



**SERVICE-LEARNING GUIDE FOR  
RELEARN PLASTICS:  
INNOVATIVE LEARNING METHODOLOGIES IN  
SCHOOLS  
FOR STRENGTHENING THE AWARENESS AND  
ACTIVE CITIZENSHIP  
ABOUT PLASTIC CONSUMPTION**



***HANDBOOK FOR HIGH SCHOOL TEACHER –  
Intellectual Output 3 – Learning Material: Plastics in Europe***



This document represents the result of the Intellectual Output number 3 in the ERASMUS+ Project n°: 2020-1-SI01-KA201-075895 „**Innovative learning methodologies in schools for strengthening the awareness and active citizenship about plastics consumption - ReLearn Plastics**“.

**This work has been coordinated by Associació cultural CRESOL – Art icreativitat per un desenvolupament social, sostenible i solidari and was done together in collaboration with all the other partners of ReLearn Plastics: Biotehniški center Naklo, Youth club of municipality of Stara Pazova – OKOSP, E – gimnazija, University of Maribor Slovenia, IES Cid Campeador, CSI Centre for Social Innovation LTD and P.G.M.S. (Private Grammar & Modern School).**

The topic of plastic overuse and environmental impact is one of the most pressing issues of today. As much as it is talked about, it is evident that high school students still lack awareness of the problem we are facing.



## ABSTRACT

This paper is part of the Erasmus+ project called "Relearn Plastics: Innovative Learning Methodologies in School for Strengthening the Awareness and Active Citizenship about Plastic Consumption".

Within the frame of this project, the following Intellectual Output created is about the usage of service-learning (SL) within the field of active citizenship and ecological and sustainable lifestyle. Among the following lines, the description, benefits and key points of SL are explained, following the implementation of the SL methodology within the classroom and ending with an example of SL adapted and developed during the Relearn Plastics project.

This intellectual output (IO3) refers to high school teachers and aims to increase their knowledge about plastics. The output consists of the systematization of the methodological tool, practical actions and best practice experiences and it integrates technical knowledge in five main blocks or modules.



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## MODULE 1

### 1 INNOVATIVE LEARNING PEDAGOGIES: SERVICE-LEARNING

During this module, the learning concept will be identified, to understand its complexity, leading the readers into different concepts of learning, as well as practices, one of them, being service-learning, a learning methodology that is not new, but it is still considered innovative in some many different ways and areas.

#### 1.1 INTRODUCTION

Learning is defined by the Cambridge dictionary as “the process of getting an understanding of something by studying it or by experience”. This process is complex and multidimensional, but it is also connected to the individual learning of each person. That is to say that it cannot be only defined adequately by only the learning of knowledge of facts, figures and theories, because learning is also linked to life outside the classroom.

Therefore, learning not only takes place through observation and study, but also in social settings that build the personal experience of each learner. All of this is part of the learning process and contribute to the education environment. “There is some evidence that students’ study approaches may change in response to the learning environment” (Cassidy and Eachus, 2007: 311). For that reason, there exist different methodologies and pedagogies used within the different education centers, and students employ a variety of learning styles depending on the task (Wolters, 1998, as cited in Cassidy and Eachus, 2007: 311).

Those learning styles play an important role inside the learning process. Regarding the learning styles, there are also other concepts that need to be taken into account: 1) *information processing*; the intellectual ability of the learner to understand the information process; 2) *instructional preference*; the preferred learning environment for each person; and 3) *learning strategies* (Moussa, 2014). This all depends directly on the individual.

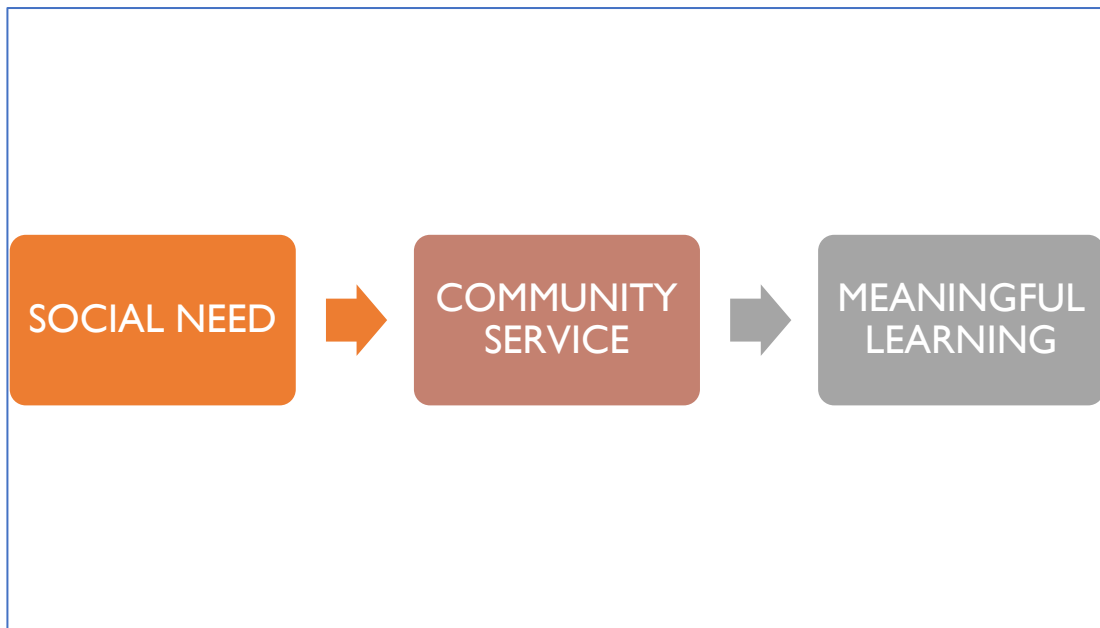
Learning is one of the main goals in formal education. Hence, how can an educator contribute positively to the learner’s preference? Here is where the *service-learning* (SL) methodology can be introduced, as it can include a variety of learning styles in the SL activity, such as visual, aural, verbal, physical, logical, social and solitary. Introducing different learning styles in the learning activity will facilitate the learning process of all the students, as each one will find one learning style easier for their learning process.

