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# Service Learning for Academic Teachers

## a handbook

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*The John Paul II Catholic University of Lublin (KUL) integrates top level education with formative activities as well as a mission of service to society, in accordance with the university motto “Deo et Patriae.”*

*The idea of service to the local and national community is represented both in the Statutes of KUL and in the University Development Strategy. Pursuing this mission is to a large extent ensured by those academic teachers who build their pedagogy on the idea of working together with their students to respond to the challenges of the contemporary world.*

*Since 2021, KUL has been collaborating with other Catholic universities around the world by participating in the international project UNISERVITATE. The aim of this project is to institutionalise the Service-Learning method as a tool for the task of integral education, so that university graduates become active members in a better society, in line with the social teaching of the Catholic Church.*

*In 2023, as part of the MEiN programme University Teaching Excellence, KUL had an opportunity to hold study visits and training sessions related to Service Learning. This guidebook is also a valuable outcome of the work of the university experts. At the same time, it is the first publication in Polish on Service Learning addressed directly to the academic community. It has been developed to support teachers who want to implement the method in their classes. I hope that it the volume contributes to the wide dissemination of the Service-Learning method in academic pedagogy.*

dr habil. Ewa Trzaskowska prof. KUL  
Vice-Rector for Education





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# 1 ●

# Introduction

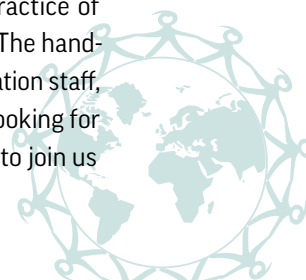


The didactic idea of Service Learning combines experiential education and service and collaboration with the community. Hence, it is also referred to as *community engaged learning* or *community-based learning*. In Polish, the term can be translated as Service Learning or learning through engagement. However, neither of these translations fully captures the understanding of the concept, so we will use the English name in this handbook: Service Learning (SL).

Service Learning is applied at different levels of education, both formal and nonformal. In this handbook we will focus on the application of this method at university level and try to answer the questions: What is the Service Learning method? What are its theoretical foundations and main assumptions? How can Service Learning be used in the classroom? How to plan and carry out Service Learning activities? The handbook also contains examples of how to apply the method, links to publications and materials on the web, as well as supporting materials and tools for teaching.

The term Service Learning is relatively unknown in Poland, although recently there has been a growing interest in this method. However, there has not yet been a publication in Polish dedicated to the implementation of Service Learning at the level of higher education. At the same time, many university teachers are discovering that this method is close to what they have been trying to practice in their classes for years by using a variety of approaches involving students. Service Learning is transforming the way teaching works. The role of the teacher is changing, the attitude of the students is changing, and the inclusion of community partners is linking the classes to the real issues and challenges of today. Numerous studies indicate a number of benefits of using Service Learning in didactics. These benefit all participants: students, lecturers, the community with which the activities are implemented, and the university as a whole.

The content of the handbook uses the experience gained during numerous training and study tours, participation in international university networks and our own practice of implementing Service Learning at the John Paul II Catholic University of Lublin. The handbook is primarily addressed to academic teachers, but also to university administration staff, university authorities, community partners and students – to all those who are looking for new paths in education, responding to contemporary challenges. We invite you to join us on an adventure in Service Learning.



# 2.

**Service  
Learning  
as a response  
to the  
challenges of  
contemporary  
higher  
education**





# 2.1.

## The third mission of the university

The widespread and dynamic civilisational changes in the availability of knowledge and the opportunities to acquire it are resulting in a modification of the functions that the university fulfils. Dudek (2017) points out that, as early as 1998, the dynamics of change forced North American academia to establish an institution whose mission was to develop a strategy of action to meet these transformations. The main task of the Union for Science in Public Service became to promote the position that the main purpose of acquiring knowledge and skills is to serve society. In this context, science, while maintaining its independence and autonomy, should be oriented towards building the social good. Also in the *European Charter for Researchers* there are indications of the social commitment of scientists: „Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public’s understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public’s concerns” (Commission Recommendation of 11 March 2005 on the European Charter for Researchers..., 2005). Adopting the proposed attitude is a guarantee of raising the quality and awareness of knowledge in society, while at the same time indicating new spaces of research search for which the needs and problems of civilisation are the point



of reference. The servitude of science towards society is also one of the postulates of the *Pact for Science*: „Science has an auxiliary role in society. It is the duty of people of science to share knowledge and the results of their research (...). Developing research promotion and the opening up of the scientific community to the non-academic world will increase public confidence in scientists, and contribute to a greater understanding of the validity of their work. Universities open themselves to the social environment as centres for disseminating knowledge and discussing important social issues’ (Muszewska et al., 2015, p. 69).

The regulation of the university’s social engagement in Poland is contained in the Act of 20 July 2018. – Law on Higher Education and Science. The first paragraph of the preamble sets out the principals underpinning the principles of higher education:

„Recognising that the pursuit of the knowledge of truth and the transmission of knowledge from generation to generation is a particularly noble human activity, and recognising the fundamental role of science in the creation of civilisation, the principles of higher education and the conduct of scientific activity are defined on the basis of the following principles:

- it is the duty of the public authority to create optimal conditions for freedom of scientific research and artistic creation, freedom of teaching and the autonomy of the academic community,
- every scientist bears responsibility for the quality and integrity of his or her research and for the education of the younger generation,
- universities and other research institutions carry out a mission of particular importance for the state and the nation: they make a key contribution to the innovation of the economy, contribute to the development of culture, co-shape the moral standards of public life” (Law of 20 July 2018. – Law on Higher Education and Science, consolidated text published 2023).

The third principle formulated in the Act rules that universities and research institutions are an integral part of the environment in which they function. This integrity is expressed in

the shaping of its individual structures, in cooperation with the environment itself through the recognition of the needs, difficulties and potentialities for the optimal development of this environment, as well as of the HEIs. It is worth pointing out, however, that reliable and authentic recognition is realised not from the perspective of an external observer, but of a present and engaged companion. Social engagement is also referred to as the third mission of the university, which complements the other two: research and education. The fulfilment of the indicated function by the university gives meaning to academic teaching and research activities. University education becomes a process of building social capital, while research activities become a factor that stimulates innovation and makes it possible to compensate for deficiencies. Chałas (2019, p. 33) points out that „The university also has a social and cultural function. The university’s task is to prepare young people to build civil society and participate in culture co-creation. These two tasks must be fulfilled by practising science in a reliable, professional manner, communicating its results to students and improving them to build a new and better reality in its various dimensions and scopes of truth”. It is therefore crucial to emphasise that learning, teaching and community engagement are closely integrated, which in turn determines the dynamics of the University.



# 2.2.

## Service Learning and the functions of a Catholic university

The challenges of modern times present all universities with new tasks. This is particularly true of Catholic universities, because of their specificity and their strong reference to the values that underpin all their activities. A contemporary Catholic university cannot remain alienated from the environment in which it operates. Mantovani (2022, p. 21) points out that „the system of Catholic higher education is organised in accordance with Pope John Paul II’s apostolic constitution *Ex Corde Ecclesiae* (1990) on Catholic universities and with reference to Pope Francis’ apostolic constitution *Veritatis Gaudium* (2017) on ecclesiastical universities. In the light of these documents, various institutions have adapted their statutes and renewed their respective university regulations, deepening their understanding of the new cultural and social challenges they face. These concern the identity, vision and mission of the university, and thus education and their service for culture – both in an international and local sense – to the Church and to the whole human family.” García (2021, pp. 191-212) points out: „If the university’s academic activity does not serve others, it runs the risk of becoming an isolated, outdated, hermetic structure, unaware of the reality of thousands of men and women today. And this does not do hand in hand with the pedagogy of Jesus, who was able to approach the reality of his time, to approach his neighbour in order to listen to him, accompany him, support him, honour him and transform his life.” The vision

of the university as an inaccessible and distant institution, in which the construction of knowledge is, as it were, an alternative reality for the social space, must change. Dionigi (2021, pp. 26-27) points out that the university is „a natural place to experience the alliance between the *notum* of parents and the *novum* of children, between the rationales of culture and the duties of politics, between the answers of technology and the questions of humanism“. In this context, the Catholic university can fulfil the role of mediator. The role is possible to realise only if it is genuinely immersed in social and cultural circumstances. This immersion is expressed in participation, company and support. The fulfilment of these tasks is an initiating and reinforcing factor in the process of building society's capital of trust towards the university. Motta (2022, pp. 85-91) points out „reflection on the social engagement of universities is based on three assumptions:

- I. *University integrated into reality* – the university is an active member of the community in which it operates. It does not stop at external observation, but participates in the life of the community through support in stimulating development, assisting in solving problems and compensating for deficiencies.
- II. *The significance of the university* is expressed in the social transmission of knowledge in such a way as to make it possible to improve the quality of life. Here, the university's contribution to the transformation of reality through science and technology is indicated.
- III. *Integrated approach to human formation* – university education in the integral formation of students, the formation of the person in all its aspects, leads us to identify a number of opportunities for active teaching that motivate lecturers and young students to go beyond themselves, to come together in an exchange of knowledge, experiences and opportunities.”

It is worth pointing out that the degree to which premise one is realised – a university engaged with reality – will be a determining factor in the realisation of premise two. A higher degree of engagement with reality results in a higher level of recognition and relevance of the university by and for the community. The university's closeness expressed in its



sensitivity to the problems of the environment and in genuinely proposing and implementing solutions establishes it as a trusted partner, consultant, initiator and implementer of reality transformation.

The university can thus be seen as not only a space of knowledge and information, but also of wisdom. Pope Francis (2020, pp. 47-50) points out: „True wisdom demands an encounter with reality (...). To sit down and listen to others, typical of interpersonal encounters, is paradigmatic of the welcoming attitude shown by those who transcend narcissism and accept others, caring for them and welcoming them into their lives (...). Together, we can seek the truth in dialogue, in relaxed conversation or in passionate debate. To do so calls for perseverance; it entails moments of silence and suffering, yet it can patiently embrace the broader experience of individuals and peoples”.

Similarly, the relationship between criteria one and three should be pointed out. A university that wants to make its presence tangible in reality (not in the sense of representativeness, but of full involvement) expands its formative competence – it goes beyond the limits of professional teaching and integrates it with education for growth in dignity and humanity. Egaña (2022, p. 96) emphasises: „Universities of Christian inspiration are called to mobilise their members for serious learning, leading to the solution of problems, formulating conclusions that have a significant impact on society and on the life of each citizen. They are obliged to seek and create the conditions for finding harmony between reason and faith in all fields of knowledge”.

A factual implementation of the assumptions outlined above and realising the vision of an open and engaged university requires a tool that goes beyond the categories of benefit. Martínez-Odría, Gómez Villalba and Brotóns Tena (2022, p. 180) argue: „We can educate for service and the common good, for the construction of a more just and humane society or, on the contrary, we can teach responsiveness to practical, pragmatic patterns of logic. These options are not equivalent. Those that promote an encounter with the surrounding reality, a commitment to identifying the needs of our environments make us, as educators and as an institution, builders of humanity and fraternity. Undoubtedly, the education promoted in Catholic universities should move in this direction”. The university’s presence

in the community must not be seen as building a business and commercial partnership in which profit is the main concept. Focusing on this kind of beneficiary distorts the process of building relationships of trust. Escrivá de Balaguer (For: Egaña, 2022, p. 97) emphasises: „The university must educate students with a mentality of service: to serve society, to promote the common good through their professional work and civic activities. Students should become responsible, have a sound concern for the problems of others and a generosity of spirit that leads them to confront problems to seek the best solutions (...). The university should not educate people who then selfishly consume the benefits of their studies; it should prepare them to show generous help to others, Christian brotherhood.”

One tool for addressing the challenges outlined above is Service Learning. As Wodka (2022, p. 73) points out, Service Learning „is a programmed effort to introduce students to a new mode of educational experience beyond the classroom or curriculum, introducing them to local and global communities (...). The experience of academic community engagement provides students and teachers with a new way of learning. „Academic community engagement” becomes the new curriculum, and becomes synonymous with Service Learning, where new spaces for creative teaching and holistic learning experiences open up.” Numerous studies demonstrate the range of didactic benefits of Service Learning. The awareness that educational activities marks a response to a real community need and that the learning results will help a specific audience radically changes the way we work in the classroom. The benefits accrue to all stakeholders: students, lecturers, the community with which the activity is implemented, and the university. For more on the benefits of this method, see the chapter on Service Learning research.



