

E-SERVICE-LEARNING GUIDELINE FOR COMMUNITY PARTNERS





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Introduction

This manual is dedicated to the community partners involved or planning to be involved in the e-Service-learning (e-SL) projects. It should improve your understanding of e-SL and prepare you for participation in the mutual beneficiary partnership in e-SL projects with university students and teachers.

It should help you to:

- understand e-SL as a teaching and learning methodology;
- understand the specifics of e-SL;
- distinguish e-SL from other community-oriented activities;
- be aware of the benefit of e-SL for your organization;
- understand your roles and responsibilities in the process of planning, implementation, and evaluation of e-SL;
- facilitate students' learning in e-SL projects.

We developed this guide following a comprehensive and collaborative process. This involved gathering expert insights, engaging in in-depth discussions with stakeholders, and utilizing feedback from preliminary users. This rigorous approach ensures the content is relevant and beneficial for its intended audience. We hope you find the insights and recommendations provided here valuable as you navigate the intricacies of e-SL.




What is service-learning?



Service-learning (SL) is a teaching and learning approach that combines planned learning and community service. It focuses on both an activity that benefits the community and the educational benefits that result from it for the student. SL allows students to earn credits for the learning outcomes through active community engagement and real-life solutions in practice. The process of learning is supported by reflection as a necessary part of experiential learning.

SL differs from traditional forms of learning because it brings course content to life by providing students with opportunities to apply their course-based knowledge within real-world settings in service benefiting to other people, community, or society. SL also endeavours to instil a sense of civic engagement and responsibility in students. SL is not about adding engagement to learning but rather the integration of engagement within learning process itself.

Key Service-learning components:

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; service is connected 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.
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There are several SL models in practice. SL can be incorporated into the curriculum of various academic subjects and study programs. It can be implemented within one university course or combine several courses to solve interdisciplinary projects. It can be part of the compulsory or elective subjects and organized as a group or individual activity.

SL students can be involved in a broad range of community organizations that provide an entire spectrum of services, including but not limited to social services, sports and recreation, arts and culture, education and research, and environmental causes. What students will do as a service part will depend on the course outcomes (learning part), SL model, and the community partner's needs, community, or beneficiaries.

Types of service

Direct service

involves students and the community in field-based activities with direct interaction with beneficiaries



Direct service interaction with kids from foster care to read and play together and support them with schoolwork; workshops for seniors to train their memory

Indirect service

involves students in service without a direct relationship with the beneficiaries



Creating educational material for primary school children, coordinating events, and fund-raising efforts, developing informational or marketing resources, and capacity building

Advocacy

involves students in activities to raise awareness, promote action and increase awareness about issues of public interest



Creating an awareness video aimed at a target audience between 16 and 30 years old on eating disorders (DCAs), an awareness campaign for an environmental issue

Research-based SL

in which students participate in different kinds of research activities based on defined community needs



A group of students conducted and then shared an international research study on COVID-19; students conducted focus groups as a part of a participative community panning of the park in the city

Difference between Service-learning and Other Forms of Community Involvement

Service-learning, volunteering, and internship or field practice can be seen as very similar concepts, comprising some unpaid engagement and learning, but their differences exist.

Dimension	Service-learning	Volunteering	Field practice/internship
What it is	Teaching and learning strategy	Action or activity performed by individuals for other people, the community, and the common good	Part of the study program implemented in practice
Main aim	Develop knowledge, skills, and competences of students and, at the same time, solve real issues and challenges in the community or organization	Provide service or offer help, solve real issues and challenges in the community or organization	Develop students' knowledge, skills, and competences as part of their professional development.
Learning component	Learning is planned and intentionally integrated into the curriculum	Learning occurs, but it's usually not pre-planned or reflected	Learning is planned and intentionally integrated into the curriculum
Service component	Respond to the authentic needs of the community or organization	Respond to the authentic needs of the community or organization	It is not necessary to respond to the community's or organization's authentic needs.
Financial award	unpaid activity	unpaid activity	unpaid activity
Free will	can be mandatory or optional	optional, free choice	often mandatory

What is e-Service-learning?

E-Service-learning (electronic Service-learning; e-SL) or online SL, or virtual SL is a type of service-learning in which the service or the instructional component takes place partially or entirely online.

