Facilitation Methodology for e-Service-Learning in Higher Education
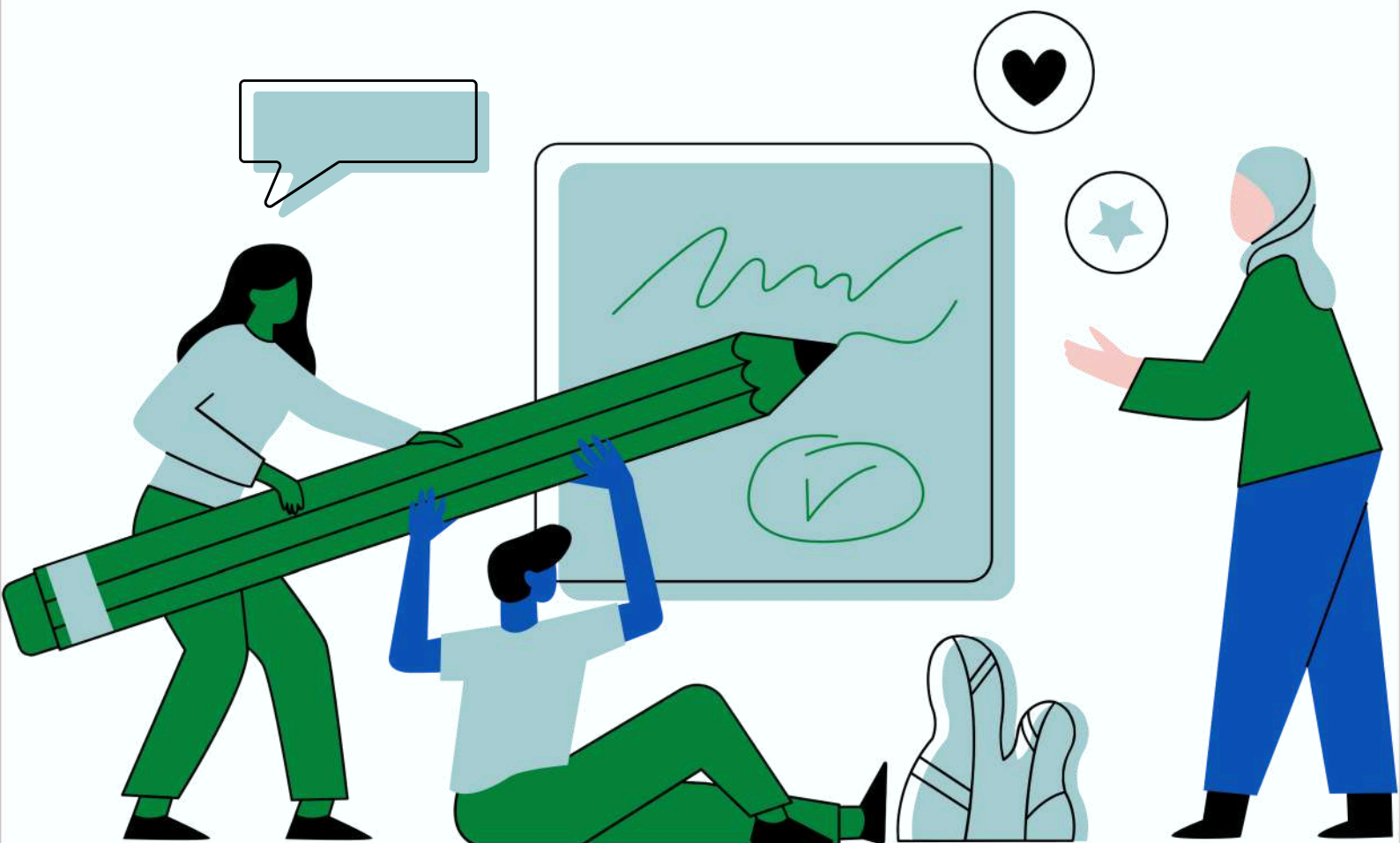
A Guideline to designing e-Service-Learning experiences

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Executive summary

Overview

The document serves as a guide for effectively integrating e-service-learning initiatives into higher education curriculum. It provides strategic insights, methods, and tools aimed at teachers and learning designers who are keen to foster a more engaged, community-focused learning environment through electronic means.

Sections

Foreword. The foreword sets the stage for the importance of e-service-learning in the modern educational landscape, given the rise of digital platforms and remote learning. It underscores the transformative potential of these programs for both academic institutions and the communities they serve.

Roadmap for Effective Integration of e-Service-Learning in Higher Education: *Strategic Directions for Adopting Service Learning.* This section outlines the broader strategic aspects educational institutions and academic staff should consider when integrating e-service-learning into their curricula. Moreover, recommendations and tools for learning experience design are extensively presented.

Facilitation Methods and Techniques. As the core of the document, this section is a repository of generous examples, case studies, and hands-on tools. It aims to empower educators and learning designers to seamlessly implement e-service-learning projects by offering tried-and-tested methods and technological resources.

Key Takeaways

1. Strategic Importance: E-service-learning is not just a pedagogical tool but a strategic asset that can enhance institutional reputation, student engagement, and community impact.
2. Multi-Faceted Implementation: Successful e-service-learning programs require an integrative approach, involving administrative commitment, technological infrastructure, and ongoing faculty development.
3. Actionable Resources: The document serves as a pragmatic toolkit, offering a wide range of methods and tools that educators can immediately apply in their teaching practice.

Target Audience

This document is intended for a wide array of educational stakeholders in higher education, including but not limited to administrators, faculty members, learning designers.

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Foreword

Dear Educators,

We're living in a time where technology and global connectedness are radically reshaping the way we teach and learn. Forget the four walls of the traditional classroom; electronic-Service-Learning (e-SL) is taking the stage, merging the capabilities of digital platforms with hands-on, real-world education. Imagine a learning environment where your students don't just passively absorb information but actively engage with their communities, all while learning from the comfort of their homes or campuses. Sounds game-changing, doesn't it?

That's where the "Facilitation Methodology for e-Service-Learning in Higher Education" comes in.

Think of it as your GPS for navigating this new terrain. Crafted by a dedicated team of scholars, researchers, and frontline educators like yourself, this document is your go-to guide for tapping into the full potential of e-SL.

The methodology we've laid out here isn't just a rehash of old teaching principles; it's designed specifically for the online world. It guides you on how to foster genuine collaboration, create meaningful bonds, and instill a sense of empathy, all within a digital environment. With practical pointers on tech integration, promoting student autonomy, crafting real-world learning experiences, and even reflective practice, it's all geared towards making your e-SL initiative a success.

Why does this matter? Because we're at a pivotal moment where education isn't just about textbooks and exams. It's about molding students into socially conscious individuals who think critically and deeply understand the societal issues they're destined to tackle. This methodology helps you empower your students to be those change-makers, using tech as the turbo-boost they need to make a real impact.
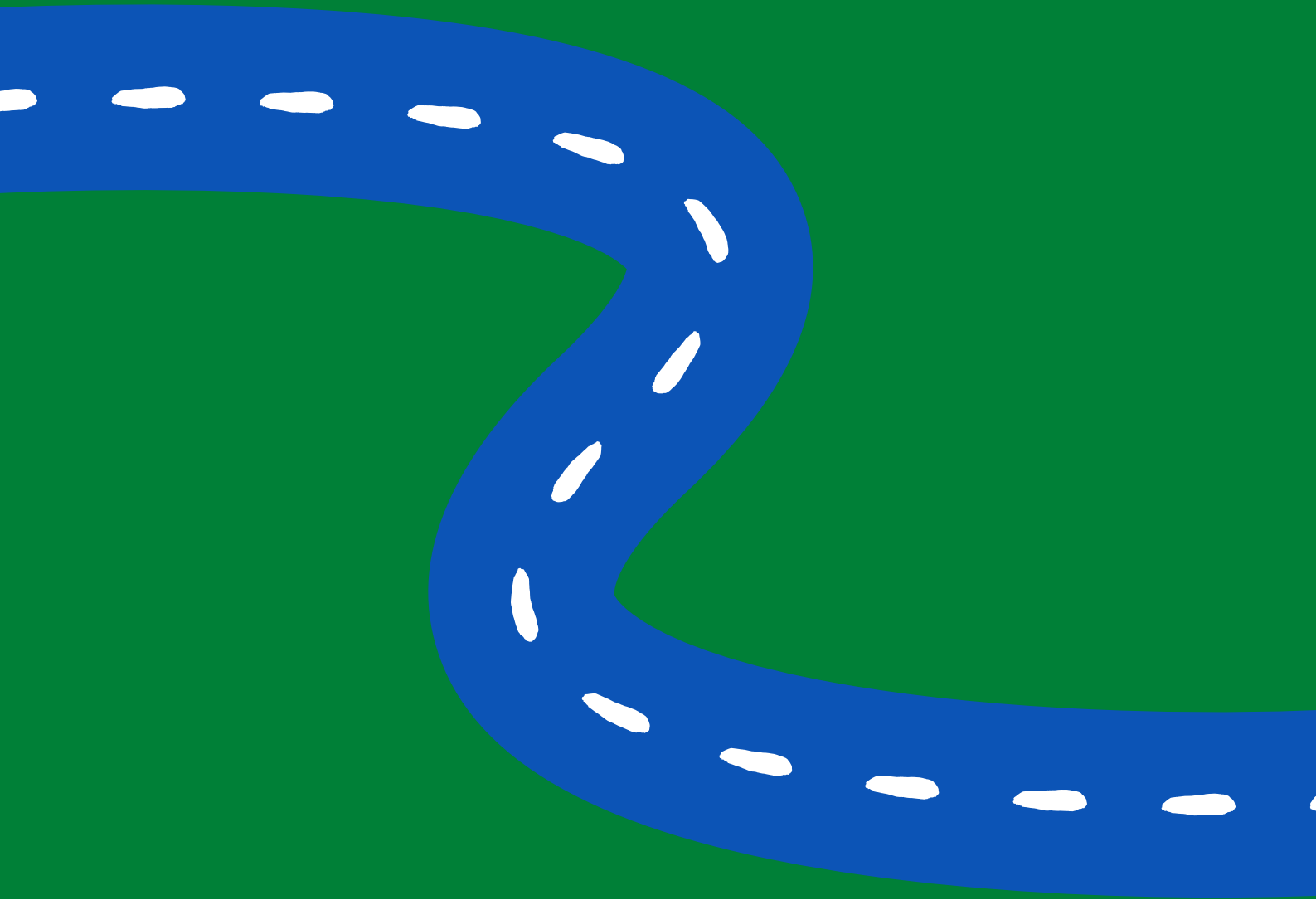
Therefore, let's get moving! Together, we'll embark on this journey where tech-savvy, hands-on education isn't just a buzzword, but a catalyst for building a brighter future—for our students, our communities, and our interconnected world.

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Section 1

Roadmap for Effective Integration of e-Service-Learning in Higher Education

1. e-Service-Learning in Higher Education: Navigating the Essentials

Before you plunge into integrating e-SL into your curriculum, it's vital to first revisit some foundational knowledge about e-SL itself. You might have already done your homework, perhaps even taken specialized courses to get well-versed in e-SL. To assist in this, the eSL4EU consortium has also designed a comprehensive digital course that serves as an invaluable resource for you (visit our MOOC). You're eager, ready, and enthusiastic to bring this innovative approach into your courses to enrich students' learning experience. However, taking a moment to refresh some key information could be beneficial.

What is e-SL?

e-SL is a pedagogy of solidarity and cooperation (Educational and Cultural Organization of the United Nations, 2021) 'that engages learners through technology in civic inquiry, service, reflection and action' (Dailey-Hebert and Donnelli, 2010, p. 1). The e-SL pedagogy encourages students to sharpen their skills in critical thinking and problem solving, while learning to become active and engaged citizens and using digital settings. The goal of e-SL is to link the classroom to the community, providing students with an opportunity to apply their knowledge to real-world contexts. Through this pedagogical approach, students become more aware of their responsibilities to their communities and gain a deeper understanding of the societal needs.

How Does e-SL Work?

In e-SL students collaborate with community partners to address a spectrum of social issues, from local challenges like homelessness to global concerns such as environmental sustainability or poverty. This collaboration can occur entirely online, partially online, or in a hybrid format, allowing for maximum flexibility. Faculty members act as mentors, guiding students as they navigate these service-oriented projects. This creates a win-win scenario: students acquire hands-on experience in a digital context, and community partners benefit from innovative, research-informed solutions. With the digital nature of e-SL, students have the unique ability to make a local impact while also contributing to global initiatives.

What are the core elements of (e-)SL?

1. It is a pre-planned and organised student experience gained through a service that responds to the authentic needs of the community.
2. It is based on active student involvement - students act as leaders.
3. SL experience is intentionally integrated into the academic curriculum; there is a clear connection of service to the objectives and content of education.
4. It provides a temporal sequence that allows participants to reflect on the SL experience.
5. It aims to develop the civic responsibility of students.

> " Pedagogy is in the "engine room" of education—where learners, educators, content, and learning resources come together through teaching practices. "

e-Service-Learning in Higher Education: Navigating the Essentials

What are the theoretical underpinnings of e-SL?

e-SL is firmly anchored in a range of learning theories, providing it with a robust theoretical base. Take a moment to skim through our brief presentation on these frameworks, and you'll soon realize that e-SL authentically cultivates experiential learning and transformative moments for your students.

Experiential learning

At the core of e-SL lies experiential learning theory (Dewey, 2015; Kolb, 1984), which highlights the value of hands-on experiences in the learning process. Through digital service projects, students actively engage in real-world scenarios, applying theoretical knowledge to practical situations. This experiential approach allows students to reflect, conceptualize, and experiment, deepening their understanding and facilitating personal and academic growth.

Constructivism

The constructivist perspective is highly compatible with e-SL. Students, as active participants, collaboratively engage with communities, co-constructing knowledge while addressing real-world challenges. This approach nurtures critical thinking, problem-solving skills, and the exploration of diverse perspectives, empowering students to develop a deep understanding of complex societal issues.

Transformative Learning

Transformative learning theory (Mezirow, 1991, 1998) plays a significant role in e-SL, facilitating personal growth, critical reflection, and behavioral changes. Students can engage in reflective activities, such as online journals and group discussions, where they analyze their experiences and challenge their preconceptions. This reflective process can lead to transformative shifts in students' perspectives, values, and actions, empowering them to become agents of change (Kitchenham, 2012).

Agency for Learning

e-SL aligns with social cognitive theory. It empowers students to take charge of their learning, develop self-efficacy (Bandura, 1986, 2006, 2010), and set and regulate their own goals. Through observation and modeling, students learn from peers and professionals engaged in similar service activities, fostering valuable skills and values in both service and digital citizenship.

e-Service-Learning in Higher Education: Navigating the Essentials

Self-determination

e-SL boosts student motivation, engagement, and well-being. By allowing students to exercise autonomy in choosing service projects, e-SL promotes ownership and motivation while addressing also students' needs (Deci & Ryan, 1985, 2000). Through practical application and collaboration, e-SL enhances students' competence and self-efficacy. Additionally, e-SL fosters relatedness by facilitating social connections and a sense of belonging.

Connectivism

Connectivism (Downes, 2007; Siemens, 2008) is the background for online discussions and social media platforms to promote networked learning and collaboration, personal learning networks and online communities of practice (Wenger, 1998) to facilitate knowledge sharing, and the open educational resources and self-directed learning activities to promote lifelong learning.

Therefore, the digital component of e-SL is rooted into the connectivism's theoretical base.

Dialogue & Critical pedagogy

Critical pedagogical practices emphasize dialog as essential to facilitating awareness of social problems, especially inequities (Diemer et al., 2015; Freire, 2003). In particular, participation in dialogic groups is associated with increased racial awareness, incorporation of diverse perspectives, and equity-based action (Alimo, 2012; Nagda and Zúñiga, 2003; Sorensen et al., 2009). Combined with other pedagogies, it can enhance the critical consciousness in students (Burbules, 2017; Sulé et al., 2022).

Harness the dialogic approach to learning, Socratic seminars, dialogues, and dialogic group learning (Burbules, 2017; Sulé et al., 2022) to promote critical thinking, social justice and solidarity; Encourage learners to take action, and make productive use of the collaborative activities in the implementation of service-learning projects.

2. e-Service-Learning in Higher Education: A Roadmap

Now you are ready for integrating e-SL. However, before you proceed with this pedagogical advancement, it's imperative to ensure that your institution is fully aligned and supportive. That's where our roadmap comes into the picture.

Crafted for people just like you—dedicated faculty members—as well as the higher-ups in university administration, this roadmap isn't just another document. It's your strategic playbook for seamlessly weaving e-SL into not just your courses, but into the broader educational experience.

Why does this matter? Because we're not just teaching to feed in information; we're empowering our students to tackle the monumental challenges of our times—locally, nationally, and globally. To do that, we've got to transform higher education itself. We've got to rethink what we're teaching, where, and how, all with the endgame of fostering sustainable, actionable solutions for our world's most pressing issues.

