IO3 RELEARN PLASTICS
SERVICE-LEARNING

JOSE SEGARRA MURRIA
CRESOL
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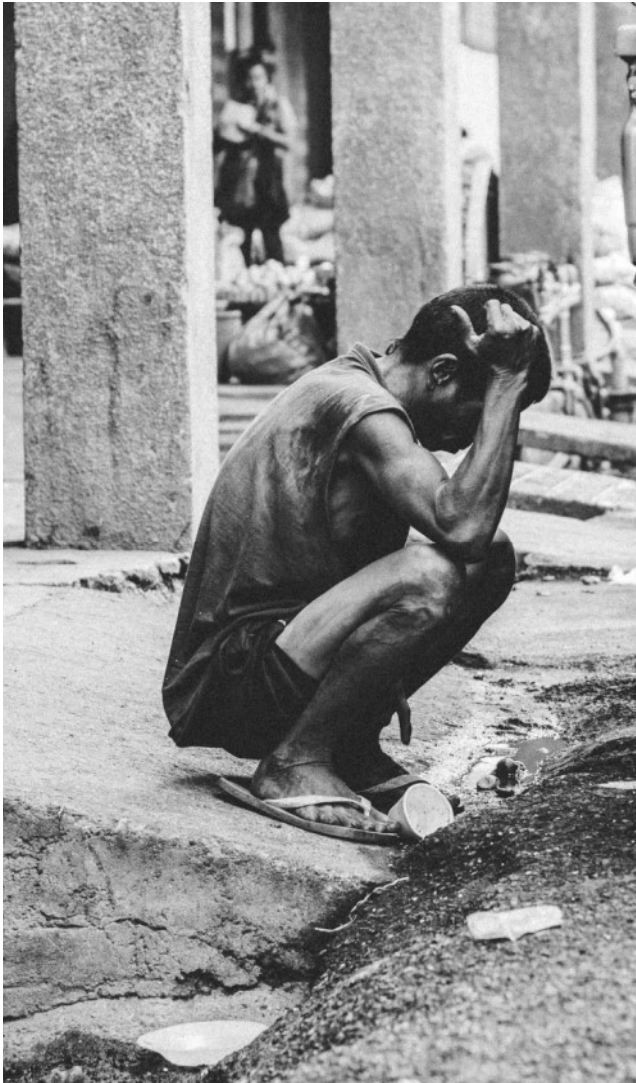
RELEARN
PLASTICS
ERASMUS

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SERVICE-LEARNING in RELEARN PLASTICS

Connected with IO3

Innovative Methodology

SERVICE LEARNING
DEFINITION

SERVICE-LEARNING definition can be:

Service-learning is an educational proposal that <u>combines</u> processes of <u>learning and community service</u> in a single project.
The participants are formed by getting involved in real needs of the environment in order to improve it.
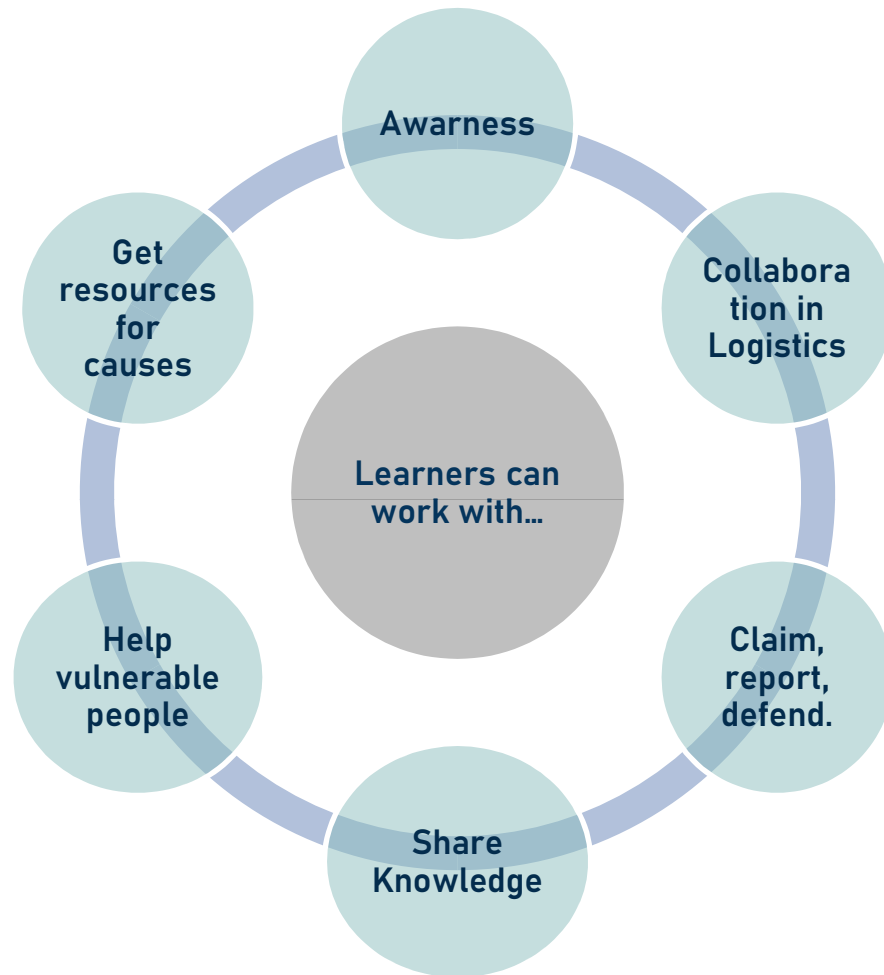
What services can the students carry out?

A service-learning project starts from a social need. This need should:

- be sensitive to young people.
- generate a real service that students can develop.
- involve significant learning.

In addition, in most of projects, a network with the entities and institutions in the environment is fundamental.
The implementation of the project wouldn´t be possible without them.

Learners can work with…

- Awarness
- Collaboration in Logistics
- Claim, report, defend.
- Share Knowledge
- Help vulnerable people
- Get resources for causes

STAGES IN THE DEVELOPMENT OF SERVICE LEARNING

Stages in Service Learning

Preparation
  1 Outline of the idea
  2 Establishing alliances
  3 Project planning
Realization
  4 Preparation of the project with the group
  5 Project execution
  6 Closing the project with the group
Assessment
  7 Multifocal assessment

PREPARATION
STAGE 1: OUTLINE THE IDEA

Outline of the idea

1.   Define where to start.
Where are we going to locate this project? In which matter?
With whom could we do what?

2. Determine what the social need that students could meet would be.
What real needs in our environment awaken the sensitivity of adolescents and encourage them to commit?

3. Identify what the specific service they could perform would be.
What tasks that produce a visible result and that they themselves can evaluate could they carry out?

4. Specify what lessons the service would bring them.
What competencies, knowledge, attitudes, skills and values could reinforce with this experience?

