



UNISERVITATE
Service-learning in Catholic Higher Education

Service-learning: academic excellence and social engagement in Higher Education

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Latin American Center for
Service-Learning

I symposium - Uniservitate
29th October, 2020



The mission of the University today

"For some Universities, the object of their existence is academic excellence. We think that the reason for our existence is serving to people and academic excellence, its best tool."

(School of Medicine, University of Tucumán, Argentina. Solidarity Education National Programme, 2006:11)



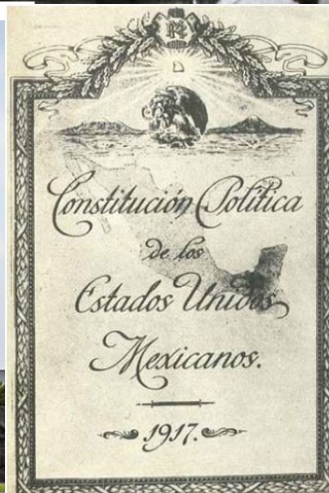
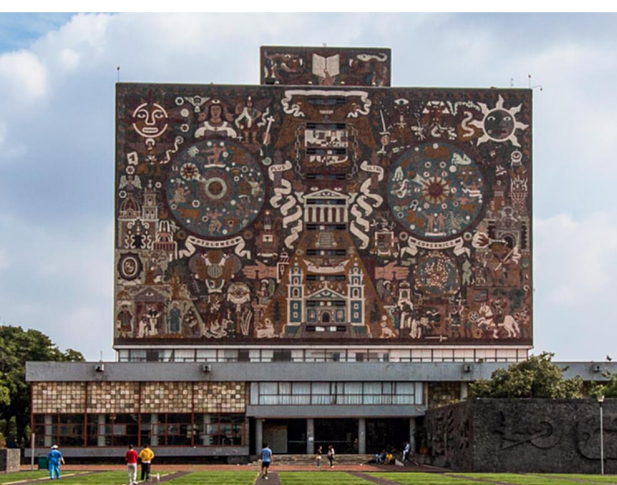


Social mission of Higher Education





Social mission of Higher Education





“Extension”

