EUROPEAN HUMANISM

in the Making

HOW TO PUT EUROPEAN HUMANISM INTO PRACTICE?

HOW TO CO-CREATE EUROPEAN HUMANISM?

Service-learning

- Encounter with human person, especially the human person in vulnerable position in order to be transformed and co-create humanism

- Educate young people
  - *for* others, and *for* the most vulnerable
  - *together with* them
  - *from* them

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Service-learning helps to co-create European humanism

Verbeelding: Imagination

Verdieping: Deepening

Verplaatsing: Displacement

Verbinding: Connecting

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- ❖ What is service-learning?

- ❖ International movement

- ❖ Service-learning as a pedagogy for connecting self-other-world

- ❖ Connecting practice and values

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What is service-learning?

VOLUNTEERING

CIVIC EDUCATION

Civic/social engagement

SERVICE-LEARNING

Practical experience

Academic study

INTERNSHIP

Info: servicelearning@kuleuven.be

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VOLUNTEERING

CIVIC EDUCATION

Civic/Social engagement

Practical experience

Academic study
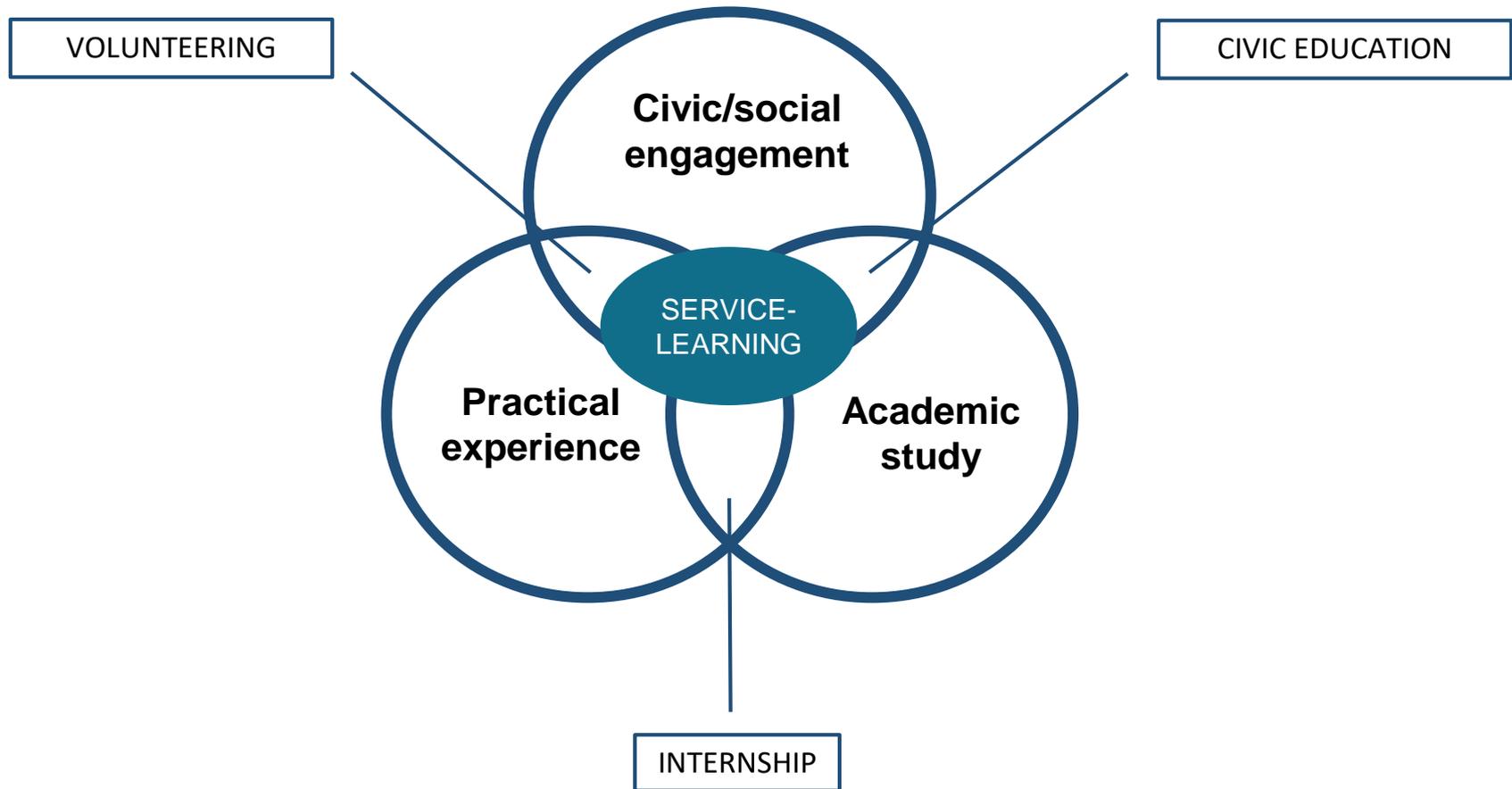
INTERNSHIP

Based on: Service Learning Student Guide, Lorain County Community College,
http://www.lorainccc.edu/Community+Services/Service+Learning/Students/Service+Learning+Student+Guide.htm

Info: servicelearning@kuleuven.be