#### 1.2 UNDERSTANDING SERVICE-LEARNING (SL)

What is service-learning? Among the different definitions of the concept, there are two characteristics that are always present: experiential learning and community service. More specifically, a SL activity comes from a social need that requires a real service as an answer to it. Here is where the students enter. Performing this real service focused on the social need, the students are able to achieve meaningful learning through real experiences. That is to say, connecting the solidarity action with the curriculum, offering the students the opportunity to learn while being useful to their community (it is reciprocally beneficial for both the community and students). In other words, the complete definition of the SL methodology is (Eyler and Giles, 1999):



"Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves."



**Picture 1. Service-learning 1**

It is important to notice that SL projects should be mutually beneficial for the student and the business in which the SL is implemented. In case the project is just beneficial for the non-education institution, the project will not serve the needs and requirements for SL (O'halloran and O'halloran, 1999: 19). This would be one of the main characteristics of the SL methodology, the reciprocity principle.



**Picture 2. Service-learning 2**

Furthermore, the SL methodology has other four characteristics that define it: educating in core values, improving nearby environment, learning while in community and developing social and civic competences.

There exists a general consensus about the need of education in values, as individuals act and live according to certain values. Additionally, those values allow individuals to choose and justify their way of life (Cámara Estrella, 2013: 188). Hence, the importance of developing social-civic competences.



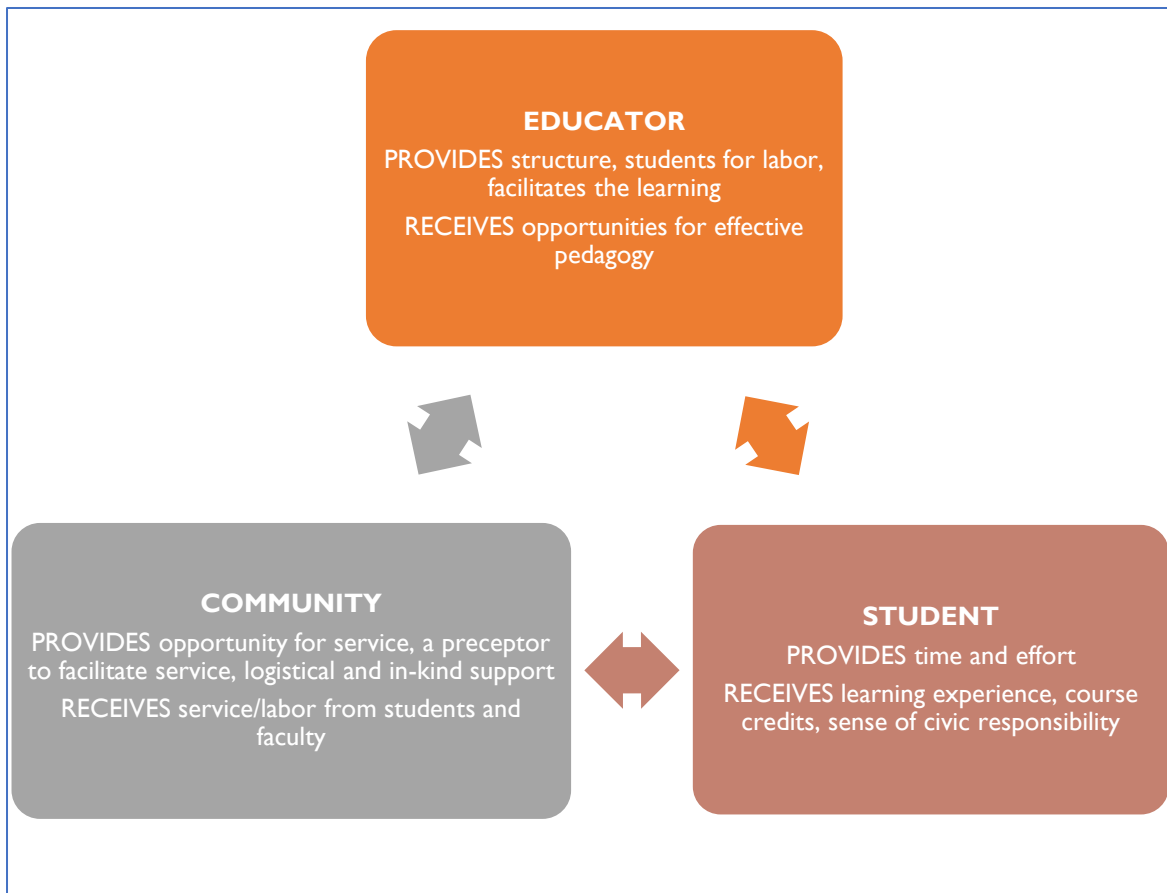
**Picture 3. Key competences**

This skill is inside the European recommendation 2006/962/EC on key competences for lifelong learning and social and civic competences are briefly described as the “ability to participate



effectively and constructively in one’s social and working life and engage in active and democratic participation, especially in increasing diverse societies”.

Communication among the individual and his/her society is made through education, and education must approach reality to individuals, while preparing its transformation to a more sustainable society, if needed.