This roadmap helps you do just that. It outlines precisely which strategic objectives to zero in on, spells out the anticipated impacts and outcomes, and even assists your institution in aligning its broader strategic plans with these objectives. In short, it's your go-to guide for making e-SL an integral part of your educational mission.
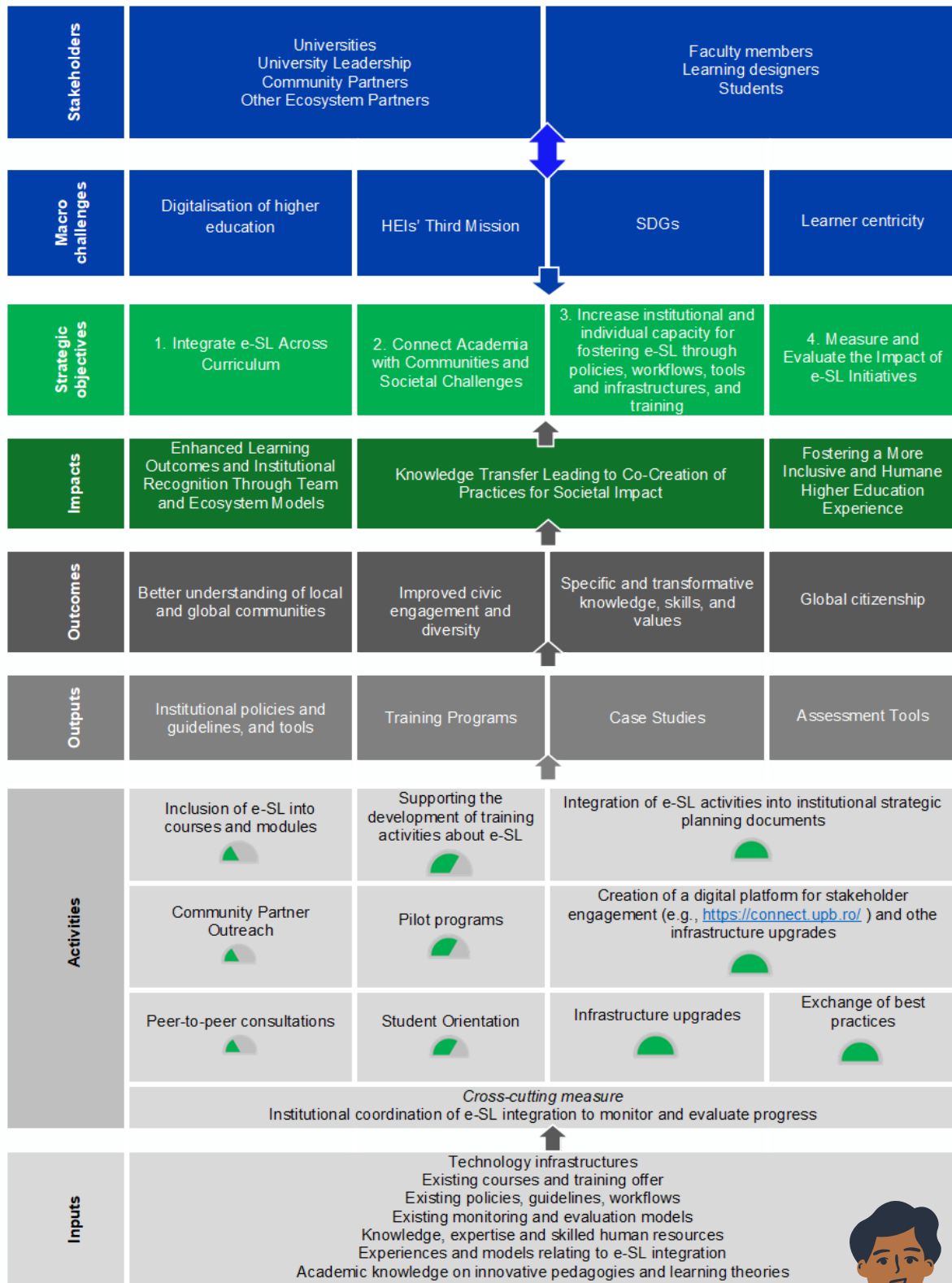
To enhance your understanding of the framework outlined in Figure 1, it's crucial to clarify the intended **strategic objectives**. The objectives are four-fold: 1. Integrate e-SL Across Curriculum; 2. Connect Academia with Communities and Societal Challenges; 3. Increase institutional and individual capacity for fostering e-SL through policies, workflows, tools and infrastructures, and training; 4. Measure and Evaluate the Impact of e-SL Initiatives

These objectives aim to address **macro-challenges** that serve as the larger context, providing faculty and university leadership with a comprehensive perspective on the importance and relevance of e-SL in a broader context.

As for the **impacts**, they symbolize the long-term objectives toward which e-SL integration is oriented. While not exhaustively detailed in this roadmap, these impacts will be achieved through a meticulous use of various **inputs**—academic knowledge, human and material assets, as well as overarching institutional support. These resources will be employed in carefully planned **activities** and across a series of cross-cutting measures, generating immediate results categorized as **outputs**. These outputs subsequently contribute to short-term and medium-term advantages, which we refer to as **outcomes**.

One of the distinguishing features of this roadmap is the significant influence that **stakeholders**—including the scientific community, students, and civil society—have on the impact pathway. Curriculum design that offers students a broad range of learning experiences relies on a co-creative, dynamic, and collaborative process that engages various partners and stakeholders. As such, it is imperative that you give due consideration to the strategic dimensions of e-SL integration when contemplating its adoption in your educational setting.

To reach the goals and make a real-world impact outlined in our roadmap, we suggest using **yearly cycles** to measure progress. While you can expect to see outputs by the end of the first year, achieving the bigger outcomes and impacts will take more time. A span of **three to five years** is a reasonable timeframe to expect tangible and effective results.

Figure 1. High-Level Roadmap for the integration of e-SL in higher education

Stakeholders	Universities University Leadership Community Partners Other Ecosystem Partners		Faculty members Learning designers Students	
Macro challenges	Digitalisation of higher education	HEIs' Third Mission	SDGs	Learner centricity
Strategic objectives	1. Integrate e-SL Across Curriculum	2. Connect Academia with Communities and Societal Challenges	3. Increase institutional and individual capacity for fostering e-SL through policies, workflows, tools and infrastructures, and training	4. Measure and Evaluate the Impact of e-SL Initiatives
Impacts	Enhanced Learning Outcomes and Institutional Recognition Through Team and Ecosystem Models	Knowledge Transfer Leading to Co-Creation of Practices for Societal Impact		Fostering a More Inclusive and Humane Higher Education Experience
Outcomes	Better understanding of local and global communities	Improved civic engagement and diversity	Specific and transformative knowledge, skills, and values	Global citizenship
Outputs	Institutional policies and guidelines, and tools	Training Programs	Case Studies	Assessment Tools
Activities	Inclusion of e-SL into courses and modules	Supporting the development of training activities about e-SL	Integration of e-SL activities into institutional strategic planning documents	
	Community Partner Outreach	Pilot programs	Creation of a digital platform for stakeholder engagement (e.g., https://connect.upb.ro/) and othe infrastructure upgrades	
	Peer-to-peer consultations	Student Orientation	Infrastructure upgrades	Exchange of best practices
	Cross-cutting measure Institutional coordination of e-SL integration to monitor and evaluate progress			
Inputs	Technology infrastructures Existing courses and training offer Existing policies, guidelines, workflows Existing monitoring and evaluation models Knowledge, expertise and skilled human resources Experiences and models relating to e-SL integration Academic knowledge on innovative pedagogies and learning theories			

Timeframe

Short-term   Medium-term   Long-term

3. A Deep Dive into the Roadmap's Structural Elements

Now that you're familiar with the foundational elements of our roadmap, you're perfectly positioned to delve deeper into its intricate structures. We invite you to further dive into the intended **strategic objectives**, **impacts**, **outcomes**, **outputs**, **activities**, and **inputs** that make this roadmap a blueprint for transformational change.

The layers of our roadmap are rich in detail and designed for your engagement. Immerse yourself to truly grasp the full spectrum of what we aim to achieve together.

✅ Strategic objectives

SO1. **Integrate e-SL Across Curriculum**. To make experiential e-SL a foundational aspect of curricular offerings across diverse academic disciplines, promoting a culture of engaged scholarship, and hands-on learning. This involves the integration of e-SL modules in course design and enhancing faculty understanding and acceptance of e-SL as a pedagogical approach.

SO2. **Connect Academia with Communities and Societal Challenges.** The aim here is to form meaningful partnerships between educational institutions and community organizations. By connecting academia with real-world challenges, this objective strives to make academic learning more relevant and socially impactful. It will involve project-based learning where students can apply academic knowledge to solve societal issues.

SO3. Increase institutional and individual capacity for fostering e-SL through policies, workflows, tools and infrastructures, and training. To ensure the effective implementation and scaling of e-SL initiatives, this objective focuses on enhancing both institutional structures and individual capabilities. This could include the development of new policies to support e-SL, investments in technology and infrastructures, as well as training programs for faculty and staff.

SO4. Measure and Evaluate the Impact of e-SL Initiatives. The success of any initiative is heavily reliant on how well it meets its objectives. This strategic goal emphasizes the importance of ongoing assessment to gauge the effectiveness of e-SL activities. This could involve both quantitative metrics (e.g., student performance, community impact) and qualitative measures (e.g., student and community partner satisfaction).

A Deep Dive into the Roadmap's Structural Elements

✔ Impacts (long-term results that may not be achievable even during the life cycle of the roadmap)

- **Enhanced Learning Outcomes and Institutional Recognition Through Team and Ecosystem Models.** HEIs adopting e-SL are recognized for improved student learning outcomes, covering both academic achievements and interpersonal skills. As e-SL is integrated across curricula, HEIs receive increased recognition for their innovative educational approaches, which can lead to better institutional rankings and more partnerships.
- **Knowledge Transfer Leading to Co-Creation of Practices for Societal Impac**t. HEIs become platforms for social innovation through the co-creation of knowledge and practices that address community and societal challenges. Increased interaction between academic staff, students, and community partners leads to mutual learning and the development of impactful projects.
- **Fostering a More Inclusive and Humane Higher Education Experience**. The integration of e-SL contributes to curricula that are both academically rigorous and focused on fostering civic responsibility and social inclusion. Through e-SL initiatives, students feel more connected to society and better equipped to tackle real-world challenges, contributing to their overall well-being.

✔ Outcomes (long-term results)

- **Better Understanding of Local and Global Communities.** Students and faculty members gain in-depth understanding of local issues, which they can use to adapt their approaches to education and community engagement. Beyond local contexts, e-SL contributes to a broader understanding of global issues, preparing students for an increasingly interconnected world.
- **Improved Civic Engagement and Diversity**. Active Citizenship: e-SL programs promote a culture of active citizenship, empowering students to engage with their communities in meaningful ways. Through community interaction, students are exposed to diverse perspectives, which in turn enriches the academic environment and promotes inclusivity.
- **Specific and Transformative Knowledge, Skills, and Values.** e-SL projects offer students specific skill sets that are directly applicable to their academic and career paths. Students also adopt values like empathy and social responsibility, which can have a transformative effect on their personal and professional lives.
- **Global Citizenship**. e-SL encourages students to consider their role in a global context, inspiring a sense of responsibility that transcends national boundaries. The awareness and skills gained through e-SL prepare students and institutions for collaborations that address global challenges.

A Deep Dive into the Roadmap's Structural Elements

✅ Outputs (midterm results which are achieved after implementing targeted activities)

- **Institutional Policies, Guidelines, and Tools**. The establishment of institutional policies, guidelines, and tools specific to e-SL is a crucial output. These elements are intended to systematize and standardize e-SL within the academic curriculum, thereby setting the operational framework within which faculty, students, and community partners can engage.

- **Specialized Training Programs**. Training programs focused on e-SL represent another critical output. These are devised to provide both faculty and students with the necessary skills and insights to participate effectively in e-SL activities. The programs aim to ensure the integrity and efficacy of e-SL projects, aligning them with educational and community objectives.

- **Documented Case Studies.** The generation of case studies offers an empirical foundation to e-SL practices within the institution. These case studies contribute to an evolving body of knowledge and offer qualitative and quantitative analyses of e-SL implementation, thereby serving as both instructional resources and points of validation for the program.

- **Assessment Tools.** The development of robust assessment tools is essential for evaluating the impact of e-SL initiatives. These instruments are designed to measure a range of outcomes, from individual skill development and civic engagement to broader institutional and community impacts. Their application will contribute to the continuous improvement of e-SL programs.

A Deep Dive into the Roadmap's Structural Elements

Activities (aligned with the strategic objectives)

- **Peer-to-Peer Consultations (SO3)**. Peer consultations allow for the exchange of insights and best practices among faculty members. This collaborative approach enriches the collective understanding and implementation of e-SL.

- **Community Partner Outreach (SO2)**. Stakeholder engagement begins with proactive outreach to community organizations. Establishing strong partnerships is vital for the implementation of meaningful and impactful e-SL projects.

- **Inclusion of e-SL into Courses and Modules (SO1)**. One of the pivotal activities involves incorporating e-SL components into existing courses and modules. The objective is to embed service learning as a core element within the academic framework, thereby allowing students to apply theoretical knowledge in real-world community settings.

- **Student Orientation (SO4)**. Introductory sessions aim to educate students about the goals, expectations, and procedures related to e-SL, thereby preparing them for effective engagement in upcoming projects.

- **Pilot Programs (SO1)**. Before full-scale implementation, pilot programs serve as test-beds to evaluate the efficacy of e-SL initiatives. These programs offer valuable insights into optimal practices and potential areas for improvement.

- **Supporting the Development of Training Activities about e-SL (SO3)**. The development of specialized training modules for both faculty and students is crucial. These programs aim to provide the necessary skills and knowledge required for effective e-SL participation, thereby enhancing the quality of both educational and community outcomes.

- **Exchange of Best Practices (SO3).** This involves the systematic gathering and dissemination of successful e-SL strategies and outcomes, both within the institution and among partnering organizations.

- **Infrastructure Upgrades (SO3)**. The modernization of technological infrastructure is essential to support the complex needs of e-SL initiatives, ensuring their smooth operation and long-term sustainability.

- **Creation of a Digital Platform for Stakeholder Engagement (SO2).** The development of a digital platform facilitates streamlined coordination among all stakeholders involved in e-SL. This platform serves as a central hub for communication, resource sharing, and data collection.

- **Integration of e-SL into Institutional Strategic Planning Documents (SO1).** Strategic planning at the institutional level must include provisions for e-SL. This signifies the alignment of e-SL initiatives with broader institutional goals, ensuring long-term sustainability and impact.

A Deep Dive into the Roadmap's Structural Elements

Inputs (resources available for developing and implementing a customized roadmap and corresponding action plan)

- **Technology Infrastructures.** Hardware and software resources necessary for implementing e-SL into the curriculum, including servers, computers, educational platforms, and internet connectivity.
- **Existing Courses and Training Offers.** Pre-existing academic courses and training programs that could serve as bases for integrating e-SL components or concepts.
- **Existing Policies, Guidelines, Workflows.** Current institutional policies and guidelines relevant to academic curriculum development and community engagement.
- **Existing Monitoring and Evaluation Models.** Pre-established frameworks for measuring the performance and outcomes of academic and extracurricular programs.
- **Knowledge, Expertise, and Skilled Human Resources.** Faculty, staff, and consultants with experience and expertise in e-SL, curriculum development, and community engagement.
- **Experiences and Models Relating to e-SL Integration.** Case studies, best practices, and templates that can be adapted for the institution's unique needs.
- **Academic Knowledge on Innovative Pedagogies, and Learning Theories.** Scholarly articles, academic papers, and resources that offer insights into effective pedagogical approaches and learning theories relevant for e-SL integration.

4. Storyboarding the Educational Journey: A Focus on Learning Design

You've delved into the basics of e-SL and mapped out how to implement it institutionally. Now, you're ready to explore how to make your students' experiences richer through e-SL.

If we could distill learning down to one word, it would be '**transformation**.' Whether it occurs inside or outside the classroom, learning shapes us, affects us. Of course, the speed and intensity of this transformational process vary depending on countless variables, but the universal transformative power of learning is undeniable.

As educators aiming to make learning visible, we ask ourselves how we can create such transformative experiences. The answer isn't straightforward; there's no magic formula. However, there are empirically validated practices that can give us perspectives to build upon our teaching approaches.

We start by **designing learning**. **Learning design** is a systematic approach to creating learning experiences. It involves analyzing the needs of learners, setting learning objectives, selecting strategies, choosing appropriate learning activities and resources, and evaluating learning outcomes.

Typically, the process of designing learning experiences involves the following steps:

1 ANALYZING THE LEARNING CONTEXT AND IDENTIFYING THE NEEDS AND CHARACTERISTICS OF LEARNERS;

2 DEFINING THE INTENDED OUTCOMES AND OBJECTIVES FROM THE LEARNER'S PERSPECTIVE;

3 CHOOSING THE ACTIVITIES AND RESOURCES TO SUPPORT THE OBJECTIVES AND OUTCOMES;

4 SEQUENCING AND ORGANIZING THESE CHOSEN ACTIVITIES AND RESOURCES COHERENTLY AND EFFICIENTLY (THE LEARNING FLOW);

5 DEVELOPING AN EVALUATION STRATEGY TO MEASURE THE ACHIEVEMENT OF OBJECTIVES AND OUTCOMES.

Storyboarding the Educational Journey: A Focus on Learning Design

To navigate the process of learning design smoothly, we invite you to the drawing board to create a storyboard of your session or course.

What is a storyboard?

A storyboard serves as a visual guide, mapping out the flow of your session, course, or educational program step by step. Think of it as your navigational chart while you're crafting a study program, course, or individual session. Much like a script, this visual layout steers you through the entire process of designing the learning experience. You can do it for the entire course but the more granular the better.

The Learning Design Canvas as a tool for storyboarding

To help you storyboard the learning experiences designed for your students, we recommend you use the Learning design Canvas.

Note: Adapted from https://voltagecontrol.com/

If you want to learn more about storyboarding student learning experiences, take a look at *The Educationalist* blog.

Storyboarding the Educational Journey: A Focus on Learning Design

How to use the Canvas?

Focus on the essential components: story, structure, sequence, and schedule. Augment these with clarity and consistency for an effective educational experience. Consider the following approaches for successful implementation:

START

Have you read the Canvas and know what each section is about? Great, let's roll up our sleeves and craft this learning journey.

First things first: focus on the **learners**— they're the protagonists. Keep in mind their needs, motivations, and expectations when you're deciding on content.

Remember, learning doesn't happen in a vacuum; it's all about **context**. Think about what resources you'll need to bring the e-SL learning experience to life. And don't forget, **community partners** are key players in making e-SL work.

As for the **subject matter**, it's not just about sticking to the syllabus. Consider the underlying attitudes and values that you also want to instill.

Don't skip setting specific, measurable, and achievable **learning objectives**. These objectives are your roadmap to visibly transforming your students. And because we're emphasizing the need for this transformation, you'll state these objectives into the 'Transform' section. Let's make some meaningful change!

EXPERIENCE

In the 'Experience' phase, learning occurs. If you are designing a comprehensive course, it is crucial to align the **learning flow** with the s**tages of e-SL**. If the focus is on a single session, identify the current stage for you and your students, and tailor specific **learning activities** accordingly. Each activity should possess a defined purpose and be directly linked to the established learning objectives for your course or session. It is advisable to keep these objectives visible and continually reference them throughout the design process.

To get inspired about meaningful and firsthand tested learning activities use the **eSL4EU Lenses cards** (available in the digital toolkit) or dive into the next chapter of the *Methodology.*

The selection and design of learning activities can be guided by the **e-SL design principles**.

After you've laid out all your activities, it's time for a sequence check. Ask yourself: Do these activities naturally flow from one to the next? Look at it through your students' eyes. Is it clear how one activity leads to the next? If not, consider spelling that out in the course design.
Both you and your students should find the flow logical. And remember, sometimes going back to revisit past activities and feedback can really deepen understanding. So, maybe carve out some time for that too.

TRANSFORM

Keep this in mind: Learning is all about transformation, right? So take some time to think about how you want to see your students grow and transform. And since you're using e-SL, this changes can ripple out into the community too.

Additionally, while outlining learning outcomes, it's important not only to focus on disciplinary knowledge and skills but also to aim for the development of 21st-century skills. Utilize e-SL as a pedagogical tool to achieve these broader objectives.