As a community partner, you can be involved in several forms of SL and e-SL:

Traditional Service-Learning (tSL)

service and teaching components are entirely on-site

E-Service-Learning Hybrid Type I

the lessons take place entirely online, and the service is carried out in presence

E-Service-Learning Hybrid Type II

the lessons take place entirely in presence, and the service is carried out online



During an e-SL course, students took part in lessons in person and had regular meetings with the teacher at the university on-site. During the online meeting and communication with the organization, they analyzed the healthcare organization's environment. They identified possible strategies and recommendations for responding to areas requiring strategic attention. The students also developed an actionable plan and identified specific goals and objectives relating to the organization's financial, technological, infrastructure, and market strategies.

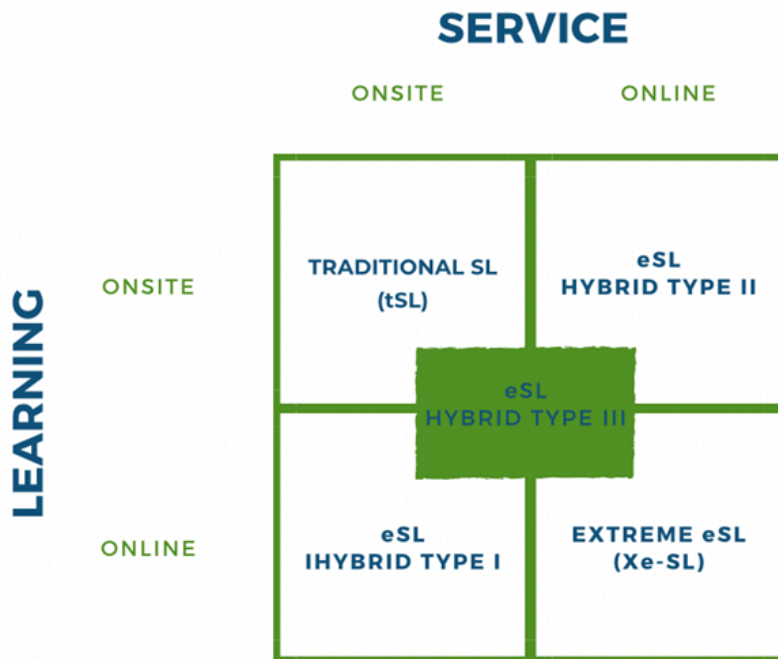
E-Service-Learning Hybrid Type III

a blended format with instructions and service partially online and partially on-site

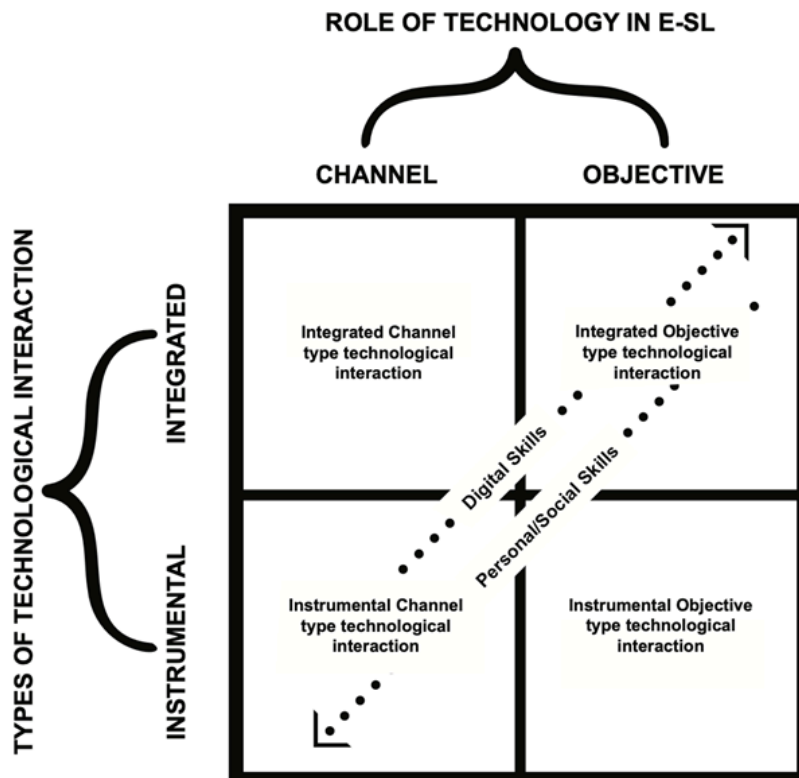
Extreme e-Service-Learning (Xe-SL)

100% of the instruction and service online, there is no on-site component

Forms of SL and e-SL



adapted from Waldner et al., 2012. This graph can be found in Albanesi, C., Culcasi, I., & Zunszain, P. (Eds.). (2020). Practical guide on e-Service-Learning in response to COVID-19. European Association of Service-Learning in Higher Education



Digital technologies can be included in projects in different ways. They can be instruments to facilitate and optimize SL, but they can also be the central object of learning and/or service.