# 3.

## **Fundamentals and diversity of Service Learning**



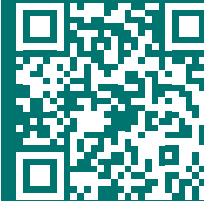


Service Learning (henceforth also SL) belongs to a wide range of educational concepts and methods rooted in with experience-based learning. The term dates back to the United States and the last quarter of the 20<sup>th</sup> century. (Furco, 1996). Since then, a number of approaches to Service Learning have emerged, along with distinct ways of understandings of Service Learning, depending on country, culture or education levels at which it is implemented (Sotelino-Losada et al., 2021). Service Learning is firmly established and extensively explored in publications in the United States. The rise of the method is due to American educational transformations and the emergence of new, interactive and engagement-based teaching methods. An important contribution to the development of the method has also been made by Latin American countries. Since the early 2000s, an organisation called CLAYSS (Regina, Ferrara, 2017) has been developing to promote Service Learning in the region and worldwide. The Latin American SL strand clearly leans towards pressing social problems. In Europe, Service Learning has been developing since the beginning of the 21st century. In addition to fulfilling educational objectives, it is also linked to the university's third mission: commitment to society. Service Learning is best represented in Spain, the UK and Ireland. It is also penetrating more and more intensively into Central and Eastern Europe. In Poland, the term Service Learning is very poorly known. The first publication in Polish introduces the method in the context of volunteering and youth work (Brozmanova et al., 2022). On the other hand, at the academic level, Service Learning courses have been piloted at several universities. Since 2021, the John Paul II Catholic University of Lublin (KUL) has participated in the international network "Uniservitate", which aims to promote Service Learning among Catholic universities worldwide. What is more, the John Paul II Catholic University of Lublin is developing its Center for Teaching and Learning, implemented as part of the project "Teaching Excellence of Universities", which consist of Service Learning experts. The university is providing training for teachers and administration and developing classes taught using this method at all its faculties.



## UNISERVITATE

[www.uniservitate.org](http://www.uniservitate.org)



An international network of Catholic universities implementing the Service Learning method.

The website contains information about stakeholders, conferences, events along with a rich database of publications and documents on the method.

### **KUL joined the network in 2021.**

[www.kul.pl/uniservitate-service-learning-in-catholic-higher-education,110657.html](http://www.kul.pl/uniservitate-service-learning-in-catholic-higher-education,110657.html)

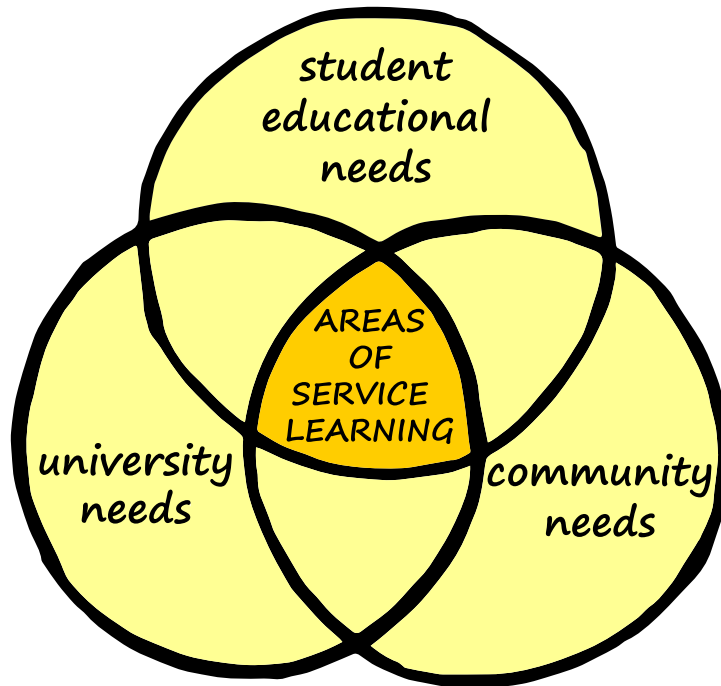


# 4 ●

## **Definition and elements of Service Learning**



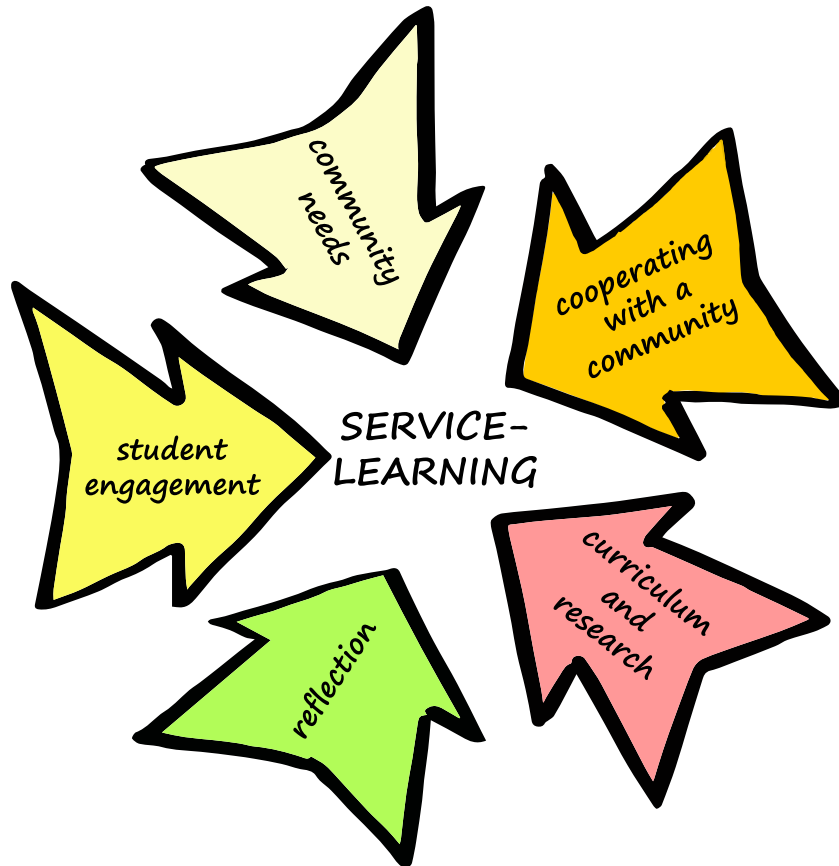
In the course of development of SL, a number of its definitions have emerged, each focusing on a slightly different aspect of the method, highlighting a vast variety of ways in which it can be implemented (Billing, 2000; Furco, 2011; Copaci, Rusu, 2016; Furco, Norvell, 2019). However, all of these approaches are consistent in terms of the main premise: **Service Learning is the educational method of acquisition of knowledge and experience through practical engagement in solving real community needs and problems along with reflection that accompanies the engagement.** The needs of the three parties involved in the process meet here: the needs of the community, the learning needs of the students and the teaching needs and requirements of the university. An effective SL action responds to all of them.



**Figure 1:** Service Learning addresses the needs of students, the university and the community simultaneously. **Own graph based on** Brozmanová Gregorová et al., 2022, p. 20

The literature describes a set of main, usually three, four or five elements that are required for a learning activity to subscribe to the Service Learning method (Regina, Ferrara, 2017; Brozmanová Gregorová et al., 2020; Billing, 2000). On this basis, we propose **five** elements of Service Learning in higher education:

1. **Responding to social needs** – an activity is consciously planned and undertaken as a response to existing social needs and challenges. These may be diagnosed before or during the action. Ideally, needs are identified by a collaborating community, based on the needs assesment.
2. **Acting together with the community** – an activity is act of service and contributes to social improvement. Ideally, it is done in close collaboration with community partners.
3. **Link to curriculum and learning** – an activity is led by the university and is integrated into the curriculum and research programme. At each stage, students are accompanied by a teacher who acts as a mentor and expert in the field. Educational objectives are clearly linked to the activity, and students achieve the intended learning outcomes as they prepare for the activity, engage into it and reflect in a structured way.
4. **Student engagement** – the activity is carried out by students under the supervision of a teacher. Depending on their skill levels, students should be as accountable, independent and involved as possible at all stages. Students acquire knowledge, skills and important transversal competences such as social responsibility, empathy and solidarity.
5. **Reflection** – is a key element of the method. It is through structured reflection that stakeholders can generalise on actions and experiences to comprehend their full meaning. The reflexive stage needs to be planned for all the stages in the process: at the beginning, in the course of activities and at their end. It is recommended for the reflexive stage to involve the community partners.



**Figure 2:** Five key features of Service Learning activities. Own figure based on UNLV Guide to Service Learning, p. 18; Regina, Ferrara, 2017, p. 14; Brozmanová Gregorová et al., 2022, p. 20

As Roviry and Rodriguez (2006, p. 61) point out, Service Learning is an innovative educational proposal, although based on a well-known and long-standing tradition of elements such as service, volunteering, civic activity on the one hand, and learning, knowledge, skills and values on the other. The innovation lies not in the component parts, but in the close



## THE FIVE ELEMENTS OF SERVICE LEARNING

As part of their coursework, the students of psychology at KUL, supervised by their teacher, planned a psychological workshop for the students at a High School in Puławy (a town in the Lublin region). Worthy of note is that it was the school that sought assistance since at that time they were looking to reintegrate their student community after the pandemic. Responding to these needs, the psychology students led individual workshops, with pre- and post-activity in-class reflection sessions. The activity was closely related to the topic of the university classes, so that students could achieve the intended learning outcomes through practice. While preparing the workshops, the psychology students could apply the knowledge they had already had from other academic subjects and experience the results of its actual application. They worked as volunteers, but the university covered their travel costs. An important gratification was the satisfaction of the real help given to the students and the positive feedback. In their final reflection, the students emphasised that the activities conducted in this format were much more interesting and practical than standard classroom activities.

combination of service and learning into a single, coordinated and coherent set of actions. Hence, the effectiveness of the method is a consequence of the integration of proven components, hitherto used in isolation. Service Learning empowers students' integral development through academic training. This method also allows building a community in an environment with diverse needs.

It is important to emphasise that Service Learning approach is on a constant and dynamic developmental trajectory. It covers a wide range of academic teaching initiatives. The elements mentioned above can also be implemented with varying degrees of intensity, depending on the course of study, the social needs, the objective adopted and the expected benefits for students. The literature discloses a typology of activities conducted with SL from, which may be source of inspiration for new ones. The majority of SL activities fall into the following six categories, even though the differences between them are often quite subtle (Heffernan, 2001):

### ● Pure Service Learning

Students engage with the community and meet a specific, reported need. They combine experience and reflection with the learning objectives of the course. The activity can be a one-off event or an ongoing process. It is not linked to any of the subjects taught in the major. The intellectual basis is the idea of service, and the action is primarily oriented towards it.

### ● Discipline-based Service Learning

The activity is closely linked to a specific academic subject. Students work in a community throughout the semester and regularly reflect on their experiences (reflexive action). They use the content of a particular course and the perspective of a particular discipline as a basis for analysing, understanding and explaining the phenomena they have experienced through their engagement in the activity.

### ● Problem-based Service Learning

The aim of the activity is to solve a specific community problem. On this basis, resources are selected and knowledge from different subjects is used. Students work in the community as “consultants” working for the “client.”

### ● **Capstone courses**

Students use the knowledge they have gained throughout their studies in all subjects and employ it in relevant work in the community. The aim of capstone courses is usually either to explore a new topic or for students to understand their subject matter.

### ● **Service Learning Internships**

Students work between 10 and 20 hours a week in a local environment and are expected to be of value to the community or place, while also aligning with their field of study. Unlike other placements, SL placements combine the support of an academic teacher and regular opportunities for reflection, which help students juxtapose their new experiences with the academic knowledge background they have gained.

### ● **Community-based Action Research**

Students work with university researchers to learn how to apply research methodology in advocating for a community. Planned research aims to both understand the problem and make a real difference. Community-based research can be most effective with smaller practice groups (e.g. seminars, proseminars). They are based on reciprocity, as in this model the community actively shapes the research process.