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Types of service-learning

Direct

- Contact with community is direct
- Teaching, tutoring, visiting elderly people, etc.

Indirect

- Contribution is indirect (through organization)
- Making translations, website, brochures or videos for an NGO, etc.

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What's in a name?

- Service-learning

- Community(based) (service-)learning

- Aprendizaje y servicio solidario

- 服务学习 fúwù xuéxí

- *Serve, reflect, learn*: **three essential characteristics**

SERVICE-LEARNING: three essential characteristics

Serve -Reflect- Learn

Servc   reflect   learn

Service component   Critical reflection about   -about course
                     experience   -about oneself
                                                  -about society

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Servc

Integrated in curriculum (academically anchored)

Must meet an authentic community need/articulated by an organization

Reciprocal relations and horizontal solidarity (attitude)

http://www.eduso.net/res/?b=20&c=193&n=664

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Horizontal solidarity

(Based on: T. Nieves 2006)

'Solidary' community	knows has Can gives active role	→	'helping'

↓ ↓

Community 'in need'	Doesn't know needs Is unable recieves passive role	→	'being helped'
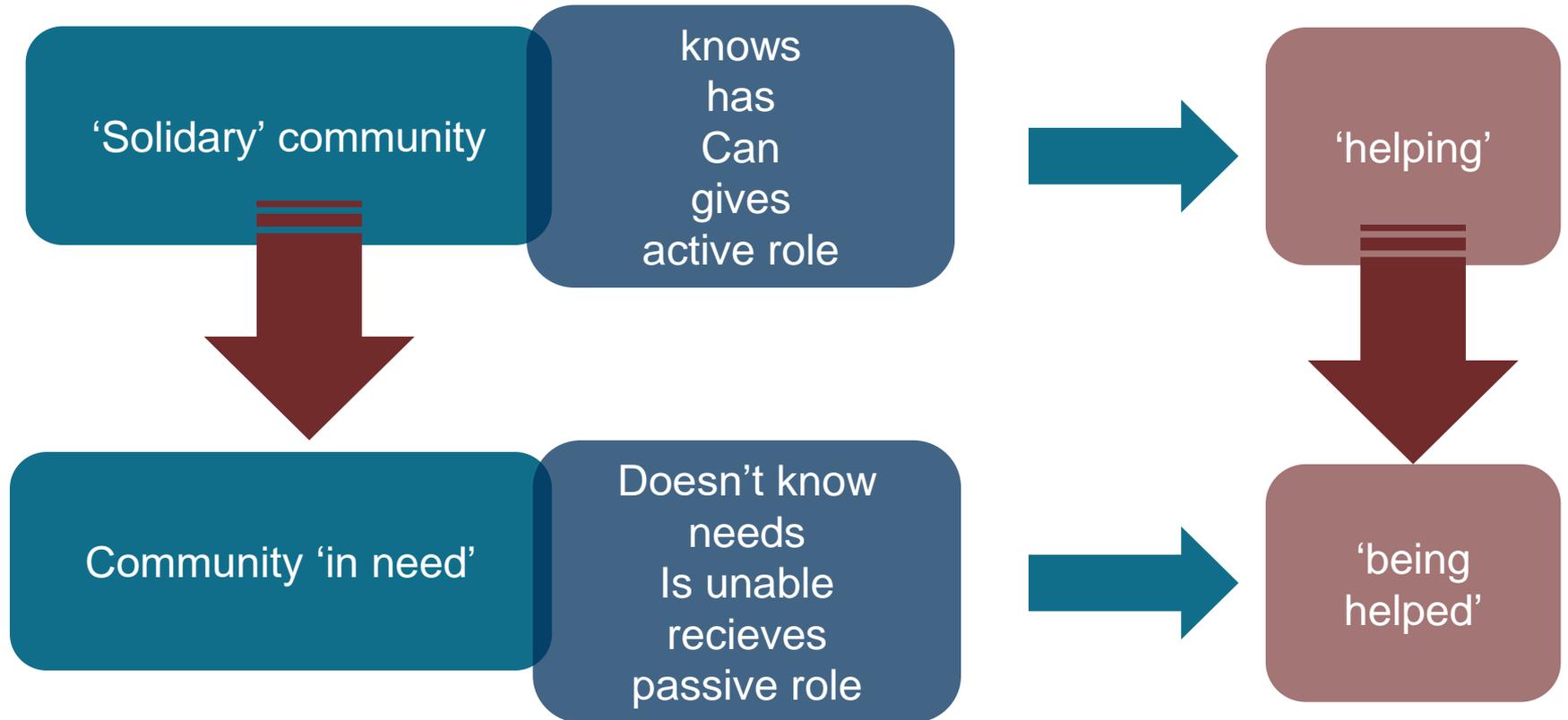
Horizontal solidarity (T. Nieves)

