, its characteristics mean that its transferability to other faculties and universities would not be complex.</p>
<p>A6. ASSESSMENT Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how</p>	<p>We will speak specifically of the evaluation of cross-disciplinary projects, which are those for which the office is directly responsible. These projects are assessed using students' daily reflections and ledgers.</p> <p>There are meetings held with the collaborating centres to evaluate the entity's satisfaction with the service provided and regarding the learning done by the student.</p>

<p><i>various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Dr Anna Maria Escofet Roig (annaescofet@ub.edu; 934035168)</p> <p>Dr Laura Rubio Serrano (lrubio@ub.edu; 934035241)</p>

B. CONTENT EVALUATION CRITERIA

<p>B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)</p>				
<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p style="text-align: center;"><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Very well</i></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
	<p>The entities formulate their needs and the office works with these real needs. The impact is positive.</p>			
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p style="text-align: center;"><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Well</i></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><i>Very well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>We work to increase sensitivity, raise awareness and contribute to improving the area surrounding the University of Barcelona.</p>			
<p>B1.3 Access <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p style="text-align: center;"><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Very well</i></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
	<p>The office's philosophy is to optimise resources. At present, the coordinating lecturers receive 3 credits in their academic planning, and work with two undergraduate students, with a collaboration grant of 15 hours per week.</p>			

<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>	
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(How has it led to socially inclusive practices? How does it increase students' sense of belonging and connectedness?)</i></p>		<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>We are connected to 3 networks: The S-L Catalan University Network. This informal network was established in order to share experiences and grow professionally. The Spanish network that organises S-L congresses at the university. The Ibero-American S-L network.</p> <p>Internally: we collaborate with the work experience and final project (TFG) commissions, TAP-Education (tutorial action programme) and International Relations Office.</p> <p>Externally: Education Consortium and social-educational organisational (senior housing, residential education centres (CRAE), adult schools, among others).</p> <p>A project named SHARE IDEAS was created recently among different lecturers at the University of Barcelona. The aim is to offer talks to schools, so that university students can put the skills they have acquired into practice in a course by giving a talk-workshop at a secondary school. .</p>				
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>	<p>The students who participate in the programmes have a very high level of satisfaction.</p>				
<p>B4. STUDENT WELLBEING How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</p>	<p>It helps give meaning to their professions (identity). It promotes citizens who are committed to their environment. Students learn to overcome challenges, fears, obstacles... when they actually face and confront real situations, which is why it is a learning (put into practice) of what was studied theoretically in classrooms.</p>				

C. FINAL REFLECTIONS

(based on the previous description of your good practice)

<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Finding meaning in academic education. There is already a culture of S-L within the Faculty (the concept has been socialised). Students have real contact with the professional world (they start to find their professional career pathways).</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Maintain human and financial resources. We have a philosophy that with little, one can obtain a lot.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<ul style="list-style-type: none"> -That all students do one S-L activity during their education -Create an S-L programme at the university, where each faculty has its own office. Take the leap to institutionalise S-L at the university -Evaluate the impact of S-L on students, organisations and the university -Continue improving the tutoring and monitoring reflective thought processes (although this factor has advanced in the last year)

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)