It is also worth mentioning that cooperation with the community within SL can be implemented in different ways. Depending on the identified needs, activities may take form of **direct service** – concrete assistance provided to individuals or institutions in the form of regular work or a one-off event, or **indirect service** – a solution, document or project developed together with an institution to be used by that institution. Another type of Service Learning could be **community-based research**. In this SL type community received the results of the research, performed on the social needs.

Service Learning can also take the form of **social action**, targeting wide audiences or multiple institutions to solve systemic social problems. It can then take the form of a variety of social and media activities, as well as community actions and campaigns.



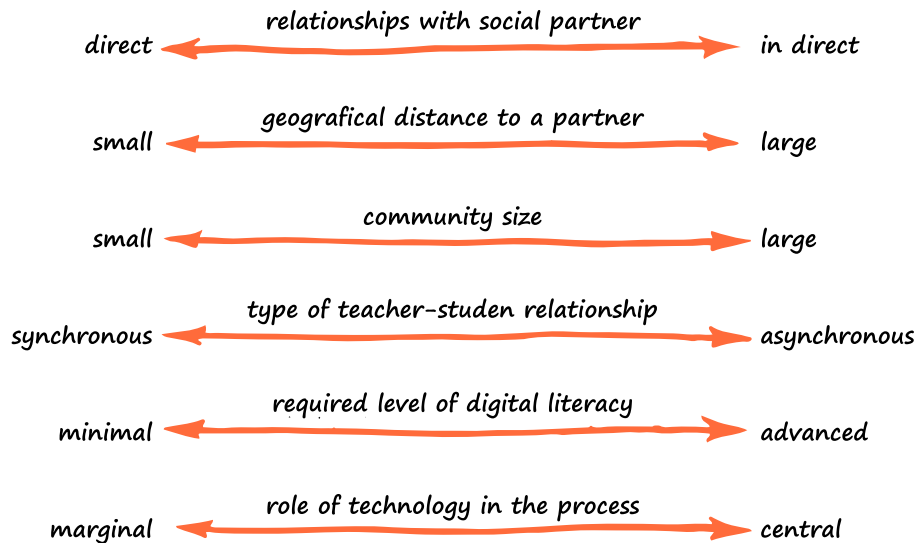
# 5.

**Online  
Service  
Learning  
(Digital  
Service  
Learning,  
e-Service  
Learning)**





Service Learning can be an effective method in a variety of educational spaces, including outside the traditional “face-to-face” lesson. Undoubtedly, online work became widespread as in the wake of the COVID-19 pandemic, when remote teaching and learning became an everyday occurrence. So what is the difference between traditional and online SL classes? In both cases, the most important aspect is the community, where a needs analysis has been carried out, the project topics have been matched to them and the internet is used as a tool for work. Moreover, it turns out that working in online SL projects has become an opportunity for many people who would probably not have engaged in such a structure *in vivo* (Brozmanová Gregorová et al., 2022). Thanks to modern technology, a wider audience has the opportunity to benefit from the solutions worked out. Each e-Service Learning (eSL) course may be applied in unique contexts and adjusted to them at the design stage. Eaton and Leek (2019) recommend mapping an online Service Learning course on the following continuums to help select the appropriate arrangement of SL activities and the adequate digital tasks, methods and tools (adapted from UNLV Guide to Service Learning, p. 33).



**Figure 3:** A continuum of qualities of Service Learning activities conducted online to help design Service Learning activities (own graph based on: UNLV Guide to Service Learning, p. 33).

Waldner, McGorry and Widener (2012) identified 5 forms of SL:

1. Traditional Service Learning (tSL): service and teaching component fully on-site;
2. e-Service Learning Hybrid Type I: service fully on-site with teaching fully online. The lessons take place entirely online and the service is carried out in presence;
3. e-Service Learning Hybrid Type II: service fully online with teaching fully on-site. The lessons take place entirely in presence and the service usually involves the creation of online resources as a response to an identified need;
4. e-Service Learning Hybrid Type III: a blended format with instruction and service partially online and partially on-site;
5. Extreme e-Service Learning (Xe-SL): 100% of the instruction and service online. There is no on-site component.

Waldner et al., (2012) recommends how to maximize the eSL success in three areas. First one is the **technology area** where students and teachers have prior online course experience, and all involved partners are familiar with the modalities and purposes of SL pedagogy. Teachers specify equipment/software requirements, assess student skills and community partner capacity before starting a SL project online and provide training if needed (Seifer & Mihalyuk, 2005, Cinque et. al. 2020). The second field is **communication area** where in eSL it is important to schedule either an on-site meeting or a video-call with the community partner to get to know each other and understand the problems to be addressed in the project (Cinque et. al. 2020). In eSL maintaining active and constructive communication is key where clear channels of communication between students, teachers and community partners is protective for conflicts and confusions. At least, pedagogical area where eSL can cross borders (international SL), foster a reflection on global problems (global SL) and also facilitate a solidarity experience through technology where learning and service can be done completely in cyberspace (Cinque et al. 2020, p. 36).

# 6.

**Service  
Learning  
and other  
engagement-  
based  
learning  
approaches**



Service Learning opens up a great many possibilities for teachers and students. The multiplicity of approaches makes it possible to plan activities tailored to the specific needs of students and the community. It is also worth showing the differences between Service Learning and other and experiential, engagement-based education methods (Furco, 2011).

Service Learning, unlike **volunteering**, has a significant learning component. Volunteering itself is, of course, a service to the community, and the volunteer gains valuable, albeit unstructured, experience in the process. Volunteering is usually not linked to a course of study or a specific subject, nor does it take place under the supervision of a teacher. It is worth adding, however, that both long-term volunteering programmes and one-off actions have the potential to become SL activities if we link them to specific subjects and add a reflection component.

**Internships**, on the other hand, focus primarily on the acquisition of practical knowledge and experience. They usually are individually designed, take place outside the university and without the support of teachers. The partner is a potential future employer. Internships also have the potential to become Service Learning activities (e.g. SL internships) by adding a component of service to society and reflection with a university teacher. The experience gained this way can be invaluable to students. Transforming internships into SL activities can also be achieved by establishing a closer relationship with the institution where the internship takes place, which allows students to undertake assignments as part of their regular academic coursework.

Potential to create SL activities can be sought in all **activities taking place outside the university, including fieldwork or institutional collaboration**, if enriched by the service and the reflection components. Similarly, **socially engaged research** or **individual social activities of academic teachers** can be open to SL if students can be involved. Also, **activities of study circles and student organisations** are worth mentioning since these go beyond the established scope of the academic curriculum, while giving participants an opportunity to gain unique experience in line with the field of study. They also often have the character of service, which takes place under the guidance of a teacher, for the benefit

of the community. These activities are worth looking into as they often meet many of the criteria of Service Learning.

The **reflection** component is key to Service Learning as it allows for knowledge structuration and consolidation. One of the basic questions asked in this context is: “What have you learned from this experience?” Reflection is also recommended for other teaching methodologies, and the prompts provided by Service Learning are universal. An analysis of how existing activities can be transformed into SL courses is presented below as a *quadrant model* (Regina, Ferrara, 2017).



## HOW TO IDENTIFY THE UNIVERSITY'S SL POTENTIAL?

The process of implementing Service Learning at the university should start by diagnosing the available potential. Are there teachers who deliver subjects using similar methods, rely on students' engagement, work with community partners? As a university, with whom do we cooperate at present? Are there partner institutions that the university has been cooperating with for years?

At KUL, we have conducted surveys and meetings with teachers on several occasions to identify our potential. Thanks to these activities, we have identified a dozen or so academic subjects that contain a considerable number of SL elements, and a large group of subjects with the potential to become SL classes. Teachers active in developing their skills became a group of leaders introducing and testing the SL method.

We presented the results of the first survey – First steps to SL at KUL – at the Second UNISERVITATE World Symposium in 2021.



[https://miro.com/app/board/o9J\\_lp\\_EnBQ=?moveToWidget=3074457366363430160&cot=14](https://miro.com/app/board/o9J_lp_EnBQ=?moveToWidget=3074457366363430160&cot=14)





## INTERNSHIPS/ VOLUNTEERING/ SERVICE-LEARNING

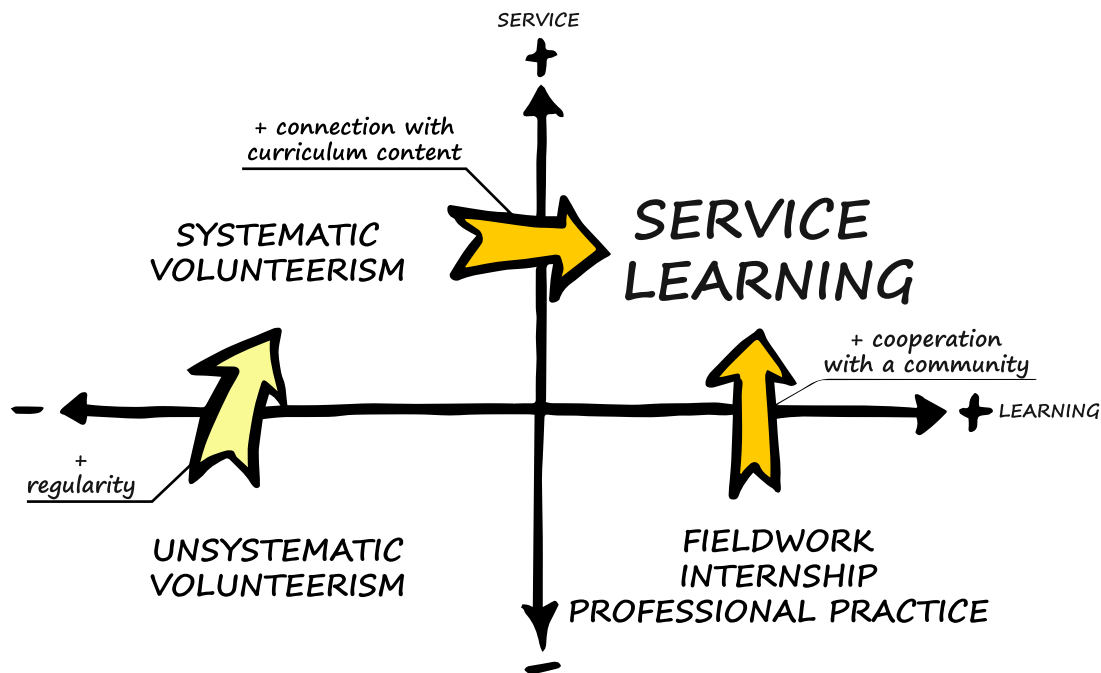
Students of education can have **internships** in institutions such as kindergartens or primary schools.

They can also **volunteer** on an extracurricular basis at school day care centres, where they support teachers and help children with their homework.

Under their teacher's supervision, they can also perform the following actions - as part of their regular class engagement:

- identify the needs in a particular school community,
- design a series of workshops for school children,
- consult these workshops with the school teachers,
- implement the workshops,
- meet regularly to reflect with the teacher on the process and its outcomes (for the students themselves, the school students and the school teachers).

In this way, a volunteering activity becomes a case of **Service Learning**.



**Figure 4:** How to transform existing academic activities into Service Learning activities (based on Regina, Ferrara, 2017, p. 37).



**7.**

**Research  
potential  
of Service  
Learning  
in scientific  
activities**



The striking practical aspect of Service Learning is not the only one for which this method is worth exploring. The analysis of the literature indicates that it is also an inspiring field for research activities. We will try to look at the research aspects of SL in four contexts: students, community, academic staff and institutions.