COMMUNITY

SUBJECT

Knows-does not know
Has- needs
Gives-receives
Active role

COMMUNITY

SUBJECT

Knows-does not know
Has- needs
Gives-receives
Active role
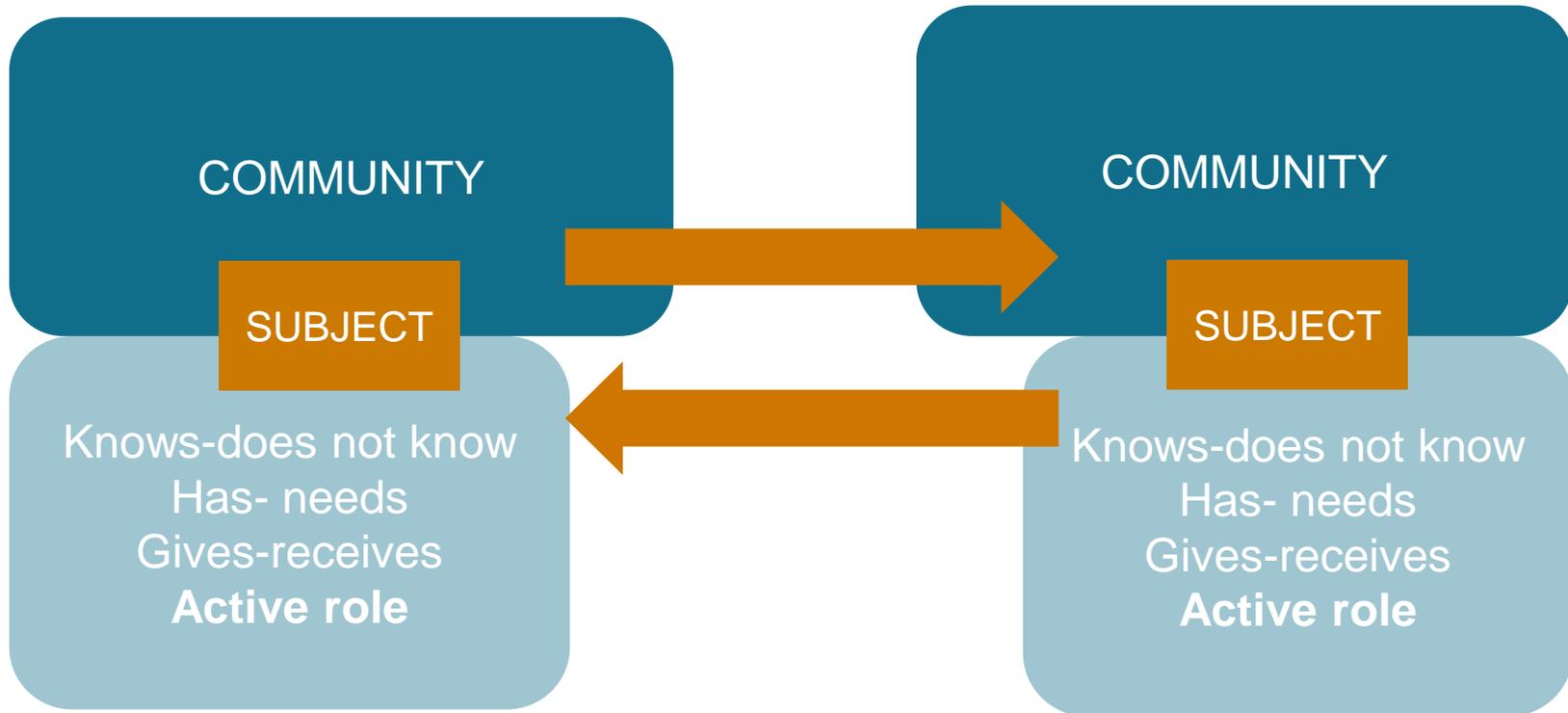
➢ Not just 'for' but 'together with'
➢ Not only 'giving', but also 'receiving' and 'learning from'