Take a moment to review the entire course or session storyboard. Assess whether the number of activities is appropriate and evaluate the clarity of explanations. Should any elements appear superfluous or absent, this is the opportunity for design adjustments. Additionally, it is advisable to allocate some flexibility within the course structure for potential modifications. Are all aspects aligned?

Storyboarding the Educational Journey: A Focus on Learning Design

Why use the Canvas for storyboarding?

1. It assists in mapping out the structure, content, and learning activities of your course.
2. It provides a visual representation of the learning path.
3. It aids in organizing and communicating the course content.
4. It helps in sequencing activities within a session or module.
5. It can be applied at the session, course, or program level.

Key considerations:

1. Constructive Alignment: Ensure each activity is linked to the learning objectives.
2. Student Contributions: What is the modality, format, and length of student input?
3. Time on Task: Consider the time commitment for both you and your students.
4. Teacher Presence: Define your role and estimate the time you'll spend on the course.

Section 2

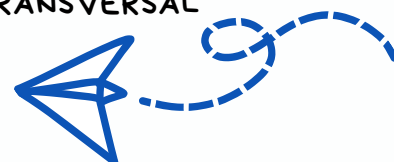## Facilitation methods and techniques

Insights into Facilitation Methods for e-Service-Learning: A Sneak Peek

Drawing upon the Roadmap elements and the e-SL Design Framework, the e-SL4EU consortium successfully devised a productive approach to integrating e-SL into higher education curriculum. A flexible instrument was developed to identify and gather examples of practice from participating universities, based on a shared understanding of the concept. Informed by collective practices and a review of existing literature, a comprehensive collection of learning activities used in the implementation of e-SL projects was curated. This collaborative effort ensured a robust foundation for the integration of e-SL, promoting effective and impactful learning experiences within higher education institutions.

This section offers a comprehensive overview of e-Service-Learning facilitation methods, organized according to the key stages of service-learning project implementation: community analysis, preparation and planning, action, reflection, and celebration. Explore the diverse examples of facilitation methods that align with each stage, providing valuable guidance for successful e-SL project implementation. From needs analysis to engaging in action, reflecting on experiences, and culminating in celebratory moments, these facilitation methods ensure a well-rounded and impactful e-SL journey for students.

01 NEEDS ANALYSIS

This phase entails understanding community needs, assets, and stakeholders, as well as engaging with community members to ensure project alignment.

02 PREPARATION AND PLANNING

Preparation and planning in service-learning involves organizing objectives, timelines, resources, partnerships, and student training for a successful project.

03 ACTION

Students implement planned activities, collaborate with the community, and make a tangible impact to address community needs.

04 CELEBRATION

Showcase outcomes, reflect on experiences, and recognize the impact of the service-learning project. Students, educators, and community members come together to celebrate the accomplishments and share their learnings with a wider audience.

REFLECTION IS TRANSVERSAL

Activities for conducting needs analysis

Needs analysis is a vital phase in understanding the dynamics, needs, challenges, and opportunities within a specific population. It aids in the formulation of strategies and practices that resonate with the needs of the community. This section presents some key activities to conduct a thorough needs analysis:

01. Needs analysis

Conducting a needs analysis forms a pivotal stage in e-SL. The ultimate success of the project hinges on accurately identifying the genuine requirements of the community. Consequently, allocating several days for collaborative work on this e-SL phase is highly advisable.

02. The Mmogo Method

The Mmogo-method™ is applied in service-learning through two groups: Creators and Storytellers. Creators present complex community issues which Storytellers attempt to solve using visual materials like clay, paper, and pencils.

03. Range of possibilities

Individually, students fill out the 'Range of Possibilities' Emotional Intelligence Profile, scoring two intelligence types and performing self-assessments. The role of interpersonal intelligence is highlighted in social activities.

Needs Analysis

SHORT DESCRIPTION

Before setting the goals of implementing e-SL in the community, the students have to acquire substantial information about their chosen community needs, evaluate them and choose one of them for the next phases of the e-SL project.

Needs analysis is one of the key phases of e-SL. The outcome of the whole project depends on the correct choice of the real need of the community. Therefore, several days of group work could be devoted to this e-SL phase. Students discuss and agree on the method of identifying the needs of the community and then implement the selected methods into practice. Subsequently, they have to analyze the obtained data, evaluate them and choose one need, on which they will then focus their e-SL project. The needs analysis is best done in cooperation with the selected community or its representatives. In doing so, it is necessary to keep in mind various limitations (students' capabilities, finances, time, the requirement of learning via this e-SL project).

WORKSHEET FOR STUDENTS

4 Ways of Acquiring Information about Community Needs

What does your community need? When identifying the community needs, using any of the following ways of questioning might help you figure them out:

1. *The media*: Which media (Internet & social media, newspapers, TV broadcasts) in your community can help you to acquire useful information? Write down the possible methods to use media, in order to map your community needs.

2. *Interview:* Select a target group – who know your community - who can provide relevant information about the community's needs. This could be someone from a school, local organization or a government. Prepare questions you could ask these people and interview them.

3. *Questionnaire*: A practical way to get information from a large number of people in a short time. When preparing questionnaires, consider including the following questions: Who might complete them? Who should they target (e.g..students, family members, seniors, neighbors)? How many completed questionnaire do we need as a reliable data source?

4. Direct observation: Consider these questions in the your group and choose a method/methods that are realistic, feasible in the allotted term time: How can we get information by direct observation? Where should we go? What can we do there? How will we record our findings?

RESOURCES

- BERGER KAYE, C.: The Complete Guide to Service-Learning. Mineappolis : Free Spirit Publishing, 2010, s. 24 – 25. ISBN 978-15-7542-345-6
- Seven Steps for Conducting a Successful Needs Assessment. https://www.nichq.org/insight/seven-steps-conducting-successful-needs-assessment

LEARNING OUTCOMES

Students will be able:
- to find an appropriate way of acquiring community needs
- to analyse and assess the needs of a community chosen for the e-SL project
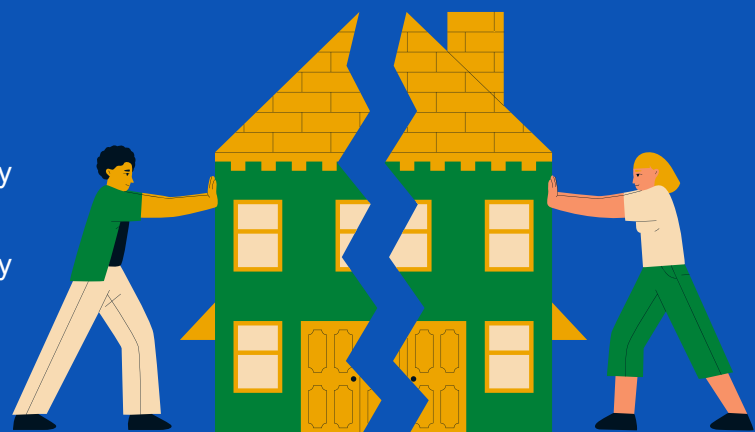
The Mmogo Method

SHORT DESCRIPTION

The Mmogo-method™ is a unique visual projective research tool, initially developed for data collection, that utilizes materials like clay, straws, and beads to craft visual narratives (Roos, 2016a, 2016b). Within the realm of service-learning, this method divides participants into two distinct roles: Creators and Storytellers. Creators, usually community partners or informed students, pinpoint intricate community challenges. They then present these challenges to the Storytellers, who employ a range of materials such as clay, paper, and pencils to conceive distinctive solutions.

This structured process encourages teamwork, cultivating creative and innovative thought. The roles of Creators and Storytellers are not designed to function in parallel; instead, Creators can often observe the solution crafting process, acting as informed guides or 'white hats' in the process. However, in synchronous designs, the 'learning stations' model can be integrated. This would entail multiple stations: one for challenge ideation, another for artifact creation, and a third dedicated to establishing evaluation and impact criteria. The rotation model across these stations can be determined by the educator, offering flexibility and adaptability.

Examples of challenges:

- 'Invisible children in schools'. Address the issue of social exclusion faced by "invisible" children who are low achievers and sometimes are not allowed to participate in national exams by schools, as it could negatively impact the school's overall performance.
- Smart Tourism. Create an initiative to promote sustainable and responsible tourism in a local area.
- Schools of well-being. Create an initiative to promote mental health awareness and support in a school or community

RESOURCES

Visual materials: The Mmogo-method is a visual projective technique that uses materials like clay, paper, straws, beads, pencils, fabric, or any other crafting material. These materials will be required for the Storytellers to create visual representations of their proposed solutions.

Instructions: Both Creators and Storytellers require clear instructions to understand the purpose of the Mmogo-method and their roles in the activity.

Reference materials: Reference materials may be needed to provide information about the community or issue being addressed, as well as to provide guidance on best practices for developing innovative solutions.

LEARNING OUTCOMES

The Mmogo-method can offer a unique and engaging approach to service-learning that promotes critical thinking, collaboration, empathy, creative expression, and civic engagement. By visualizing the service they intend to deliver, students can develop a clearer understanding of their goals and the impact they hope to achieve.

Range of possibilities

SHORT DESCRIPTION

Students complete *The Emotional Intelligence Profile "Range of possibilities"* individually. They calculate scores for 2 types of intelligence. They carry out a self-assessment. The teacher explains the importance of interpersonal intelligence for social engagement. Group discussion on the abilities of each individual in terms of their action for society.

THE EMOTIONAL INTELLIGENCE PROFILE "RANGE OF POSSIBILITIES"

The Emotional Intelligence Profile

Read the statements below. Decide how much each statement applies to you.

▪ 5 - I strongly agree with the given statement; 4 - I rather agree with the given statement; 3 - It's hard to say; 2 - I rather disagree with the given statement; 1 - I strongly disagree with the given statement

No.	Statements about behaviours	Degree of truthfulness
1.	I have a strong self-esteem, I know myself well, my strengths and how to use them.	1 – 2 – 3 – 4 – 5
2	I enjoy company, I easily make contacts with people.	1 – 2 – 3 – 4 – 5
3.	If I am going to do something, I rely primarily on my own thoughts, plans and intuition.	1 – 2 – 3 – 4 – 5
4.	I like working in a group, I am eager to cooperate and collaborate with others.	1 – 2 – 3 – 4 – 5
5.	I am a reflective person, peace and solitude are the best conditions for me to work and study.	1 – 2 – 3 – 4 – 5
7.	I am never bored in my own company, I always find something interesting to do.	1 – 2 – 3 – 4 – 5
8.	People see me as a leader, I have leadership qualities, I can lead a team.	1 – 2 – 3 – 4 – 5
9.	I have the ability to draw conclusions from my own feelings and emotions.	1 – 2 – 3 – 4 – 5
10.	I have a large group of friends with whom I often meet, I like spending time with them.	1 – 2 – 3 – 4 – 5
11.	I systematically improve my skills and work on my self-development.	1 – 2 – 3 – 4 – 5
12.	I can listen to other people, recognize their moods, feelings and intentions.	1 – 2 – 3 – 4 – 5

LEARNING OUTCOMES

The students will be able to:

• assess one's own abilities in terms of intrapersonal and interpersonal intelligence.

• understand the importance of interpersonal intelligence for community engagement

Range of possibilities

The Interpretation of results: Intrapersonal intelligence

After assessing the degree of truthfulness of individual statements, the selected point answers should be entered into the table of results next to the appropriate statement number. Then, add up the results and convert the scores into percentages. In each assessed category related to interpersonal intelligence, you can get from 6 to 30 points. The percentage score is obtained by multiplying the score (in points) by 100 and then dividing by 30. For example: if the score is 18, the percentage score is 60%. The score is calculated according to the formula: **number of points obtained x 100 / 30.**

Type of Intelligence	Scoring individual statements						Result in points	Percentage result
Intrapersonal intelligence	1	3	5	7	9	11		
Interpersonal intelligence	2	4	6	8	10	12		

RESOURCES

- Kopik A., Zatorska M., Wielorakie podróże - edukacja dla dziecka, Europejska Agencja Rozwoju Sp. J., Kielce 2010, s. 43-47. (only applies to emotional intelligence)
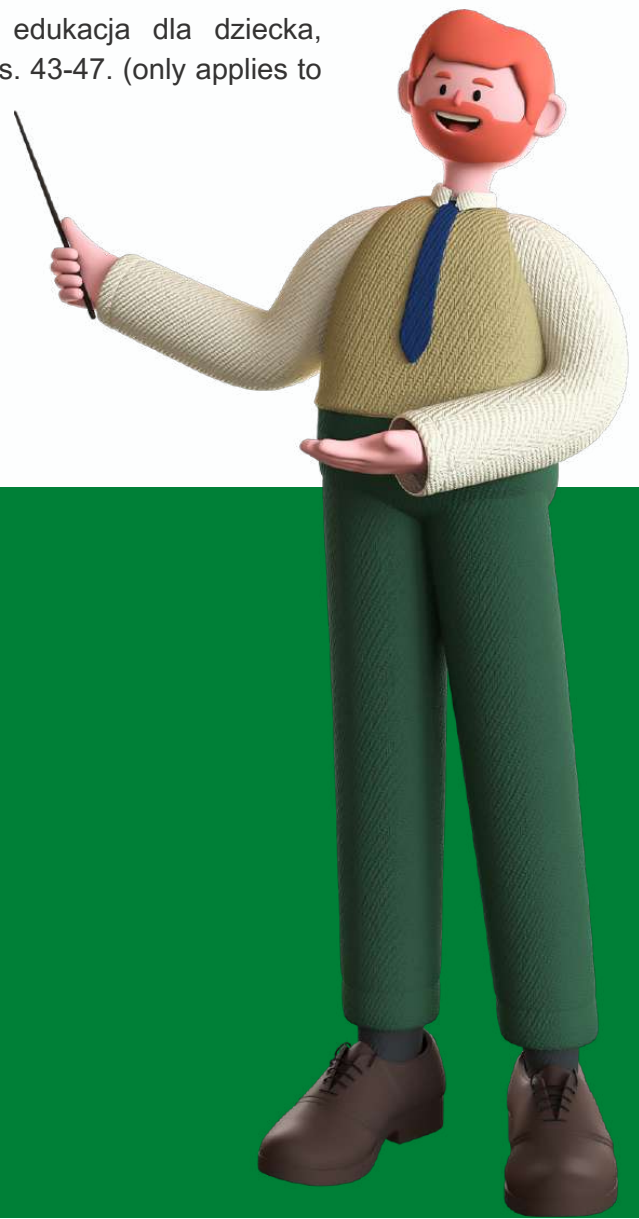
Activities for supporting preparation and planning

In the following section, we delve into the integral actions that facilitate effective planning and readiness. These are designed to equip you with the necessary skills and strategies to ensure successful project execution. From setting realistic goals to implementing robust planning structures, we provide a collection to help navigate the learning journey efficiently.

01. Ready, Set, Engage! Pre-flection Tool

02. The Goal Tree

03. Social Identity Wheel

04. Value proposition canvas
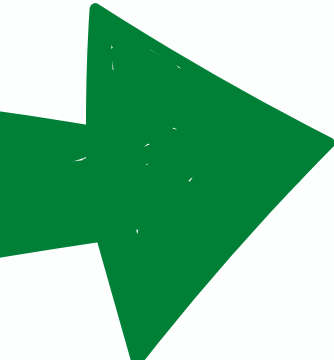
05. Planning the evaluation of service-learning project

06. Planning the promotion of service-learning project

Ready, Set, Engage! Pre-flection Tool

SHORT DESCRIPTION

Pre-flection is reflection that takes place before community engagement activities begin. It assists students in preparing for their community engagement experience and provides them the opportunity to identify their expectations, hopes, and fears. Pre-flection activities should allow students to think about their assumptions and values. Ultimately, this step prepares students to enter the community and provides a strategy to enhance and enrich the reflection process (Falk, 1995).

These are the pre-flection questions that students should start with:

What does it mean to be engaged with the community?
What is your past experience with volunteering, service, or other community engagement?
What does community mean to you?
What do you think are some of the major social issues in the community?
What do you think are some of the major assets in the community?
What expectations do you have about your experience in the community (e.g. people you expect to   interact with, what community partner organisation will look like, etc.)?
What fears or concerns do you have about your experience in the community?
What are your hopes for your experience in the community?
How do you think what you'll learn in the community will be linked to what you'll learn in the classroom?

This tool is intended for faculty to issue to students to self-assess their readiness for community engagement. After having students complete this self-assessment, faculty can converse with students about their preparedness for community engagement.

RESOURCES

Ready, Set, Engage! Pre-flection Tool is part of the Service-Learning Toolkit developed by Michigan State University, USA.
Link:
https://communityengagedlearning.msu.edu/upload/toolkits/Service-Learning-Toolkit.pdf

LEARNING OUTCOMES

- self-assess one's own readiness for community engagement
- to examine one's own expectations, hopes and fears prior to the community engagement
- to clearly define community needs and assets to be able to link service experience with the academic learning

Ready, Set, Engage! Pre-flection Tool

RESOURCES

Evaluation Criteria	Ranking *Rank yourself (1 = low, 5 = high) and give an example*
Openness • Acceptance that not everything will be known up front, but discovered together • Lack of rigidness about what should happen, when, how, and by whom • Willingness to be changed through process of engagement	
Discovery • Abandonment of the "one right answer" • Embrace multiple possibilities explored and decided on together • Commitment to learning, reflecting, dialoguing together	
Curiosity • Desire to learn more • Capacity to listen deeply to others • Withhold judgment	
Respect • Affirmation that local knowledge is as valuable as expert or outside knowledge • Commitment to understanding community history, culture, norms, and values	
Adaptability • Capacity to relate to others in ways that work for them (in person vs. through technology) • Willingness to understand situation from another's perspective, empathy	
Flexibility • Capacity to tolerate ambiguity and uncertainty • Willingness to improvise • Comfort in "making the path as we walk it" • Acknowledgment that it will take more time, more interactions than initially expected	
Sharing • Willingness to collaborate on the work and in taking credit • Commitment to communicating in ways that work for both community and academy • Willingness to cede power and leadership to others	
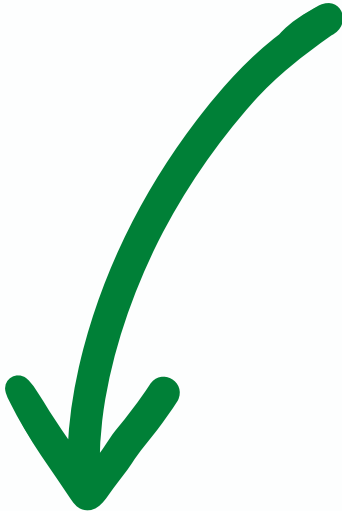
Goals Tree

SHORT DESCRIPTION

The Goals Tree is a graphical tool useful for planning Service-Learning activities.
It allows students to formulate the goals they want to achieve in the future with their project in the form of a positive condition. Indeed, the objectives are what is expected to be achieved by the end of the project. In the tool, goals are the trunk of the tree and should be written in a tangible, flexible, operational and measurable way.