The first aspect concerns **students**. Research findings indicate that Service Learning activities can have a significant positive impact on students' academic performance. Research reports indicate that SL has significant positive correlations with critical thinking, problem solving and moral reasoning (Conrad, Hedin, 1991) as well as with participants' psychosocial development, mainly by increasing personal and social responsibility (Conrad, Hedin, 1991). The development of pro-social attitudes, increased self-esteem and a growing sense of appreciation for cultural diversity are also observed (Simons, Cleary, 2006). Qualitative findings by Choi and colleagues (2023) show that students' learning and reflection during SL activities results in the following advantages: (a) understanding of and providing for actual social needs; (b) designing and planning activities; (c) solving problems in the real rather than the academic world; (d) collaborating with different people; (e) taking concrete responsibility; (f) recognising and strengthening emotional regulation; and (g) deepening reflection on their interests and skills. Additionally, the study revealed that the students engaged in new activities on and off campus as a result of participating in SL projects. One of the most important findings from qualitative research is the students' growing sense of efficacy, mainly concerning the fact that their activity can realistically make a difference in the community (Simons, Cleary, 2006; Astin et al., 2000). A number of advantages for students' social functioning and academic performance can be found in the Service Learning literature (Copaci, Rusu, 2016; Novak et al., 2007; Conway et al., 2009; Celio, Durlak, Dymnicki, 2011; Eppler, 2011; Yorio, Ye, 2012). Brozmanová Gregorová et al. (2022, p. 15) present these synthetically as follows:

- understanding, learning and mastering the theoretical part of academic courses in the context of real-life problems and situations;
- developing the ability to manage crisis and contingency;
- self-reflection on the individual predispositions needed for a future career and on the competences necessary for the chosen profession;



- perceiving the usefulness of theoretical knowledge for the future workplace;
- developing competences that students can further use in the workplace, such as leadership and communication skills;
- developing creativity;
- widening social networks – getting to know potential employers, colleagues, partners or customers;
- developing a sense of responsibility in relationship with community partners;
- experiencing different ways of dealing with stress, frustration, failure, conflicts, misunderstandings, misinterpretations etc;
- gaining an insight into the complexity of professional realities that are often difficult to handle in-class or describe in case studies;
- an opportunity to test students' motivation in choosing a future career;
- developing awareness of the importance of teamwork and project management, social responsibility, deadlines and the criteria-based implementation of planned commitments;
- experiencing students' own social impact and the importance of acting for society;
- developing proactivity and responsibility in social action;
- developing a sense of social responsibility, empathy, sensitivity to community needs, with a particular focus on marginalised social groups;
- developing effective communication with different social groups and acceptance of diversity.

In addition to reports of the impact of Service Learning on students, research indicates that SL can also have a positive impact on **community** development ( Brozmanová Gregorová et al., 2022). SL programmes and initiatives help meet different types of community needs and strengthen the community human potential (Johnson, 1995). As a result of well-planned and executed activities, the community can receive concrete support, model solutions based on professional knowledge and experience. Service Learning activities can also act as catalysts for positive change that will find its continuation in the community. Furthermore, they have the potential to create lasting relationships between the community and the university, fostering long-term and systematic cooperation. The benefits of SL programmes for the community are as follows:



- contributing to solving real social problems;
- establishing and maintaining contacts with the university, faculties, teachers and students for potential future cooperation;
- getting to know students working on specific tasks as potential employees;
- developing up-to-date knowledge and skills, consolidating the possessed competence backgrounds by the students;
- enabling young adults to analyse the situation of the community, which employs their cognitive perspective, not burdened by the past bonds or internal rules of a given institution;
- helping young people who are just starting out on their careers to gain their first work experience.

Service Learning programmes also have benefits for **academic staff**, as they allow academic knowledge to be applied to real-life situations (Johnson, 1995). The SL method allows for a change in the role of the teacher: from an expert, presumably standing higher up in the university hierarchy, they are transformed into an expert 'at hand' who not only imparts knowledge, but also accompanies students in acquiring it themselves. Students have an opportunity for constant contact with the teacher, and their regular classes become more practical and grounded in reality. SL programmes allow academics to broaden their contacts with community stakeholders, which opens them to new areas of research, thus increasing opportunities for professional development (Johnson, 1995). At the same time, there is a growing awareness of social issues in both the educational and research milieus. Broznanová Gregorová et al. (2022, p. 16) identify the following advantages of the SL method:

- improving the quality of teaching content;
- increasing the creativity and interactivity of the learning process;
- developing innovative approaches to problem solving;
- developing contacts with community partners;
- ensuring closer relations with students;
- providing opportunities to test theoretical models, concepts and methodologies for solving specific problems of social organisations;
- providing opportunities to link different scientific disciplines in teaching activities;

- raising the reputation of socially engaged teachers in the academic community;
- bridging the gap between theory and practice;
- compiling empirical data for scientific research;
- opportunities to publish in internationally recognised journals on experiences with SL methodology.

There are also many benefits of SL methodologies for **university institutional development** (e.g. Celio et al., 2011; Epple et al., 2011; Yorio, Ye, 2012; Conway et al., 2009; Novak et al., 2007) including the following:

- implementing the strategic initiatives and commitments contained in the university's operational strategy;
- realising the university's third mission;
- reducing the gap between the competences acquired by students during their studies and the competences required on the labour market;
- strengthening students' citizenship skills;
- promoting intergenerational and intercultural cooperation;
- strengthening confidence in the university as an institution and as a partner in useful, wise and socially desirable cooperation;
- building the foundations for future partnerships with stakeholders in the (local) community, as well as developing innovative curricula in line with the education market;
- increasing the level of satisfaction with learning by providing students with the opportunity to gain important life experiences;
- promotion of the university to potential candidates.

The key features of Service Learning pedagogy open a vista to an education with expanded social, emotional, cognitive and interpersonal dimensions (Simons, Cleary, 2006). Through SL, students develop skills that can help them observe, identify and distinguish other people's emotions, manage (evaluate and regulate) their own emotions, establish and maintain positive relationships, make responsible decisions, cope with new interpersonal

situations and improve their academic performance (Durlak et al., 2011). In addition, through its reflective component and connection to curricular content, SL offers students and academics an opportunity to explore and understand social perspectives by tapping into and exploring individual differences in cognitive and emotional patterns that may be revealed during the learning process (Alexander, Chomsky, 2008, in Copaci, Rusu, 2015). The aforementioned aspects are inexhaustible and represent a field for further research.



## INSTITUTIONALISATION OF SERVICE LEARNING

A very important aspect of Service Learning is how the method is formally implemented into university structures. Institutionalisation of SL is usually a multi-year process and does not happen through a radical change. The aim is to develop an efficient, comprehensive system for the implementation of SL classes throughout the university, the promotion of the classes to students and the support of teachers of individual subjects. Such a system includes relevant documents and regulations, a range of SL classes, training, financial support and the development and evaluation of new classes. Classes are implemented as

university-wide subjects or are planned specifically for individual courses and adapted to their nature. Depending on the university, these may be compulsory or elective courses. A unit responsible for the coordination and development of SL classes is usually established. The overall arrangements should be adapted to the specific characteristics of the university and the community in which the university is located. There are many examples of the institutionalisation of SL at universities around the world from which inspiration can be drawn.

### For an extensive treatment of SL institutionalization, see:

Jouannet C., Arocha L. eds. 2023, *Institutionalization of Service Learning in Higher Education*, UNISERVITATE 4, Ciudad Autónoma de Buenos Aires: CLAYSS.

<https://www.uniservitate.org/2023/05/10/institutionalization-of-service-learning/>



Ribeiro Á., Aramburuzabala P. & Paz-Lourido B. 2021, *Research Report on the institutionalisation of service-learning in European higher education. Research procedures and main findings*, Madrid: European Association of Service-Learning in Higher Education.

[https://www.eoslhe.eu/wp-content/uploads/2022/02/Research-report\\_2021\\_web.pdf](https://www.eoslhe.eu/wp-content/uploads/2022/02/Research-report_2021_web.pdf)



## INSTITUTIONALISATION OF SERVICE LEARNING – “The Furco Rubric”

A tool for self-assessment of the status quo of the institutionalisation of Service Learning at a given higher education institution is the “Furco Rubric.” The design of this tool is based on the diagnosis of five aspects: philosophy and mission of Service Learning; faculty; students; community; institutional support. Each aspect is evaluated in three developmental stages: critical mass moment, quality building, sustainable institutionalisation. The information obtained through this tool can help identify progress and contribute to the planning of further actions. (Furco, 2002)

[https://www.eoslhe.eu/wp-content/uploads/2020/02/Furco-rubric\\_English.pdf](https://www.eoslhe.eu/wp-content/uploads/2020/02/Furco-rubric_English.pdf)





## EXAMPLES OF SERVICE LEARNING UNITS AT UNIVERSITIES (1)

### Stanford University – United States

Haas Center for Public Service

<https://haas.stanford.edu/>

Coordinates, offers university-wide courses, certifies socially engaged activities



### University of Notre Dame – United States

Center for Social Concerns

<https://socialconcerns.nd.edu/sslp>

Established in 1983, collects data, coordinates, certifies classes, offers holiday courses and other activities, financially supports research and teaching



### Univerzita Mateja Bela v Banskej Bystrici – Slovakia

International Research Priorities including Inclusive Education, Science With and For Society

<https://www.umb.sk/en/research/international-research-priorities/inclusive-education-science-with-and-for-society/>



### Libera Università Maria Ss. Assunta (LUMSA) – Italy

Erasmus+ projects promoting SL in Higher Education

[https://www.lumsa.it/en/international\\_erasmus\\_slide\\_EN](https://www.lumsa.it/en/international_erasmus_slide_EN)

SLIDE – Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment

<https://slide.reu.pub.ro>





## EXAMPLES OF SERVICE LEARNING UNITS AT UNIVERSITIES (2)

### Universidade Católica Portuguesa, Porto – Portugal

<https://fep.porto.ucp.pt/pt-pt/about/social-responsibility/volunteering/nacional>

<http://www.fep.cedh.porto.ucp.pt/>

Community Service as a voluntary program that allows students to pursue volunteer work in community organizations; at the same time, this experience integrates a training program overseen by a team of faculty members



### Universidad de Buenos Aires – Argentina

Department of Student Welfare and University Extensión at UBA

<https://www.uba.ar/internacionales/contenido.php?id=425&lang=en>

Coordinates SL activities, implements, finances, conducts social activity pathways, especially Community Action Program in Vulnerable Neighborhoods, PIACBV



### Ukrainian Catholic University in Lviv - Ukraine

Center for Teaching and Learning Excellence

<https://ctle.ucu.edu.ua/>

Coordinates activities to improve the quality of teaching, including Service Learning. In line with the University Strategy 2020-2025 'University that serves'



Source: public domains of universities



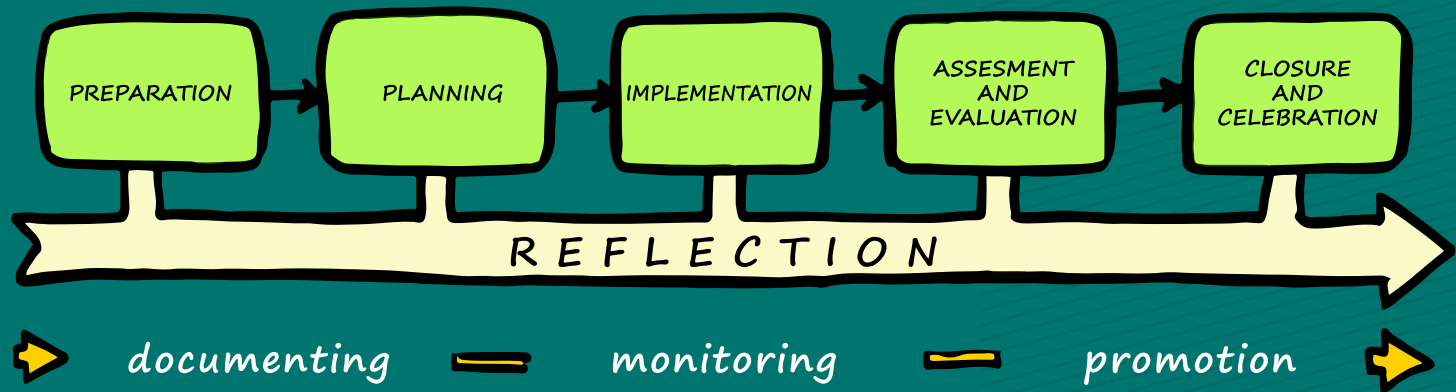
# 8 ●

## **Stages of Service Learning activities**





Service Learning work can be divided into distinct stages that start with a decision to use Service Learning and end with the closing of an activity. The stages are as follows: preparation, planning, implementation, assessment and evaluation, conclusion and celebration. In addition, some activities continue throughout the process at each stage: reflection, documentation, monitoring and promotion.