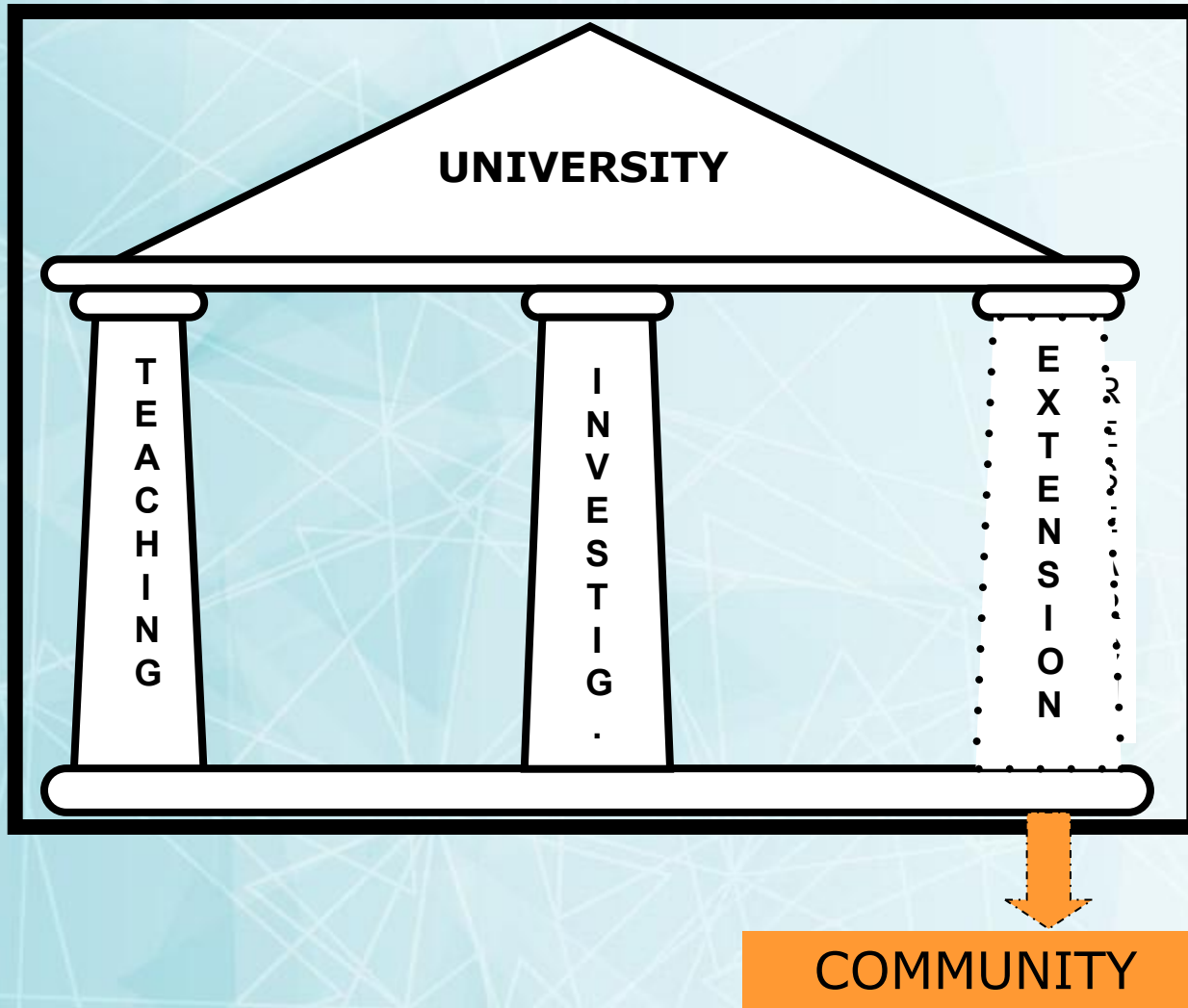


1867, Cambridge University
Extension:
Outreach events



1905, National University of La Plata,
Argentina: **Extension**
“What so far has been a voluntary,
spontaneous work of educational
corporations, here (...) it resolutely
became a permanent work.” (J. V.
González)

Extension as the “third pillar”



- Extension with no connection with academic life.
- “Cinderella complex”
- False antinomy between “engaged” and “serious”

Extension as an "umbrella"/ "weak" term



Science outreach

University chorus

Artistic activities

University press

Consultancy

Social action

Sport activities

Hospitals, legal clinics, etc.

The social mission of Higher Education in the 20th century: a Tower of Babel?

Social responsibility

Socially engaged

Engaged research

Knowledge
Mobilization

Civic engagement

Science Shops

Participatory Action
Research (PAR)

Volunteering

Community
service

Service-learning

Social
proyection

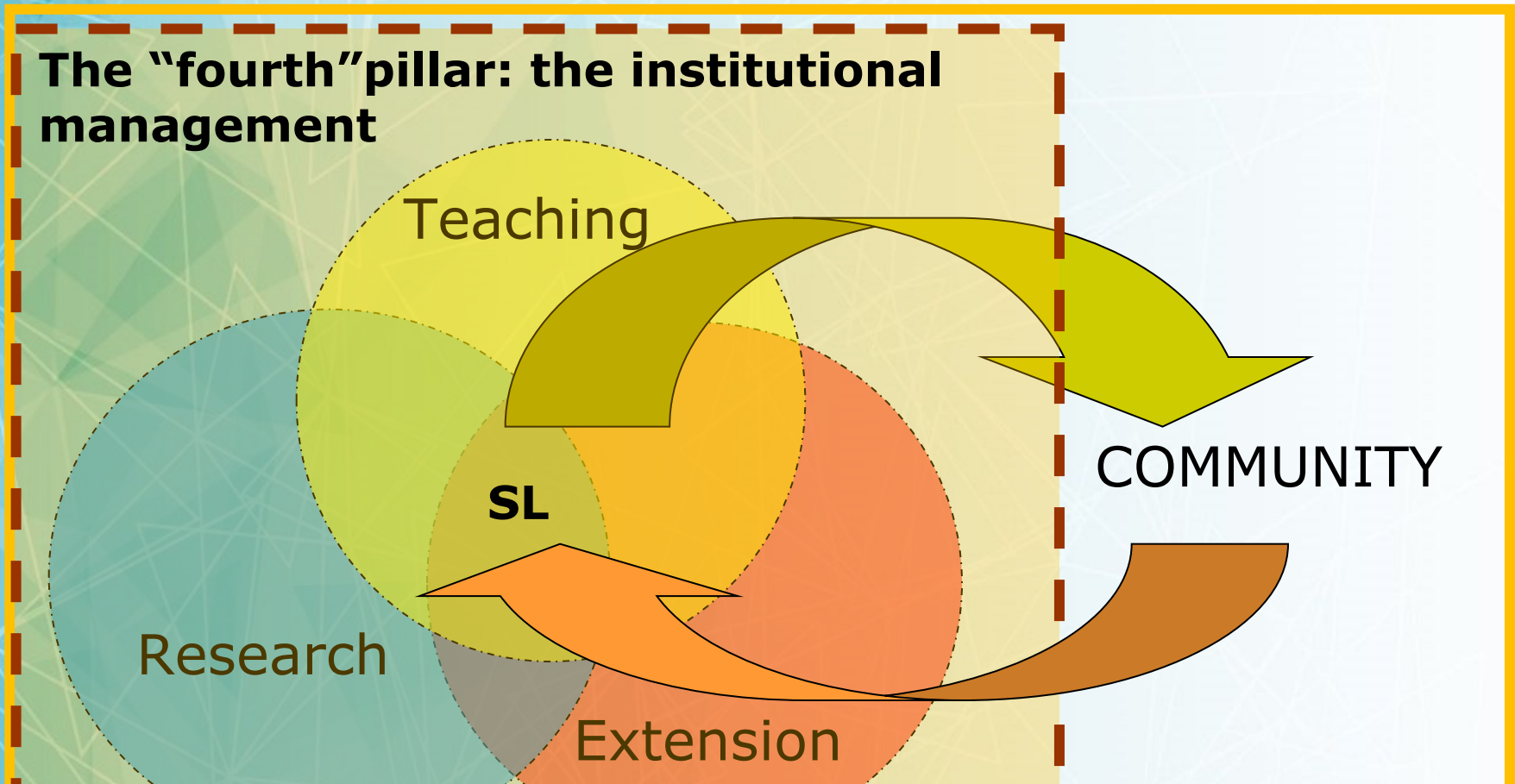
Social service

Liaison with
society

Extension



University engagement in the 21st Century: towards a model that surpasses and connects with the “pillars”