The tool also makes it possible to create a relationship between resources (roots of the tree) - purposes (crown of the tree).

Resources are the conditions to be put in place in order to achieve the objectives. They are human resources, material resources, networking resources etc. and answer the question: what do we need to achieve the goals? They can also relate to personal characteristics, such as motivation and participation.
Goals are like the top of the tree; these concern ambition, the dream pursued with the project or the directions to be opened up by achieving the goals.
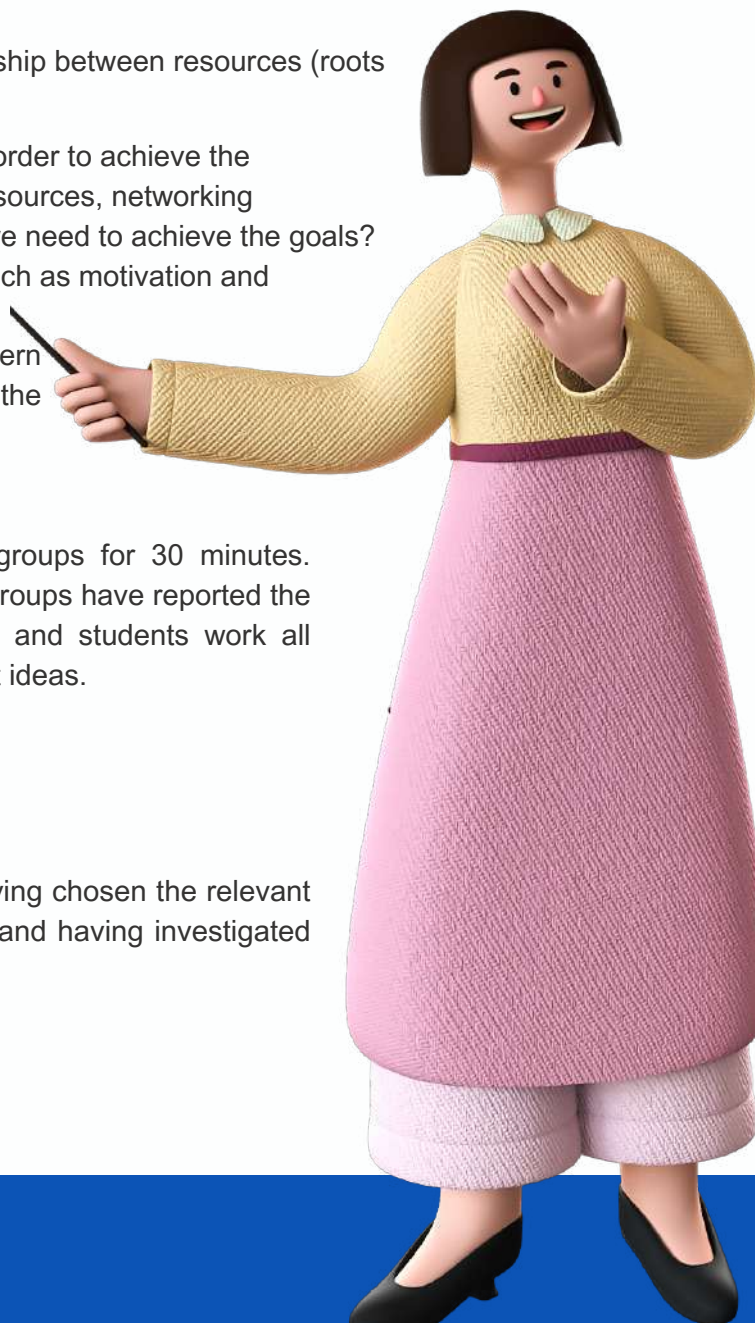
Practical indications:
To use the tool, students can be divided into groups for 30 minutes. Afterwards each group gives feedback. Once the groups have reported the results of their group work (30 minutes), faculty and students work all together to create a final goals tree, taking the best ideas.

RECOMMENDATIONS

It is important to present this activity only after having chosen the relevant social issue to be addressed with the community and having investigated its causes and consequences.

LEARNING OUTCOMES

- Creativity and innovation skills: the process of choosing the goals and higher purposes of the project requires creative and innovative thinking, going beyond schemes. This tool allows students to trace a path that does not yet exist, focusing on their ability to think widely and, at the same time, concretely
- Critical thinking: The process of analysing the relationship between the goals, the resources and the proposes of the project requires critical thinking.
- Communication skills: By using this tool students can improve their communication skills and better articulate the value of the project.

Goals Tree

THE GOALS TREE INSTRUMENT

THE GOALS TREE

PURPOSES	THE AMBITION, THE DREAM PURSUED WITH THE PROJECT OR THE DIRECTIONS, THE PATHS TO BE OPENED UP	CROWN

GOALS — OPERATIONAL GOALS — TRUNK

RESOURCES — ROOTS

RESOURCES I NEED TO ACHIEVE THE GOALS
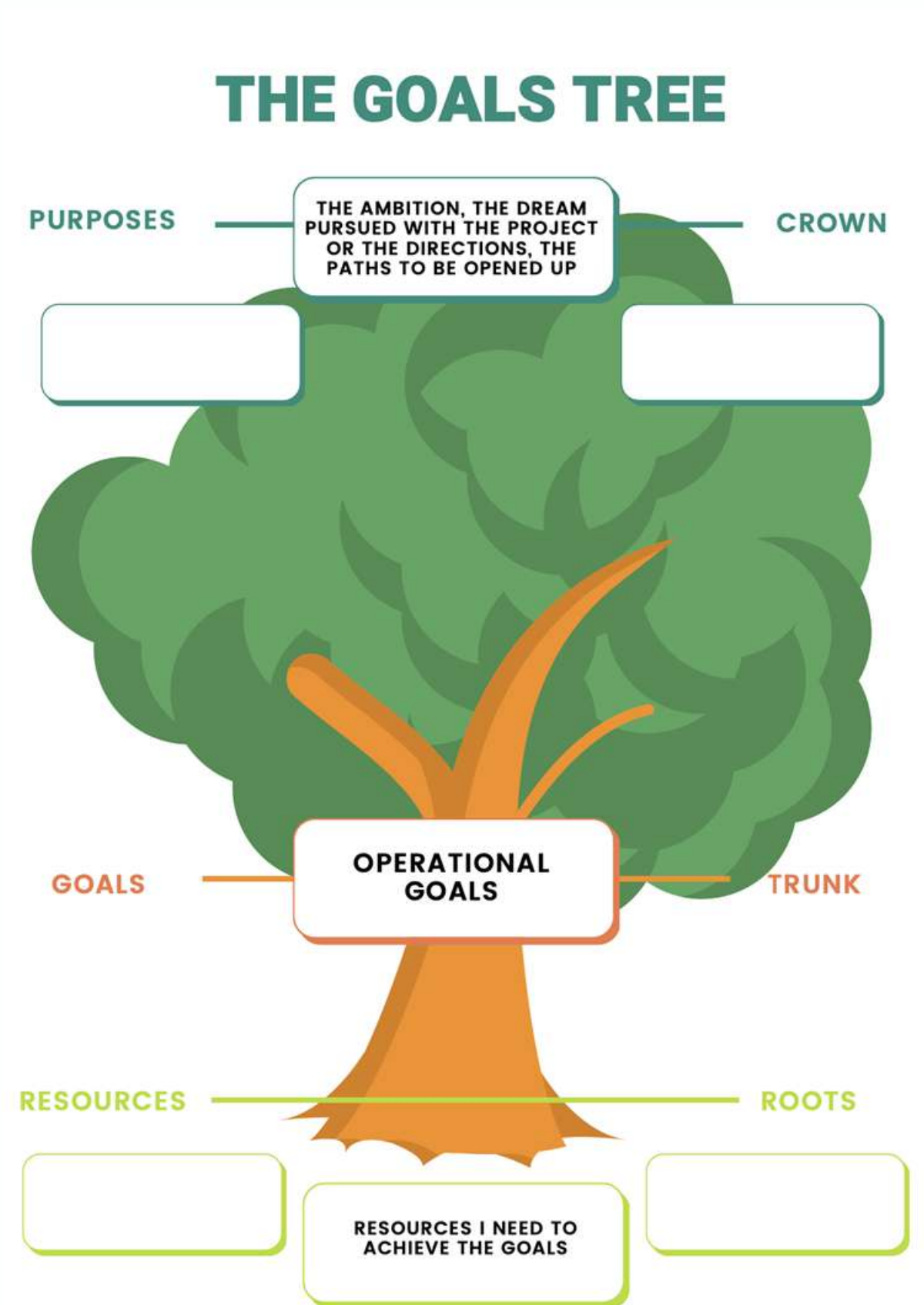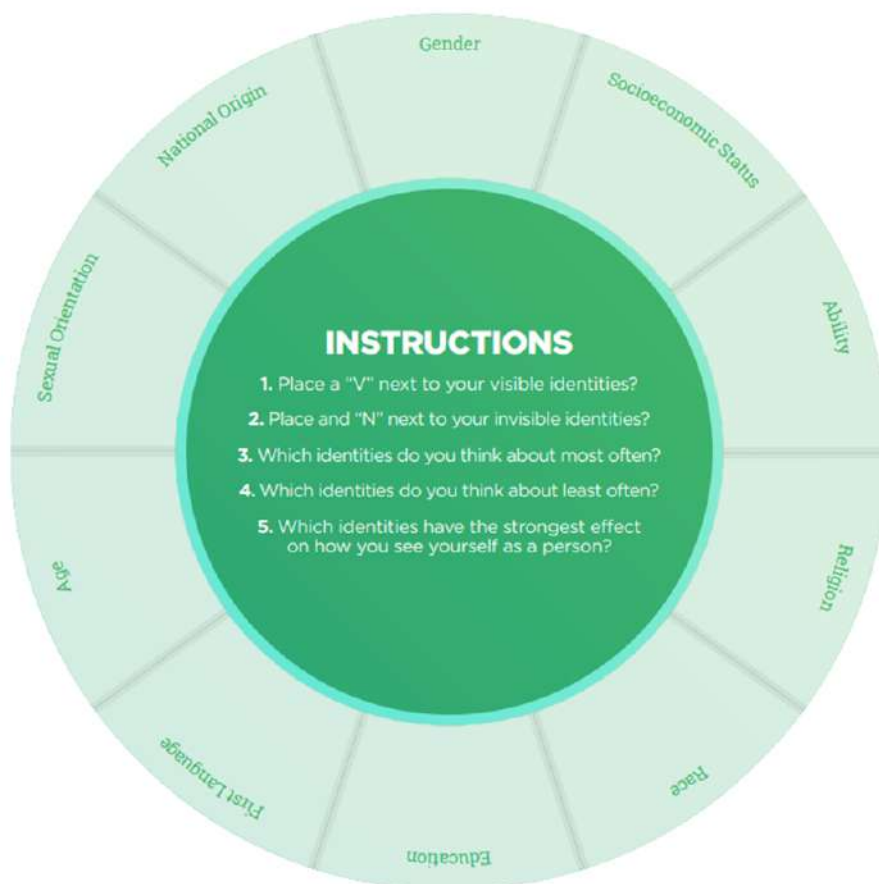
Social Identity Wheel

SHORT DESCRIPTION

This tool is intended for faculty to introduce the concept of power and privilege to service-learning students. It encourages students to identify social identities and reflect on the various ways those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The tool prompts students to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorise those identities based on which matter most in their self-perception and which matter most in others' perception of them. It is a great way for students to engage with each other on a personal level, creating connections that otherwise would have gone unnoticed. Taking the time to complete this activity at the start of the semester will help students form meaningful bonds, allowing them to better collaborate and support each other throughout the semester.

INSTRUCTIONS

1. Place a "V" next to your visible identities?
2. Place and "N" next to your invisible identities?
3. Which identities do you think about most often?
4. Which identities do you think about least often?
5. Which identities have the strongest effect on how you see yourself as a person?

LEARNING OUTCOMES

- to critically analyse how identities are more or less keenly felt in different social contexts. The classroom and the university can be highlighted as a context as a way to approach questions on barriers to inclusion

- to understand how privilege operates to normalise some identities over others. For example, a student who speaks English as their first language can reflect on why they rarely need to think about their language as an aspect of their identity while some of their peers may identity language as the aspect of their identity they feel most keenly in the classroom

- to become sensitive to shared identities with the classmates as well as the diversity of identities in the classroom, building community and encouraging empathy

Social Identity Wheel

ACTIVITY DIRECTIONS

1. Provide a social identity wheel handout to each student.
2. Instruct students to fill in the blanks around the wheel (e.g. sexual orientation, national identity, etc.).
3. After filling in the blanks, tell students to complete questions #1-5 in the centre of the wheel.
4. Have students pair up and share their wheel with another student. Offer the disclaimer that these may be sensitive topics for a lot of students, and they should only share what feels comfortable.

5. Facilitate discussion with students, asking open-ended questions:
- What did you notice/observe about yourself as you filled out the social identity wheel?
- What do you think about visible versus invisible identities?
- What did you find from your conversations with your partner?
- So what does this mean for service-learning?
- How does this relate to the topics of power and privilege we discussed?
- Why would we do an activity like this?

6. Add some thoughts to discussion based on observations:
Feel free to share a personal example.
Salient versus non-salient identities:
◯**Salient** = These aspects of identity are the ones that people move forward in the world first. These are both individual & societal, visible and invisible. Important to identity.
◯**Non-salient** = These aspects of identity may move and shift. We may not move forward in the world first with these in mind. These are both individual and societal.
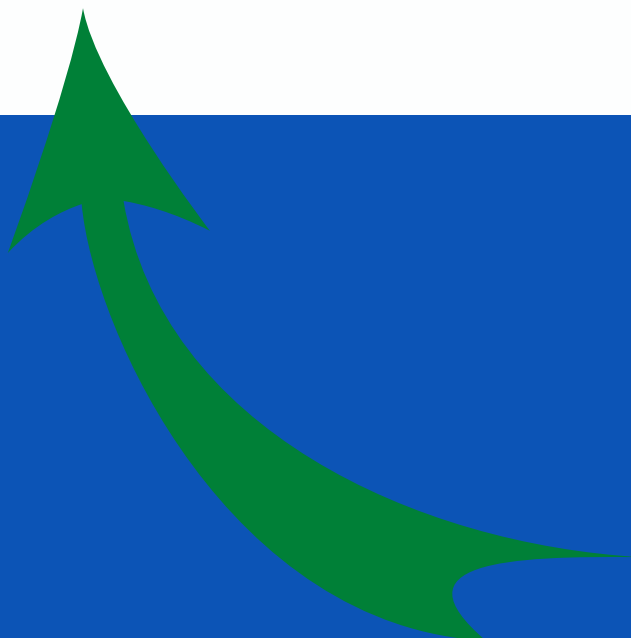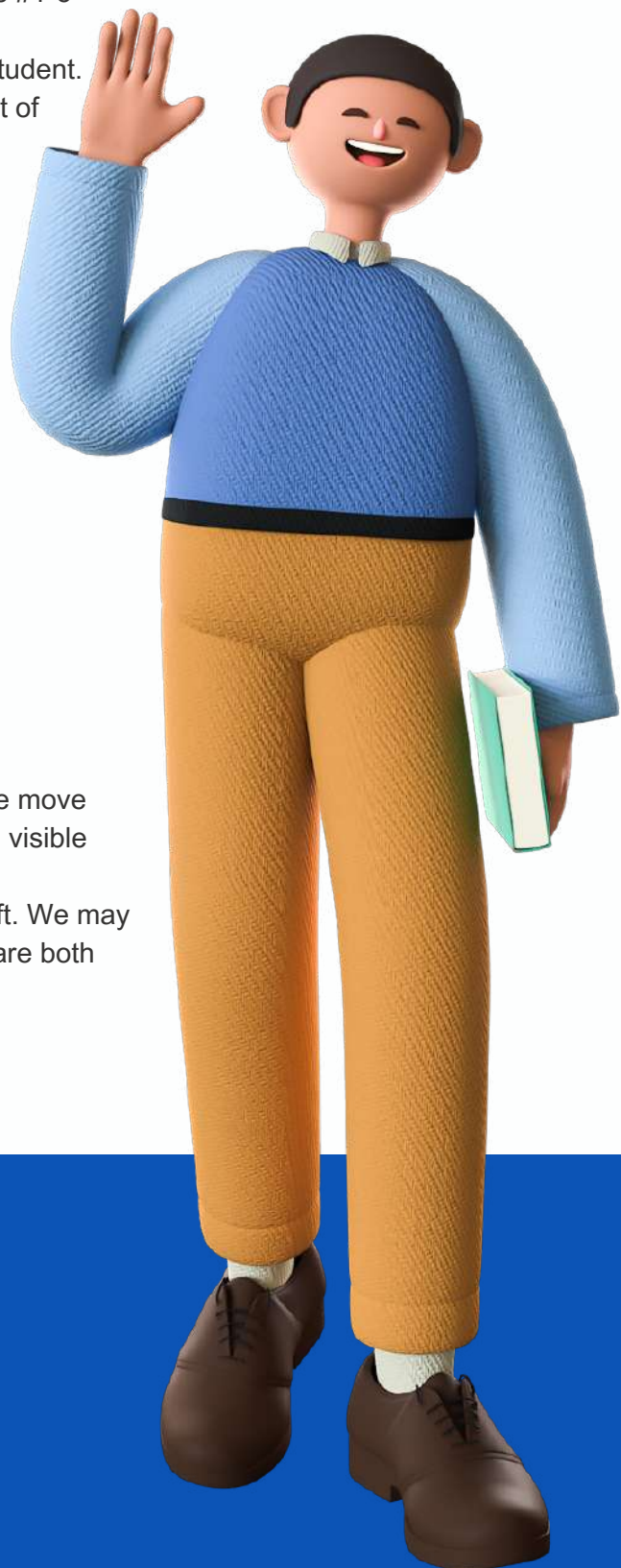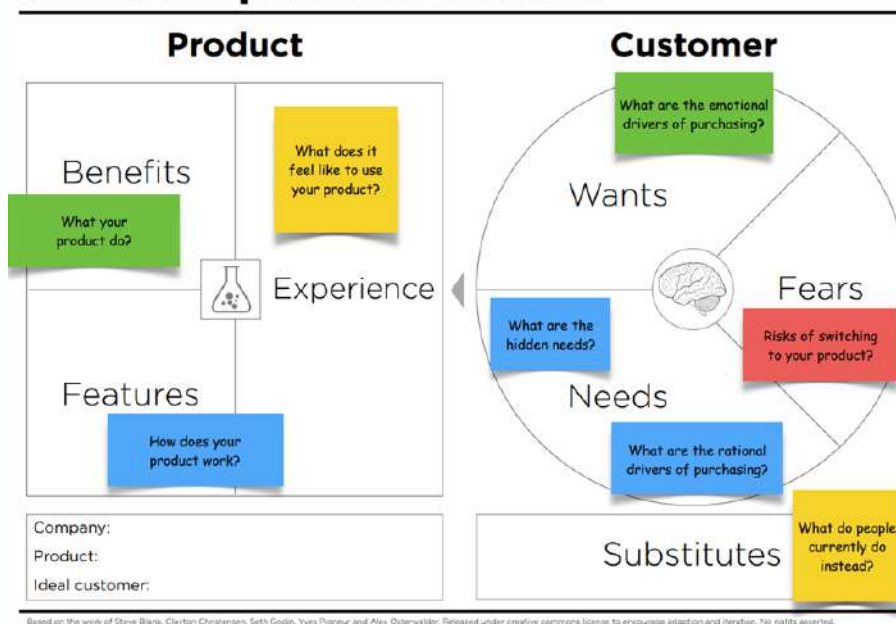
Value Proposition Canvas

SHORT DESCRIPTION

The (e-)SL project is designed to address a community need and create a transformative impact. To ensure that the project achieves its goal, the students should analyse the relationship between the project and the community. The Value Proposition Canvas is a valuable tool for this purpose. Originally developed by Dr. Alexander Osterwalder to ensure a fit between product and market, the canvas can be used to refine existing services or develop new offerings. By examining the community segment, understanding their needs, and identifying the benefits of the project, the student team can create a value proposition that resonates with the community. The canvas can also help identify potential opportunities for innovation and growth. To co-create an analysis of the (e-)SL project idea, outcomes, and beneficiaries, the team should prepare for an ideation workshop that uses the Value Proposition Canvas. The workshop's results should inform the practice and implementation of the (e-)SL project and identify the transformative pillars of the project with the potential to shape the addressed community.