**Picture 4. Relations: Educator – Student – Community**

This, combined with the S-L practice, will also lead to improving the nearby environment, that is also one of the goals of education. Moreover, with S-L community service and learning are combined - and balanced - in the activities, that is why students learn in community while developing social-civic competences. In the end, the results are equal for the people involved, being always reciprocal.

Why is it interesting to adapt the SL in the classrooms? There are several benefits for implementing the SL, but one of the most important parts is that this methodology puts the students first, making them the protagonists. The educators should progressively involve the students in the development of all the phases of the SL project. Moreover, SL projects are focused on improving not only the autonomy of the students, but also their personal initiative skills. Furthermore, by implicating the students in the community, they also create a network with real actors, bringing them closer to the labor world. Furthermore, based on three different definitions of SL by Rosenberg, Forman and Wilkinson, and Cushman, Bruce W. Speck (2002) states that:

“service-learning is a way to overcome separation by integration and engagement. Concerning integration and engagement, service-learning unites research, teaching, and



service; combines community work with classroom instruction; and prepares students to participate in public life, thus integrating theory and practice.”

Thanks to SL it is also possible for students to gain a more comprehensive understanding of modern society, raising awareness on the students about issues being faced by the contemporaneous society. In this sense, the students not only benefit academically, but also socially and emotionally, as they are being involved in the real world, developing also their civic responsibility.

However, even though the students are on the focus of the SL practice, as Kaye (2002) states in her book, a SL project does not only provide meaningful ways for students, but also for administrators, teachers and community agencies and its members, that “move together with deliberate thought and action toward a common purpose that has mutual benefits”.

Finally, one of the components of the service-learning is the reflection about the service done, differentiating it from other forms of volunteerism and community involvement (Hatcher & Bringle, 1997, cited in Stukas Jr. et al., 1999), helping with the understanding of the learnings taught.

### 1.2.1 SL in Active Citizenship Education

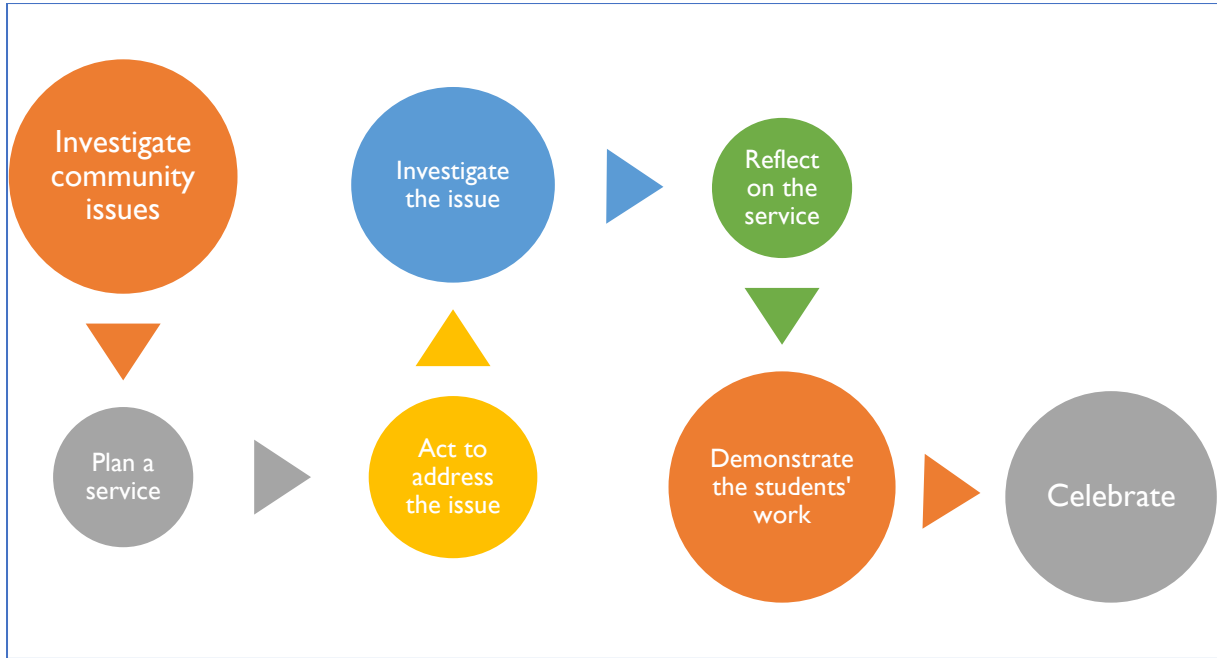
The reason for choosing the SL methodology is because it can be an integral part of active citizenship education, embracing the opportunity of working with the community without losing sight of learning goals.

As previously mentioned, within service learning it is possible to adapt the course learning objectives; the institution, faculty and student’s involvement in the community; the students’ learning outcome; an innovative pedagogical support for learning; the community needs in the learning process; but also, reflection/assessment procedures of the learning (Bringle, R. G. and Steinberg, K; 2010). In addition, it is also a dynamic strategy to connect the theory and practice with the community to accomplish meaningful education goals, with different learning processes.

Besides the already mentioned competences acquired with SL, it is also possible to identify other interpersonal skills involved with SL and considered essential for the XXI century labor world: conflict resolution, problem solving, communication and listening, sense of responsibility, flexibility and showing appreciation. This is because “service-learning is not only about ‘serving to learn,’ but also about ‘learning to serve’ and being involved in communities in a variety of ways” (Bringle and Steinberg, 2010).

In addition, from the standpoint of the education institutions, implementing SL methodology will benefit them in different ways, such as providing quality education, increasing the relevance for students, becoming part of the community, increasing collaboration and partnerships... It is also important to highlight that schools exist within communities, so there is a non-written responsibility of the education centers to be present in those communities.