The “fourth” pillar: the institutional management

Teaching

SL

Research

Extension

COMMUNITY

“Social engagement is no longer seen as a “third pillar”, but rather as a critical approach to our teaching and research activities.” (Younger, 2009)

"Medical schools will be accountable in the future, not only for the ability of their graduates, but also for the health level of their areas of influence" (Charles Boelens)

National University of Tucumán, School of Medicine, Argentina.
Compulsory community internships: pre-professional practice and research



Practice in peripheral health facilities

National nutrition programme (BIN): Search, identification and nutrition of children with malnutrition in outlying and rural areas.

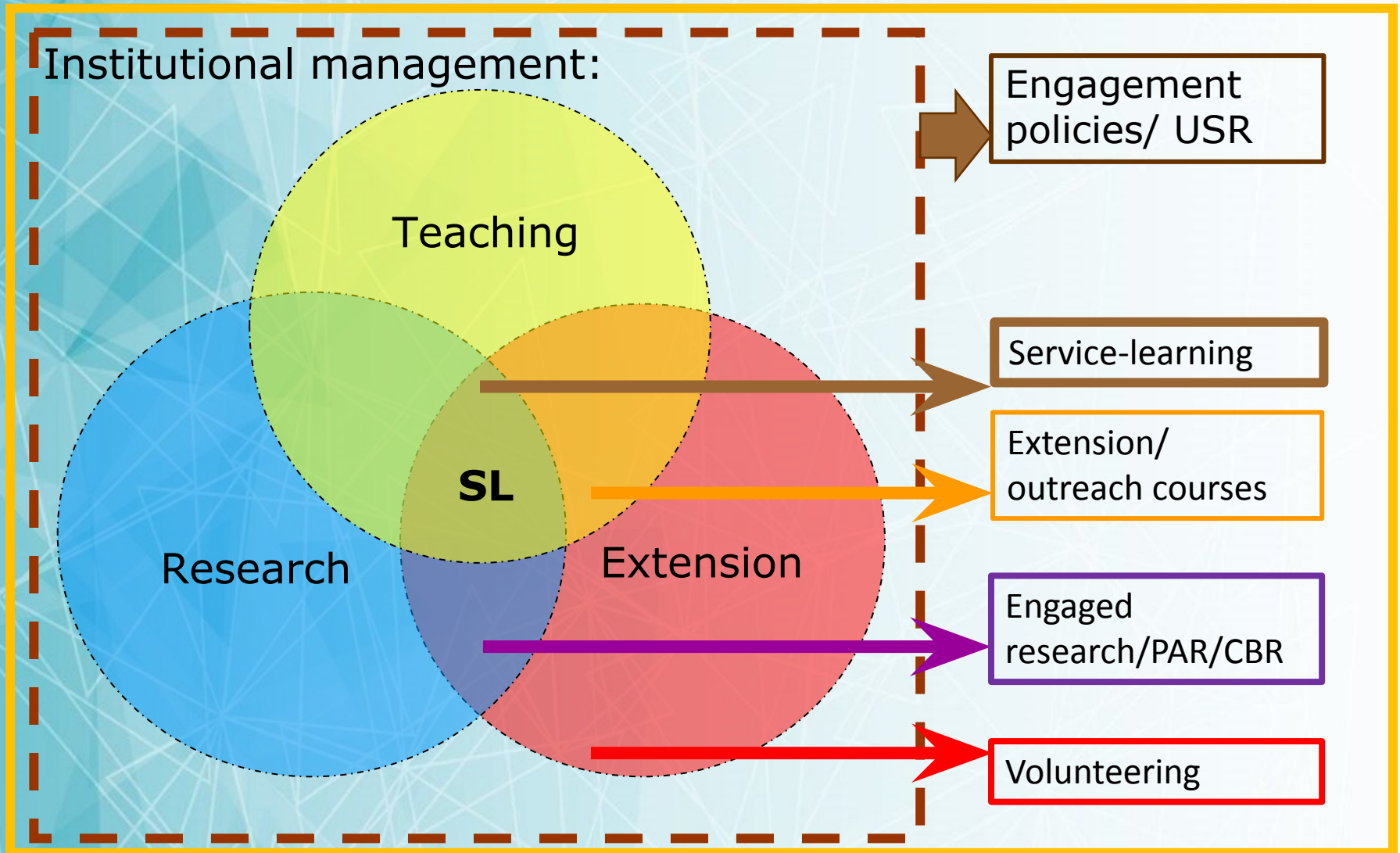
Research on the impact of low breastfeeding on child malnutrition



Extension: Breastfeeding education in maternity waiting rooms

Curriculum reform: course on breastfeeding and public health in the province.

Engaged University





A new institutional paradigm

- **Pedagogical:**
 - Active pedagogy, meaningful learning, innovation in teaching role.
 - Co-educational community, learning and participation space.
- **Epistemological:**
 - Building interdisciplinary and transdisciplinary knowledge regarding significant and context-relevant problems. Dialogue between academic knowledge and common and indigenous knowledge.
- **Institutional:**
 - Networks in collaboration with allies, not "beneficiaries".