Within the workshop, use the Value Proposition Canvas below to co-create an analysis of the (e-)SL project idea, outcomes and beneficiaries. The results of the co-creation session should deeply inform further practice and (e-)SL project implementation. At the end of the workshop the team should be able to identify the transformative pillars of the project (the gains) that have the potential to shape the addressed community or need.

LEARNING OUTCOMES

- Enhanced problem-solving skills: The process of analyzing the relationship between the e-SL project and the community requires critical thinking and problem-solving skills. Through the use of the Value Proposition Canvas, students can develop and apply these skills to ensure that the e-SL project is meeting the needs of the community.
- Improved communication skills: Effective communication is essential when working with community members to ensure that their needs are being met. By using the Value Proposition Canvas to analyze and understand the community, students can improve their communication skills and better articulate the value of the project to stakeholders.
- Enhanced critical thinking skills: Through the process of analysing the relationship between the (e-)SL project and the community using the Value Proposition Canvas, students will enhance their critical thinking skills.

Value Proposition Canvas

ACTIVITY DIRECTIONS

Before engaging in a co-creation workshop using the Value Proposition Canvas, perform and individual ideation session on the subject or course you teach.

Start from this trigger idea: Students don't need a course. They rather need to get knowledge, skills, attitudes, values or competences.

There are many possible satisfiers to achieve the result. There are always various alternatives to achieve a results, even if you don't like or prefer some of them. Reflect on how your students' needs, fears and wants are addressed in your course and translated into a meaningful and engaging experience.
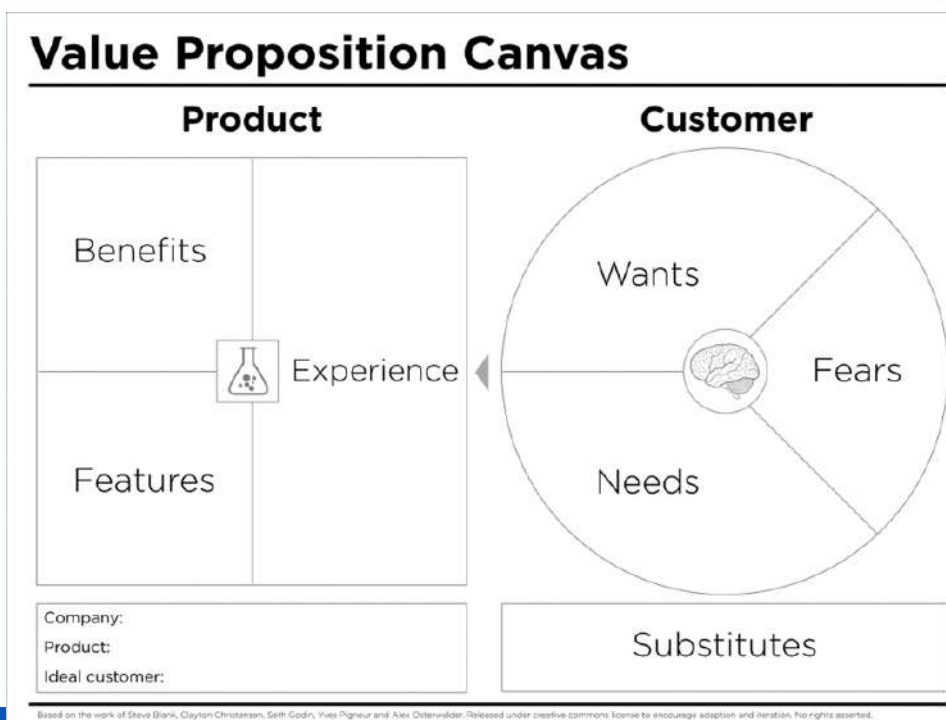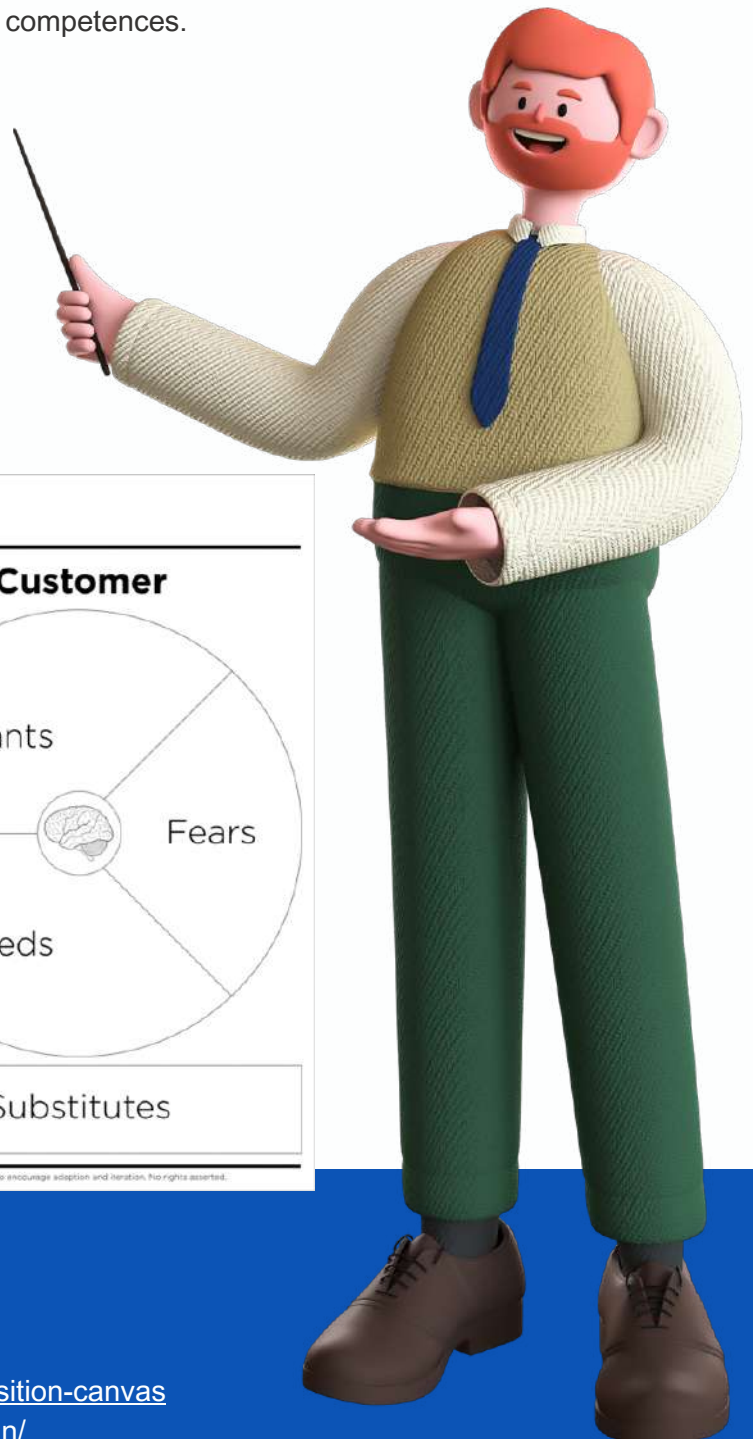
RESOURCES

Planning the evaluation of service-learning project

SHORT DESCRIPTION

After the students did the assessment of needs, set up the objectives of their service-learning project and planned activities they are planning also evaluation of the project. They can work with the worksheet with the prepared questions for the planning of the evaluation of the project. Before the instruction the teacher could ask the students about the evaluation and why it is important.

Worksheet

Planning the evaluation of service-learning project

When planning the evaluation of a service-learning project, look for answers to the following questions:

a)   How many people do you want to get involved in the project?
....
....
b)   How many and what activities do you want to implement within the project (lectures, discussions, trips, consultations ...)?
....
....
c)   What qualitative change should occur after the implementation of your activity?
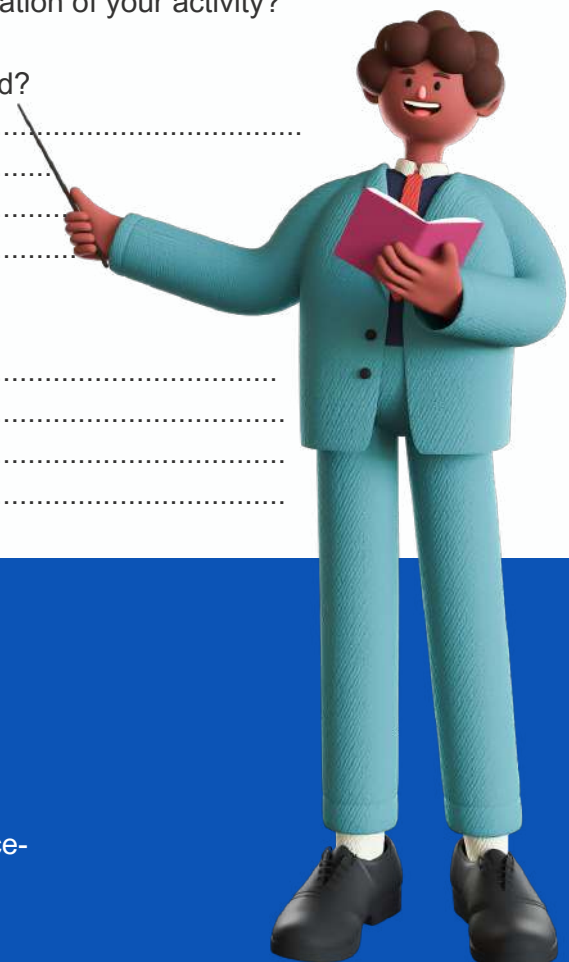What will change in the target group?
How were knowledge, skills, attitudes, competencies developed?
....
....
....
....
d)   How will you know that this change has occurred?
How will you track it?
....
....
....
....

LEARNING OUTCOMES

- Students will be able to plan the evaluation of their service-learning project or activity

Planning the promotion of service-learning project

SHORT DESCRIPTION

Service-learning projects are dynamic by nature, involving a continual cycle of planning, action, and reflection. Central to this ongoing process is the task of promotion and communication. This plays a key role not only in raising awareness about community problems but also in highlighting the potential solutions and means through which individuals can contribute to addressing these issues.

By actively promoting and communicating the aims, progress, and outcomes of the service-learning project, we can encourage greater community involvement and foster a deeper understanding of the issues at hand. It shines a spotlight on the communal challenges we face, stirring up conversations and sparking engagement.

When planning a service-learning project, it is vital to incorporate a detailed promotional and communication strategy. This entails identifying the key messages to be conveyed, the target audience, and the most effective channels for communication.

This could include traditional means such as community meetings, local newsletters, and public presentations, or digital avenues like social media posts, online newsletters, or a project website.

To assist in this planning process, students are encouraged to utilize a provided worksheet. This worksheet contains pertinent questions to guide students in crafting a comprehensive promotion plan. These may include inquiries about the project's core messages, the intended audience, the potential communication channels, and the timeline for the promotional activities.

Before embarking on the planning, it is beneficial to provide students with a brief overview of promotion in the context of service-learning. This can clarify the role and importance of promotion, explain different promotional techniques, and highlight the impact of effective communication on the success of the project.

RESOURCES

Let's explore various applications and online tools that can aid in fostering communication in innovative and creative ways:

- Pixlr, Google photos, Pixabayhave user-friendly photo editing options,
- Pixteller and Canva are great tools for creating posters, invitations, certificates, reports, presentations, gifs, and videos.
- Clideo and Typito, and YouCut can help edit the videos

LEARNING OUTCOMES

- Students will be able to plan the promotion of their service-learning project or activity
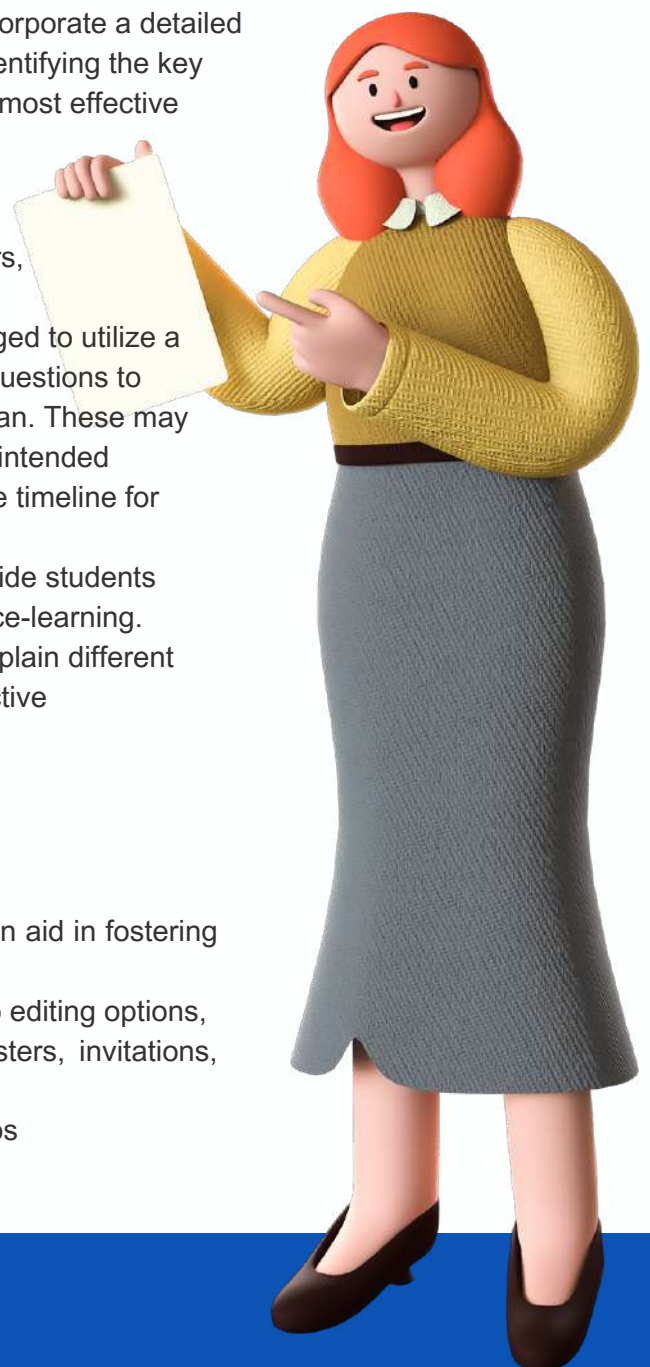
Planning the promotion of service-learning project

Planning the promotion of service-learning activity

When planning to promote your service-learning activity, try to answer these questions:

a)What is the goal of promoting your service-learning activity?

....

....

b)Who is the target group of the promotion (who do you want to reach)? What are the specifics of this group concerning promotional activities (e.g. what are its media habits)?

....

....

c)How do you reach the target group? Which promotion tool will you choose?

....

....

d)What and where do you place/publish? What permits are required for this (since it is not allowed to place promotional materials anywhere, the consent of the owner/administrator, e.g. land, door, board, is always required)?

....

....

e)When/in what schedule will you promote the activity/project?

....

....

f)When, where, and who will ensure the promotion? Who will be the spokesperson? What will be their competencies and tasks?

....

....

g)What will be the financial costs associated with the promotion of the activity/project?

....

....

Activities for supporting the action phase

The action phase of e-Service-Learning projects often involves the active implementation of plans developed during the preparation stage, executed through digital platforms. A range of activities can support the action phase in e-Service-Learning, ensuring that objectives are met effectively and efficiently:

01. Graffiti Wall

02. STAR moments

03. Lego Tower

The graffiti Wall

SHORT DESCRIPTION

The Graffiti Wall can be used for individual reflection, but especially for group reflection during implementation of an (e-)SL project. It can be used as a tool for ongoing feedback and communication throughout the project to ensure that students and community partners are informed and engaged. The Graffiti Wall allows team members to respond to an event or activity in a highly creative way by using a huge sheet of paper, post-it notes, and other materials. The Graffiti wall is especially successful for drop-in events and with the general public, primary or secondary school groups, but it may also be used for interactive workshops, lectures or presentations, and with interested adults. The teacher and students need a large wall space or board, large sheets of paper, post-it notes or other way of recording participant responses, questions or categories to help prompt responses. There are also digital tools that can help you build your online wall and keep track of all actions and feedback and input generated by the students and community partners. Using tools such as Padlet or Miro facilitates collaboration and make the wall accessible to remote participants or in asynchronous sessions.

RECOMMENDATIONS

- Provide clear prompts or questions to guide participants' responses on the wall.
- Encourage participants to use multimedia elements (such as images or videos) in addition to text to enhance their responses.
- Many individuals believe that merely reading the comments helps them gain a better sense of the participants' experiences, whilst others choose to do a more systematic analysis. Consider using word clouds or theme coding to analyze and synthesize participant responses for a deeper understanding of their perspectives and experiences.
- Incorporate reflection activities to help participants connect their responses on the wall to their own learning and service experiences.

