

À la découverte du Service-Learning

Connecter les étudiants et la société

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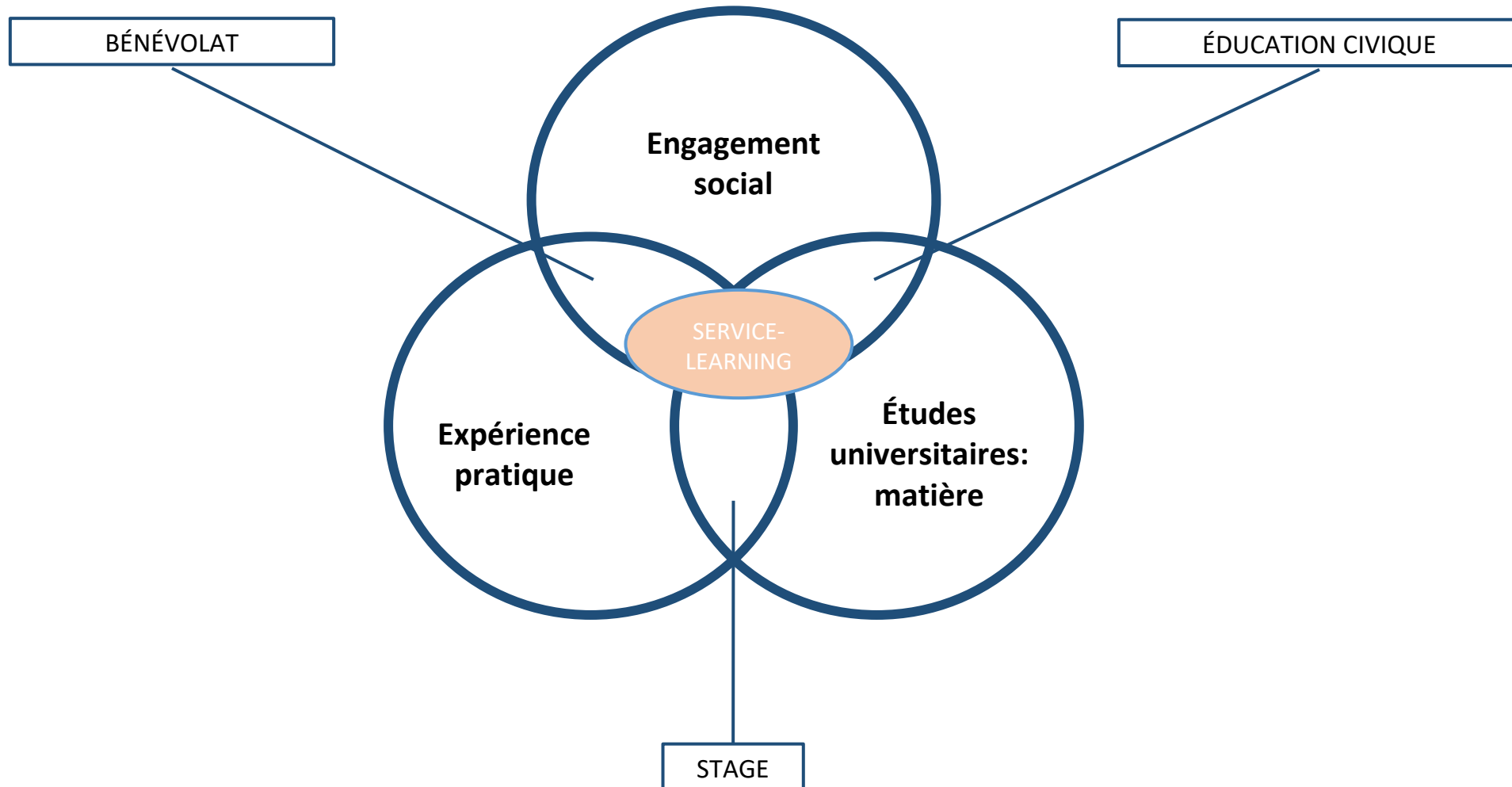
Servir, réfléchir, apprendre

- ❖ Qu'est-ce que le service-learning?
- ❖ Bonnes pratiques du mouvement international
- ❖ Le service-learning comme pédagogie pour connecter soi-même – l'autre – le monde
- ❖ Par où commencer?