Digital technologies can be used in e-SL as (Culcasi, Russo, Cinque, 2022):

An instrumental channel

Technology is the medium to implement both the service and the learning components that, where it is not for a state of necessity, would occur without technology. As such, the students and community partners do not need any technological expertise.



A group of social science students set up a helpline for lonely older adults in response to the pandemic. The service aimed to help vulnerable people overcome isolation, maintain social contacts, and share their feelings. The learning objective for the students was related to the development of communication skills, empathy – essential elements for their future professional practice – and civic responsibility.

An integrated channel

Technology remains the service and learning channel, but in this case, the inclusion of technology results from an intentional design decision. As such, it requires students to be digitally literate to provide the service.



A group of education students created teaching materials for elementary school children in reading and math, made available free of charge to instructors. The service aimed to provide educational materials to overcome the lack of schooling. The learning objective for students was to develop specific skills in creating instructional units suitable for distance learning.

Instrumental objective

Technology is the service and learning objective; it requires students to learn to use existing ICT tools related to their future careers while doing community service but does not involve the creation of new technological tools.



A group of psychology, communication, and digital media sciences students created an Instagram page to navigate young people when entering the labour world. The service aimed to create an online space for discussion to overcome the disorientation related to the world of work, as well as to give advice on CV writing, recruitment processes, interviews, etc.; The students' learning objective was to learn to collaborate with colleagues from different areas by exploring the technological potential in their field and developing digital skills.

Integrated objective

Technology is the objective of the learning and service components and includes creating new digital tools. Thus, students need advanced ICT skills.



A group of engineering technology students collaborated with a non-profit organization to develop digital games for children with special needs. The service objective was to create online games that would stimulate children with special needs to acquire basic computer skills (clicking, dragging, moving the mouse pointer, etc.). The general learning objective for the students was to develop practical skills in electronic-ICT.

Benefits of e-Service-learning Projects for Community Partners

SL can bring many benefits to your organization and your beneficiaries. For example, general SL projects can:

- Provide helpful service and office support or work on long-term projects that meet defined needs within the organization;
- Enhance organizational capacity to achieve the mission through additional human resources;
- Bring fresh perspectives, new insight and enthusiasm, and creativity to the agency/organization;
- Improve relationship with the university;
- Contribute to solving problems that exist in practice;
- Conduct and maintain contact with the university, faculty, teachers, and students for potential future cooperation;
- Get to know the students who work on specific tasks as potential employees or volunteers;
- Increase the visibility of your organization in the community;
- Increase awareness of your organization as students become familiar with your mission and share the work they are doing with peers or other people;
- Increase public awareness of critical issues and potentially correct misconceptions;
- Exchange knowledge through active participation in the learning process;
- Develop civic skills and involvement;
- Create a more resilient community with better and quicker responses to different issues.

Participation in e-SL projects can have specific benefits for your organization, for example:

- Offering service, which will be provided online;
- Accessing new types of beneficiaries;
- Developing digital skills of staff and or beneficiaries;
- Saving time;
- Providing useful resources;
- Developing new strategies in online settings.



Community Partner's Role in e-Service-learning

The community partnership is a crucial piece of e-SL. Community partners identify the need or help students with the analysis of needs and serve as the key contact for faculty and students. The community partner has the unique role of helping create a real-world experience for students. The community partner provides essential guidance and opportunities to maximize the experience for the students, community, and beneficiaries.

As a community partner in e-SL, you are a partner in the student's education and should view yourself as a co-educator.

Students who work with your organization through e-SL usually do their work in connection with a specific instructional or learning goal for an academic course. All people in the e-SL loop – faculty, students, and community partners – are considered teachers and learners. We assume that the students and your faculty partner will learn from you. Hopefully, it will also be a learning experience for you as you collaborate with a faculty partner to provide an experience for students in the context of your organization and course. Thus, it is a mutually beneficial experience.