LEARNING OUTCOMES

- Collaboration and teamwork: The Graffiti Wall encourages students and community partners to work together and share ideas, helping to build collaboration and teamwork skills.
- Creative thinking: The open-ended nature of the Graffiti Wall allows students to express their thoughts and ideas in creative ways, promoting imaginative thinking and problem-solving skills.
- Communication skills: The Graffiti Wall provides a space for students and community partners to share their thoughts and ideas, improving communication skills.
- Reflection: The Graffiti Wall can be used for individual reflection, providing students with a chance to reflect on their thoughts and ideas about the project and their role in it.
- Civic engagement: The Graffiti Wall provides an opportunity for community members to engage with the project and offer feedback, promoting a sense of civic responsibility and engagement.
- Awareness of diverse perspectives: The Graffiti Wall allows for the inclusion of diverse perspectives and ideas, promoting an awareness of different perspectives and experiences.
- Visual-spatial skills: The visual nature of the Graffiti Wall helps to develop visual-spatial skills, as students work with materials and organize ideas in a visual format.

The Graffiti Wall

ACTIVITY DIRECTIONS

Consider that a group of students is working on an (e-)SL project to promote sustainable transportation in their community. They can use the Graffiti Wall as a tool for ongoing feedback and communication throughout the project. At the start of the project, the group sets up a large wall space or board and provides post-it notes or other recording materials.

During the implementation of the project, the group regularly invites community members and stakeholders to participate in the Graffiti Wall by responding to prompts such as "What are your transportation needs?" or "How can we make transportation more sustainable?"

Participants can write their ideas, questions, and feedback on post-it notes and place them on the wall. The group can also add their own responses and reflections as the project progresses.

The Graffiti Wall helps the group to see the overall energy and engagement around the project, as well as identify areas where more communication and engagement are needed. For example, if there are few responses from a particular group of stakeholders, the group can work to engage them more directly in the project. The Graffiti Wall can also be used for individual reflection by providing a space for students to write down their thoughts and ideas about the project. This can be especially useful for students who may not feel comfortable sharing their thoughts in a group setting.

This tool produces an excellent visual picture of overall energy and engagement, but it might be difficult to analyse in depth!

STAR moments

SHORT DESCRIPTION

The STAR (Situation, Task, Action, Result) moments strategy emphasizes attributing significance to learning tasks and experiences, fostering self-worth, and focusing on available resources. It allows individuals to showcase their skills, experiences, and achievements in a structured and organized manner. By recognizing the value in seemingly mundane tasks, individuals cultivate a positive mindset for personal growth. This approach applies to various domains such as education, work, relationships, and personal goals, enhancing motivation, confidence, and overall satisfaction.

The STAR method can be effectively used to reflect on and communicate experiences and achievements within e-Service-Learning projects.

One of the key outcomes of embracing the STAR moments strategy is the development of self-worth and confidence. By attributing significance to daily experiences, individuals recognize their ability to overcome challenges and achieve personal growth.

This process promotes a positive self-image, empowering individuals to embrace their strengths and work towards improving areas that require attention. By focusing on resources, individuals shift their mindset from a fixed to a growth-oriented perspective, enabling them to tackle difficult tasks with increased motivation and resilience.

LEARNING OUTCOMES

Social and Emotional Development:
- Develops empathy and collaboration skills.
- Enhances self-awareness and self-regulation.

Communication and Language Skills:
- Improves communication and listening skills.
- Develops effective presentation abilities.

Critical Thinking and Problem-Solving:
- Enhances problem-solving and decision-making skills.
- Stimulates creativity and innovation.

Cultural Awareness and Appreciation:
- Appreciates diversity and different cultures.
- Develops understanding of community heritage.

Civic Responsibility and Citizenship:
- Engages in civic participation and volunteering.
- Learns about democratic values and responsibilities.

Environmental Stewardship:
- Promotes environmental awareness and sustainability.
- Participates in community-based environmental projects.

STAR moments

POSSIBLE USE SCENARIO

1. **Situation**: Describe the context of the e-Service-Learning project. Explain the specific online platform or technology used, the community or organization you collaborated with, and the societal issue or problem you aimed to address through your project.
2. **Task**: Outline the specific task or objective of your e-Service-Learning project. Discuss the goals you set, the roles and responsibilities assigned to you and your team, and any challenges or constraints you encountered in the online environment.
3. **Action**: Detail the actions you took to implement the e-Service-Learning project. Explain the online strategies, tools, and resources you utilized, the collaborative processes you engaged in, and the innovative approaches you adopted to address the identified problem. Highlight your active engagement, problem-solving skills, and adaptability to the digital context.
4. **Result**: Share the outcomes and impact of your e-Service-Learning project. Discuss the tangible and intangible results achieved, such as the positive changes or contributions made to the community, the skills developed or enhanced through the project, and any feedback or recognition received. Reflect on the lessons learned, both in terms of technical proficiency and personal growth.

STAR YOUR E-SERVICE LEARNING PROJECT

SITUATION

Describe the context of your e-Service-Learning project:

- Online platform/technology used:
- Community/organization collaborated with:
- Societal issue/problem addressed:

TASK

Outline the specific task or objective of your e-Service-Learning project.

- Goals set for the project:
- Roles and responsibilities assigned:
- Challenges/constraints faced in the online environment:

ACTION

Detail the actions you took to implement the e-Service-Learning project.

- Online strategies, tools, and resources utilized:
- Collaborative processes engaged in:
- Innovative approaches adopted:

RESULT

Share the outcomes and impact of your e-Service-Learning project.

- Tangible and intangible results achieved:
- Positive changes or contributions made to the community:
- Skills developed/enhanced through the project:
- Lessons learned and personal growth experienced:

BOOST YOUR PROJECT

What are the aspects that need to be improved?

LEGO Tower

SHORT DESCRIPTION

To enhance community engagement and develop skills in communication and collaboration, an exercise involving building a tower out of Lego bricks can prove to be highly effective. This activity is designed to create awareness of individuals' feelings and reactions in complicated communication settings, as well as promote teamwork and cooperation in complex and difficult situations. By assigning different roles to individual participants, the exercise provides an opportunity to understand the dynamics of effective communication within a community.

Preparation:

Gather a variety of Lego bricks and ensure you have enough for each participant. Set up a large table or designated area for the tower-building activity. Prepare a set of instructions for each role (described below).

Role Assignments:

Distribute the role assignments to individual participants, ensuring a mix of roles among the group. Each participant should have a specific task to perform during the activity.

Roles and Responsibilities:

- *Architect*: The architect is responsible for developing a plan and providing instructions for building the tower. They must communicate their vision clearly to the other participants, keeping in mind the complexity of the task.
- *Communicator:* The communicator's role is to relay the architect's instructions to the rest of the team members. They need to effectively convey the architect's vision, answer questions, and address any concerns that may arise.
- *Builder:* The builders are responsible for physically constructing the tower according to the architect's plan. They should follow the communicator's instructions and collaborate with each other to ensure the tower is built accurately and efficiently.
- *Observer:* The observer's task is to closely observe the communication and collaboration dynamics within the group. They should take notes on the team's interactions, identifying both positive and challenging aspects of the communication process.
- *Facilitator*: The facilitator acts as a mediator, ensuring that everyone has an opportunity to share their thoughts and concerns. They should help resolve conflicts or difficulties that may arise during the activity, promoting a positive and supportive atmosphere.

Tower Building Process

The architect develops a plan for the tower design and communicates it to the communicator. The communicator conveys the instructions to the builders, who work together to construct the tower.

The observer closely watches the communication dynamics, noting any challenges or successes. The facilitator monitors the group's interactions and intervenes when necessary to ensure effective collaboration.
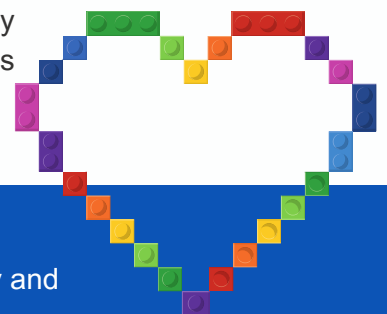
LEARNING OUTCOMES

Participants actively engage in collaborative Lego building, fostering community and valuing diverse perspectives.

They develop effective communication skills, practice problem-solving and critical thinking, and cultivate teamwork and leadership abilities. Through creativity and innovation, they build unique structures while enhancing spatial awareness and fine motor skills. The experience cultivates patience, perseverance, and reflective thinking, highlighting the value of collaboration and effective communication in achieving shared goals.

LEGO Tower

RESOURCES

Lego bricks (different shapes and sizes, providing participants with a wide range of building options)

Tables and Chairs: Set up tables and chairs to create workstations for participants.

Display Area: Allocate a designated area to showcase completed Lego models and encourage discussions.

RECOMMENDATIONS

- After the tower is built or when a designated time is reached, gather the participants for a reflective discussion.

- The observer shares their observations, highlighting both positive and challenging aspects of the communication process.

- Participants discuss their experiences in their respective roles, sharing insights on effective communication, collaboration, and problem-solving.

- Facilitate a group discussion on how the activity relates to real-life situations and how participants can apply the lessons learned to their daily interactions.

- The LEGO Tower activity can be implemented when the service is conducted online, while learning takes place offline. It combines online instruction and support with hands-on offline engagement, allowing participants to enhance their skills and creativity through constructing a LEGO tower.
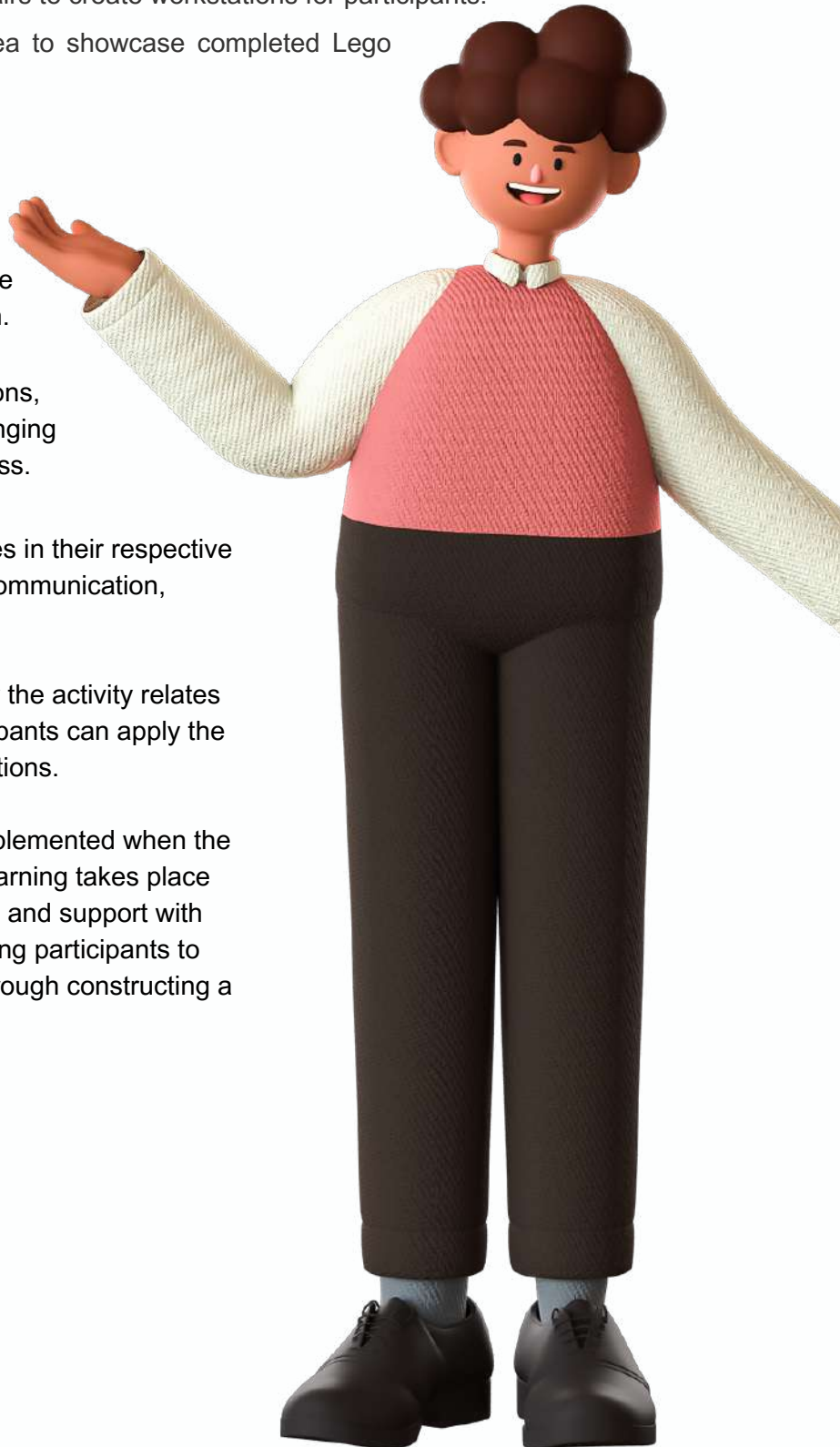
Activities for celebrating learning outcomes and project results

The culmination of an e-Service-Learning project offers a critical opportunity to reflect upon, evaluate, and celebrate the journey undertaken by the participants and the outcomes achieved. Here are some activities that can help recognize these accomplishments and learning outcomes:

01. Poster presentation

02. Success Story Video / Podcast

Poster presentation

SHORT DESCRIPTION

Poster presentation is a popular method that can be used and for showcasing (e)Service-learning projects. Students create a poster that visually conveys the learning objectives, partners, methods, results, reflection aspects and photos/ images for the implementation phase. During a poster presentation, students stand next to their poster and engage in discussions with teachers, other students, faculty or community members. This interactive format allows for a dynamic exchange of ideas, feedback, and reflection.

Reflection is a crucial aspect of service-learning, and poster presentations provide an opportunity for students to reflect on their experiences and learning. By reflecting on how the project impacted their personal and professional development, what they learned, and how they might apply this learning in the future, students can deepen their understanding of the project and its outcomes. Through reflection, students can also identify areas for further learning and growth.

Poster presentations can promote collaboration and teamwork among students and help them develop communication and presentation skills. Overall, poster presentations are a powerful tool for showcasing service-learning projects, supporting student learning and growth, and promoting discussion and reflection.

LEARNING OUTCOMES

- Communication: Through the poster presentation, students will develop their ability to clearly and effectively communicate their (e)service-learning project to others, using visual aids and concise language.
- Collaboration: Service-learning often involves working with others, such as community partners or fellow students. By presenting their project, students will demonstrate their ability to work collaboratively with others and achieve a common goal.
- Reflective thinking: (e)Service-learning often involves reflection on one's experiences and how they relate to broader societal issues. Through the poster presentation, students will reflect on their (e)Service-learning project and articulate their thoughts and feelings about the experience.
- Empathy: (e)Service-learning often involves working with individuals or communities facing challenges or adversity. By presenting their project, students will demonstrate their empathy and understanding for the experiences of others, as well as their willingness to take action to address these issues.
- Problem-solving: The process of designing and implementing a (e)Service-learning project requires problem-solving skills. By presenting their project, students will show how they identified and addressed a community problem, as well as any obstacles they encountered along the way.
- Social responsibility: (e)Service-learning emphasizes the importance of social responsibility and community engagement. By presenting their project, students will demonstrate their understanding of how their project contributes to the greater good and benefits the community.
-

Poster presentation

Introduction

Learning objectives
What do you believe your practice coordinating teacher expects you to learn from your service? Conversely, what personal learning objectives did you set for yourself? (For example, did you aim to develop a deeper understanding of learning design?)

Title of the (e-)SL project

University logo

Community partner logo

Reflection

In this section, please state what you have learned as a result of your (e-)SL experience. Individually or with your group, think about:
(1) what you did for service learning during the program/courses you attended.
(2) your (e)service-learning experience in relation to the specific roles, knowledge, skills and competences acquired during the programme/courses followed.

Remember the start of the course/project. How has your thinking changed as a result of this (e-)SL experience? Has it changed the way you relate to people/community/systems or social structures? In what way? When did you have an "aha" moment and what prompted it? Why are this service and your learning important? In the future, what will you do and how will you think differently as a result of this learning experience?

PHOTOS / IMAGES

To utilize images of those benefiting from SL activities, their consent is imperative. If necessary, please consult with the coordinating teacher regarding obtaining a GDPR consent form.

Partners

Note: If this project does not have a partner, change the title to "Community Need", remove the "mission statement" below, focus on the community need to which you have addressed, and do not include the partner's logo (see above).
Name:
Mission: (check their website)Project goal/need identified by the community:(How have you helped the community? Example: guide at-risk youth, work for HIV/AIDS prevention, provide companionship to an elderly person, research needs of the population, etc.)

PHOTOS / IMAGES

To utilize images of those benefiting from SL activities, their consent is imperative. If necessary, please consult with the coordinating teacher regarding obtaining a GDPR consent form.

Photos / Images

To utilize images of those benefiting from SL activities, their consent is imperative. If necessary, please consult with the coordinating teacher regarding obtaining a GDPR consent form.

Specific concepts

What course concepts have you applied in the context of service-learning activity?

Explain briefly how they are used.

Methods

Describe what you did and how you did it:
-
-
-
-

Results

The results of your activities in the community:

How has your work responded to community needs?