**Figure 5:** Stages in the implementation of Service Learning activities. Own diagram based on UNLV Guide to Service Learning, p. 18; Regina, Ferrara, 2017, p. 14; Broznanová Gregorová et al., 2022, p. 20)

# 8.1.

## Preparation

The preparation stage is when a teacher decides to use the Service Learning method. It is then necessary to consider whether this method will be appropriate for achieving the intended learning objectives, think about what motivates a teacher's use of SL, what resources and opportunities they have for implementing SL activities and what are the university regulations regarding the use the SL method.



# Objectives and motivation for implementing SL activities

Each teacher considering use SL in-class is recommended to answer the following questions:

- What is my motivation for applying Service Learning in my classes?
- What are the learning objectives I want to achieve?
- What kind of experience do I want to offer my students?
- What elements of my personal experience do I want to pass on to students?
- What would be the best way to achieve the objective?
- Is Service Learning the method I can choose in this context?
- Is there an opportunity to connect teaching needs with community needs?
- What resources and capacities (personnel, time, material) are needed to implement the activities?
- What are the opportunities and risks associated with the planned activities?
- Is there any university support for implementing SL in the classes?
- Are there any official documents, regulations, handbooks at my university?
- Are there any more experienced people in SL: colleagues, tutors, experts, etc.?

Insightful and honest answers to these questions will help each teacher decide whether to use Service Learning for particular classroom purposes.





### A COMPREHENSIVE RESPONSE TO NEEDS

It may be the case that a single institution becomes a stakeholder in Service Learning activities, yet its needs call for the participation of student representatives from different academic disciplines. For example, rural schools may cooperate with students of education studies (activities supporting the development of students' skills), psychology (activities in the field of mental health promotion), English philology (enhancing English learning activities), history (supporting community building through learning about local history and traditions), computer science (activities in the field of using information technology in the educational process). They can also work with interdisciplinary teams, bringing together students from different faculties, for example landscape architecture and education studies (collaborative design of an educational garden and an outdoor activity space with and for school students).

## Service Learning stakeholders (students, teachers, community)

The Service Learning method engages stakeholders who are not part of the formal curriculum and its classic student-teacher educational arrangement. The new stakeholders come into view – people who become beneficiaries and/or partners in students' activities. The community stakeholders can be people in need of assistance, affected by diverse social risks, but also local communities, social organisations or institutions. The kind of community partners involved depends on the class specifics and a field of study. Partners for psychology students are likely to differ from those for Polish philology students, and still others for students in landscape architecture.

# Needs analysis

All the stakeholders involved in Service Learning (students, teachers, community partners) have their needs. A well-designed SL process makes it possible to respond to the needs of each of these stakeholder groups. The first step is to identify the needs and expectations. Students most often expect activities to provide them with new knowledge and skills in an interesting way and with an optimal effort. They are often willing to take on a difficult challenge if they see the prospect of progression. However, they may have concerns that the task will be beyond their capabilities or very time-consuming. The community partners most often expect support or cooperation in solving a specific problem or achieving their objectives. At this stage, it is important to define the extent of each stakeholder's involvement: whether they will just be passive recipients of activities, or whether they will be expected to co-operate to implement activities. Mutual expectations, work styles, ways and means of contact, persons responsible for actions and stages (process owners) have to be clearly defined. Defining the relationship between the participants and their mutual understanding and acceptance forms the basis for well-prepared Service Learning activities. The aim of the teachers is to achieve the desired learning outcomes in a way that is effective, attractive to students and that enhances their teaching experience. It is important to bear in mind that classes using the SL method usually require teachers to be more flexible in terms of time.

When planning, it is important to assess whether and to what extent we are able to respond to social needs, whether the expected response is within the competence of a teacher and the students, whether the activity will ensure that the learning objectives are achieved, whether it is relevant to the needs assessment. Meetings, interviews, surveys, checking available data, media reports etc. can be conducted in needs analysis. Careful assessment can help disclose the fact that an initially reported problem is factually different in its nature. It is worthwhile to investigate the roots of the reported problem and make an effort to shed light on its complexity. There is then a chance for an adequate and effective response, which can sometimes be systemic, e.g. in the case of climate, social or spatial problems. These do not affect individuals, but we experience them collectively as a society. In such cases, Service Learning can be targeted at wider communities or at specific institutions responsible for the assessed issues.



## **Planned outputs of Service Learning activities**

At this stage, it is important to define what outputs we want to achieve through SL activities. What specifically will the community partner receive at the end of the activity. The output can be direct or indirect – concrete help given to individuals or institutions in the form of regular work or a one-off event. It can also be a concrete product such as a solution, document, project, tool, device or object developed together with the institution. If SL is arranged as socially engaged research, it will result in outputs that the partner can apply to its own activities. If SL takes the form of socially engaged activities, the outputs may be solutions to systemic problems such as media materials, publications, social campaigns, films, podcasts, competitions and community engagement events. At this stage, a preliminary estimate should be made of which and how many results will be the most relevant, what scope they should have and what target they should address.

## **Technical and formal issues**

At the preparation stage, it is also important to recognise the formal and technical issues in conducting Service Learning activities. These usually depend on the internal regulations of each university and the degree of SL implementation in its documents. Above all, these regulations concern how SL is to be incorporated into the course plan, learning standards and requirements for agreements with community partners, the requirements necessary to implement the activities outside the university, permits concerning, for example, working with children in kindergartens or issues of student safety during the activities.

# Risk analysis

Worth considering are risks and difficulties that may arise in planning and implementing Service Learning activities. It is an educational method that presupposes strong motivation and involvement of all participants in the activity in order to achieve the desired effect.

## ***Compulsory or voluntary activities?***

Universities that implement Service Learning as a compulsory part of the curriculum may face uneven levels of student motivation, reluctance or resistance. Reasons for this may be, for example, fear of an excessive workload, expectations concerning greater time flexibility or concerns about direct contact with those in need. The most important argument is then the compulsory nature of the activities. It can also be helpful to demonstrate the benefits of the activities. Solutions are sometimes used where the student can choose between direct services and indirect ones, such as an interview with an expert dealing with this type of service. The compulsory nature of the class, however, requires the presence of trained and motivated teachers. If, on the other hand, the classes are voluntary, the participants tend to be more strongly motivated to work, even though they enjoy an open option to drop out. This may prevent them from completing the task and achieving the expected educational outcomes. It can be also challenging for the teacher to deal with the more and less engaged students and it can complicate the teaching process. The implementation of Service Learning activities as compulsory, elective or voluntary depends on how a particular university and teacher approaches this methodology.



## **Risks and difficulties on the part of external stakeholders**

The possibility of unforeseen situations on the part of the community partner must also be taken into account. Hence, a mutual understanding of the objectives of the activity and acceptance of the framework in which SL activities take place is so important. Unforeseen situations can also be a reason to change or abandon an activity. However, all difficulties and problems can be used in a valuable way as a subject for reflection, so that we are able to realise at least part of the learning objectives.

## **Limited duration of activities**

Time plays an important role during the implementation of activities. Certain activities may turn out to be more time-consuming than previously anticipated, which may extend the implementation period. It is advisable to plan an adequate reserve of time for such contingencies. In addition, the time for reflection may seem on the surface to be 'wasted time'. However, it is the moment when awareness and acceptance of the knowledge gained takes place. It is worth setting aside sufficient time for reflection before, during and after the class.

## **Funding of activities**

Cost also matters. Sometimes activities do not require additional resources. However, more often than not even some basic educational supplies are required, e.g. paper or art supplies, prints, small tools and the cost of students travelling to the place of activity. As a response to these needs, universities may set up a dedicated fund. Sometimes fundraising, conducted by students, can be a part of the SL project. It is important to emphasise that students are not paid for the Service Learning service carried out.





The team of the „poMOC młodych” project

## SERVICE LEARNING IN PSYCHOLOGY

In 2020, at the beginning of the COVID-19 pandemic, there were numerous news stories about mental health crises among young people. An evident **public need** emerged. One academic teacher in psychology asked students if they would like to respond to the situation in some way. As a result, a group of students willing to help came forward. Together with the teacher, they decided to organise a **peer support project** “PoMOC młodych.” The students were on permanent online duty, during which they provided support to their peers. They saw the usefulness of the knowledge gained in classes and faced some of the challenges posed by the psychological profession. The teacher acted as an expert by providing support and jointly discussing issues raised.





## SERVICE LEARNING IN LANDSCAPE ARCHITECTURE

A landscape architecture teacher was approached by a representative of a non-governmental organisation from the town of Włodawa (Lublin region) with a request for broad support concerning the quality of green areas in the city. The result of the discussion was the identification of a **social need**, which was to strengthen the dialogue between the various stakeholders responsible for public spaces in order to work together on specific areas. The first step of the activity was to meet representatives of different institutions and communities and discuss specific needs. Then the students, together with the teacher, identified which tasks they were able to undertake and planned the steps to take: field visit, street survey, meeting with partners, design work, consultation with partners and presentation of projects. The activity resulted in designs for the selected public spaces, but also in the experience of collaborative work and dialogue among all the stakeholders.



Street poll in Włodawa

# 8.2.

## Activity planning

Service Learning activity planning includes technical and content issues. The **technical** plan should specify: the timeframe of the activity, deadlines, places of implementation, number of people involved, responsible persons (project owners), the way in which the activity will be documented, how and how all the partners and responsible persons will communicate, as well as the planned outputs and outcomes of the activity, their estimated number and scope. Financial aspects may be an additional element if expenses and funding are planned in the project.

The **content** plan specifies issues related to the content of the activities and the expected learning outcomes. Service Learning activities cannot classify as incidental learning. As these are long-term activities, academic teachers coordinating them should plan the whole process. The first element in planning is the formulation of objectives (Sajdak, 2013). It is worth pointing out that due to the presence of three groups of stakeholders involved in the process, it is necessary to formulate objectives for each of them. The space that is shared by these three categories of objectives is the Service Learning implementation space.





## SERVICE LEARNING ACTIVITY OBJECTIVES

Early Childhood Education students conducted music activities implementing SL and using musical instruments in a rural primary school. Prior to the activities, the following main objectives were formulated:

### I. **The academic teacher's objective:**

To enable students to teach music education to early childhood students. The above main objective implies the following specific objectives:

1. The teacher knows each student's abilities and shortcomings in building the early childhood education teacher's workshop in the area of music education
2. The teacher designs a further strategy to compensate for the student's deficiencies and to dynamise the student's capacity to build the early childhood education teacher's workshop, in the area of music education.

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Each main objective adopted implies operational specific objectives, and the table shows just a few examples, it is worth noting that the group of specific objectives for students is integrated with the learning outcomes assigned to the academic course in which they participate under the guidance of the teacher.

Once the main and specific objectives have been formulated, it is useful to follow the following didactic principles in the further planning of activities using Service Learning:

## A) **Principle of matching theory and practice**

The first principle outlined "serves to prepare students to use knowledge rationally in practical activities to transcend the surrounding reality" (Bereźnicki, p. 105). Respect for this principle is determined by the teacher's response to the following questions:

- What are the assumed learning outcomes in terms of knowledge, skills and attitudes for a course taught by a university teacher?
- What are the theoretical issues in a teacher-led course?
- What kind of institutions or external audiences need knowledge, skills and attitudes that are identical – in part or in whole – to those acquired by the student in the course taught by the teacher?
- Which institutions or audiences will benefit from the theoretical issues present in the course as an operational and developmental asset in their functioning?
- Which areas of practical activity of the institution or external audiences will function as laboratory for the application of theoretical knowledge and the testing of skills and attitudes?

## **B) Principle of the operative usefulness of students' knowledge**

The principle set above indicates that “the knowledge students acquire at the university must serve to perceive, formulate and solve problems outside the university, that is those posed by real life.” These challenges demand from them not only passive, declarative knowledge, but above all the operative one” (Denek, 2011, p. 41). It is necessary for the academic teacher to determine what competences, even before the activity, the student who will participate in it should have. For example, before students of early childhood education commence their SL activity in music education for early childhood students should have knowledge and skills in psychological and pedagogical foundations of child development at the early childhood stage. They should also be familiar with the foundations of elementary education.

## **C) Principle of systematic sequence in teaching**

According to this principle, an academic teacher should provide the student with the opportunity to acquire knowledge and skills in a systematic and structured manner, which will be further consolidated and then implemented in practical situations (Bereźnicki, 2018). Hence, in the preparation of Service Learning activities, it is crucial to plan what set of competences the student will be equipped with before starting an active collaboration with an external partner. This means that with the start of the course, students become familiar with the spectrum of possible activities, as well as the space for creative solutions to the course topics. On the basis of these proposals, students design and then implement support activities with external stakeholders. The principle outlined also sets out the need to regularly review the course of action taken, which is made possible by planned and multi-stage reflection and by accompanying students throughout the process.