“It is right to ask ourselves: How do we help our students not to look at a university degree as a synonym of higher position, more money or higher social status? They are not synonyms. Do we help to see training as a sign **of greater responsibility for today's problems**, facing the need of the poorest, facing the care of the environment? It is not enough to analyze, describe reality; it is necessary to create opportunities for real research, **debates that generate alternatives** for today's problems. **How important it is to accomplish.**”

Pope Francis to the Catholic University of Portugal, 26th October
2017

Garittea Project, Javeriana University (Cali, Colombia)



- Production of high-quality organic coffee from crops to campus.
- Strengthening of cooperatives for small producers.

- Interdisciplinary pre-professional practices with social meaning.
- Located and engaged research.

Networks between University and community

Javerian University of
Cali

**More than 400
students**

**More than 22
professors**

3 Faculties

9 Departamentos

ACOC [Asociation for
organic coffee growing in
Colombia]

**The local
area, a
chance to
participate
and learn**

IMCA [NGO in
Colombia for rural
agriculture]

ASOPECAM
[Asociation of small
coffee-growers in
Marina, Colombia]



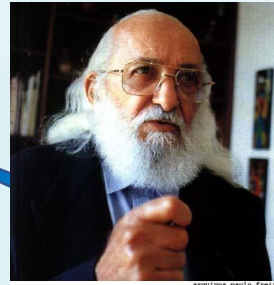
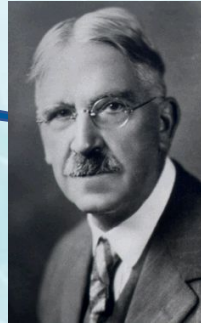
Service-learning, a global educational movement



“The history of service-learning practice is much older than the term itself.” (Titlebaum, 2004:4)



The origins of service-learning in the United States

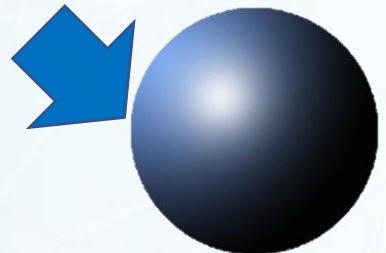


“Land-grant Universities” (1862), William James “The moral equivalent of war” (1906), Folk Schools in Appalachia, others

John Dewey (1859-1952)

Late '60s: Influence of Paulo Freire, civil rights movements and student protests

1969: I Service-learning Conference. Atlanta



(Stanton et al., 1999; Titlebaum, 2004:4; Rocheleau, 2004).



A pedagogy with multiple cultural roots and a complex history

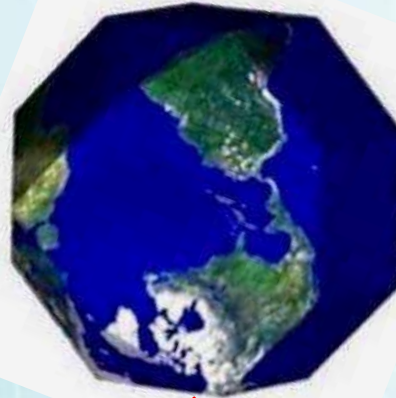
solidaridad

SUMAK
KAWASAY

ubuntu



FRATERNITE



仁 Ren
Benevolence

義 Yi
Justice

禮 Li
Propriety

智 Zhi
Wisdom

信 Xin
Integrity



Service-learning

**Learning while doing together, serving
the common good**

**Reflection and transformative
action of reality**

**Solidarity project with the
community, actively led by
students, intentionally connected
with learning and research
activities.**



SL: Active learning, engaged research

PBL

SL

PAR



SL= Learning based on solidarity projects, teaching and participatory action research

Service-learning Quadrants at the National University of Malaysia (UKM)