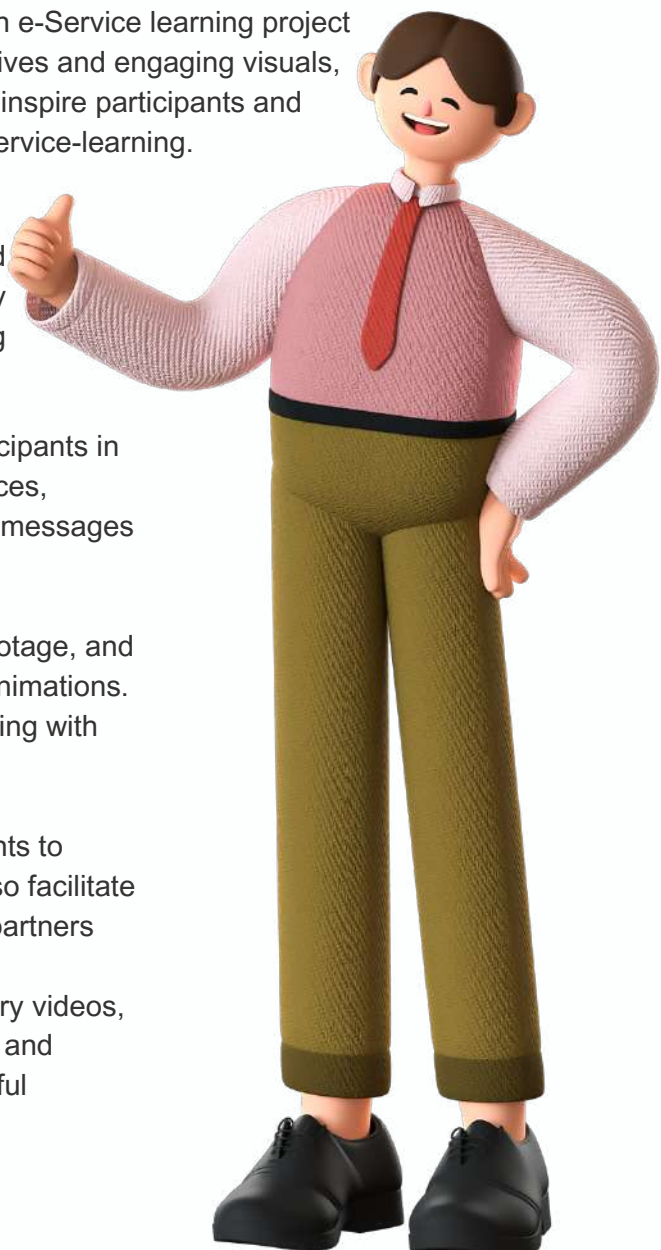# Success Story Video / Podcast

SHORT DESCRIPTION

Success story videos are useful instruments to celebrate an e-Service learning project in a dynamic and compelling way. Through personal narratives and engaging visuals, these videos capture the essence of the project's success, inspire participants and viewers alike, and showcase the transformative power of service-learning.

The stages of realization are as follows:

- Participant Identification: Identify individuals impacted by the project, including students, community members, beneficiaries, or partners with compelling stories showcasing transformative effects.

- Storytelling and Scripting: Conduct interviews with participants in a conversational style, allowing them to share experiences, challenges, and growth. Develop a script capturing key messages and outcomes.

- Video Production: Film participant interviews, project footage, and incorporate visually engaging elements like photos or animations. Edit footage, align with the script, and enhance storytelling with music or narration.

The success story videos offer the opportunity for participants to express gratitude for the project's positive change. They also facilitate recognition of the efforts of students, mentors, community partners and organizers.
Participants and viewers will be inspired by the success story videos, understanding the transformative power of service-learning and feeling empowered to initiate or contribute to similar impactful initiatives.

LEARNING OUTCOMES

- Communication: Participants will enhance their communication skills by effectively conveying the success and impact of the e-Service learning project through engaging success story videos, utilizing personal narratives and compelling visuals.
- Collaboration and Teamwork: Participants will collaborate with team members during the storytelling and scripting process, fostering teamwork and shared decision-making to create impactful success story videos.
- Creativity: Participants will develop their creativity by incorporating visually engaging elements, such as photos, animations, and music, in the video production phase, effectively conveying the essence of the project's success.

Reflection activities

There are 17 SDGs and 169 targets in total. While they are all important and interrelated, some will be more relevant to your organization than others. This section can identify the specific SDGs and targets you are prioritizing, and demonstrate how they align with your own strategy and goals.

01. **Reflective Portfolio**

02. **The Thermometer of truth**

03. **Drawing Dictation**

04. **The Experience Map**

05. **Weekly action plan**

06. **Post-teaching reflection**

Reflective Portfolio

SHORT DESCRIPTION

A key element of Service learning projects is the development of transversal competencies in students. The Reflective Portfolio tool is useful for students to clarify the difference between reflective writing and the kind of writing they may have learned to do previously during their academic studies. Reflective thinking and reflective writing, asking why you acted in a particular way, why other people acted in a particular way and how you have learned and grown from experience, is often new to students. They may feel shy about writing in the first person (I did, I feel, etc.) and they will probably not be used to applying proper analysis tools to personal experience. The list of questions in Annex 1 is helpful in differentiating between different types of thinking and writing, which all include deep analysis.

The Reflective portfolio guides students with a list of questions to reflect on what they have gained from their projects and how these have impacted on their values and their futures. They evaluate what they have read during the preparation for project activities (critical thinking), their concrete experience (reflective thinking), and project planning (strategic thinking).

TRANSVERSAL COMPETENCIES DESIGNED FOR USE IN SERVICE LEARNING

- Ability to organise and plan
- Problem solving
- Decision making
- Team work and work in interdisciplinary teams
- Ability to work in different cultural contexts
- Interpersonal relationships
- Adaptation to new situations

- Creativity
- Leadership
- Knowledge of other cultures and customs
- Initiative and entrepreneurship
- Social Motivation
- Critical thinking and the ability to be reflexive and self critical

RECOMMENDATIONS

This activity can be implemented as a Questionnaire in Moodle.

LEARNING OUTCOMES

- to understand the difference between critical, reflective and strategic thinking
- to use different communication methods to deal with different people, especially those who are very different from themselves
- to demonstrate adaptive expertise to be able to respond efficiently to routine or familiar problems, adapt to new or unexpected situations, showing ability to cope with change
- to reflect on their leadership growth analyzing a situation in which they were able to provide leadership and make decisions

Reflective Portfolio

REFLECTIVE PORTFOLIO TOOL

The questions below have been designed to assess your progress in developing these. Please answer them as thoughtfully as you can.

Questions as a tool for critical thinking (most useful at the beginning of the project, but some answers can only be given when the project is completed):

- What hypotheses / assumptions do you personally have about the project?
- Which hypotheses / assumptions did you personally take for granted at the beginning of the project?
- Outline the motivations behind your choice of project
- Do you have tangible evidence for the assumptions you had at the beginning?
- What alternative conclusions can be drawn from your evidence?
- What is the context of your project and what are the different perspectives from which this project can (could) be approached?
- Can your conclusions be generalized?

Questions as a tool for strategic thinking:

- What exactly is the goal of your project? What purpose does the goal serve?
- What are the main obstacles to achieving the goal? Who could already know how to achieve the goal? (literature?) Who else has an interest in achieving the goal, i.e. who are the stakeholders?
- What is the context of the project? Is it part of a larger system?
- Can the goal be divided into sub-goals?
- What resources are needed?
- How can the progress of the project be monitored?
- What evidence can be provided that the goal has been achieved?

Questions as a tool for reflective thinking (why the student acted in a certain way, why other people acted differently and what the student learned from this experience)

- Which event surprised you the most? Why was that a surprise to you? What does that tell you about your current attitudes/beliefs?
- Give evidence of incidents when you were able to work in a team with people from similar and different disciplinary backgrounds. Identify an incident when you were able to bring different skills together to solve a problem.
- Which part of the project fulfilled you the most? How do you feel about the SL experience now compared to how you felt during the project? Has something changed?
- Reflect on a situation in which you were able to provide leadership and make decisions, what has this taught you about your ability to do this?
- What can you conclude about your strengths and comparative advantages from this project experience?
- What does this project experience say about your weaknesses and opportunities for development? What did you avoid in the project? What did you risk?
- Assess your ability to deal with people who are very different from yourself, using different communication methods or confronting different ways of being.
- What did you learn from this experience about how you react and respond to challenges?
- From what other perspectives can you look at this experience?
- Identify ways in which you have been able to adapt to new or unexpected situations, showing how far you are able to cope with change
- What options did you have? Is there anything you could have done differently?
- What might you do differently now or in the future as a result of this experience and your reflections on it? What specific actions does your thinking lead you to?

The Thermometer of truth

SHORT DESCRIPTION

The thermometer of truth is a tool that can be used to reflect on the main features of Service-Learning, before the students start their projects.

For faculty the tool is helpful in order to:

-critically analyse how the features of Service-Learning are more or less keenly felt by students

-understand how the students perceive social community needs, solidarity, skills, reciprocity etc. and to work on a common vision

The thermometer of truth consists of a table (physical or digital) in which there are 5 possibilities of answers that coincide with the gradients of truth/false: from absolutely true to absolutely false. The tool is completed with a series of statements that the students have to place on the truth thermometer by reaching a common understanding (see next page).

The objectives are:

1. Understanding the main characteristics of Service-Learning
2. Reflect on one's preconceptions
3. Discuss with the peer group to find a common understanding

Practical indications:

- groups of students are created (5-7 people: the number of students in each group must correspond to the number of statements provided)
- each group is given the necessary material either digitally or physically: the truth thermometer and the statements to work on
- In turn, each group member reads out a statement and inserts it into the thermometer, giving an explanation. At that point the group expresses itself and decides whether to leave the statement where it has been placed or to move it (agreement must be reached, no voting)
- At the end of the 20 minutes the groups discuss their answers
- The teacher can guide the debriefing by following the order of the statements and asking each group which level of the thermometer they were placed in and why. Following the order of the statements will make the common reflection more enriching: indeed, debate may call into question the given responses.

The Jamboard* platform can be used to conduct the activity digitally:

- Step 1: upload the thermometer of truth photo on the first page and set it as the background
- Step 2: add a page and enter the sentences on colored post-it notes
- Step 3: if you divide the students into groups, duplicate the two pages by the number of groups and name them (group 1, 2, 3, etc.)

*_Jamboard is a collaborative digital whiteboard where you can write down ideas, draw and share with others in real time. It is a dynamic, completely empty workspace where you can add post-it, videos, images, links etc._

LEARNING OUTCOMES

- Reflection: the tool can be used for group reflection, providing students the possibility to express their thoughts and ideas about the pillars of Service-Learning
- Awareness of diverse perspectives: the tool allows for the inclusion of diverse perspectives and ideas, promoting an awareness of different perspectives and experiences.
- Negotiation: the tool asks students to agree on the truth or falsity of a statement, without using a vote
- Self-awareness: the tool provide an opportunity for students to reflect on their learning process and their self-efficacy in addressing community needs.

The Thermometer of truth
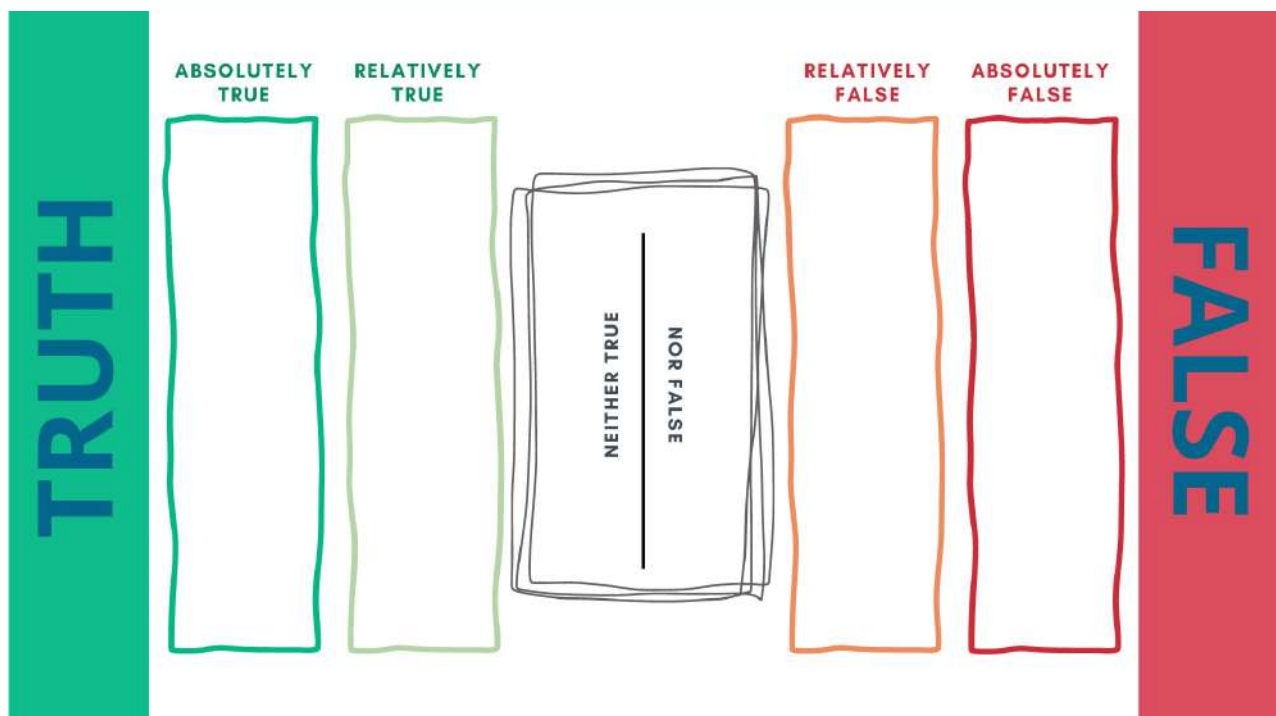
THERMOMETER OF TRUTH
WG ACTIVITY – 20 MIN

GOAL
1. Understanding the main characteristics of Service-Learning
2. Reflect on one's preconceptions
3. Discuss with the peer group to find a common understanding

RULES
- Dividing into working groups (5-7 people. There should be a sentence for each member of a group)
- In turn, each group member reads out a statement and inserts it into the thermometer, giving an explanation.
- The group expresses itself and decides whether to leave the statement where it has been placed or to move it (agreement must be reached, no voting)
- At the end of the 20 minutes the groups discuss their answers

TRUTH

ABSOLUTELY TRUE

RELATIVELY TRUE

NEITHER TRUE NOR FALSE

RELATIVELY FALSE

ABSOLUTELY FALSE

FALSE

The Thermometer of truth

STATEMENTS
*Some sentences are true, some false, some intentionally ambiguous to promote reflection

1. **"Social injustice is synonymous of social need"** (this sentence allows students to discuss what they mean by community needs)
2. **"A personal need cannot be a community need"** (this sentence help students to discuss on the community dimension)
3. **"University students lack the skills to deal with social needs"** (this one allows student to reason about what skills they have and whether they feel efficacious)
4. **"Without applying knowledge in the field, one does not really learn"** (this one helps to think about the richness of practical experiences in order to grow integrally as persons, as citizens and as experts).
5. **"Addressing a social community need requires specific skills"** (this is intended to emphazise the focus on learning in Service-Learning)
6. **"Reflection is an impact factor on our learning"** (this is useful to introduce the role of reflection in Service-Learning)
7. **"Solidarity means doing something with and for others"** (this introduces the concept of solidarity)

SERVICE-LEARNING FEATURES

SOLIDARITY SERVICE   **STUDENT PROTAGONISM**   **CURRICULAR ARTICULATION**   **STRUCTURED REFLECTION**   **NETWORKS AND RECIPROCITY WITH THE COMMUNITY**

- IS A **SOLIDARITY SERVICE** DESIGNED TO MEET THE REAL AND PERCEIVED NEEDS OF A COMMUNITY,
- IN WHICH **STUDENTS** ARE PROTAGONISTS.
- SL IS DESIGNED AND **INTEGRATED WITH THE CURRICULUM**, IN A LEARNING PERSPECTIVE,
- IN WHICH **REFLECTION** PLAYS A KEY ROLE.
- THE PROJECTS PROMOTE COLLABORATION AND CREATES **NETWORKS**
- DEVELOPING THE **RECIPROCITY** DIMENSION BETWEEN THE UNIVERSITY AND THE COMMUNITY

Drawing dictation

SHORT DESCRIPTION

Drawing dictation is a graphical tool whose purpose is to raise awareness in students of how to promote high participation of their stakeholders for an effective understanding.

The activity reflects through drawing on the difficulties of conveying and understanding the ideas of community partners.

This risk of misunderstanding is based on the fact that each person has their own perspective. Indeed, the activity shows how when one person listens to another, they have their own way of understanding him/her. Furthermore, the activity shows how difficult it is to express something, even if it is simple, in such a way that it is understood as intended.

Practical indications:

The activity involves dividing the students into pairs to work on 3 consecutive tasks:

1. **Task 1 (5 minutes - Annex 1)**

One of the students in the pair dictates and another draws on the paper.

The person drawing cannot ask questions, but the person dictating and seeing the drawing can correct it. The dictator should try to ensure that the drawing represents as accurately as possible the image he/she is trying to communicate. Once the time is up, no more drawing is allowed.

2. **Task 2 (5 minutes - Annex 2)**

The roles of the pair of students are reversed: the person who drew the picture must be the one who sees the picture. In this case, the person who draws the picture can ask as many questions as he or she wants, but the other can only answer with "yes" or "no".

3. **Task 3 ((5 minutes - Annex 3)**

In the third task, the drawing is dictated and both participants can ask questions and give complete instructions.

At the end of the 3 rounds, time should be given for the resulting drawings to be observed by everyone (15 minutes):

Than, the teacher leads a group reflection, asking some challenging questions:

- Which method was most comfortable to work with?
- Which drawings were most accurate?
- How does this experience reflect the interaction with the community partner? Does someone impose his/her point of view? Is there dialogue or not?