In conclusion, developing a SL project will create a more relevant education for the students, while collaborating with external community partners and energizing not only the students, but also the staff involved (Kaye, 2004).



**Picture 5. The process from investigating to celebrating**

## MODULE 2

### 2 METHODOLOGY

In this module, the different steps to create a complete development of an experience based in service-learning will be explained; a new way of teaching and learning, while giving back to the community.

When a systematization of a methodology is made, it can happen that the methodology gets too simplified or it cannot be applied to different contexts because it ignores some peculiarities of different experiences. Therefore, in order to give a tool, and guide educators in order to apply the SL to know what to do in each part of the project, the following pages, based on mainly two ideas for developing the SL (Kaye and Batlle), will state the SL basic steps in order to create a successful project based on this pedagogy. Hence, how to choose the correct methodology? This will depend on the number of participants, the context, the autonomy of the students... it will be a decision of the teacher/professor to decide which method to apply in a specific classroom.

As previously explained, a service-learning project comes from a social need, in which young people are interested, generating a real service for them to develop as an answer to this need (meanwhile, including also meaningful learnings). Moreover, in most SL projects it is needed to work in a network of entities and institutions within its surroundings, without which it would be impossible to move forward with the project.

Adolescents are capable of conducting really useful things in a lot of different service sectors, of creating visible improvements in their surroundings, unfolding their competences through a huge range of possible tasks. For example, students can raise awareness to the population, sharing knowledge, collaborating with activities related to their studies, etc.

Performing a SL task is not essentially different from elaborating any other type of project. In order to create a quality service-learning project there are some steps to be followed. In this case, those steps can be identified in three blocks (Batlle, n.d.): preparation, implementation and evaluation. From the educator point of view, these three blocks can be briefly defined as:

- **Preparation:** prior process to the implementation in which the idea is designed, having into account the resources and the planning of the project.

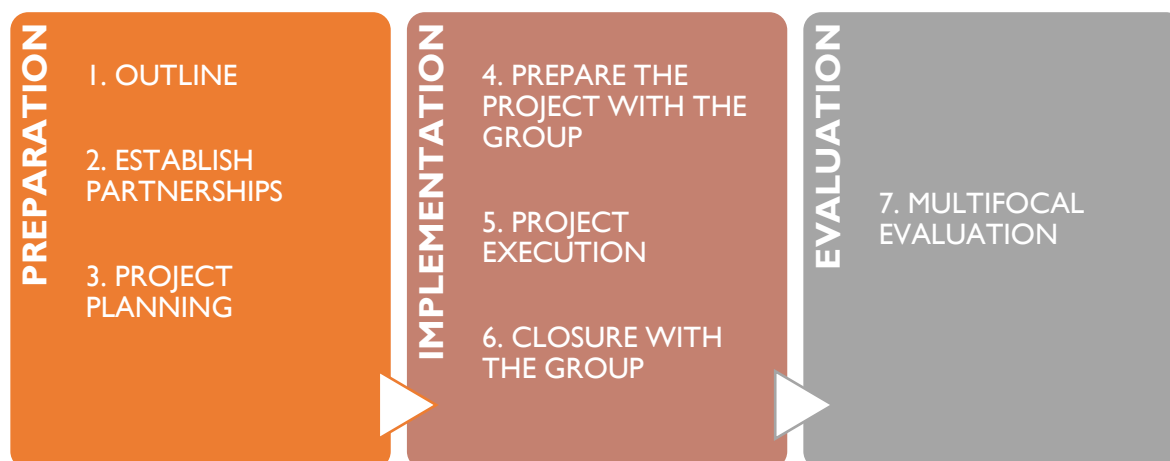
- **Implementation:** group preparation (based on the preparation phase), implementation of the project and closure of the project within the classroom.

- **Evaluation:** posterior analysis of the implemented project and its educational and social results.



**Picture 6. Networking**

In addition, these three blocks can be divided in stages<sup>1</sup>:



**Picture 7. Three blocks of performing SL tasks**

Nevertheless, according to Kaye (2004: 10), it should be divided into four blocks, being those: preparation, action, reflection and demonstration.

- **Preparation:** this block includes identifying the need, for later investigating and analyzing it, as well as creating a plan for action. It already includes the students, guided by the teacher. The students are who identify the community need and do research about it, involving active learning and critical thinking to understand the problem. All of this leads to a plan of action in which the skills and interests are analyzed. At the end of this stage, students try to find partnerships.<sup>2</sup>
- **Action:** occurs as a direct result of the previous block. During this block the students perform the service and while doing so, they come to recognize how lessons can be applied to daily life, taking the meaning to outside of the classroom. Moreover, during this part students are able to observe their strengths.

<sup>1</sup> There are also other methodologies that are divided in different stages but its functioning is similar to the Batlle's guide. For example, according to Garcia and Rubio (2010), there are five actions: 1) preparation of the educator; 2) group planning; 3) group implementation; 4) group evaluation; and 5) educator evaluation. [Martín Garcia, X. y Rubio Serrano, L. (Coord.). (2010). *Prácticas de ciudadanía: diez experiencias de aprendizaje servicio*. Ediciones Octaedro, S.L. <https://elibro.net/es/ereader/learningbyhelping/61897?page=23>]

<sup>2</sup> This block differs from the previous one, as in this case, the project starts already involving the students (this is done in the implementation phase of the previous theory).