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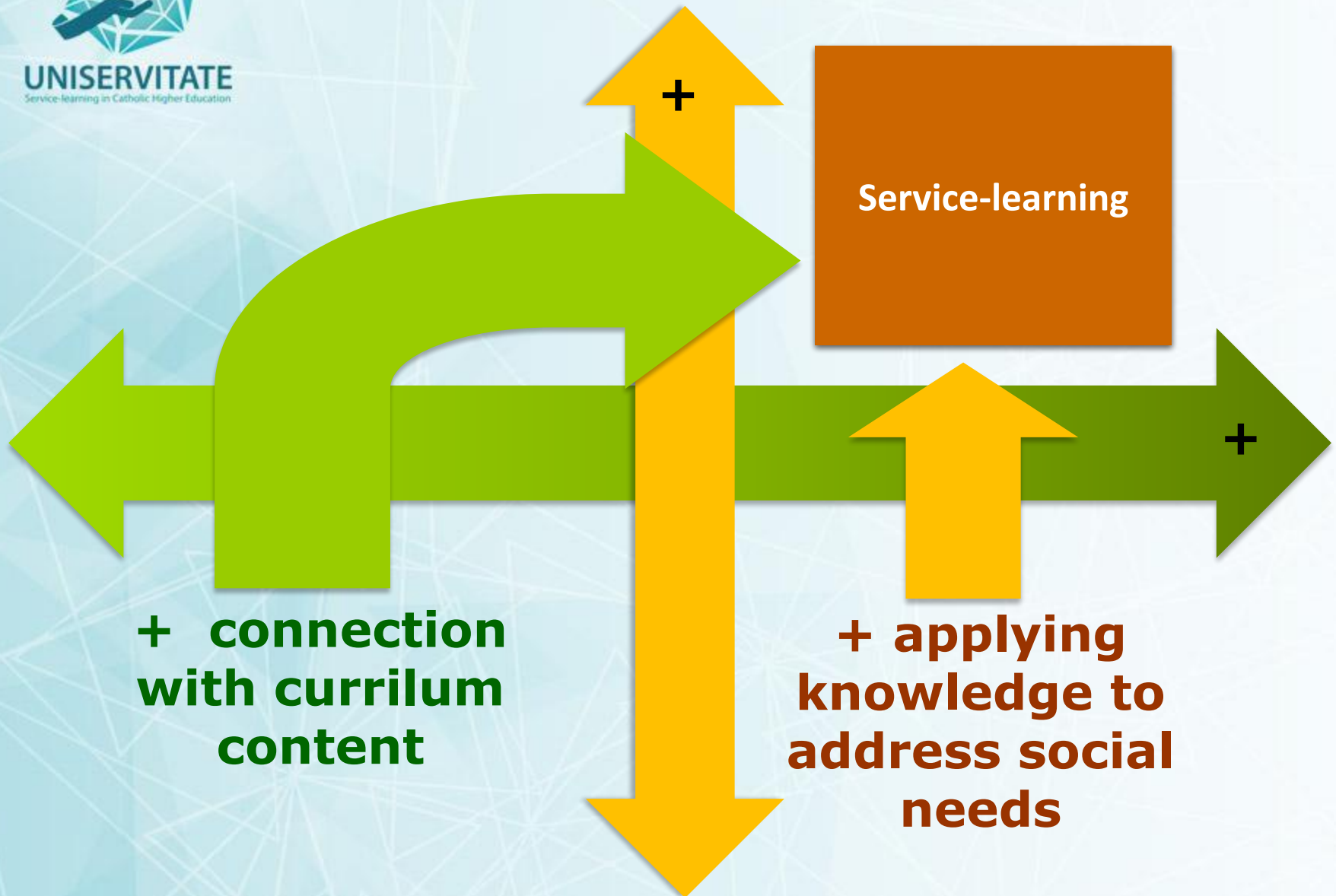
LEARNING





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Transitions



Socio-Housing Services – School of Architecture. Catholic University of Cordoba, Argentina.



From missionary groups to volunteering from the School of Architecture, from the elective course to the mandatory curriculum, engaged research and

Not all service-learning practices are the same

A-S

Learning and service are strongly connected, and are equal in meaning and quality.

a-S

A-s

Either learning or service objectives are a priority in the project.

a-s

Learning and service objectives disconnected from each other and barely relevant.





The three fundamental components of quality service-learning

- **Solidarity service:** intended to meet real and felt needs in a delimited and effective way, *with* a community and not just *for* it.
- **Active student protagonism,** from planning to evaluation.
- **Planning of learning content connected with solidarity activities:** curriculum content, reflection, development of competences for citizens and work, research.

CLAYSS, 2014



1. Solidarity service-learning

Charity 	Solidarity 
Give-Help	Share-Reciprocity
Doing “for”	Doing “with”, co-protagonism
Paternalism	Fraternidad
Clientelism	Empowerment
“We already know everything”	Exchange and of knowledge
“It makes me feel good”	Empathy, prosocial bonding
Duplicate of situations of injustice	Recognition of rights, search for equality and justice.



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Solidarity service-learning



From participatory diagnosis to community laundry with solar energy, to respect the native culture of the community.
Engineering in Natural Resources and Environment, Bachelor degree in Renewable Energy,
Faculty of Exact Sciences, National University of Salta, Argentina