The Engaged Community Partner

1. Articulates specific goals for collaboration
2. Communicates limitations and expectations clearly
3. Participates in the planning of the e-SL project
4. Values student/faculty involvement in the work of the organization
5. Understands the university's goals and capacity
6. Prepares staff and beneficiaries for interactions with students
7. Orients students to the organization or project's mission and goals so that they may better understand their role within the organization or project
8. Provides tasks that are significant and challenging to the student
9. Provides necessary support, guidance, and resources for students to succeed in the e-SL project
10. Ensure a safe work environment for the students
11. Replies to students on time
12. Provides feedback to faculty about student's performance
13. Participates in evaluation activities

Role in e-SL will differ based on the different stages of implementation.



Preparing for e-SL: Is It the Right Fit for You?



It will help if you consider several factors when deciding whether to be involved in e-SL. Although each organization will have a unique interest and goal for engaging e-SL students, the following factors you should consider before determining if e-SL suits your organization.

General Considerations

Service-learning is an excellent choice if you are seeking:

- Inquisitive minds eager to delve deeper into the social or environmental challenges your program addresses;
- Individuals committed to consistent involvement, weekly, for an entire semester;
- Support for programs under the guidance of your regular staff;
- Fresh perspectives and innovative solutions tailored to meet the needs of your beneficiaries or organization.

Service-learning is probably not suitable if you are looking for:

- Self-supervised interns or substitutes for regular staff;
- Office or secretarial help;
- Skilled professionals to provide training or services;
- Individuals with flexible hours or more than 2-3 hours per week.

Questions to Ask Yourself & Your Staff About Potential Service-Learning Projects:

NEEDS AND CONNECTION WITH LEARNING

- How would an e-SL partnership meet the objectives of my organization?
- What are the needs, problems or challenges in my organization or what are our beneficiaries' needs that can be solved by involving university students?
- What types of e-SL would be best for my organization?
- What types of courses would benefit from an affiliation with my organization?
- What academic discipline seems to be the “best fit” for the needs of our organization?

TIME, ENERGY, AND RESOURCES

- What kinds of preparation would my organization need to participate in an e-SL partnership with faculty and students? How will I facilitate this preparation?
- What staff members will supervise and coordinate student work? Does that staff member have the time, energy, and enthusiasm to serve as a supervisor or mentor, provide consistent feedback, and commit to evaluating student involvement and project/deliverables?
- What resources will my organization need to support the students?
- Are we able to involve students in the service online?

STUDENTS

- How many students will it require to complete the project?
- How many students can we handle at once?
- Will the project be flexible to accommodate student schedules? Will it be completed in one semester or require longer?
- What skills and knowledge do the students need before working with my organization?
- Will students require background checks?
- Will any preparation be required? Who will be responsible for this?

IMPACT

- How will the partnership enhance academic learning through service experiences?
- In what way will my organization assess the service-learning partnership? What criteria will we use?
- There is a turnover of students at the end of each term. Will the students' transient nature have a negative effect on the organization or beneficiaries?

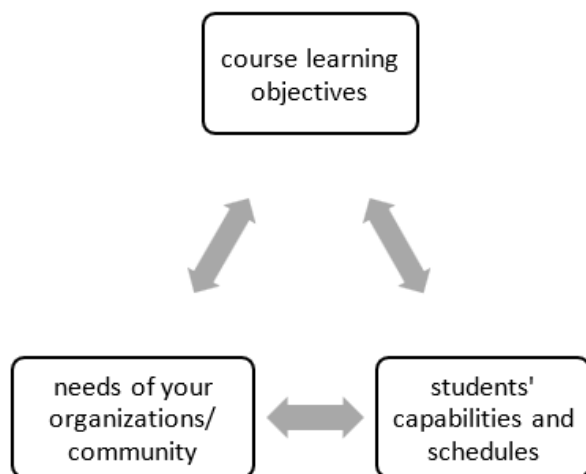
After carefully evaluating these factors, decide whether e-SL suits your needs and organization.



Community Partner Roles in Planning e-SL Projects (Before Service)

E-SL project planning is a collaborative process between faculty, your organization, and students. Your intentional inclusion in planning the e-SL course is the best practice for a successful partnership. The aim is to design a project to meet the course's learning objectives, address your needs, and consider the students' capabilities and schedules. Service should be meaningful to students and valuable for you.