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learn

Dealing with complex issues in real life, ambiguity and diversity

Transformative: perspective change, becoming aware of different frames of reference

From meaningful experience and OTHERS, through REFLECTION

http://www.eduso.net/res/?b=20&c=193&n=664

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reflect

SERVICE   REFLECTION   **LEARNING**

BEFORE → **DURING** → **AFTER**
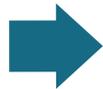
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Service-learning as an international movement

serve, reflect, learn

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UNITED STATES

CAMPUS COMPACT (30 JAAR IN 2016)

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UNITED STATES

IARSLCE

International Association for Research on Service-learning and Community Engagement

CONFERENCES

IARSLCE

BOS 15 Tradition
BOS 15 Innovation

BOSTON-2015

CONFERENCE 2015
Revolutionary Scholarship:
INNOVATION OF COMMUNITY ENGAGEMENT MODELS

International Association for Research on
Service-learning and Community Engagement

Boston Marriott Copley Place
Hosted by: Northeastern University   November 16-18, 2015

SAVE THE DATE – IARSLCE 2015

November 16-18,2015

Boston Marriott Copley Place

Hosted by: Northeastern University

Proposal Submission Information

CLICK HERE TO ACCESS THE 2015 CALL FOR PROPOSALS

Submissions accepted starting: **February 20, 2015**

Deadline for submissions: **March 27, 2015, 5:00 p.m. (CST)**

Notification of acceptance: **May 29, 2015**

NATIONAL SERVICE-LEARNING CLEARINGHOUSE

https://gsn.nylc.org/clearinghouse

Michigan Journal of Community Service Learning

Volume 21, 2014-2015

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LATIN AMERICA

CLAYSS: CENTRO LATINOAMERICANO DE APRENDIZAJE Y SERVICIO SOLIDARIO

centro latinoamericano de aprendizaje y servicio solidario

Buenos Aires (Argentinië)

OTHER: SOUTH AFRICA, HONG KONG

Gemeenskapsinteraksie
Community Interaction
Amaqhina Entsebenziswano

UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

Community Interaction @ SU

Community Interaction Projects

Service Learning

Schools Partnership Project

Student Organisations

Community/University Partnerships

Office for Service-Learning: Division for Community Interaction

1999

崇基學院 服務學習中心
Service-Learning Centre
Chung Chi College

| News | About | S-L Programmes | Symposium | Useful Links | Contact Us |

Introduction | SLP(Local) | SLP(Mainland) | SLP(International) | Schedule | FAQ

Introduction

The Chinese Univ. of Hong Kong

The Service-Learning Programme of Chung Chi College was established in February 2000. It is designed as part of the College General Education.