2. Students' protagonism

**Youth's
protagonism**

**Share management
Make decisions
Accepted proposals**

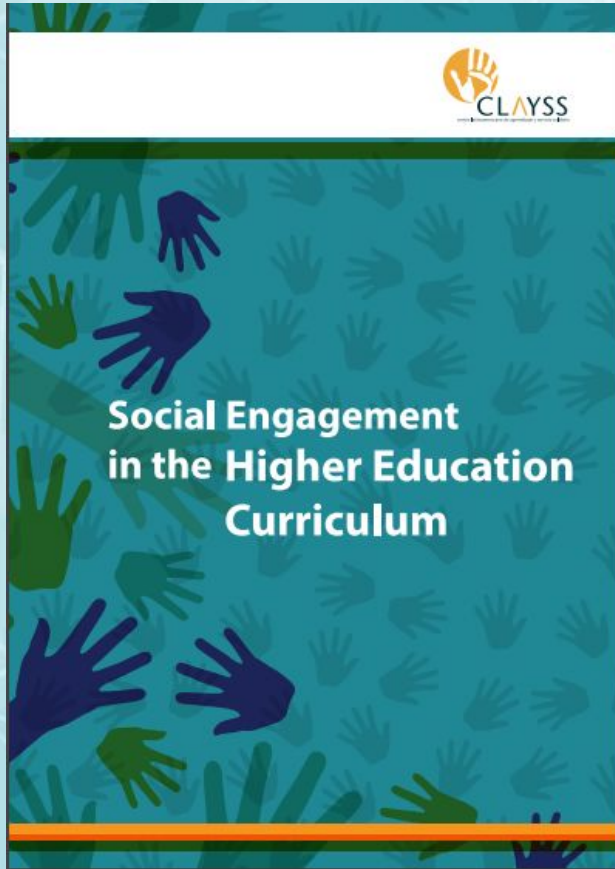
Present initiatives
They are consulted

Receive information
Attend (symbolic)
Manipulation



Adapted from Roger Hart,
"The Ladder of
Participation", 1992

3. Curriculum insertion of solidarity practices



1. Compulsory or voluntary activities of a subject
2. SL courses, USR, others.
3. Pre-professional practices.
4. Multidisciplinary institutional programmes
5. National or institutional social-service requirements for graduation
 - Research, volunteering.



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Course: *pavement*

- Research and proposals to improve city paving.
- Design of different structures of new and renovated pavement.

Los 50 peores huecos en las calles de Cali



Civil Engineering,
Javeriana University (Cali,
Colombia)

The course

300 IGC 015 Pavement

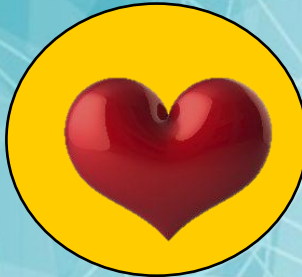
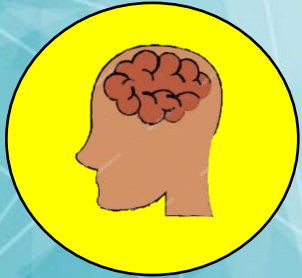
- Some of the topics involve working with first-hand research, the development of lab-tests for material assessment, direct quantification of traffic or based on follow-ups to new or renovated pavement works.
- Working with current topics, of local or regional interest, makes the course culturally appropriate and sensitive to social problems.
- The end result is a tangible product, which can be shared with the target audience, with a strong connection between the academic curriculum, life and work skills.

Why does service-learning lead to academic excellence?

Because it is necessary to learn more to solve real problems rather than pass an exam.

It is necessary to know more to transform reality rather than describe it.

Evidence based on research: positive impacts of SL on students



- **Learn to learn:** cognitive and academic development. Critical thinking. Motivation to investigate.
- **Learning to be and live together:**
 - Education for citizenship
 - Development of socio-emotional competencies.
- **Learn to do:** Skill development for life and work.

(Eyler&Gilles, 1999; Billig, S., 2004, 2006.
Furco, A., 2005, 2010)



Institutionalization Processes



Institutional-policy decisions: support, sustainability, evaluation, visibility.

ENGAGEMENT/USR/SL
INSTITUTIONAL POLICIES



Critical-mass training: engaged professors and students, partnerships, good practices.



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Service-learning: Collaboration with the town pet shelter



School of Veterinary medicine.