Planning e-SL project with community partner



For planning the e-SL project, please see the e-Service-Learning Design Principles developed as a part of the e-SL4EU project in the Annex of this manual. E-SL Design Principles are guidelines for designing e-SL projects. They are articulated in research-based statements that clearly focus on a specific approach or the requirements that should guide the design activity. They refer to the planning of the e-SL process and form the basis of any successful e-SL experience. They serve as an apparent, evidence-based reference for learning experience designers when working with all critical stakeholders in the course or project development process.



Setting expectations

Establishing clear expectations between you and the university teacher is essential to the partnership's success. A list of expectations outlining roles and responsibilities should be tailored to the individual service-learning project. The expectations should address the following:

- project scope;
- communication rules with students and teachers (for example, a communication platform, frequency of communication);
- orientation and training the students might need;
- tasks and activities;
- policies and procedures;
- the rules concerning the behaviour of students.

University teachers should do their best to brief the students on what is expected of them and appropriate professional behaviour; it is essential to reinforce these expectations. It may be their first experience working with a community partner for some students. Let the students know what you expect of them concerning appropriate behaviour when working with clients, calling ahead if they are running late or unable to attend, and any other expectations as appropriate.

Preparing organisation

Your organisation's preparation is also essential to the successful e-SL project implementation. It aims to enable the management, staff, and beneficiaries to support the e-SL project implementation. You should focus on the following tasks:

- **To gain the support of the management and staff of the organization.** Without the help of the management and staff, it will be hard to implement the e-SL project. The institution's management and staff should understand how e-SL contributes to fulfilling its mission. Discuss with the team the plan and involve them in the e-SL planning. This will help to ensure that they will support students in their tasks.
- **To inform beneficiaries and their relatives about the student's involvement.** These groups also can contribute to the creation of e-SL projects. You can ask the beneficiaries what their dreams and wishes are – it can help you to find the shortages in provided services and opportunities for e-SL projects.
- **Capacity assessment.** Your organization needs to look at the resources you have at your disposal (experience, motivation, trained staff, etc.) and, based on that, decide whether the cooperation on the e-SL project would be a positive experience for the students and your organization. Sometimes, involving students in an environment that is not prepared for them will only add to the organization's problems instead of helping the organization. Be mindful of how much time student supervision may require and ensure that you and/or another staff person have made an appropriate plan to accommodate the student's need. Ensure your organization and students have the technical infrastructure to organize online engagement.



Planning the student's preparation

Students should be fully prepared for the service-learning experience before starting their project work. You should discuss with the university teacher the areas you feel are essential for students to understand before service begins, and you should decide who is responsible for preparation. Students are not ready to do each service automatically and preparing them for every e-SL project is impossible. You can find the list of recommendations for planning the preparation of students in the next chapter.



Community Partner Roles in Implementing e-SL Projects (During Service)

There are four parts to your role in ensuring a successful experience for the students:

- Orientation and training;
- Maintaining communication with responsible university teachers;
- Supervision and feedback;

Reflection.

1. Orientation and training

To determine the type of preparation you should give to students, you need to find out the answers to two questions:

- What information do the students need to perform their tasks successfully?
- What skills, knowledge, or attitudes do the students need to implement their e-SL project?

The preparation process that helps the students get introduced to their work within your organization can be divided into orientation and training.

ORIENTATION

Orientation is a process of helping students comprehend and feel comfortable with the organization. It is designed to give them background and practical knowledge of the organization and let them understand how they can contribute to its cause. This practically is translated into understanding the organization's cause, system, operations, and procedures. Many of the students may not have heard of your organization before and be unfamiliar with the work that you do. Depending on the project design, orientation to your organization may take several forms. You may visit the students in the class to talk about your organization, the clients that you work with, and the services you provide. You can also organize online meetings with students or invite them to your organization.