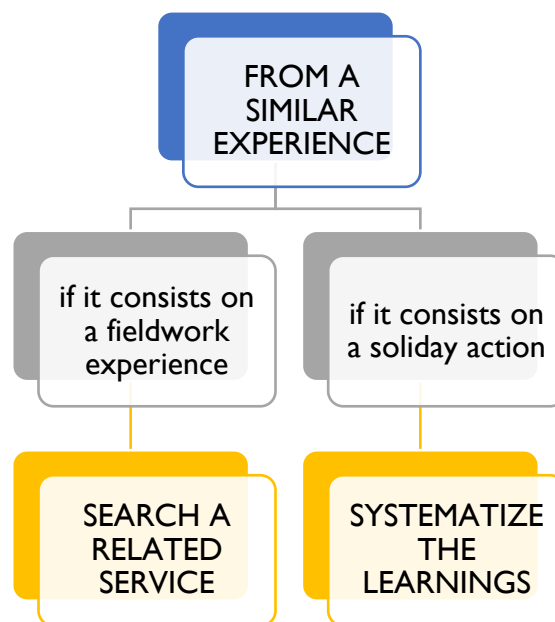


- **Reflection:** it is an ongoing process that can happen in different stages of the SL project (even though there are specific times for its discussion). It is a time to explore what they are learning and its effect, using cognitive, social and emotional aspects for the reflection.
- **Demonstration:** it provides evidence of what students have achieved during their service, exhibiting their expertise in public. This will be useful to recognize their work and celebrate their achievement.

## 2.1 HOW TO START

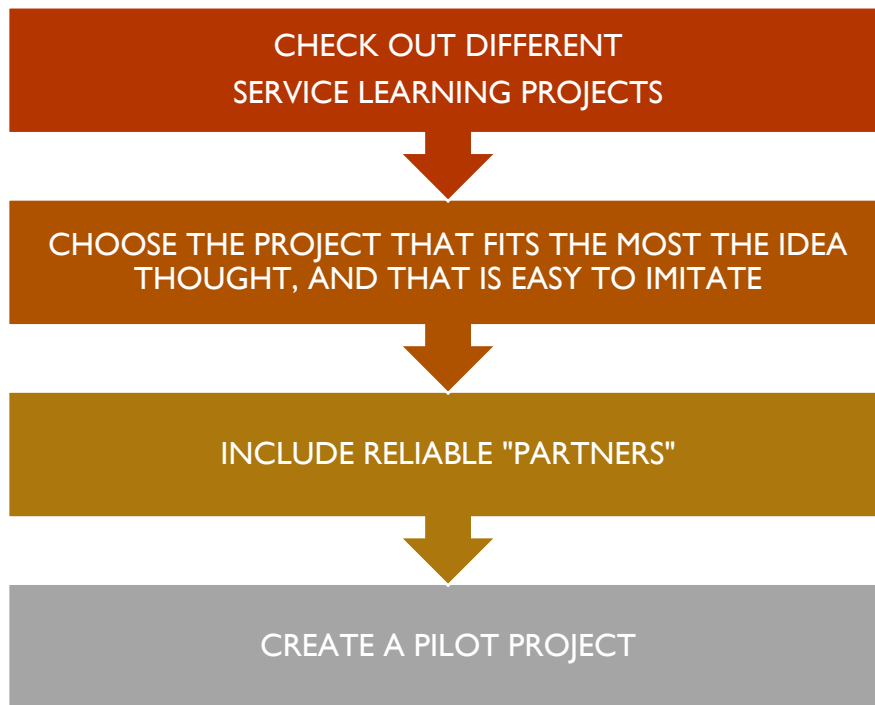
Below, there are four basic strategies that can guide us to start a SL project (Batlle, n.d.):

- **TRANSFORM:** achieve the base from a previous experience in SL. Having into account what else is needed to change it into a SL activity.



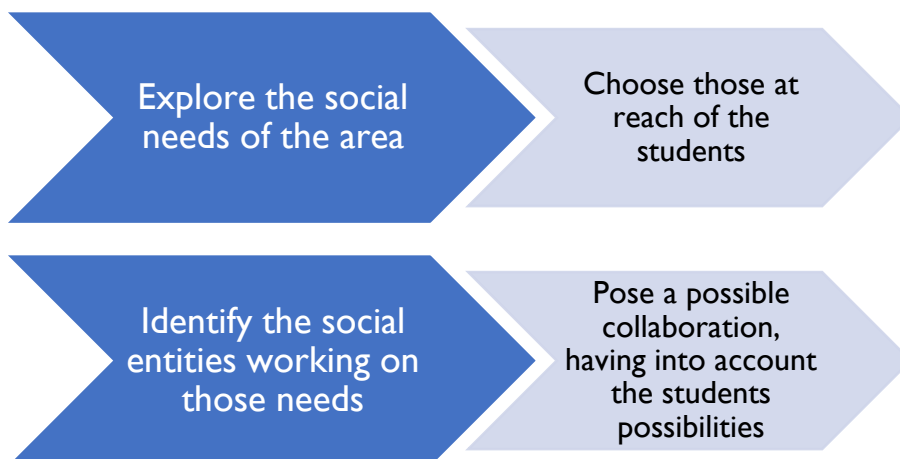
*Picture 7. From a similar experience*

- **OFFER:** Search for friendly social entities and find out if the cause they are pursuing could generate some service from our students.



*Picture 8. From checking out to creating a pilot project*

- **COPY:** Imitate a good SL project from another school (it is necessary to have into account the resources and context of the schools and try to choose a school with almost identical characteristics).
- **MAPPING:** find needs and opportunities in the area



*Picture 9. From exploring the social needs to identification of the social entities*

To explore the challenges and needs, the following diagram called "Area Mapping" can provide us with valuable and useful information when deciding on a specific project:

<b>AREA MAPPING</b>		
<b>SCOPE OF SERVICE</b>	<b>CHALLENGES OR SOCIAL NEEDS DETECTED</b>	<b>ACTORS (social entities or institutions)</b>
Protection of nature, animals and environment		
Citizen participation		
Art and cultural heritage		

**Table 1. Area mapping**

Depending on the methodology chosen, the students will be involved at different stages of the project. In the case of the Erasmus+ project involved in this methodology, it was decided to use the methodology of Roser Batlle, because there are different international partners involved in the project and the communication during the first stage will become extremely complicated if all the students are involved. Nevertheless, it is essential to carry out a previous work with the students in order to mature the idea, promote the implication, and work the commitment with the group, allowing the students to become the protagonists. It is the teachers who will adequately plan the actions to be developed in the project, and will involve students in all the stages of the SL implementation.