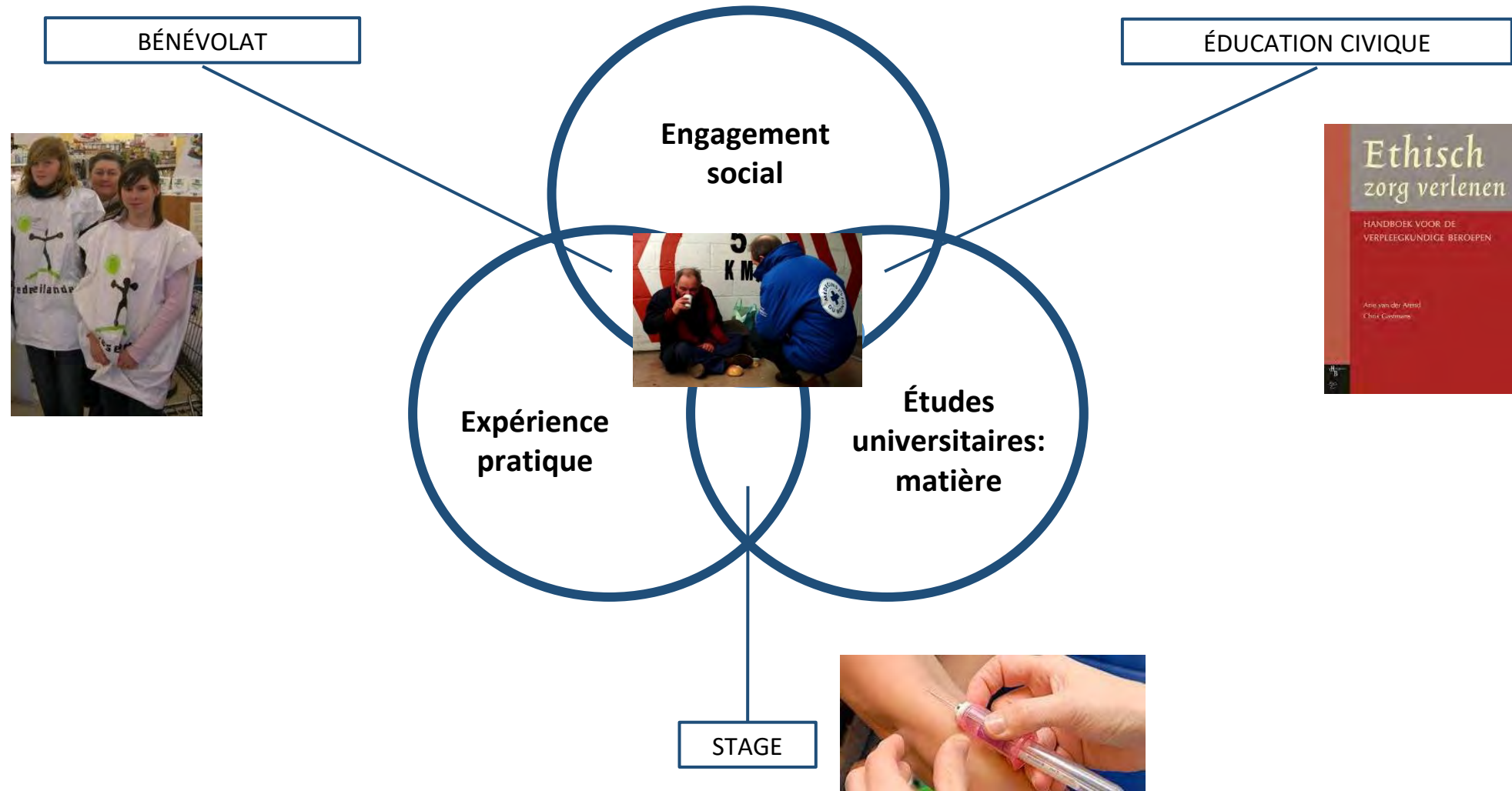


Servir, réfléchir, apprendre

SERVICE-LEARNING



SERVICE-LEARNING



Différent d'un stage?



Types de service-learning

Direct

- ✓ Contact direct avec la communauté
- ✓ Enseignement, tutorat, visites aux personnes âgées, etc.

Indirect

- ✓ Contribution indirecte (via l'organisation)
- ✓ Traduction, création d'un site web, réalisation de brochures ou de vidéos pour des ONG, etc.

WHAT'S IN A NAME?