Currently, we have three components

(1) Local---There are eight agencies in Hong Kong that we do service-learning with.

(2) Mainland---This summer, the Mainland Service-Learning Programme will be conducted in Yangshuo, Guangxi Province and Qingyuan, Guangdong Province in China. Students can choose between the two service locations. We will help poor rural high school students to learn English in Yangshuo area and provide service to the local community in Qingyuan area.

(3) International----We send students to do service-learning in Indonesia, India, Korea and the Thailand.

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IX Congreso Nacional y I Europeo de
Aprendizaje-Servicio Universitario

9th Spanish & 1st European Conference on
Service-Learning in Higher Education

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EUROPE

19-21 SEPTEMBER 2019

**Local service-learning in
Flanders
+
Service-Learning in
European Higher
Education
+
Official establishment of
a European Association
of Service-learning in
Higher Education**

https://www.ecsl2019.eu/

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Service-learning as a pedagogy for connecting self-other-world

serve, reflect, learn

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Connection with self-other-world

1. **Service-learning contributes to the development of the whole person**

1. **Service-learning helps students to become critical, caring and responsible (global) citizens**

2. **Service-learning engages the university and the academic community in the world: reciprocity**

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1. Service-learning contributes to the development of the whole person

(Inter)personal development of the student:

- Self: **Head, hands, heart**

- Other: Awareness of **social responsiblity**; explicit attention for connectedness: "care first and learn from"

- World: Broad education of the student with a clear link to society and contemporary reality

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THEORETICAL KNOWLEDGE (CONTENT BASED)

PRACTICAL SKILLS

SOCIAL AND PERSONAL DEVELOPMENT

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Compartmentalization of types