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### **II. The students' objective:**

Planning, preparation, implementation and evaluation of educational activities in music education for early childhood students.

The above main objective implies the following specific objectives:

1. The student plans and prepares pedagogical and didactic activities in the field of music education for children of early school age
2. The student conducts and evaluates pedagogical and didactic activities in the field of music education for children of early school age

### **III. The primary school's objective:**

Enhancement of educational activities in music education for students in grades 1-3.

The above main objective implies the following specific objectives:

1. The school compensates for deficiencies in the area of music education of early childhood pupils
2. The school diagnoses its own capabilities and deficiencies in the area of music education of early childhood students.



## **D) Principle of informed student participation/participation in the learning process**

This principle indicates the need to make students aware of the purposes for which the planned activity will be undertaken (Denek, 2011). The student should comprehend why it is justified to undertake the proposed activity both from the perspective of their professional development and the development of the indicated external stakeholder group. Making a clear sense of the activity is a factor in enhancing student performance. In this context, it is reasonable to plan a meeting or an activity with the students, during which a teacher will explain to them why a particular action will be taken. At the end of this meeting, it is useful to ask the students the following questions:

- What knowledge will you have at the end of the activity?
- What skills will you gain from participating in the activity?
- What attitude will you develop by participating in this activity?
- Are the knowledge, skills and attitudes indicated above linked to the learning outcomes in the course programme? Are they present in the curriculum of your course of study?
- Do you see a link between the knowledge, skills and attitudes you will achieve by participating in the activity and your future career?
- In which areas/disciplines of your future career will you be able to use the skills, knowledge and attitudes acquired during the activity?

## **E) Principle of research value**

This principle refers to the essence of the university as an institution in which the integration of science and didactics is present. This means that the educational content, which is an object of class interaction, disseminates valid achievements of science. Respecting this principle enables students to learn about the objective state of contemporary knowledge, as well as the methodology for its exploration. In turn, these two elements are crucial for discovering further areas of research development (Denek, 2011). The interdependence of science and didactics is clear in the academic context, which is expressed in the fact that didactics makes it possible to explore and understand science, and science enhances the quality of didactics. In turn, didactics enhances the research process. In this context, the next step in planning work using Service Learning is to justify the activities undertaken by rooting them in the previous scientific output of a specific discipline. Hence, it is important for students to carry out an analysis of the literature and research findings in the context of the problems and community challenges investigated by researchers. The analysis carried out is the starting point for students to undertake their own research activity with the aim of:

- learning about the current needs and difficulties of a specific target group of external stakeholders,
- analysing the data collected and conducting a discussion of the results in relation to researchers' positions,
- designing the most effective strategy for support activities.



## **F) Principle of individualisation and teamwork in education**

According to this principle, in organising academic education, it is important to maintain a balance between teamwork and independent work of the student. It is expressed in enabling the student to develop their individual abilities and, at the same time, improving their ability to cooperate in a group, while respecting their own potential and that of the other team members, in order to realise the common good (Denek, 2011). In this context, the academic teacher should answer the following questions when planning Service Learning activities:

- How many groups should the student team be divided into so as not to disrupt the standard workflow of the external stakeholder?
- How large should the groups be so that each student has an opportunity to undertake their own activity?
- Does the project provide opportunities for group and individual student work?
- Which tasks during the project does the student perform individually and which in groups?

## **G) Principle of accessible education**

This principle emphasises that the formal educational process should be integrated with the psychophysical capabilities of the students. This implies a selection of methods and didactic means that will allow each student to continuously expand their competences, while maintaining an optimal level of task difficulty (Denek, 2011). In this context, when planning SL activities, an academic teacher should introduce diverse task categories. It refers to both the form of activities (group, individual), but also their content type. The categorisation of tasks should be integrated with the diagnosis of abilities and limitations of individual students. The application of the principle of accessibility will strengthen students'



sense of responsibility for the collective action and their sense of agency in the whole endeavour. In this context, an academic teacher should answer the following questions:

- What tasks will the students have to perform in the project?
- What are the capabilities of the individual students involved in the project?
- Should additional task categories be introduced for participating students?

It is worth emphasising that it is the student who decides the degree of their own involvement in the individual tasks. This means that they will get involved in the implementation of all of them, but according to their own abilities, motivation and needs.

## **H) Principle of permanence, understanding and effectiveness of knowledge, skills, behavioural patterns and the unity of the results of teaching and upbringing**

Denek (2011, p. 40) points out that “[t]his principle specifies the necessity for students to permanently master knowledge, skills and behavioural patterns with optimal involvement of their cognitive abilities, mainly imagination (reproductive and creative), memory (especially logical memory), logical thinking, as well as the ability to update the knowledge necessary to perform the tasks facing them.” According to this principle, an academic teacher assumes the role of tutor for the activities undertaken by the students. By asking appropriate questions, they support students in consolidating and systematising the knowledge they have acquired. Hence, a teacher should ask the following questions to the students before starting the project:

- What are the needs, difficulties and expectations of the external stakeholders with whom the project will be implemented?
- What is the operative framework for the project?



### **SEQUENCE OF TASKS IN SERVICE LEARNING**

When designing activities to develop the musical skills of early childhood students, carried out by the students of early childhood education, the tasks included the following:

- a) Designing a frameworks of activities with children,
- b) Preparation of the necessary teaching aids,
- c) Moderating individual tasks and games during activities with children,
- d) Managing student groupwork,
- e) Individual work with the student during class time.



- What elements will be needed to realise the designed project (both in terms of competence and material resources)?

After carrying out each stage of the project, it is worth asking the following questions:

- Which activity components were implemented according to plan?
- Which activity components need adjustment? Why?
- What knowledge and skills are needed to carry out the adjustment?

### ***I) Principle of ensuring operative control and self-control in education***

The above principle makes it possible to monitor the course of the educational process in order to assess its effectiveness in terms of achieving the set objectives, the effectiveness of the methods used etc. (Denek, 2011). The monitoring function in Service Learning activities is performed by reflection. Hence, an important element in the planning of SL activities is to design the course and methods of student reflection. A detailed description of reflection is provided in the following chapters.

# 8.3.

## Implementation



Music activities in grades 1-3 – an example of the implementation stage of Service Learning activities



## DESIGN THINKING

The implementation of Service-Learning activities may be informed by many other teaching methods. Design thinking can be very helpful at all stages of the process. It enables needs to be systematically identified, prioritised, objectives to be set and solutions to be created. It stimulates participants' creativity and empowers teamwork. Many practical tips are included in the publication published at KUL entitled Design Thinking Laboratory (2022).

<https://www.design-lab.pl/>



Once the preparation and planning stages have been carried out properly, the implementation of Service Learning activities can proceed according to the technical and content plan. Systematic reflection and monitoring of the implementation should be part of the process. Documentation and promotion of the activity should also be carried out and, as far as possible, responsibility for coordinating the process should be given to the students, which has a significant educational value. During the implementation of the activity, difficulties may arise, as mentioned in the previous chapter. There may also occur unplanned opportunities for the development of the activity, synergy spaces with other activities or fields for cooperation with new stakeholders. Hence, the implementation of the activities must, on the one hand, be guided by the plan, while on the other hand, one needs to be ready to modify the implementation if it proves beneficial to the process and the intended objectives.



## START WITH SMALL STEPS

Delivering complete Service Learning activities in collaboration with a community partner, which will culminate in concrete outcomes to be implemented, can be quite a challenge at the beginning. It is worth starting with small steps that allow – to a greater or lesser extent – linking the activities to the real needs of the community. What might such small steps look like? Some examples are listed below:

- **Posting the results online** – the knowledge that the solutions will be made public – causes a change in the way students work. They then ask themselves questions: Will the recipient understand them? How will they react? Will they be useful? This mode of work can be helpful if the class deals with global issues and our audience is the general public.
- **Public presentations** – classes may end with a public presentation of solutions. This can take place at the university, at a partner institution or online. Specific people or institutions can be invited to this presentation in order to raise their interest in the problems addressed. From the beginning, students work with the awareness that they will be presenting their ideas in public. As a result, they strive to make them more comprehensible to the audience and are more committed to fine-tuning their quality. However, this requires increased flexibility from both the students and the teacher, especially at the final stage.
- **Events** – an elaborate public presentation can be an event such as a conference, a thematic day, an action or a festival. Organising an event is possible when the team is large and there is plenty of time to organise. Students then gain additional organisational skills.
- **Communicate outcomes to a partner** – if you are working for a specific audience, e.g. developing projects or conducting research, the class should include the communication of outcomes, preferably in the form of a meeting and presentation of solutions. While the implementation may be beyond the time and capacity of the class, it is worth ensuring that students receive feedback on what will happen to their ideas and how they will be used. Student authorship as originators should be acknowledged.
- **Implementation of the solution by the students** – if resources and capacity are available, activities can include the implementation of ideas. The method of implementation depends on the specific nature of the problem. It could be a collaborative action, such as holding a workshop for a specific institution, or physical implementation in the field.
- **Acting together with a community partner** – the most benefit and satisfaction comes from activities that we implement from start to finish together with partners as joint initiatives. Such activities fully realise the idea of Service Learning. Particularly valuable here is the individual meeting with the other person, understanding their needs and working together. It is worthwhile to systematically develop the activities and to strive for ever greater links with community partners. Such cooperation can be multi-year in nature, involving successive years of students.

Based on: Gołębiowska et al. 2022, pp. 159-162



# 8.4.

## Evaluation and assessment

Assessment is nothing more than a method of checking the level that students have achieved in their learning and the learning outcomes that are set by the teacher at the beginning of the course. The method of assessment depends on two main factors: the institutional regulations for student assessment and the nature of the course and the learning outcomes in the course programme. SL outcomes can be evaluated like any other academic learning activity, but it is important to remember that students are evaluated for the work, not for the hours of work (Brozmanová Gregorová et. al, 2020). The purpose of evaluation is not to give grades, but rather to provide feedback on the whole process. It is a reflection on how successful the learning cycle was for all the stakeholders. The aim is to create plans for improvement in the next cycle. Hence, the evaluation should consist of several types of assessment:

- Students assessing teachers and a local community partner;
- A local community partner assessing students and teachers;
- Teachers assessing a local community partner;
- Teachers' self-assessment based on all proposed assessment modes.

In the table below there are the differentiation between these types. The teacher needs to reflect what kind of evaluation he uses in his project.

Types of evaluation	What is evaluated?	To whom?	Who is engaged?
<b>Evaluation</b>	Learning outcomes and competences (knowledge). Individual achievements	Students	Teacher and student
<b>Assessment of the impact of a service learning project</b>	Learning outcomes and acquired competences (knowledge, skills, attitudes). Individual achievements	Students Teachers Community Partners	Students, Beneficiaries of the organization, People from the organization, Stakeholders from the local community
<b>Feedback from various stakeholders</b>	e.g. communication, adequacy of actions	Students, organization workers, to the general public	Teacher, Beneficiaries of the organization, People from the organization, Stakeholders from the local community

Based on: Brozmanová Gregorová et. al (2022): Volunteering as an Educational Opportunity, p. 57

In the evaluation process, it is important to ask questions that reveal the experience, opinions and attitudes that different stakeholders in the activity have about the project. When designing evaluation questions, it is recommended to ask about the implementation process, the context and the project.

The TOOLS section provides an example of an **activity evaluation rubric**.



# 8.5.

## Closure and celebration

Every Service Learning project has a formally defined start and end point. Because it is a project that responds to the real needs of a community, students, partners and teachers may encounter a wide variety of problems related to the completion of the project. These can arise in situations where a community partner expects students to complete assignments after the end of the semester, a community partner asks students and teachers for additional research, the community wants to extend the SL project, the person representing the community partner has been replaced by a new person who may ask for clarification of the beginning of the project and request changes to the final report etc. Hence, it is important to consider several elements of Service Learning project closure:

- Students complete their written report on time and arrange a presentation with a community partner.
- An event can be organised to promote the results of the project. Media or other third parties (dean, faculty director, community partner leader, stakeholders or clients of the community partner) can be present during the official presentation.
- A partner may issue a letter of appreciation stating that the objectives of the SL project have been achieved, that it has received the written report and data proposed at the beginning of the project, and that the entire project has been completed.
- A teacher can arrange a meeting with a community partner after the presentation and discuss the benefits of the projects as well as areas for improvement (Brozmanová Gregorová et. al, 2020).