- 👤 Service-learning
- 👤 Community(based) (service-)learning
- 👤 Aprendizaje y servicio solidario
- 👤 服务学习 fúwù xuéxí
- 👤 Apprentissage par le service / Apprentissage-service
- 👤 *Servir, Réfléchir, Apprendre* → trois caractéristiques essentielles



SERVICE-LEARNING

trois caractéristiques essentielles

Servir, réfléchir, apprendre



SERVICE-LEARNING

Servir



S'ENGAGER SOCIALEMENT



Réfléchir



EXAMINER DE MANIÈRE
CRITIQUE



Apprendre



- COMPRENDRE UN COURS
- SE COMPRENDRE SOI-MÊME
- COMPRENDRE LA SOCIÉTÉ



SERVICE-LEARNING

Servir



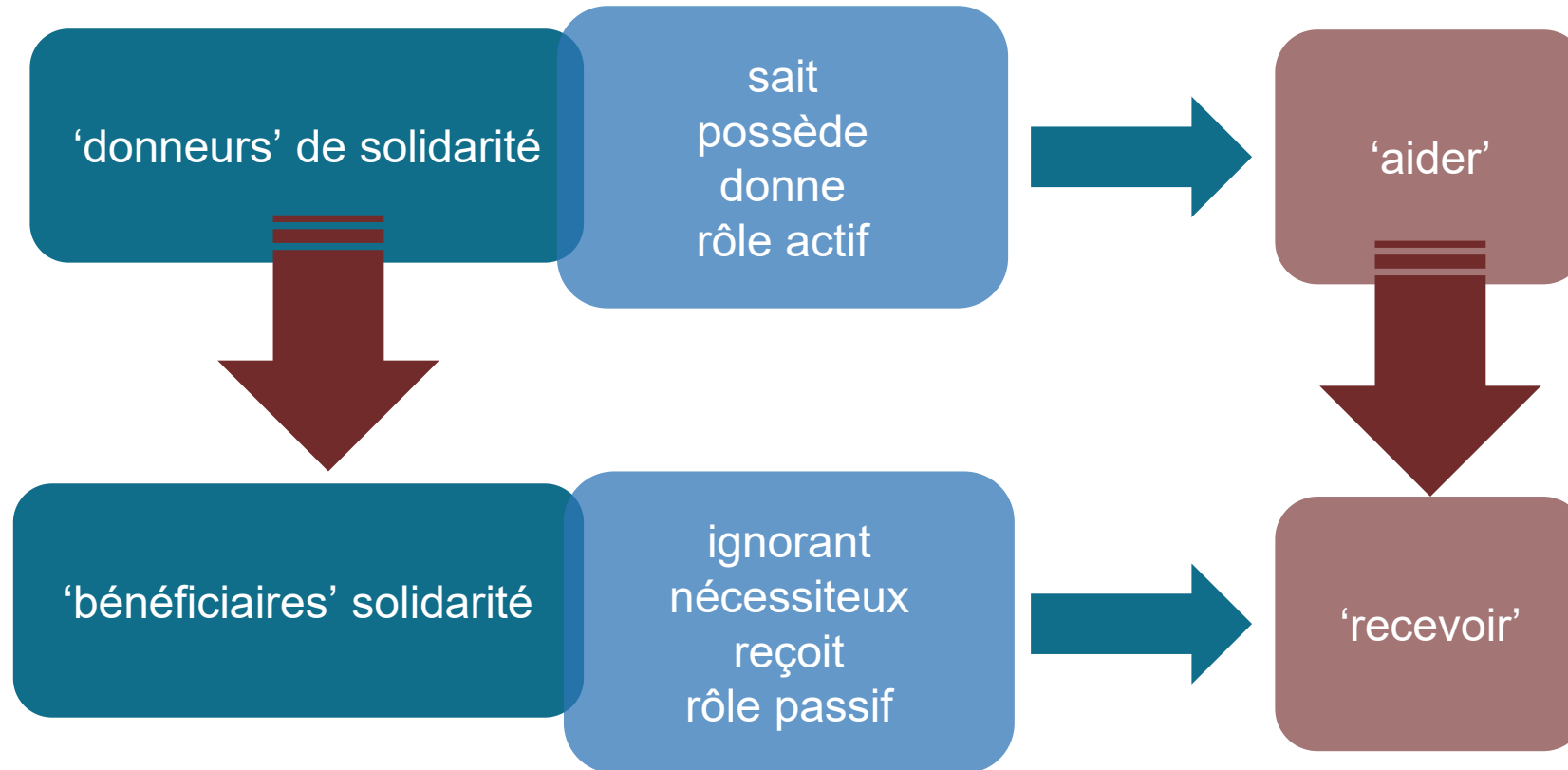
Intégré:
Pas de division entre
contenu(s) et sujet