4 strategies to start a project

COPY
another
S–L project

TRANSFORM
another
experience

OFFER
to entities and
organizations

MAPPING
needs and
opportunities

PREPARATION
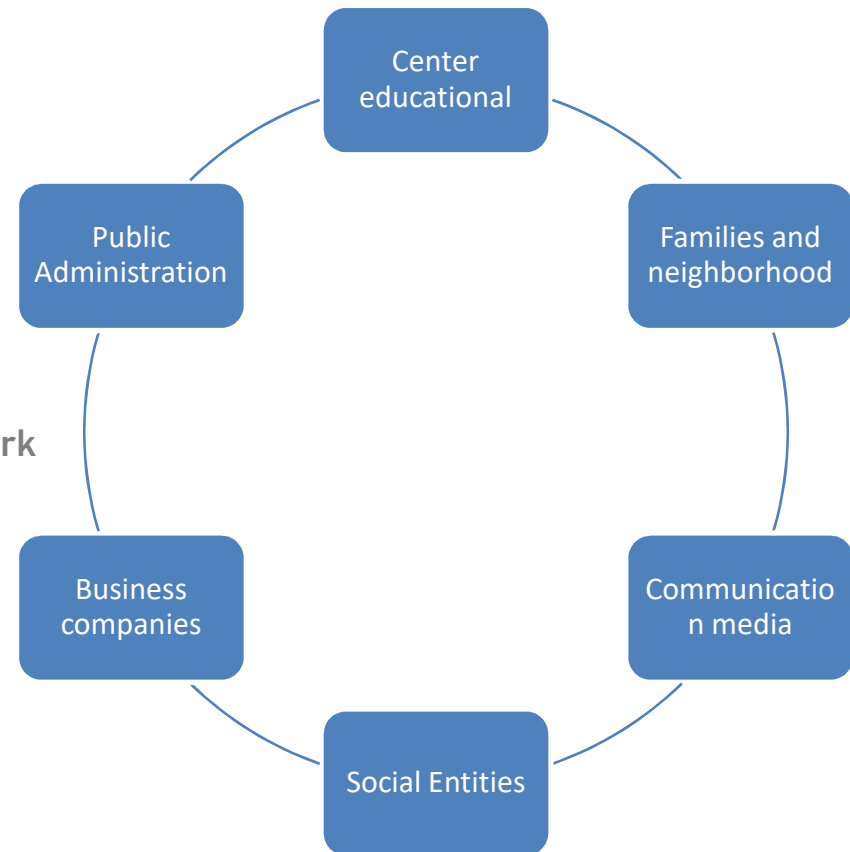# STAGE 2: ESTABLISHING ALLIANCES IN THE ENVIRONMENT

Establishing alliances

To carry out the project we need partners: the school cannot influence in the community without establishing alliances with those groups and initiatives that are acting in the environment.

Before we start planning, we need to make sure we get a good relationship with the partners with whom we have decided to collaborate in our project.

Service-learning is not only a methodology educational, it is also a development tool for the community cohesion.

In short, it is about changing a culture of isolated work by a culture of collective work.

Center educational

Families and neighborhood

Communication media

Social Entities

Business companies

Public Administration

This stage consists of two actions:

1. **Identify the partners with whom we could collaborate on the project.**

Some examples of entities and institutions:
▪ Organizations that know closely and act on the needs of the environment: neighborhood associations, environment, mutual aid, cooperation...
▪ Other educational centers.
▪ Public institutions that have responsibilities in many areas of service, such as health centers, the urban guard, firefighters ...

2. **Present the demand and reach an agreement about the service they will perform.**

Once we decide the partners, a clear and concrete relationship must be established.

PREPARATION
STAGE 3: PROJECT PLANNING

Project Planing

1. Define in detail the service that the students will perform.
The more concrete and tangible it is, the better teens can control themselves what they are getting.

2. Specify the pedagogical aspects of the project.
Although projects tend to be very global and offer many opportunities for learning, priorities must be clearly established so as not to disperse energies.

3. Specify the management and organization of the entire project.
A project created from the educational center to the community is more complex than any other project carried out into the classroom. But it allows us to work on aspects of real life sometimes too far from the academic context.

REALIZATION
STAGE 4: PREPARATION OF THE PROJECT WITH THE GROUP

PROJECT PREPARATION WITH STUDENTS
is a key part of the Service Learning.

Throughout this stage students will discover the meaning of the action to develop, the commitment to acquire and the responsibility to obtain good results.

Four strategies to work with the group

▪**Motivate them:** it is necessary to sensitize the group to the social need of the project with the objective of predisposing them to commitment and action.