The project closure ceremony is also an important and valuable moment. This can also be a time to plan and discuss additional or new projects for the next semester. Community partners can continue to interact with students in certain forms. Students may start working or volunteering for a community partner, but it must be clear that the teacher does not enforce this in any way, or they do not take any responsibility for any potential relationship when the SL project has ended. The Service Learning project is complex and therefore can be seen as a stressful learning experience by some students. The SL celebration event is a moment to create informal relationships and often reflect positively on specific stressful moments of the project. For example, it could be a simple thank you at the end of a student presentation, arranging a special presentation for the media, stakeholders, a community partner manager, a small reception or other type of event in a public or community partner space. Participants (community partners, students, teachers) receive a document of recognition that they can use in *public relations*, to enrich their CV or as support for promotion. Maintaining contact after the project can be beneficial for future SL projects.



# 8.6.

## Reflection

One of the most essential points in planning Service Learning courses is reflection. It allows critical outlook on participants' experiences and provides ways to discover and develop one's own values, opinions and beliefs. Structured reflection enables questions, ideas, experiences and problem-solving skills to be collaboratively developed with others, which translates onto more effective solutions to community problems developed through Service Learning activities. It also provides an informed link between theory and practice and an understanding of lived experience. Reflection in SL performs as a process of making university knowledge meaningful in the context of actual community needs. It seeks synergy between theory and its application, thereby ensuring progress in the development of both students and the community for which they work (Rodgers, 2002; Copaci, Rusu, 2016). SL helps students link information from a variety of university courses to their work experience, thus deepening their learning and contributing to their personal development. It is important to carry out the reflection activities with the young people on a continuous basis and, in the case of one-off events, to allocate adequate time for it after the project. This will allow students to become aware of their emotions, consolidate the knowledge they have gained, test and develop their competences in handling local community issues. When creating a space for reflection in Service Learning activities, it is important to remember that:

- Reflection activities need to be sensitively planned and rationally used;
- Reflection should be continuous;
- Reflection activities should explicitly link the Service Learning experience to academic standards and the subject curriculum.



Reflection creates space for interpersonal communication, self-evaluation, building a sense of civic responsibility and a sense of belonging. It is a common feature of all SL programmes and forms part of metacognitive skills training in higher education. However, to lead to change, reflection must involve critical thinking and, thus, become critical reflection. The differences in reflection and critical reflection are approximately outlined in Table 1 (Deeley, 2015).

Reflection	Critical reflection
Looking back on events and experiences	Reflection on the hypotheses behind actions
Remembrance of the past	Identifying and challenging one's own assumptions, developing new ones
It can result in deeper understanding, higher awareness	Involves emotionality, determines change, can cause discomfort and resistance
It involves becoming aware of aspects that are being ignored	A key element of experiential learning

Based on: Deeley, 2015

Since SL is more than individual work, and often a team effort, reflection should take place on several levels to facilitate interpersonal communication, self-assessment and the building of civic responsibility:

1. **Intrapersonal level** – concerns self-awareness. It is an individual's self-reflection on their emotions, knowledge, experience and skills. Examples of reflection questions for this level might be:
  - What did you learn about yourself?
  - What was the easiest/difficult part?
  - Can you explain why?
  - What new things have you learned?
  - What do you still not know/cannot do, but would like to get to know and be able to do?



**2. Interpersonal level** – reflection on group activities. Sharing experiences and learning from group work, when there is an exploration of what students have learned from each other. Example questions for this level might be as follows:

- What have you learned about the other members of the group?
- What have you learned about yourself in group work?
- What were the capabilities in your group?
- What difficulties did your group experience?

**3. Application level** – is marked with a search for the link between experience and theoretical knowledge, i.e. what we take and apply from experience and subsequent reflection. Some questions for reflection at this level are as follows:

- How what you have learned from this experience can be applied to tasks in your academic course and in your life/future career?
- In what other situations can you use what you have learned?
- What would you recommend to others?
- How did the recipients react?
- What else should be done in the field of activities that have been carried out?
- How to continue these activities?
- What should be changed, modified in the future?

In turn, Brozmanová Gregorová et al. (2022, p. 64) suggest that reflection should address four dimensions:

**Problem (to which the activity responds):** Why is your/our help needed in a particular area? What do you see as the key problem in this area? And what do you think is the cause? Did we actually solve the problem? Did our action have a positive effect, or were there negative side effects as well?

**The recipient group of the project:** what similarities do you see between yourself and the group you worked with? How do you think you were perceived by this group? What does a typical day look like for a person from the group you worked with?

**The person carrying out the project (i.e. the student):** What skills did you develop during the project? What did you find difficult? How did you deal with these difficulties? What could you do for others now that you have the knowledge you gained from the project?

**The class in which the project took place:** How did the project relate to the subject matter of the class? Did any of the knowledge and skills you gained previously in class help you with the project? Which ones? In what ways?

It is vital not to overlook any of these areas during meetings with project stakeholders. Reflection should take place at three points: before commencing the project (the preparation phase), throughout project implementation and on project completion.

**Reflection prior to project implementation – knowledge.** At the beginning of the SL project, find out what the students know. What are their initial ideas and opinions? What are their expectations? What do they think about what they are about to learn, and how do they feel about it? If the situation allows, you can prepare a question for the students to answer during the SL activity, or a problem for them to solve. This can help make them more attentive and interested in specific needs.

**Reflection throughout project implementation – observation.** What do students pay attention to? What do they talk about among themselves? How do they behave? In this phase, students sometimes express their thoughts through ideas or recommendations that will improve the impact of their actions and enhance their experience. They may take notes or keep a journal, which will help them in their final reflection.

**Post-implementation reflection.** This reflection activity is recommended as soon as possible after the completion of the SL project. It functions as a fresh look back, looking for a link between the outcomes of the activity and the learning outcomes. This reflection





## EXAMPLES OF REFLECTION ACTIVITIES

Voice of Youth, 2022 – a short video presenting the reflections of students from the universities of Lublin, Lviv, Bethlehem and Eichstätt developed within the framework of the UNISERVITATE network

<https://www.youtube.com/watch?v=GehqMCOAOM>



Artistic Micro-Activities, 2021 – a video presenting the reflections of landscape architecture students of KUL on their activities in the public space of the city

<https://www.youtube.com/watch?v=qx8i1XgXWTA&t=19s>



also provides a glimpse into the future, as it shows how the experience gained can be used in the activities to come. This type of reflection activity is a process that serves as a retrospective look at the gains and losses of past experiences and achievements. At the same time, it aims to link these experiences to future actions and wider social contexts. Before you begin discussing the completed activity, first ask students to write answers to a prepared set of questions. This will preserve the uniqueness of each individual experience and ensure that everyone has a voice in the discussion.

It is worth emphasising that there are no universal models for conducting SL reflection activities. Different methods of reflection can be used – individual written reflection, peer sharing and reflecting experiences in groups, workshops with clients and organisational/community staff etc. A wide range of activities may serve to foster reflection, e.g.: all types of creative expression, group discussions, using quotes, writing essays, making videos. The reflection content can be recorded in diaries, work logs, reports, research papers, on devices, blogs, websites etc. The variety of reflection activities is as wide as the creativity of each group (Regina, Ferrara, 2017).

In the TOOLS section of this Guidebook, you can find is **a sample reflection rubric** that can be adapted for your own classes.



## WRITTEN REFLECTIONS BY PSYCHOLOGY STUDENTS

<p><b>What was my first reaction to the idea of Service Learning used to teach youth at school?</b></p>	<p>When I heard about teaching young people, I was a little intimidated and had a lot of concerns about whether I would be able to cope with contact, content and stress.</p>
<p><b>What was my function/role in organising and running the workshop?</b></p>	<p>When we were planning the workshop, we collaboratively (in a working pair) studied literature on distress in order to make the knowledge accessible to teenagers. We read/watched guides either on the internet or on yt, on how to deal with stress and what specific exercises could be done with the young people, i.e. we did not share specific tasks, but did everything together in a live meeting.</p> <p>When implementing the workshop, we collaborated on a list of specific issues to be communicated. I presented the phases of stress and an analysis of a related chart; the effects of stress; I held a discussion with the group on this topic; I presented specific methods for dealing with stress; I listed examples together with my partner; we also conducted a classroom activity in transforming negative thinking into positive thinking; I supervised one group and my partner the other. At the end, we conducted a relaxation activity. I was in charge of playing music, operating the laptop and preparing the room. However, it should be noted that we did not stick rigidly to the script, when we wanted to add something, we did.</p>
<p><b>What have I dealt with in organising and running the workshops, and what do I consider to be my successes?</b></p>	<p>I think that I managed to interact with the young people much better than I had anticipated. I was communicative, open, able to listen to what the people in the group were saying and I displayed a strong understanding attitude. In addition, I worked slowly, trying to explain everything in detail and give real-life examples for better understanding.</p>



<p><b>What did I find difficult when organising and running the workshop?</b></p>	<p>I remember no difficulties at the organisation stage because I worked with someone I know. We understood each other well and had a similar view on how to organise the workshop. The topic was also uncomplicated and interesting to prepare.</p> <p>When running the workshop, I struggled at first to contain the stress, but thanks to the positive reception by the group and the mental support of my partner, I managed to contain it quite quickly. I also had a slight difficulty focusing on what I was saying when some students whispered in the room, but there weren't many such situations.</p>
<p><b>What elements of the organisation and conduct of the workshop need modifications?</b></p>	<p>I immodestly think that I wouldn't change anything about this workshop. I think the balance between theory and practical tasks or exercises was well maintained. The group was activated almost at every topic. It felt that they were curious and eager to learn. I also think we gave them a break at the right moment and planned the time of the workshop well, and got everything done perfectly. The feedback also testified to the success of the workshop.</p>
<p><b>In my opinion, what did the workshop participants learn?</b></p>	<p>They learned that stress can also be a positive phenomenon, they learned what sources can stress have, what long-term and short-term effects stress causes, they learned about the phases of stress and thus how our body reacts to it, and above all they learned 9 concrete ways to deal with stress that each of them can apply in their lives, such as changing their thinking by writing down the thoughts that cause stress on a piece of paper and turning them into positive statements, e.g. How could I have failed to do something so simple on time? I am hopeless my failures do not define who I am, I can learn something from my mistakes. A method they also really liked is relaxation/ breath concentration, they were very relaxed after doing it and were given information on where to find videos of this type. In addition, they were able to find out their stress levels by taking a stress test.</p>
<p><b>What did I learn from organising and running the workshops? What is my asset from such activities? What was most important to me?</b></p>	<p>Taking part in the workshop allowed me to open up more when exposing myself to the public, allowed me to break down the barrier of doing so, and the thought occurred to me that I was quite comfortable interacting with people of this age, thus, it might be worth contemplating working with young people in the future.</p>



<p><b>How did I learn to do this?</b></p>	<p>I learned this by simply being somewhat obliged to come to the workshop, I knew the task was mandatory and I had to do it, then after 10 mins of contact with the group I felt that it wasn't as scary as I had imagined. In fact, I enjoyed it and felt truly at ease, the more time passed in conversation with the group the better and more confident I felt. Positive feedback from the group also helped to boost my confidence and make me believe that I could be a good psychologist one day.</p>
<p><b>To what extent is what I have learned important? Why?</b></p>	<p>I found this experience very valuable because I have always been anxious of public exposure, and I have avoided opportunities to overcome the fear. I am very happy that for the first time I felt that this barrier could disappear, it will help me in future tasks whether at university or at work.</p> <p>In addition, the fact that I learned that I am comfortable in contact with young people may help me to choose a career path, such as adolescent therapy.</p>
<p><b>Has anything changed in my perception of the psychological profession, and if so, what?</b></p>	<p>I don't think too much has changed in that regard. If I have to point out something, it might be that there is a much greater need for psychologists among young people than I thought.</p>
<p><b>What did I learn about myself through this experience?</b></p>	<p>I have learned, as I mentioned before, that youth work can be an option for me to consider. Additionally, I know that I am able to be more open in a group context, and I have become more confident in my ability to use my knowledge and share it with others. I have started to see a real purpose to what I am learning in my studies.</p>



# 8.7.

## Documentation, monitoring, promotion



### KUL EDUCATION STUDIES FOR CHILDREN

YouTube channel documenting Service Learning classes taught by students of early childhood education at KUL

<https://www.youtube.com/@pedagogikakuldldzieci9209/videos>



An important element in Service Learning activities is the continuous documentation of the activities carried out. This should include key information about the stages of work, as well as photographic or video documentation. This will allow the effects of the activity to be promoted in the future, and information about the activity to be passed on to the next generations of students. At the same time, there should be monitoring of the implementation of the activity, the correctness of the particular stages, meeting of the planned deadlines etc. Monitoring also applies to the university level, and allows for the systematic collection of information about the implemented classes, the achieved effects, the teachers and partners involved. Ideally, a university should appoint a person or team responsible for the systematic monitoring of activities, collection of documentation and promotion. Service Learning can then become an important and recognisable part of the university's identity.