Orientation topics

- **Big picture:** Orient students on the organization's history, mission, goals, and main activities. Describe the strengths and challenges of the population(s) you serve, along with demographic information. Explain what community issues your organization addresses and what needs you fill. Share stories about the positive impact your organization is making. Introduce staff and what their positions are.
- **Include visuals:** Use photos or a brief promotional video about your organization to get students excited about the opportunity.
- **Policies:** Explain the procedures for the dress code, use of cell phones, restrictions on photos, the confidentiality of clients, etc. (for example: "Arrive on time," "Dress appropriately,"...). Also, explain why these policies are essential.
- **First-day information:** Tell students exactly where to report, including address, floor, room number, and name of staff to report to. Include information on where to park, the closest public transit stop, and how to enter the site (like sign-in or buzzer at the door).
- **Necessities:** Give a tour of the site. Orient students where to find things they may need, such as restrooms, water, and refrigerators, and where to store purses or backpacks.
- **Safety:** Review safety policies, potential risks, location of emergency exits, and procedures.
- **Troubleshooting:** Explain to whom students should contact if they have a problem on-site or experience harassment.
- **Tasks:** Explain what students will do in your organization and how the service project relates to course study. Ensure students understand the tasks and any deliverables they are responsible for. Explain the final goal for your organization that is expected from the students by the end of service.
- **Scheduling:** Explain what days/times are available for students to work, how they will schedule their work, and when students should complete their service. Set up when you will meet with students to review their work independently during the semester. Students are busy and prefer organizations with flexible scheduling.
- **Time Logs:** Explain how students will do the evidence of the working hours.
- **Contact information and supervisor:** Tell students who is the primary contact person or supervisor and give the contacts. Explain the supervisor's role. List people who will be helpful to students in doing their work.
- **Communication rules:** Set up the communication rules with the supervisor. Decide about a communication platform.
- **Training:** Give information about any additional training or orientation requirements that would enable students to complete their assigned projects or tasks effectively.
- **Sharing expectations:** Communicate with students about their expectations regarding participation in the e-SL project in your organization.



Orientation Checklist

Students get information about the mission and goals of the organization	Yes	No
Students get information about the history of the organization	Yes	No
Students get information about the provided services in the organization	Yes	No
Students get information about the programs and projects in the organization	Yes	No
Students get information about the structure of the organization and staff	Yes	No
Students get information about the spaces in the organization available for them.	Yes	No
Students get information about the beneficiaries in general	Yes	No
Students get information about the behavior of the beneficiaries	Yes	No
Students get information about the culture and important rules in the organization	Yes	No
Students get information about confidentiality rules and data protection procedures.	Yes	No
Students get information about the Code of Ethics	Yes	No
Students get information about the safety rules, potential risks, and emergency procedures in the organization	Yes	No
Students get information about what to do in conflict situations	Yes	No
Students get information about their tasks and responsibilities	Yes	No
Students get information about scheduling and evidence of their work	Yes	No
Students get information about important contacts.	Yes	No
Students get information about communication rules and platforms for communication.	Yes	No
Students get information about the supervisor and his/her role and responsibilities.	Yes	No
Students get information about any other training needed.	Yes	No
Students have the space to share their expectations and fears during the orientation.	Yes	No
We check with the volunteers whether they have enough information to do their work.	Yes	No