**UNIVERSIDAD
CATOLICA DE
TEMUCO**

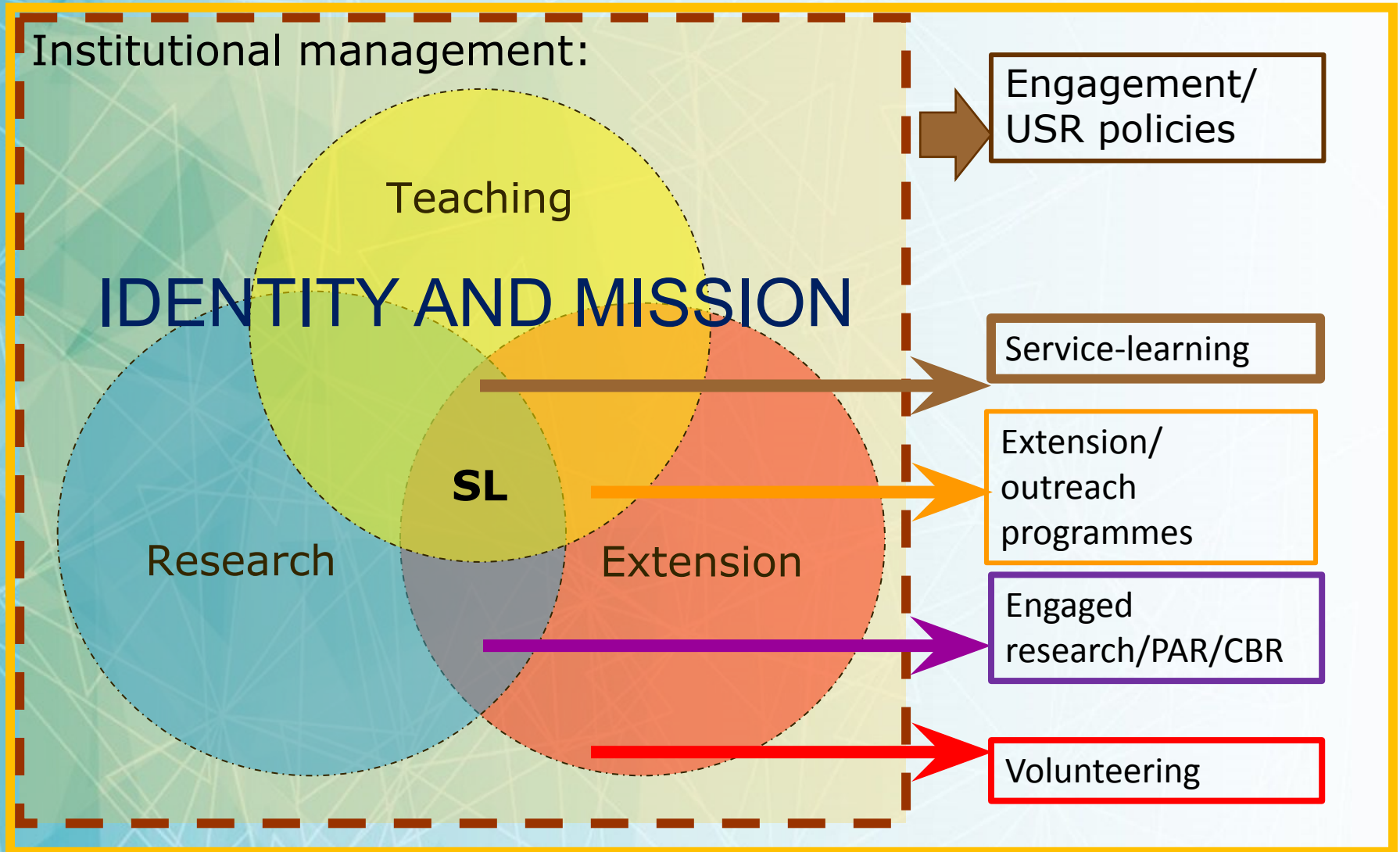


Service-learning: connection with institutional curriculum

ACADEMIC YEAR	COURSE	PROFESSOR IN CHARGE	PEDAGOGICAL ACTIVITIES
1° Year	Introduction to Veterinary Studies	Angélica Saldivia (Biology)	Animal welfare. Interaction with students in their last year.
2° Year	Pathology I	Oriana Betancourt (Microbiology)	Animal welfare. Collecting bacterial and fungal culture samples in sick patients.
3° Year	Diagnosis I Therapeutics I	Gabriela Becar Myriam Velasco (Semiology and Pharmacology)	General and special clinical examination. General anesthesia patients undergoing OVH and castration.

ACADEMIC YEAR	COURSE	PROFESSOR IN CHARGE	PEDAGOGICAL ACTIVITIES
4° Year	Therapeutics II	Marcelo Flores Myriam Velasco	Surgical castration methods
5° Year	Internship Public Health	Claudio Rojas	Health care consulting room. Surgeries. Collaboration in management and coordination of the shelter. Implementation of social intervention measures
Thesis	-	-	Thesis regarding Public Health and Small Animal Veterinary Medicine.

University Engagement

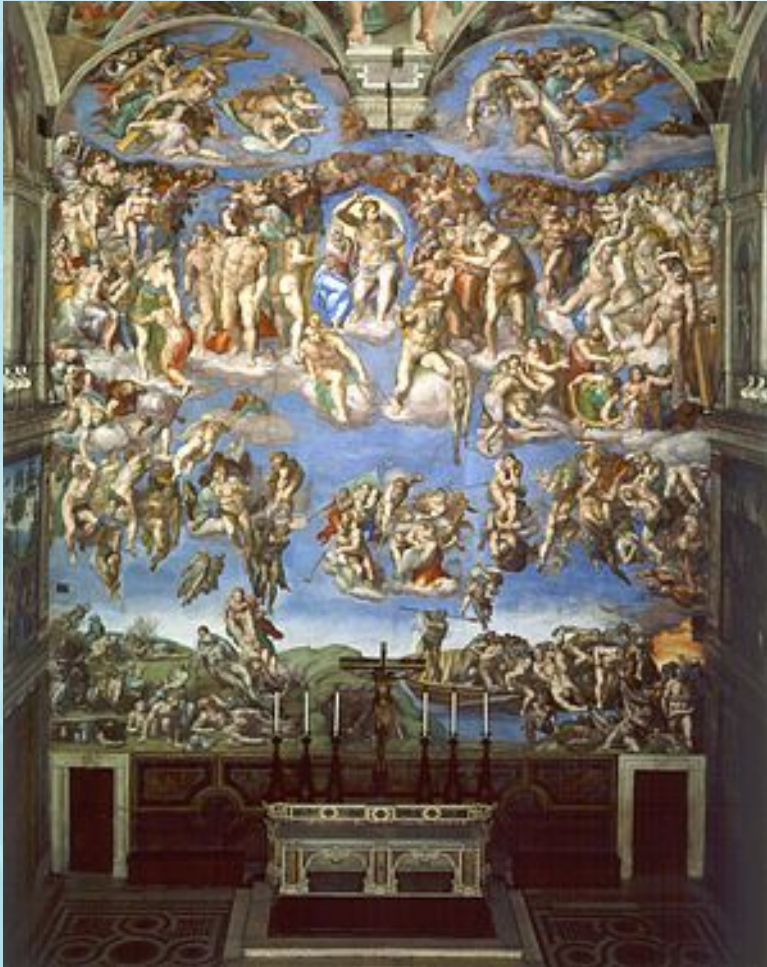




Spiritual dimension of service-learning in CHEIs

- Reflection on the meaning of life: values of solidarity/fraternity; justice, importance of citizen participation.
- The "Golden Rule": do to others whatever you would like them to do to you.
- A Christian spirituality of fraternal service.