In order to have a more explanatory methodology based on Batlle's guide, the following indications for each of the stages will facilitate the realization of each one of them.

## 2.2 PREPARATION BLOCK

### 2.2.1 Stage 1: outline the idea

In order to create a simple, clear and visual mental image to visualize the different elements that will design the body of the project. It consists on:

- Defining where to start: answering the following questions: where the project will be located, in which subject it will be included, who can participate in it and their roles
- Social need: finding real needs that make students interested and motivated
- Concrete the service to be performed: choosing the tasks to be performed by the students
- Learning objectives: skills, learnings, competences, values that the service will bring to the students





## SUGGESTIONS FOR THE NETWORKING IMPLEMENTATION

- Get to know each other (needs, interests, work area...)
- Connect with the right partners (make sure they work in the area and in the theme of the project)
- Start with a small and concrete SL project (building up experience for more complex and ambitious projects)
- Learn to coordinate (previous experience)
- Write the agreements between the partners (with an especial focus on identifying the organizational matters)
- Maintain fluid communication during the execution of the service in order to get the most out of the effort and resolve any unforeseen events with the minimum of conflict between the parties
- Monitor the project with images or recordings (this can be used for evaluating, sharing and strengthening the project)
- Repeat the project in order to consolidate the network (once is not enough)
- Disseminate the project (that way it is possible to consolidate the project and to strengthen the network.

### 2.2.2 Stage 2: establish partnerships

Subsequently, it will be necessary to establish alliances in the surroundings to confirm the viability of the service and to establish a close collaboration, in which the commitment and the spotlight will be shared with the groups and social initiatives that operate in the area.

We need partners that influence the community and ensure a good relationship with them. To do this it is essential that we are able to:

1. *Identify the partners -entities or institutions- with which we could collaborate in the project.* Depending on the project outlined, these could be for example associations (neighborhood, cultural, environmental associations) that know and act on the needs of the environment, or public institutions with responsibilities in the area.
2. Establish a clear and concrete relationship with the chosen entity and come to an agreement, about the service that the young people will perform. It will be our ally to share the project and the experience will provide the school with many opportunities to learn how to work in a network. The educational center must actively collaborate with the social actors of the community: NGOs, city council, social and educational entities of the neighborhood, foundations, etc. and cooperate with them, sharing the same project, although each one assumes its part - the educational center will define the learning that the students must achieve and the social agents will take care of better defining the socially necessary service.



### 2.2.3 Stage 3: project planning

Once the partners have been decided (social entity, public institution, other centers ...) and the viability of the imagined service is assured, it is time to PLAN THE PROJECT in detail.

The project will be educational and social; without having limitations just thinking about educational aspects. It is important to pay attention to the planning of the service, but also to management and organization requirements.

This third stages focuses on three main phases, those being:

1. *Defining in detail the service* that the students are going to carry out. When more concrete and tangible the service is, the better adolescents can control what they are achieving.
2. *Specify the pedagogical aspects* of the project. Although projects are usually very global and offer many learning opportunities, priorities must be clearly established, in order not to disperse energies.
3. *Specify the management and organization* of the whole project. The organization of a project outside school doors to go to the community is more complex than any classroom project. Despite that, it allows the students to work on real life aspects, sometimes too far from the academic context.



### QUESTIONS TO DEFINE THE SERVICE

1. What is the tangible objective of the service?
2. What specific tasks create the service? Are we going to do any in the classroom? What requirements are needed to develop the tasks?
3. Who is responsible for the project in the social entity? How will the school collaborate during the service?
4. What are the functions of the social entity?
5. How will the service performed be evaluated?

### QUESTIONS TO DEFINE THE LEARNING OBJECTIVES

1. What is the student body like (strengths and weaknesses)?
2. In which subject or subjects will the project be placed?
3. What are the educational objectives pursued: knowledge, attitudes, values, skills, competences...?
4. What previous training will be necessary? And which ones will be done during the service?
5. How will the social entity contribute to the pedagogical aspects?
6. What will be the functions of the responsible teacher?
7. How will the learning be evaluated?

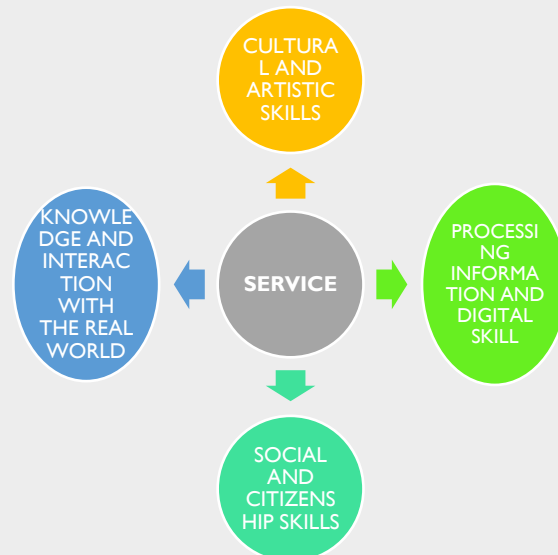
### QUESTIONS TO DEFINE THE MANAGEMENT

1. What permits and insurance are needed?
2. How will families be informed and involved?
3. What human resources are needed?
4. How will the entity and the educational center relate to each other?
5. What materials and infrastructure are needed?
6. How will the experience be recorded?
7. What will be disseminated and how?
8. What is the project's budget and what funds will be used for it?