▪**Diagnose the social need**: give the students the opportunity to investigate the problem, extract data, draw conclusions…

▪**Define the project:** in order to make the project their own, the adolescents must be able to understand what action they are going to develop.

▪**Organise the work:** spend time planning the service with them, organizing and defining work groups, giving and distributing responsibilities, specifying the work they are going to follow…

REALIZATION
STAGE 5: PROJECT EXECUTION

Project execution.

Performing the service provides students with real-life learning and allows them to value and make sense of what they have been studying and preparing for.

During the project implementation there are four different phases:
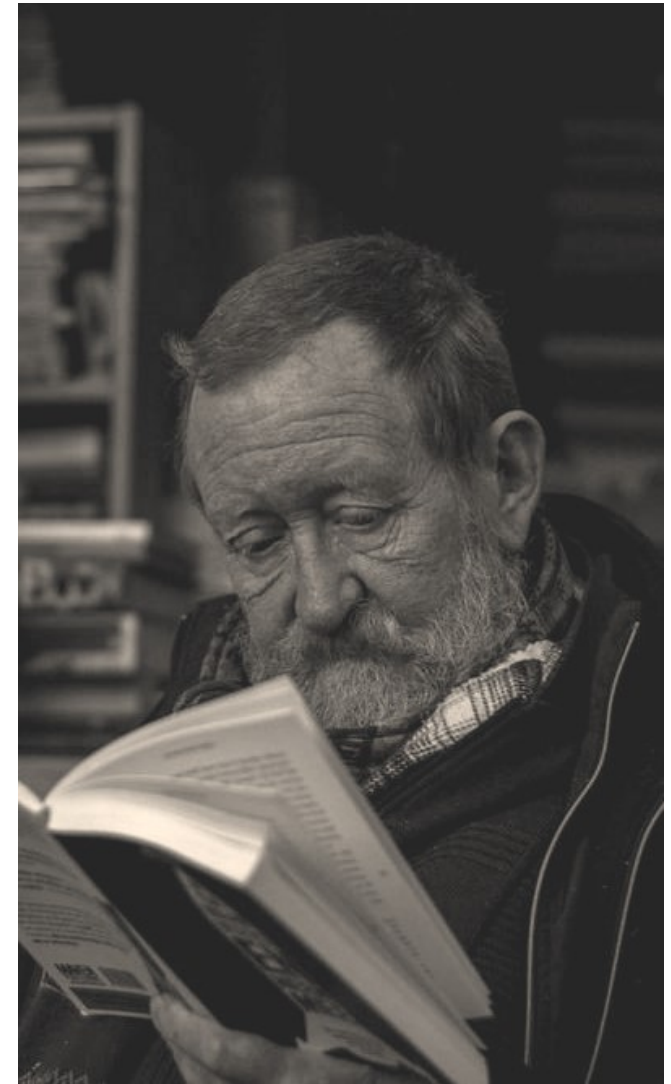
1.- Carrying out the service.

The action requires a good number of commitments: punctuality and assistance, doing things correctly, striving to achieve the proposed objectives

2.- Relating to people and entities of the area.

The development of the project provides opportunities for communication with people who are not normally part of the circle of relationships of the students, so that they exercise their empathy and respect for diversity.

3.-Registering, communicating and disseminating the project.

During the execution of the project, it is convenient to register what is being done (with photographs, videos, diagrams...) and to make a communication campaign (inviting the press, using the school's website...) to disseminate the project and reinforce the commitment of the group.

4.- Reflecting on the lessons learned from the implementation.

Recognizing and identifying what is learned while performing the service will help learners to become more aware of the value of what they are carrying out. Reinforcing communication with service recipients improves empathy and respect for diversity in young people.

Certain precautions will have to be taken: be careful with the copyright when choosing music or incorporating images or get permission from the people who are going to be recorded.