Final examination



"Life is a test, and at the end of it, you also have to pass an exam. But God's infinite love has already let man know what the questions will be: 'I was hungry and you gave Me food, I was thirsty, and you gave Me drink' (Matthew 25:31-46)..."

Chiara Lubich, Meditations, 1959



“
Cuando creíamos que teníamos todas
las respuestas, de pronto, cambiaron
todas las preguntas.
— Mario Benedetti —
”

ofrases.com

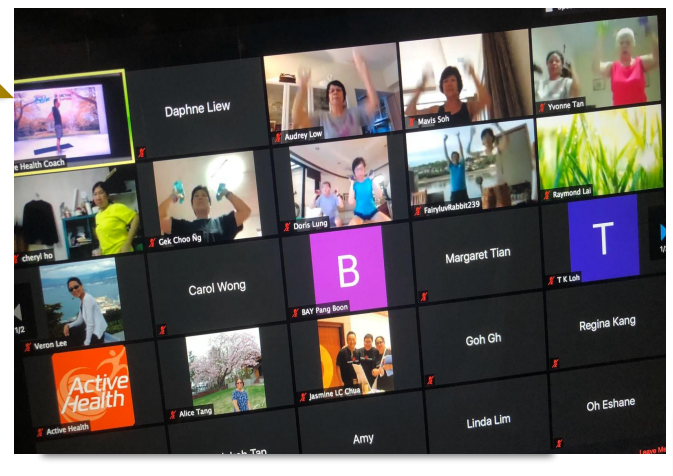
**How to educate
and keep doing
SL during the
pandemic?**

Service-learning during pandemic times



http://www.clayss.org.ar/CLAYSS_exp_pand_2020.html

Quadrants in pandemic times



+ SERVICE

LEARNING



~~Field trips with no solidarity intent~~

TAPIA, 2006, based on Service-learning Center 2000, Stanford University, 1998



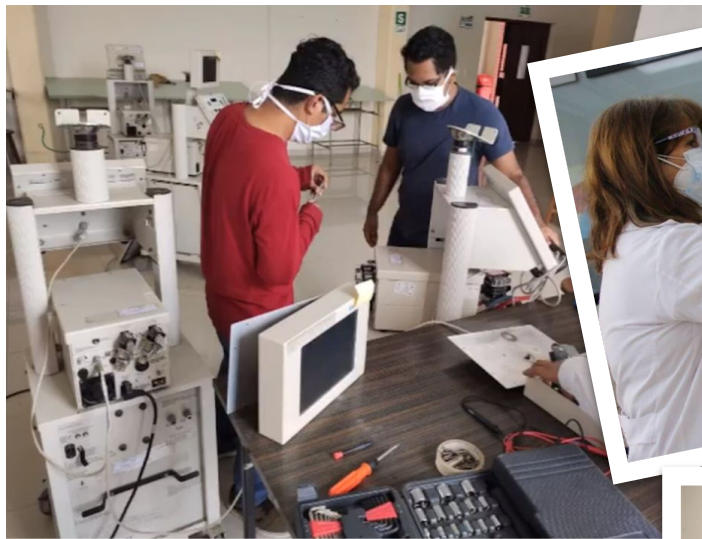
SL in pandemic times

- **Online SL:** All activities are done virtually, without students leaving their homes.
- **On-site SL:** The project is carried out in the community, or in classrooms and workshops, keeping "social distance" and precautions.
- **SL "hybrid" or mix:** part of the activities are carried out online, part of it in person.

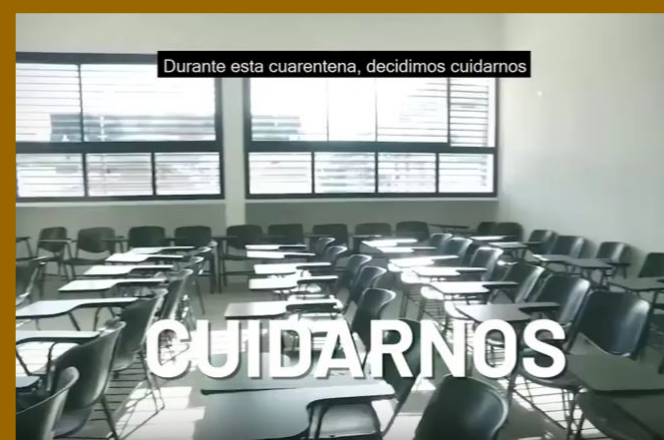


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SL on-site and online



Institutional policies engaged during the pandemic



TEACHING

RESEARCH



EXTENSION

SL

The next day:

- Recover what you've learned
- Transform what you've learned and experienced into
 - Best Educational Practices
 - Best Service-Learning Projects
 - Best Institutional Policies





“We cannot change the world if we do not change education.”

Pope Francis

SCHOLAS Congress, 5th February 2015



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