THEORETICAL
KNOWLEDGE

- -

PRACTICAL SKILLS

- -

SOCIAL AND PERSONAL
DEVELOPMENT

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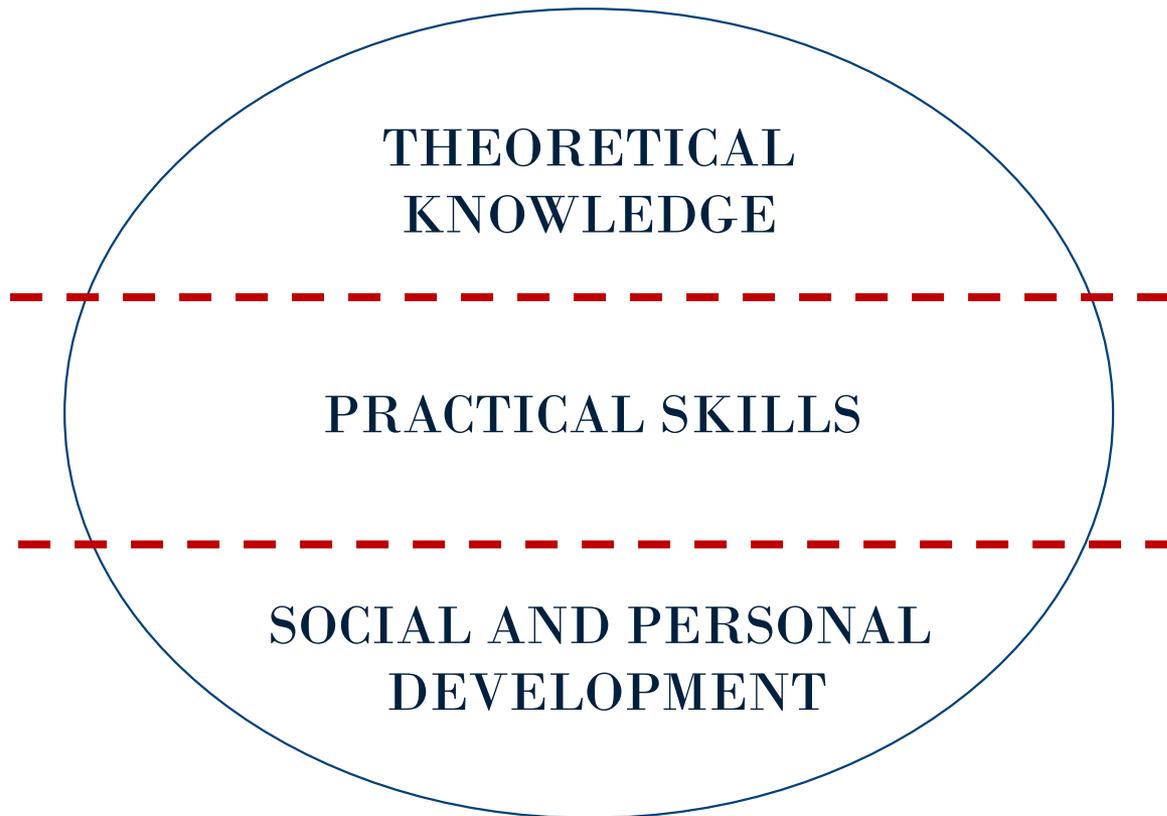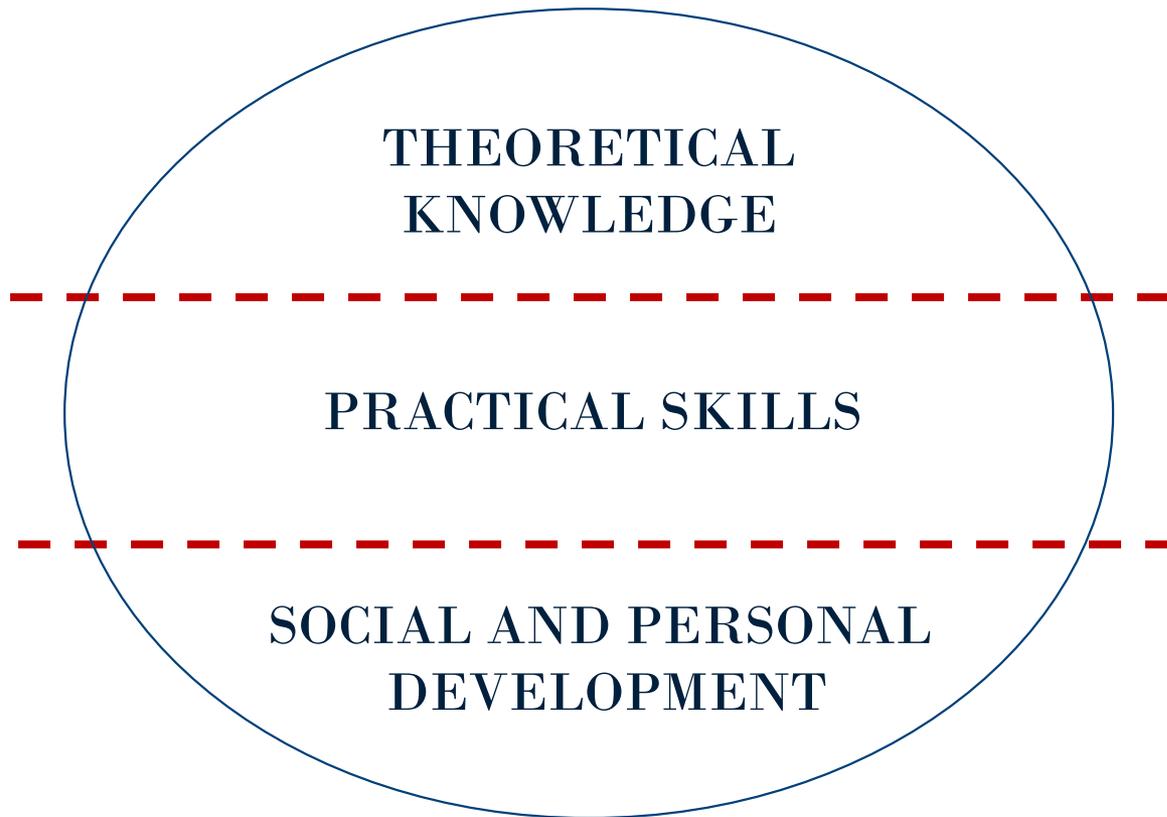
Personal development: a leap into the unknown

Experiencing:

- o Vulnerability, fragility
- o Questioning assumptions, models, values, …
- o What transcends us

To accept the uncertain

Becomes a story→ and therefore formative

The story of the OTHER becomes part of my story

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- "Civic education" : **Active, critical, caring and responsible** citizens

- This can be achieved through, among other things, the development of **empathy** for the vulnerable, **insight** into structural injustice and inequality, and *the strengthening of willingness to solidarity*

- **Solidarity** = relationship to the stranger whom I do not encounter, but who is, like me, a human being. Solidarity is then a preparation for the future and at the same time a grounding in the present (Radest 1993)

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High-Impact Educational Practices

★ ★

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

LEAP

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

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3. Service-learning engages the university and the academic community in the world: locally and internationally

- In dealing with 'the other', the other also **transforms us**, also as community

- Attention to the margin helps us to discern what is important: also in terms of **research**

- Challenges us to think about our place as university in the world, and how we can relate academically to that world: **reciprocity**

Ellen Van Stichel, *Uit liefde voor rechtvaardigheid* **(2015)**

LEARN FROM

Ellen Van Stichel, *Uit liefde voor rechtvaardigheid* **(2015)**

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CONNECTING SERVICE-LEARNING PRACTICE AND VALUES
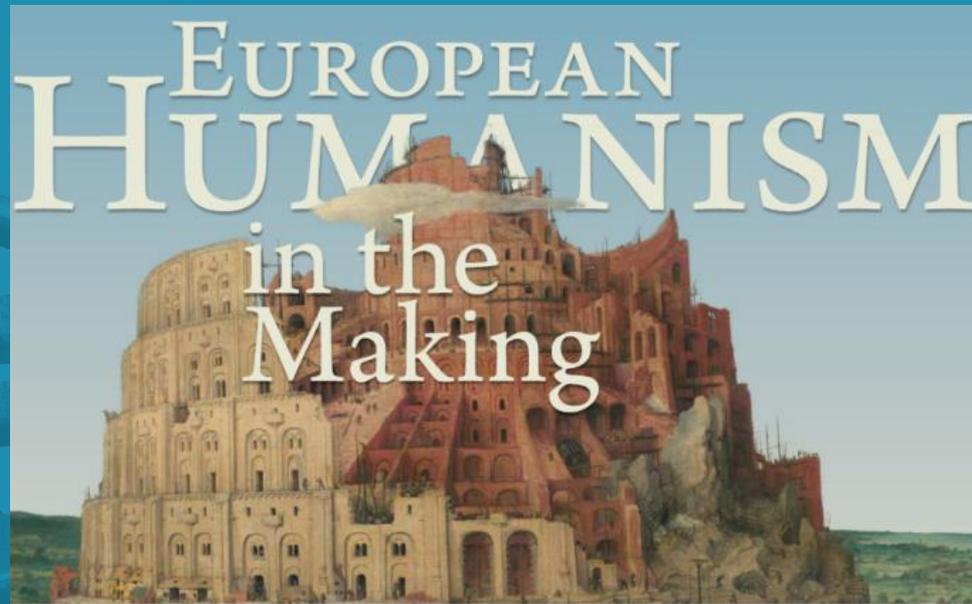
serve, reflect, learn

Criminology+Theology

"Imprisonment as lived reality"