## SERVICE LEARNING YEARBOOK

A good example of collecting information about Service Learning activities is the cyclical yearbook-type publications developed at some universities, e.g.:

UC Service Learning Yearbook 2020  
Pontifical Catholic University of Chile

<https://user-eku1m4o.cld.bz/UC-Service-Learning-Yearbook-2020>



Directorate of Community Engagement and  
External Relations - Report 2021  
Pontifical Catholic University of Argentina

[https://issuu.com/univcatolicaargentina/docs/anuario\\_csye](https://issuu.com/univcatolicaargentina/docs/anuario_csye)



Service Learning at KUL, 2023  
John Paul II Catholic University of Lublin

<https://www.kul.pl/cda>





## RECOMMENDED LITERATURE

Brozmanová Gregorová, A. et al. (2022). *Service learning w pracy z młodzieżą. Podręcznik dla tutorów, edukatorów i nauczycieli*. Warszawa, Stowarzyszenie Centrum Wolontariatu.

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Brozmanová Gregorová, A., et al. (2020). *Service Learning for Teachers in Higher Education Institutions*. Belianum.

[http://www.slihe.eu/images/stories/files/01/02/Manual\\_02\\_English\\_Final\\_Version.pdf](http://www.slihe.eu/images/stories/files/01/02/Manual_02_English_Final_Version.pdf)



Regina, C., Ferrara, C. (2017). *Service Learning in Central and Eastern Europe handbook for Engaged Teachers and Students*, CLAYSS.

[https://www.clayss.org.ar/04\\_publicaciones/SL-EE\\_nov17.pdf](https://www.clayss.org.ar/04_publicaciones/SL-EE_nov17.pdf)



## UNISERVITATE resources

Publications:

<http://www.uniservitate.org/publications/>



Repository:

<https://repository.uniservitate.org/>



# 9 Conclusion



**Service Learning is a method that changes the way in which teaching is done at the university, brings it closer to the needs of the community and provides an opportunity for growth for all stakeholders involved in the activity: students, community partners and the university. Our intention, as authors of this handbook, is to inspire university teachers to use this method in their teaching activities. It is worth emphasising that creative involvement of teachers and work with Service Learning can significantly contribute to raising the quality of academic education. At the same time, it is extremely important that the method wins support of the university authorities, without which we cannot think of widespread institutionalisation of this pedagogical approach. Each university may have its own path to Service Learning depending on its local specifics, resources and the environment in which it operates. Implementing Service Learning is a long-term process, in which we slowly move from individual initiatives to a full system for coordinating university-wide activities. Furthermore, the implementation of Service Learning can stimulate dialogue about a need to innovate in academic teaching, the way the university operates and the vision of a university that is socially engaged and open to community collaboration.**





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**Regulatory acts:**

Zalecenie Komisji z dnia 11 marca 2005 r. w sprawie Europejskiej Karty Naukowca oraz Kodeksu postępowania przy rekrutacji pracowników

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# Tools



## Service Learning activity sheet

<b>TITLE OF THE SERVICE LEARNING ACTIVITY</b>	
<b>DEPARTMENT, FIELD OF STUDY, YEAR, SEMESTER</b>	
<b>SUBJECT</b>	
<b>ACTIVITY DATES</b>	Dates or date ranges
<b>TEACHERS, CONTACTS</b>	Names, contacts
<b>NUMBER OF STUDENTS</b>	
<b>BRIEF DESCRIPTION OF ACTIVITY FACTS, DATES, EFFECTS</b>	<p>What is the action about? What is the purpose of the action?</p> <p>What part of the class is taken up by the activity?</p> <p>What specifically happened/will happen? What did the students do?</p> <p>meeting 1 – preparation, designing task and task typology (categorisation)</p> <p>meeting 2 – meeting with partners to identify needs and agree on details of activity</p> <p>meeting 3 – preparing for implementation, discussing plans</p> <p>meeting 4 – activity implementation</p> <p>meeting 5 – conclusion, meeting with partner, celebration</p> <p>meeting 6 – written and oral reflection</p> <p>Reflection was carried out systematically: before/during/after implementation</p> <p>Results: activities carried out, solution provided etc.</p>



<b>SOCIAL NEEDS, TO WHICH THE PROJECT RESPONDS</b> Has a need been met? yes/no, why?	
<b>WHAT WILL STUDENTS LEARN/HAVE LEARNED?</b>	
<b>BENEFICIARIES/COMMUNITY PARTNERS</b>	Names of institutions, organisations, number of persons, characteristics of persons
<b>REFLECTION METHOD TIME FOR REFLECTION</b>	When was the reflection conducted? (before/during/after the activity) How? (written notes and interview, reflection journal, etc.).
<b>PURPOSE OF THE FUNDING (if applicable)</b>	
<b>AMOUNT OF FUNDING (if applicable)</b>	
<b>LINKS TO INFORMATION ON THE WEB, MEDIA COVERAGE, PARTNERS, etc.</b>	
<b>DESCRIPTION OF THE ANNEXES</b>	Photographs, documents, films, developed products, etc.



## Reflection sheet for students

### Reflection diary:

#### I. To be carried out after each activity stage:

1. What was my function/role during the implementation of the activity?
2. What did I manage to do during the action?
3. Which elements of my activities do I consider successful?
4. What did I fail to achieve during the activity – what in my opinion did not work out/progress as I planned? Why did this happen?
5. What knowledge and skills did I use during the project?
6. What difficulties did I experience during the project? How did I overcome them?

#### II. To be carried out on project completion:

1. How did external project stakeholders react to the activities undertaken? (were they keen to participate, joined in the activities, isolated, avoided involved etc.)?
2. What have I learned in this project?
3. How and why did I learn it?
4. How will I use the knowledge and skills acquired in the project in my future career?
5. To what extent has the project succeeded in solving the diagnosed challenges reported by the project community partners? Has anything changed in the community?
6. What is the cause of the problem? Did the project address this cause?
7. What was the significance of the project for external stakeholders?
8. What else in terms of addressing the diagnosed difficulties/external needs of the project participants should be done?
9. What did I expect at the beginning?



- 10. What was different from what I expected?
- 11. Did my thinking change during the project? Perceptions of the problem?  
Perceptions of the community in which I worked?
- 12. If I were to do the project again, what would I change?
- 13. What should be done next?
- 14. Did the implementation of the activity enhance my future career opportunities?
- 15. How would you tell others about this experience?

**Additional remarks**

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## Activity evaluation rubric

What was the most attractive thing about the project I participated in?	
What was missing in the project I participated in?	
What should be changed in the implementation of the project?	
Was the completed project necessary? Why?	
Should the completed project be continued? Why?	
What was the significance of participating in the project for me?	
What has changed in the project I have participated in?	
What benefits did my participation in the project bring me?	
How will I use the experience gained during the project in the future?	





## **A sample GDPR information clause (where Service Learning outcomes will also be posted online: website and YouTube)**

Pursuant to Article 13(1) and (2) of Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation), we inform you that:

1. The data administrator is ..... (*Full name of the University*)  
..... represented by the Rector.
2. The Data Protection Officer can be contacted:
  - a. By telephone: .....
  - b. by e-mail: .....
3. The purpose of the processing of personal image data is to promote the educational projects carried out by the students of the course ..... when implementing Service Learning activities. The basis for the processing of personal data is the data owner's consent (Article 6(1)(a) of the RODO).
4. Personal data shall be disclosed to persons acting under the authority of the administrator, who have access to the personal data and who process it only on the administrator's instructions, unless required to do so by EU or Member State law. Recipients of personal image data shall also be the recipients of the website ..... and the YouTube channel: ....., as well as the YouTube service provider.
5. Personal data shall be transferred to a third country, i.e. the United States of America – as required by data sharing procedures by YouTube service provider. European Commission has not taken a decision in relation to this country establishing an adequate level of data protection.
6. Personal data shall be processed until the term of the project promotion or until the withdrawal of consent to process personal data.





7. Pursuant to relevant regulations, you have the right:
  - a. to access your personal data;
  - b. to modify incorrect data;
  - c. to request data deletion;
  - d. to request the restriction of data processing;
  - e. to revoke consent at any time without affecting the lawfulness of the processing carried out on the basis of consent prior to revocation.
  
8. You have the right to lodge a complaint about the unlawful processing of your personal data with the Chairman of the Office for Personal Data Protection, ul. Stawki 2, 00-193 Warszawa.



## Consent to dissemination of image

In connection with the promotion of educational projects carried out by the students of ..... when implementing Service Learning activities, I consent to the dissemination of my image/my child's image\*. The image shall be disseminated by publishing photos on the website: .....; and YouTube channel: ..... Consent for the dissemination of image is granted free of charge.

*\* delete as appropriate*

Legal basis: Article 81(1) of the Act of 4 February 1994 on Copyright and Related Rights (Journal of Laws of 2022, item 2509).

.....  
(date, full signature)



# Notes about the Authors



**Eng. dr Jan Kamiński** – landscape designer, member of staff of the Faculty of Landscape Design, KUL. Coordinator of activities related to Service Learning held in KUL Centre for Academic Didactics and the international project “Uniservitate: Service-Learning in Catholic Higher Education” implemented at KUL. Completed “Training for Leaders – Institutionalization of Service-Learning in Catholic Higher Education,” organised by the Latin American Center for Service Learning CLAYSS. Supervisor of the “Landscape & Space” Scientific Circle, KUL. In his work with students, he relies on innovative didactic methods including Service Learning. Also conducts workshops and field classes in landscape design. Research interests: urban landscape, urban greening systems, sustainable urban planning, social participation.

**Dr Małgorzata Łysiak** – psychologist, psychotherapist, assistant professor at the Department of Clinical Psychology, KUL. Expert in Service Learning in KUL Centre for Academic Didactics, participant of the international project “Uniservitate: Service-Learning in Catholic Higher Education” implemented at KUL. Completed “Training for Leaders – Institutionalization of Service-Learning in Catholic Higher Education,” organised by the Latin American Center for Service Learning CLAYSS. Supervisor of the Scientific Circle of Psychology Students. Started her adventure with the Service-Learning method with the “poMOC MŁODYCH” campaign during the pandemic, and continues by using it in her classes with psychology students. Her main research interests are clinical and personality psychology.

**Dr Anna Badora** – educationist, pre-school and early school teacher, member of the staff of the Department of Didactics, School Education and Teacher Education, KUL. Service-Learning expert at KUL Centre for Academic Didactics. Coordinator of the Service-Learning project “Preschool and early childhood pedagogy students in response to current educational challenges: the COVID pandemic and the war in Ukraine,” awarded by the Uniservitate Award 2022. She works with students of preschool and early childhood pedagogy using the Service-Learning method. Research interests: creative activity, environmental education of children at an early school age, giftedness, art therapy, tutoring and mentoring.



The handbook consists of several chapters which offer reflection on the position of service-learning in current higher education and specifically at catholic universities, describe fundamentals and diversities, types and forms of service-learning, and provide teachers with the steps in service-learning planning and implementations. Specific attention is also paid to online service-learning. The handbook is supplemented by tools that can be used in the practice. The authors used appropriate and illustrative practice examples in the text to help teachers see the analysed topic in the practical arrangements. The authors detail the process of planning service-learning from the teacher's side, which is crucial, especially if service-learning is in its infancy in a university setting.

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