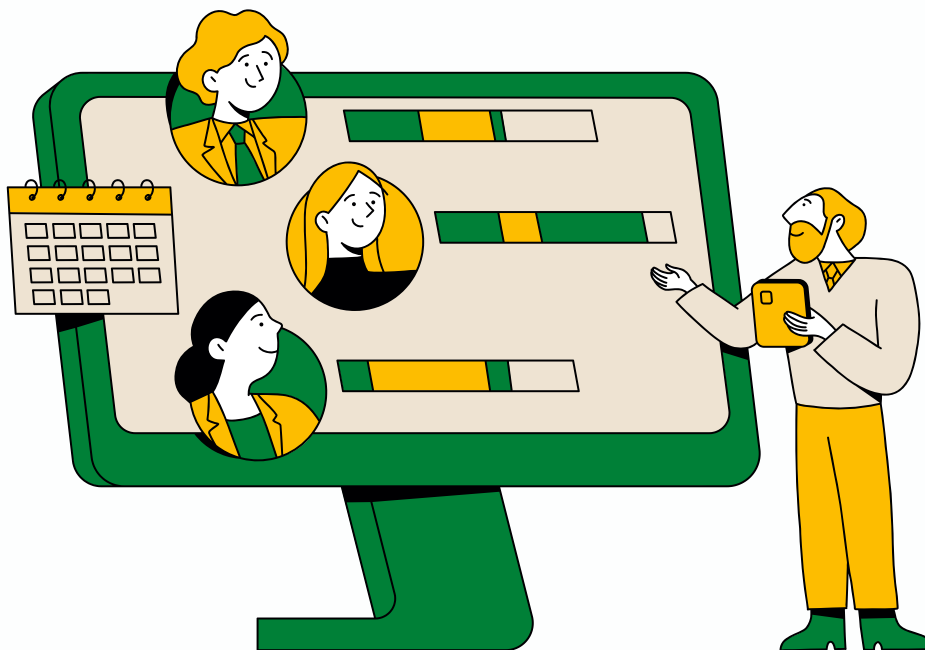
TRAINING

For students to be able to complete their service successfully, they may need specific training from your organization, such as training on the issues or beneficiaries you work with, background information on the area, and any specifics on the project and how it will fit into your larger mission or program delivery. They may also need training on tasks and procedures they will complete.

Students can be nervous about stepping outside their comfort zone and are often reluctant to ask questions, even when they are confused. Instead, they may leave feeling frustrated and complain to professors that they were “poorly trained” and that the staff was “unhelpful.” For these reasons, training should be an important part, and it should be ongoing. Encourage students to ask questions and demonstrate their understanding. Schedule brief check-in meetings with them regularly.



One of the students' tasks in the e-SL project was to prepare a press release about the project and its results. Social work students had no experience in this area and struggled with the task. After the meeting with the supervisor, they explained why they could not prepare the press release. The supervisor organized for students a meeting with the communication manager to present the press release and how to prepare it.



2. Maintaining communication with responsible university teacher

Maintaining continuous communication with the university teacher throughout students' service is essential. The mode and frequency of contact should be determined prior to service. Modes to consider are emails, phone calls, online meetings, and site visits. In addition to informal communication throughout the service experience, the university teacher may conduct a formal mid-term evaluation to help to address any issues or changes that need to be made before the end of the e-SL project.

Clear communication resolves issues quickly and ensures that students receive the needed support. If a problem arises with a student, the supervisor in your organization should use their best judgment to determine if contacting the university teacher is necessary.

3. Student Supervision

Supervision of the students can ultimately affect the outcome of the e-SL project. All service-learning students must have a contact person in your organization who will supervise them. The time each student needs supervision will depend on the project or service activity.

Supervision is still often perceived with doubt because supervised students fear being controlled. When they hear the word "supervision," they have a picture of a big mean person looking over their shoulder, trying to find a mistake in everything they do. Maybe some supervisors fit that description, but e-SL supervision should be the opposite. It's helpful and often welcomed by students as a source of advice, information, and emotional support for work that can be demanding and difficult. At the same time, supervisors are responsible for ensuring the students they supervise are doing well. Students will need to know who their direct supervisor is, to whom they can turn for questions or advice, and how to contact their supervisor in the event of an emergency.

Supervising students may be different from supervising other volunteers or new colleagues. Several factors may affect what the students are capable of achieving. Age differences among students make a difference when deciding on realistic expectations. For example, first-year students will not have the advanced skill set of master students. Age differences may also affect the levels of stress a student is under. Students can also differ in terms of workload. Some students could also work while they are studying. Some can have experiences with community work or volunteering; for some, it can be a totally new topic. In e-SL, the level of digital skills of students can be different.



Tips for supervising e-SL students

- Students are often anxious about their first shift. Let staff know when new students are coming so they can be greeted with warmth and enthusiasm.
- Provide necessary guidance and resources to students who partner with your organization as they complete assigned projects or tasks (e.g., answer student questions, assist with troubleshooting, and provide suggestions).
- Supervision should also include feedback on the student's progress, suggestions on how to improve and help clarify how the student's work fits into the organization's mission and the impact their service is having and it is linked to the learning outcomes of the course.
- Communicate any concerns about students' performance, safety, and project progression or any incidents (workplace accidents, medical emergencies, etc.) that occur during the placement with the designated person at the university.
- Maintain regular communication with students. Regular communication is critical. When service is provided online, you should additionally pay attention to clear and effective online communication with students and using one platform for meetings and sharing resources and materials.
- Share your experience! Students appreciate the opportunity to hear about the professional paths of their community partner supervisors. Share your educational background, why you chose your specific career, and the steps you took to get where you are.
- Recognize that the student has dedicated his/her time to your organization. The e-SL course is only one of several courses students take during the semester. According to students, the number one barrier to completing the e-SL course is fitting it into their hectic schedule. Once they are in your organization, give them meaningful tasks and help them see the big picture. We don't want them to think of this as wasted time.
- Show enthusiasm for good student work and let them know they are appreciated, maybe with a small gift or certificate.
- Have regular supervision meetings (for example: weekly) with the volunteers and ensure everyone knows about them and understands their importance.
- Postpone answering questions that are not urgent until the supervision meetings – this will help you as a supervisor to avoid answering the same question several times and help you avoid overburdening your daily schedule.
- Create a good atmosphere during meetings and use them to celebrate success and bigger or smaller achievements.
- Instead of pointing fingers at who is responsible for the "failures", focus on how individuals and the team can overcome difficult situations.
- Be sensitive to the needs of students and initiate additional individual or group meetings if you see the need for them.
- Verify student documentation of hours completed.
- At the end of the semester, ask students for feedback about their experience. They may have ideas on how to make it easier and better for future students.
- Share students' success stories with faculty and on your social media.