→**RADICAL HORIZONTAL SOLIDARITY AND RECIPROCITY**

→**REFLECTION AS CONNECTION**

Engineering Technology, Electronics-ICT

Inclusive webdesign

→**FROM ENCOUNTER TO EMPATHY TO SOLIDARITY**

Chinese Studies

→**CARE FIRST**
→**LEARN FROM**
→**CONNECTING STORIES**

History

Oral histories

→LEARNING HOW TO LISTEN AND GIVE VOICE
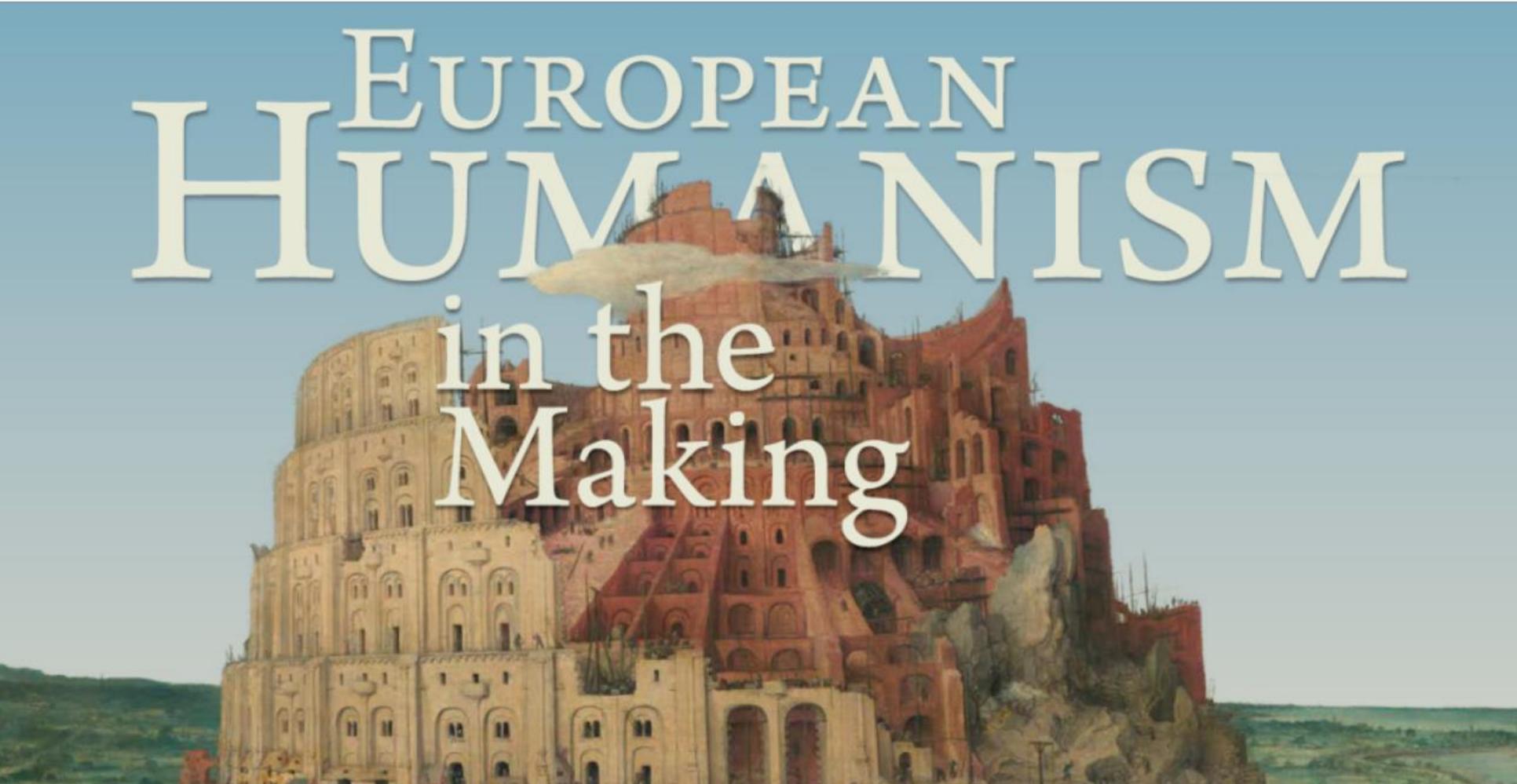
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HOW TO PUT EUROPEAN HUMANISM INTO PRACTICE?

HOW TO CO-CREATE EUROPEAN HUMANISM?

Service-learning

Encounter with human person, especially the human person in vulnerable position in order to be transformed and co-create humanism

- Educate young people
    - *for* others, and *for* the most vulnerable
    - *together with* them
    - *from* them

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CONCLUSION: SERVICE-LEARNING

Verbeelding:
Imagination

Verdieping:
Deepening

Concrete encounters through service-learning help to co-create European humanism

Verplaatsing:
Displacement

Verbinding:
Connecting

Want to find out more?

Want to find out more?

https://www.kuleuven.be/english/education/sl

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