LEARNING OUTCOMES

- Reflect on one's own abilities in terms of listening and understanding.
- Understand the importance of an efficient communication
- Be aware of how one's own point of view influences understanding within communication

Drawing dictation

RESOURCES

The resources needed are:
1. Chairs for organising groups / virtual rooms
2. Drawing boards / Jamboard*
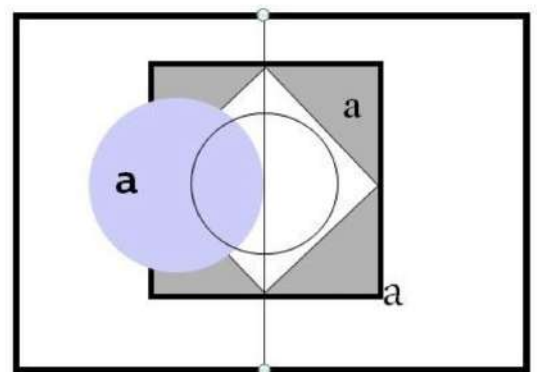3. Pencils / Jamboard
4. Paper sheets / Jamboard

*Jamboard is a collaborative digital whiteboard where you can write down ideas, draw and share with others in real time. It is a dynamic, completely empty workspace where you can add post-its, videos, images, links etc.
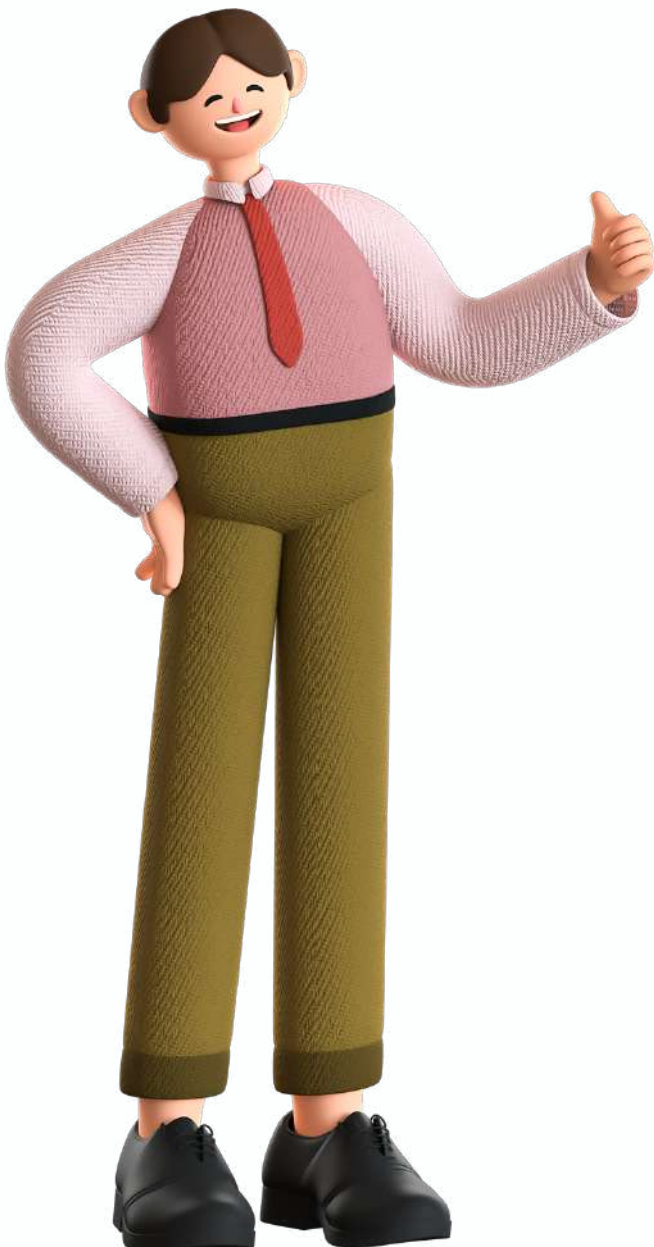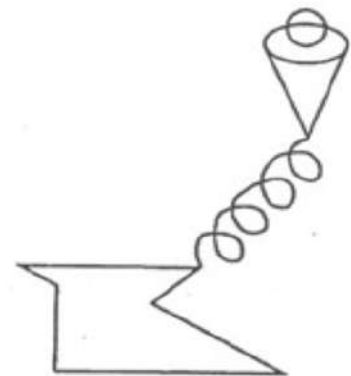
ANNEX 1
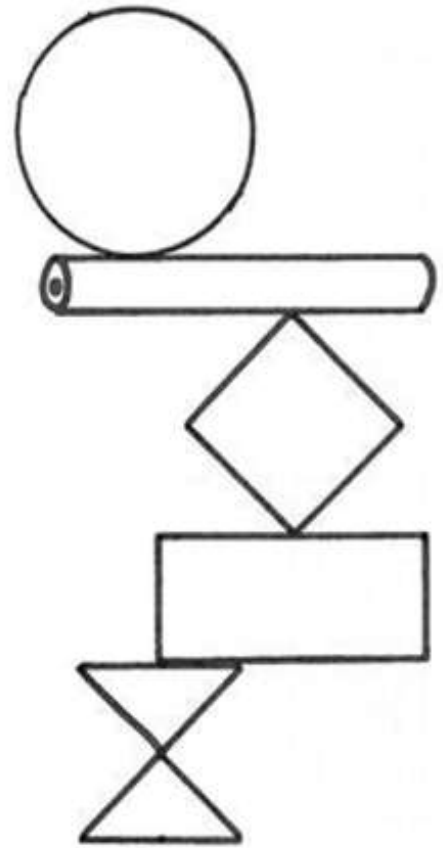
ANNEX 2

ANNEX 3

The Experience Map

SHORT DESCRIPTION

The Experience Map can be used for individual reflection, but especially for group reflection after implementation of an (e-)SL project or after a more complex learning experience.
The project team works in small groups to review the journey of the implemented project. Each symbol on the map makes associations with possible experiences during the project. Participants discuss and reconstruct the implementation journey. Discussing in small groups, they will start to recall what they have experienced and based on what they remember experiencing, they draw on the flipchart a path, a map of the areas that correspond to the interpretation of their experience. From the symbols on the map they will choose only those that were relevant to their project experience - they don't have to use all of them. They will designate the order of the experiences they have been through. An area may be passed through more than once. When they choose to write a particular area of the map on their flipchart, they should describe/argue as a group why they chose it, what it means to them and what associations they make between the name of the area and how they perceived that moment in their experience.

RECOMMENDATIONS

This activity can be complemented with metacognitive questions to help students reflect on their own thinking processes and learning strategies. These questions promote self-awareness and encourage individuals to monitor their own comprehension and understanding. Examples of metacognitive questions include: "What strategies did you use to solve this problem?" and "How did you approach this task?".

RESOURCES

A digital copy of the experience map can be recreated in https://padlet.com/ or https://miro.com/

LEARNING OUTCOMES

- Enhanced self-awareness: Experience maps provide an opportunity for students to reflect on their own learning experiences and evaluate their own understanding and progress. This can lead to increased self-awareness and a deeper understanding of their own learning processes.
- Improved metacognition: By reflecting on their learning experiences, students can become more aware of their thought processes and develop a better understanding of how they learn best. This can lead to improved metacognitive skills and better study habits.
- Enhanced problem-solving skills: Experience maps can help students identify patterns in their learning experiences and identify areas where they struggle. This can help students develop more effective problem-solving strategies and overcome obstacles in their learning.
- Increased motivation and engagement: Experience maps provide students with a visual representation of their learning journey, which can help them see the progress they have made and feel more motivated to continue learning. This can lead to increased engagement and a stronger connection to the material being studied.

The Experience Map

After completing the online SL project, the group comes together for a reflective session. They form small groups and are provided with flipcharts and markers.

- Each small group discusses and recalls the experiences they had during the project. They review the symbols on the Experience Map and choose the ones that are most relevant to their project experience.
- Using the selected symbols, the small groups construct a visual representation of their project journey on the flipchart. They draw a path or map, connecting the areas that correspond to their interpretation of the experience.
- As the groups draw each area on the flipchart, they explain why they chose it and what it means to them. They share the associations they make between the name of the area and the specific moments they experienced during the project.
- After presenting their flipcharts, the entire group engages in a discussion. They compare and contrast their maps, identifying common themes, challenges, and highlights. They discuss the significance of the experiences they shared.

Note: Adapted from https://www.noi-orizonturi.ro/2018/10/01/harta-experientelor-noastre/
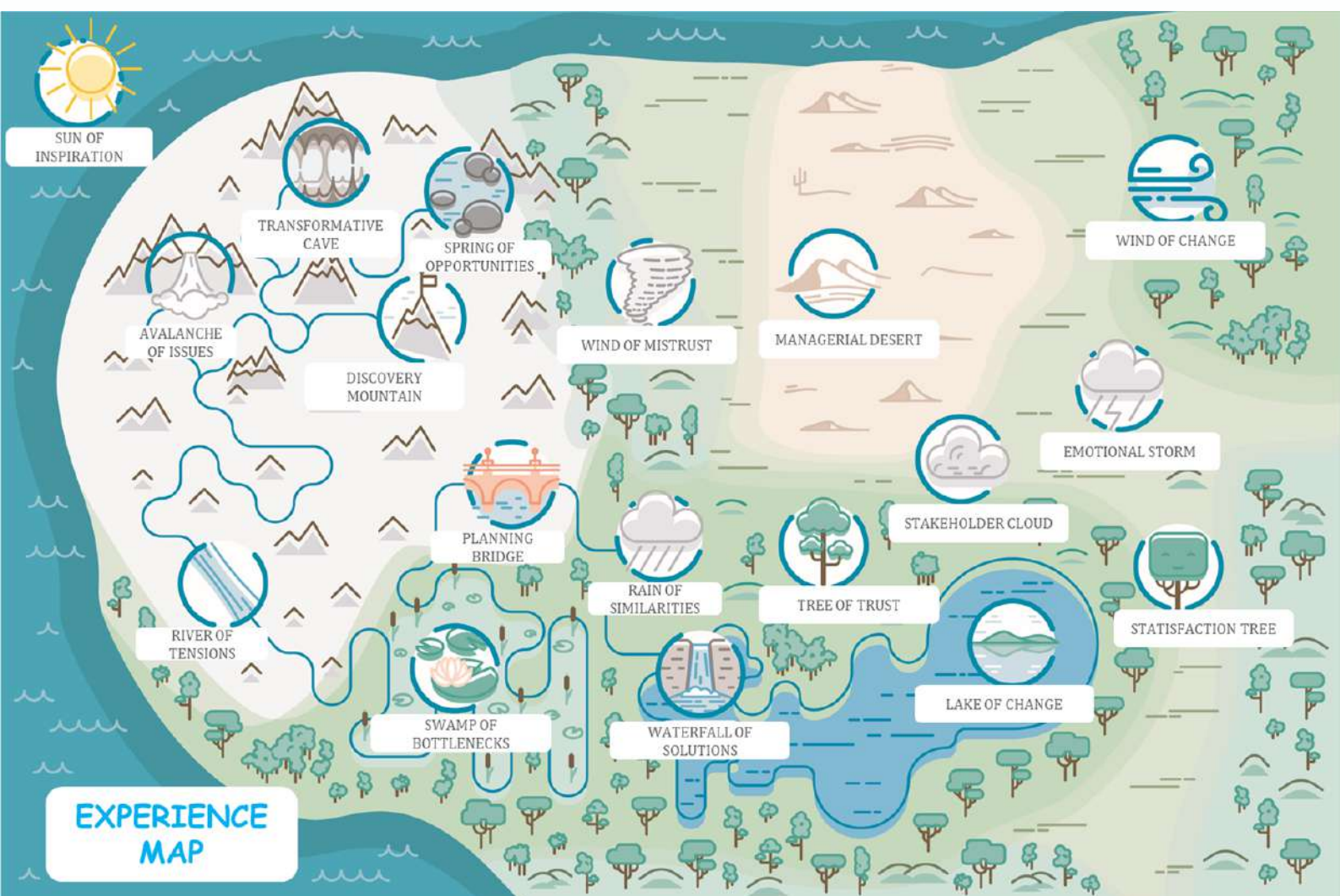
Weekly Action Plan

SHORT DESCRIPTION

In this e-Service-Learning activity, students engage in a reflection on their time allocation as part of their service-learning project. Each student receives a weekly activity plan with designated time slots for each day of the week.

Students are instructed to write down the most important activities they undertake for themselves, their family, friends, and others during their e-Service-Learning project. These activities can include tasks related to their project, community engagement, and personal commitments.

Once the students have filled in their activity plans, they cut out each individual activity from the sheet. The teacher provides two baskets or large cards to each student, one labeled "For My Learning" and the other labeled "For Community Impact."

The students' task is to allocate their cut-out activities into the "For My Learning" or "For Community Impact" baskets based on their assessment of the primary purpose and impact of each activity. They consider how each activity contributes to their own learning and growth, as well as the positive impact it has on the community they are serving.

After allocating their activities, the students engage in a reflection on their time allocation and the balance between personal learning and community impact. They discuss the significance of each category and share their reflections on the service-learning experience in a group discussion.

Through this activity, students gain a deeper understanding of the time they dedicate to their own learning and the contributions they make to the community through e-Service-Learning. It prompts them to reflect on the value of their experiences and the impact of their service. The activity encourages critical thinking, self-awareness, and a sense of social responsibility in the context of their e-Service-Learning project.

LEARNING OUTCOMES

- Reflect on personal activities during the week in the context of e-Service-Learning.
- Reflect on individual actions, considering their impact on personal growth and community engagement.
- Conduct self-assessment to evaluate the allocation of time between personal and community-related activities within the e-Service-Learning project.

Post-teaching reflection

SHORT DESCRIPTION

After students teach lessons to middle school or high school learners as a part of their service-learning experience, they are asked to write an individual reflection. They are following specific questions while working on their reflections as part of their Pedagogical performance and growth. The students are required to complete the individual post-teaching reflection within two days and submit it to used platform. Afterwards the individual reflections are graded by instructors.

QUESTIONS FOR REFLECTION

1. Briefly, describe the process of how you planned your lessons and how you felt about the planning process (Did you find it effective? Efficient? In what ways? In what ways could it have been better?).
2. Briefly, describe the extent to which you consider your team's delivery of the planned lessons effective. What are you most proud of in terms of your teaching? What worked really well?
3. Describe one thing you would definitely change/do differently about your teaching and explain why.
4. In planning and delivering your lesson(s), you juggled many responsibilities--you were tasked with teaching students content (a specific well-being topic) while cultivating their global competencies and critical thinking and developing their language with appropriate supports (SINC). Reflect on each of these areas--in which of these three areas were you the most successful? The least successful? With hindsight, what else could you have done to improve any specific area?
5. What have you learned about yourself as a new teacher during this experience?

RECOMMENDATIONS

Ramos, K., Wolf, E. J., & Hauber-Özer, M. (2021). Teaching for Global Competence: A Responsibility of Teacher Educators. *Journal of Research in Childhood Education*, 35(2), 311-330. doi: 10.1080/02568543.2021.1880998.

Mercer, S. (2023). Global Skills. Retrieved from https://elt.oup.com/feature/global/expert/global-skills?cc=global&selLanguage=en

LEARNING OUTCOMES

Students will be able to:
- describe the process of how they planned their lessons and how they felt about the planning process
- describe the extent to which they consider their team's delivery of the planned lessons effective
- exercise their global competencies and critical thinking and develop their language with appropriate supports (SINC – scaffolding, interaction, noticing, connection)
- comment on the highlights
- evaluate things they would definitely change/do differently about their teaching

Section 3

Technology Tools

Technology tools

Within the realm of e-SL projects, technology tools play a pivotal role in empowering facilitators to create dynamic and engaging learning experiences. In this section, we delve into the realm of technology tools, unveiling resources that can elevate facilitation practices and amplify the impact of e-Service-Learning initiatives.

From learning management systems and online collaboration platforms to digital storytelling tools and data visualization software, we explore a diverse range of technology tools that can facilitate seamless communication, foster collaboration, and enhance the overall learning journey.

Whether you are an experienced facilitator or new to e-Service-Learning, this section will equip you with insights, strategies, and practical recommendations for selecting and effectively leveraging technology tools. By embracing the possibilities of these digital resources, you can unlock the full potential of e-Service-Learning, enabling transformative experiences for both learners and the communities they serve.

Technology tools

Explore the following recommendations to discover which tools can be seamlessly integrated into e-Service-Learning activities and projects.

Tools	Description
Learning Management Systems (LMS)	Platforms like Moodle, Canvas, or Blackboard provide a centralized hub for hosting course materials, facilitating communication, and managing online assignments and assessments.
Video Conferencing Tools	Applications such as Zoom, Microsoft Teams, or Google Meet enable real-time communication, virtual meetings, and collaborative discussions among students, educators, and community partners.
Online Collaboration Platforms	Tools like Google Docs, Microsoft 365, or Notion allow for collaborative document editing, shared project management, and group collaboration, fostering teamwork and coordination in e-Service-Learning projects.
Project Management Tools	Platforms such as Trello, Asana, or Basecamp assist in organizing tasks, setting deadlines, assigning responsibilities, and tracking project progress, enhancing efficiency and accountability in e-Service-Learning endeavors.
Online Survey and Data Collection Tools	Tools like Google Forms, SurveyMonkey, Survey Alchemer or Typeform facilitate the creation and distribution of surveys and questionnaires to gather data, feedback, and insights from community members or project participants.
Digital Storytelling Tools	Platforms such as Adobe Spark, Canva, or Prezi enable the creation of engaging multimedia presentations, infographics, or videos to share project outcomes and communicate impactful narratives.

Technology tools

Tools	Description
Social Media and Blogging Platforms	Platforms like Twitter, Facebook Groups, WordPress, or Medium can be utilized for sharing project updates, engaging with the community, and promoting awareness of e-Service-Learning initiatives.
Online Portfolio Platforms	Tools such as Mahara, Portfolium, or WordPress allow students to create and showcase their digital portfolios, highlighting their e-Service-Learning experiences, projects, and achievements.
Virtual Reality (VR) and Augmented Reality (AR) Tools	Innovative technologies like Oculus Rift, Google Cardboard, or AR apps offer immersive experiences, allowing students to explore virtual environments related to their e-Service-Learning projects or engage in simulations.
Data Visualization Tools	Tools like Tableau, Infogram, or Plotly enable the creation of visually compelling graphs, charts, and interactive visualizations to analyze and present data collected during e-Service-Learning activities.

Recommendations for Smart Technology Integration in e-SL

OBJECTIVES ARE KEY

Firstly, understanding the unique needs and objectives of e-Service-Learning projects is crucial. By identifying the specific goals, desired outcomes, and target audience of your project, you can effectively align technology tools with the learning objectives and tailor their usage accordingly. This strategic approach ensures that the selected tools enhance engagement, collaboration, and community impact.

DESIGN PRINCIPLES MATTER

Next, consider the pedagogical principles and instructional strategies that align with the chosen technology tools. Evaluate how each tool supports active learning, fosters meaningful interactions, and promotes critical thinking. This analysis enables you to select tools that align with the desired pedagogical approach and reinforce the core principles of e-Service-Learning.

CHECK FOR ACCESSIBILITY

It is essential to explore the usability, accessibility, and technical requirements of the technology tools. Assess factors such as user-friendliness, compatibility across devices, availability of technical support, and adherence to accessibility standards. These considerations ensure that all participants, including learners and community members, can effectively engage with the tools, promoting inclusivity and equitable access.

ENCOURAGE LEARNER CENTRICITY

Furthermore, encourage a learner-centered approach by involving students in the selection and evaluation of technology tools. Solicit their feedback, preferences, and experiences to ensure the tools resonate with their learning styles and preferences. By involving learners in the decision-making process, you foster a sense of ownership and increase their motivation and engagement in e-Service-Learning activities.

ASSESS THE IMPACT

Regularly assess the effectiveness and impact of the integrated technology tools. Collect and analyze data on learner engagement, satisfaction, and outcomes to evaluate the efficacy of the tools in achieving the desired learning objectives. This evaluation process allows for continuous improvement and adjustment of the technology tools, ensuring their alignment with the evolving needs of the e-Service-Learning projects.

NURTURE CONTINUOUS LEARNING

Lastly, foster a culture of development and ongoing learning. Encourage students to stay updated on emerging technology tools, attend relevant workshops and webinars, and engage in communities of practice. By nurturing a continuous learning mindset, students and teachers can discover innovative tools and explore novel strategies to further enhance e-Service-Learning experiences.

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