**QUICK
TIPS**

Helpful questions in the supervision of e-SL students

Elliston (1999) offers three helpful questions you can use to supervise e-SL students. The questions are oriented on the self-evaluation of students as a key to continuous improvement:

1. What do you like about what you did?
2. What might you do differently if you had the opportunity to do this again?
3. What help do you need from me?



Checklist of questions for a supervision meeting with e-SL students

- Experience generally: How do you feel about your e-SL project and tasks?
- What's going well: What's going well within the e-SL project? Is there anything you have done that you are pleased about?
- What's not going so well: What hasn't gone well? Is there anything that has happened that you are unsure about or would like to see done differently?
- Teamwork: How are you getting on with the rest of the team?
- Actions agreed: Last meeting, you decided to do..., let's discuss the progress.
- New actions: Are there any actions we should set for ourselves between now and the next time we meet?



4. Reflection

Another critical component of Service-learning is reflection. Students reflect on their experiences to draw meaningful connections between the course content, the SL experience, and what they have learned. At the same time, reflection makes it possible to look ahead because it shows how the acquired experience can be used in the next activity. It is, therefore, a process that serves as a retrospective view of the gains and losses from previous experience and what has been achieved, and at the same time, it is a process aimed at connecting these experiences to future activities and broader social contexts. The university teacher has the primary responsibility for the reflection. To help facilitate this process, ask questions and speak informally to students about their learning and experiences during their service.



It is ideal to create the space for reflection during the entire process of the e-SL project:

In the preparatory phase, you can ask about the student's expectations, initial ideas, and opinions. For example:

- What are your expectations and initial ideas about the e-SL project?
- How and where did you create them?
- What idea do you have about what you will learn, and what feelings will you experience?

Reflection during e-SL implementation takes place mainly in supervision meetings.

The final reflection is looking back, looking for connections between practical experience and the result of learning. Again, it is possible to use various procedures to stimulate thinking. You can connect the final reflection with the last evaluation meeting with students in your organisation. Here are some examples of questions:

- What did you do? What was going on?
- What did you observe?
- What was your role?
- What were your initial expectations? Have these expectations changed? How? Why? Did they fill up?
- How does the experience in our organisation differ from your other experiences?
- What influenced your view of your experience?
- What information from your experience can you share with your friends/classmates?
- How did you motivate yourself?
- What specific knowledge and skills did you use?
- What benefits did the e-SL project have for you?

Evaluation and Sustainability (After Service)

As a community partner in the e-SL project, you can be involved in different types of evaluation. It would help if you discussed this with the university teacher during initial conversations about your participation in e-SL. Your participation and feedback in evaluation processes are vitally important. They are greatly appreciated as the university in e-SL strives to meet the needs of its community or contribute to the solving of different challenges. Gathering feedback from you is essential for the future improvement of service-learning partnerships and ensuring expectations from the partnership are met. The evaluation also serves as a ground for building a long-term and sustainable relationship between you and the university.

You can be part of this evaluation:

- Feedback on students' performance can be used for the grading process.
- Information from the service beneficiaries, types of service, outcomes, and successes of the e-SL project.
- Evaluation of cooperation with students and university teachers.

Methods to gather this information may be faculty site visits, interviews via phone or email, and distribution of project evaluations form.

It can also be necessary for your organisation to make an internal evaluation with your team and plan future involvement in e-SL projects.



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