SPECIFY MANAGEMENT AND ORGANISATION | STAGE 3, PHASE 3

BATLLE, ROSER. GUÍA PRÁCTICA DE APRENDIZAJE-SERVICIO

One suggestion for deciding what will be the key learnings in the project will be to map out all possible curricular linkages, either by subject or by competencies. For example, in a campaign to disseminate the heritage of a municipality, it can work on contents related to culture, in addition to linking the educational possibilities of the Cultural Heritage language skills in the advertising of the campaign; ICT skills in the development of a video promoting the campaign to disseminate on social networks; personal autonomy and teamwork, etc. This topic will serve to explain topics such as differences in daily life in the past, the communication process or the classics of literature. An example of a learning map could be:





For implementing this phase, it is suggested to carry out the following dynamic “Project Hands”: To reflect on personal strengths and weaknesses and set a learning goal, we can ask students, once they are clear that they are going to undertake the service-learning project, to draw on a paper the silhouette of one of their hands.

On the fingers they will write capacities or abilities that they recognize in themselves and that they believe will be useful to develop the project.

Separately (outside the hand, for example) they will write down a "weak point". They will also write down a personal learning that they wish to achieve with the project.

## 2.3 IMPLEMENTATION BLOCK

### 2.3.1 Stage 4: preparing the project with the group

PROJECT PREPARATION WITH STUDENTS is a key part of the SL. Throughout this stage students will discover the meaning of the action to develop, the commitment to acquire and the responsibility to obtain good results.

### 2.3.2 Stage 5: 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

### **Four strategies to work with the group**

1. 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.
2. Diagnose the social need: give the students the opportunity to investigate the problem, extract data, draw conclusions...
3. 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, what use it is going to have and in what environment, and what they are going to learn from it.
1. Organize the work: spend time planning the service with them, organizing and defining work groups, giving and distributing responsibilities, specifying the work schedule we are going to follow...



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.
5. Reinforcing communication with service recipients improves empathy and respect for diversity in young people.

In order to disseminate, communicate and register the project, it is possible to make a project video, answering the following key questions:

Certain precautions will have to be taken be careful with the copyright when choosing music or incorporating images, get permission from the people who are going to be recorded, do not broadcast it without the recorded people seeing the result and giving their approval.

Why is it needed?	Why should it be recorded?	Who will carry it out?
<ul style="list-style-type: none"> <li>- To disseminate the project</li> <li>- To encourage other groups to repeat it</li> <li>- To search for other types of economical support</li> <li>- To thank the social entity for the opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Social need</li> <li>- Service activities</li> <li>- Testimonies</li> <li>- Tangible results reached</li> </ul>	<ul style="list-style-type: none"> <li>- People involved in the project, such as the students</li> <li>- It can be an opportunity to involve families or other volunteers</li> <li>- It could be a SL project for communication students</li> </ul>

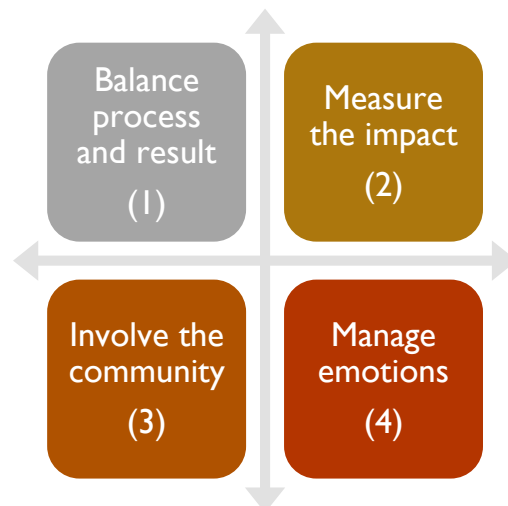
### 2.3.3 Stage 6: closure of the project with the group

The closing and evaluation stage with the students must be based on the reflections incorporated into the planning and execution phases of the project. Moreover, it must have a 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. Preparing and holding a party can be a small project within a big project.

Furthermore, a good evaluation of the project improves the autonomy and empowerment of young people and helps them to face new challenges.



**Picture 10. Balancing, involvement, measurement and managing**

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. Therefore, it will be necessary for the students to exercise their objectivity when evaluating their service action, seeing the double aspect, academic and social, of the project.



2. Many results of the project can be perfectly tangible and that helps to specify the usefulness of the service. Therefore, it is necessary to count what can and does make sense: 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. Since the project has been shared by the educational center and another actor in the community, to objectively evaluate the service 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, maintaining confidence in their possibilities and the satisfaction of having been able to commit themselves.

For implementing this phase, it is suggested to carry out the “Target of learning evaluation” with a graphic that serves to reflect the individual evaluation and, at the same time, the collective result in a large mural in the form of a target. This dynamic consists on the following:

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*Each member of the group receives a set of stickers. With them, each person will indicate on the dartboard their personal assessment of the learning previously proposed: a lot, quite a lot, little, nothing. The greater the number of labels in the center of the target, the better the overall assessment will be from the learning achieved.*



## 2.4 EVALUATION BLOCK

### 2.4.1 Stage 7: 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 SL 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 and to reflect with them about how we have worked in the network. What should be changed in the next occasion?

Self-evaluate the experience as an ApS 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, as well as to consider new challenges.