REALIZATION
STAGE 6: CLOSING THE PROJECT

The closing and evaluation stage with the students must be based on the reflections incorporated into the planning and execution phases. Double reflexive look: on the one hand, based on the service; and, on the other, on the learning that it has provided.

In this closing and evaluation stage, four phases can be distinguished:

1. Reflecting on and evaluating the results of the service.
Accountability for the work done is required by the commitment made to the recipients of the service.

**2. Reflecting on and evaluating the learning achieved.**
The students must be aware of the learning achieved, and they must evaluate it. In this way, they can feel grateful for the experience lived and not only expect gratitude from the recipients.

3. Projecting future perspectives.
Will the project have continuity? If so, who will take it over? Or, is it preferred to carry out a different project?

4. Celebrate the experience with everyone.
A celebration is the best way to put the finishing touch to the work done. Good evaluation of the project improves the autonomy and empowerment of young people, and helps them to face new challenges.
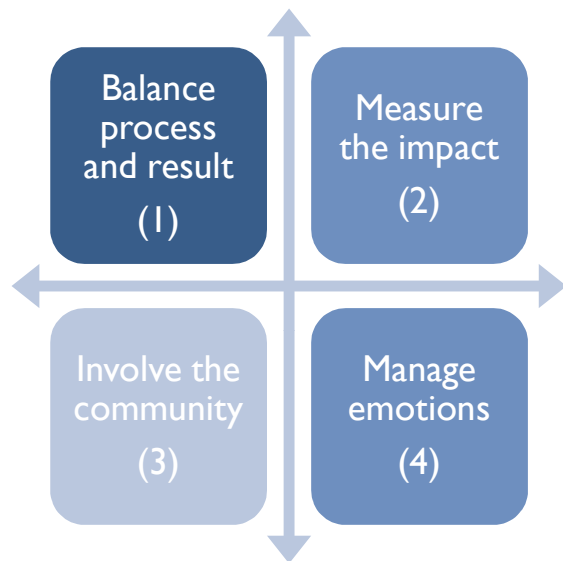
In order to evaluate the service with the students, it has to be taken into account four key aspects:

1. It may be that the process of carrying out the project has been fantastic and yet the results are rather poor. It can also happen that the results of the service have been excellent, but at the cost of a conflictive process.

2. It is necessary to count some indicators: number of beneficiaries, quantity of products produced, hours of activity... With all this we can elaborate graphics, summaries, murals and other elements of synthesis.

3. the opinion of the people and entities involved is needed. For example, if the service agreed was to help younger children with their homework, the involved people will be teachers, families and even the children themselves value the work.

4. When the results are not the expected ones or the process of carrying out the project has been conflictive, it is easy for adolescents to fall into discouragement. That is why it is needed to turn frustration into another learning opportunity for future projects.

STAGE 7: PROJECT ASSESMENT

Multifocal evaluation

Once the project has been completed and evaluated together with the students, it is **time for the teachers** to reflect on this experience and draw conclusions at various levels. It is necessary to integrate different views and/or focuses in order to have a complete vision about the functioning of the project.

At this stage, four phases are identified:

Evaluate the group and its members. In this first phase can make a reflection on these aspects:
How have their interests, attitudes and values evolved? What academic progress in knowledge and skills have we observed? What has been the dynamic of the group?

Evaluate the networking with the entities. In a project of these characteristics, it is fundamental to know the valuation that the entities make of the service provided. What should be changed in the next occasion?

Self-evaluate the experience as S-L project. It is necessary to be able to evaluate the project itself, as a pedagogical experience that can be of great value for other educators.

To self-evaluate as a person who energizes the project. There are some questions that can be asked to the participants. For example: Did we plan correctly? Were we able to solve the unexpected? Did we have communication difficulties?

At the end of this stage...

A simple and **practical memory of the experience**, so that:

▪It is not easily forgotten,
▪It allows the participants to be accountable,
▪It inspires other groups and educator to promote new project.

THANK YOU