To self-evaluate as a person who energizes the project. In this last phase, there are some questions that can be asked to the participants, for example, the following:

- Did we lack service training?
  - Did we plan correctly?
  - Were we able to solve the unexpected?
  - Did we have communication difficulties with the entities?
-



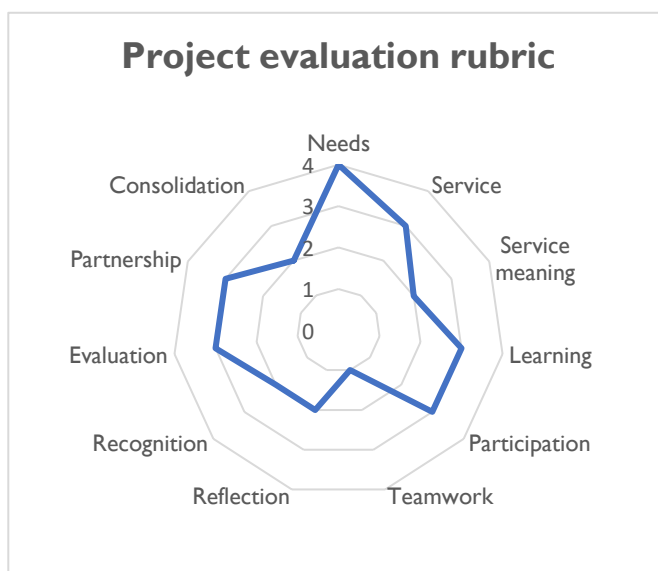


## REFLECTIONS FOR THE SUSTAINABILITY OF THE PROJECT

In order to evaluate the project, the following rubric is suggested: "project evaluation rubric". It consists on an analysis tool with two dimensions:

- The dynamism, which are "pedagogical elements that, organized according to specific purposes, give global form to the service-learning experiences".
- The level, which correspond to the degree of pedagogical development of each one of the dynamics.

The rubric presents twelve dynamics and four levels of evaluation (which range from the occasional and unorganized presence of the dynamism to the maximum involvement of the participants), and proposes modes of analysis and debate of the experiences, as well as forms of graphic representation. The following diagram shows the twelve dynamics and the four levels of evaluation that



a. Once is not enough (as it happens with other types of projects). SL practices must be repeated to achieve the best results. One time will not provide enough information about how much it is possible to get out of this type of project. If the first one is thought of as a pilot, another edition needs to be planned to confirm its suitability.

b. Young people are allies. The students who have participated in the project are the best ambassadors to guide the following repetition of the project to consolidate it. Giving them the opportunity to explain their experience to their peers in other courses will help to spread it among different audiences, in the neighborhood...

c. Involvement of families. Since the service is carried out in the community, it offers many possibilities to involve families. Parents can collaborate in logistical tasks, recording videos or helping to spread the word about the project; include them in the project.

d. Integration into the school. The Educational Center can be reinforced by incorporating an emblematic practice of SL that will help the visibility of the center, as a school opened to the community. To do this, it is necessary to move from a focus on specific activities to a focus on integration into the academic life and the ideology of the center.



## MODULE 3

### 3 SERVICE-LEARNING IN EUROPEAN ACTIVE CITIZENSHIP AND GOOD PRACTICES ABOUT PLASTIC CONSUMPTION: “RELEARN PLASTICS”

During the following lines, the Service-Learning activity included in the “Relearn Plastics” project is described. This activity had to be adapted to the COVID-19 situation, and several aspects in the preparation of the activity were focused on safety measures.








#### PROBLEM/NEED

Understanding and raising awareness on the problem of plastics and its pollution it's a crucial challenge for the future of our planet and the wealth of mankind.


Relearn plastics aims to promote student's participation, involvement and motivation, facilitating the acquisition of knowledge on this central issue and, on the other hand, the application of research methodologies in schools. Fostering collaboration between students, teachers and the scientific community, science can be told using new narratives able to engage the new generations toward a more responsible civic habit and sensitize the communities for a more sustainable and critic model of consumption (reduce/reuse/recycle).

In our case, plastic pollution is a huge problem for the marine environment. In particular the smaller plastic fragments can have a high impact on earth and sea organisms. In order to analyze this global problem and try to find a concrete local solution, Relearn Plastics project proposes to work on the diagnosis and awareness of this issue, as well as the promotion of a change of habits within the communities involved by the project.

#### DEVELOPMENT OF THE PROJECT

-  identification and consensus on the environmental issue, globally and locally.
-  concretization of tasks and responsibilities in order to make the intervention possible.
-  preparation of a public intervention.
-  beaches and/or parks sampling.
-  separation and analysis of the samples/research design.
-  uploading of results on the project web platform.
-  discussion of results and awareness raising actions to make the problem visible, search for solutions within the school or outside the school.

#### LEARNING

-  analysis and reflection on social and environmental problems (social habits and micro/macro plastics in the marine environment)

# RELEARN PLASTIC: INNOVATIVE METHODOLOGIES IN SCHOOLS FOR STRENGTHENING THE AWARENESS AND ACTIVE CITIZENSHIP ABOUT PLASTIC CONSUMPTION

- knowledge of the reasoning process and scientific methodology
- co-creation of a research project
- technological skills
- planning and development of an intervention
- basic scientific competence
- social and civic competences

## SERVICE

- obtaining a comprehensive diagnosis of what is happening on the beaches and/or in the parks to help in the search for solutions
- practical action days of plastic collecting on the beaches and in the parks

## CONCLUSION

In conclusion, Relearn Plastic project allows us to respond to real and relevant needs or problems for the community, facilitating experiential and meaningful learning and offering a service to the community with a real social impact. This kind of project always promotes constant reflection and requires openness, networking and reciprocity. It can help build democracy with a bottom-up approach and aims to educate to an attentive, active, critical and responsible citizenship.

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