Réponse aux besoins
existants de la
communauté

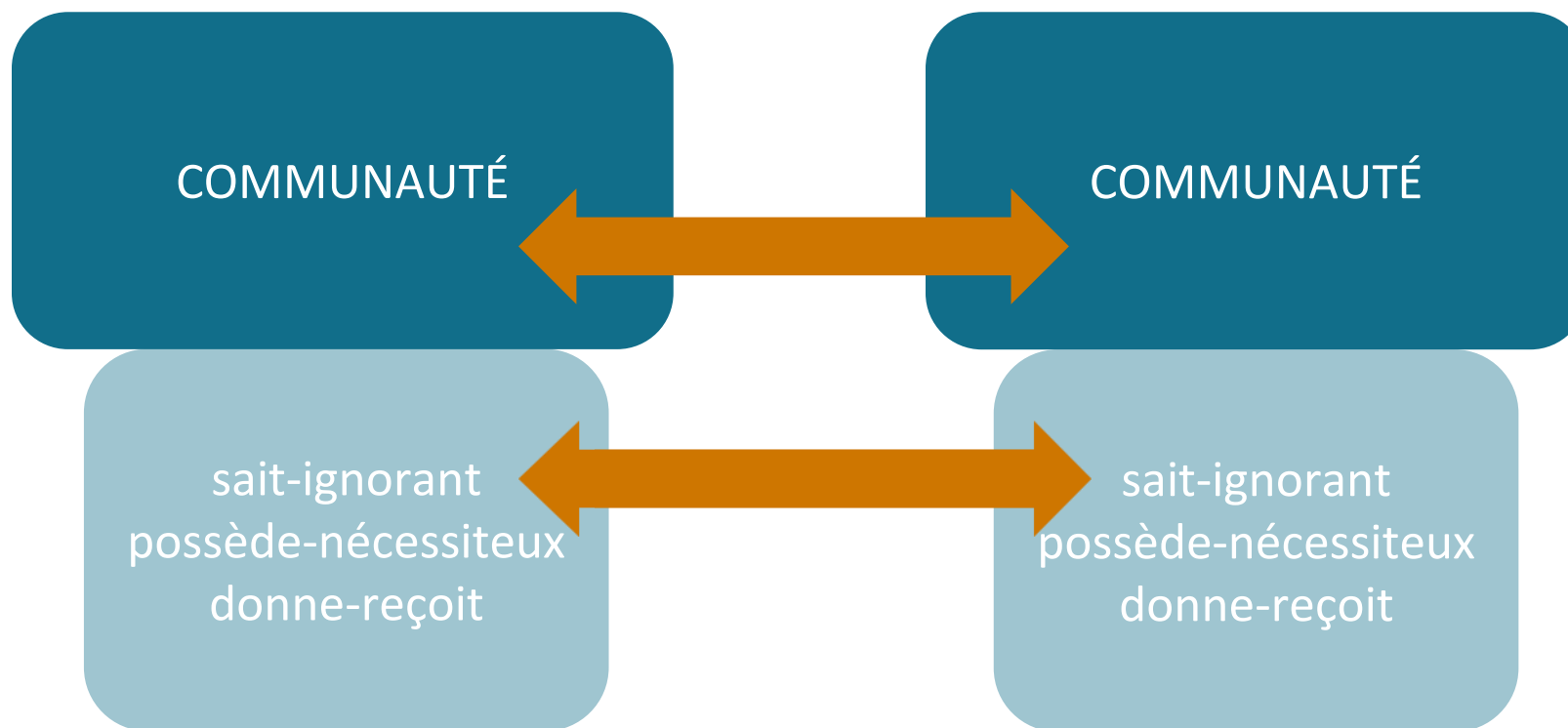
La réciprocité et la
solidarité horizontale
sont centrales

Solidarité Horizontale

Éviter de tomber dans le “modèle traditionnel” de solidarité (T. Nieves 2006)



Solidarité Horizontale



- Non seulement “pour” mais aussi “avec”
- Non seulement “donner” mais aussi “recevoir” et “apprendre de”

Solidarité Horizontale

| CHARITE – BONNES OEUVRES | SOLIDARITE |
|---|--|
| Donner - aide | Partager - réciprocité |
| Agir 'pour' quelqu'un | Agir 'ensemble avec' |
| Paternalisme | Fraternité, sororité |
| Clientelisme | 'Empowerment' = responsabilisation |
| 'Nous savons tout' | Acquisition conjointe de connaissances |
| 'Cette expérience m'a fait me sentir bien' | Empathie, com-patir |
| Reproduction de structures injustes (inégalitaires) | Reconnaissance des droits, recherche de la justice |

L'emprisonnement en tant qu'expérience vécue

“L'emprisonnement en tant qu'expérience vécue”: un cours de service-learning de Pieter De Witte, Geertjan Zuijdwegt and Jacques Haers at KU Leuven (Belgique)



SERVICE-LEARNING

Apprendre

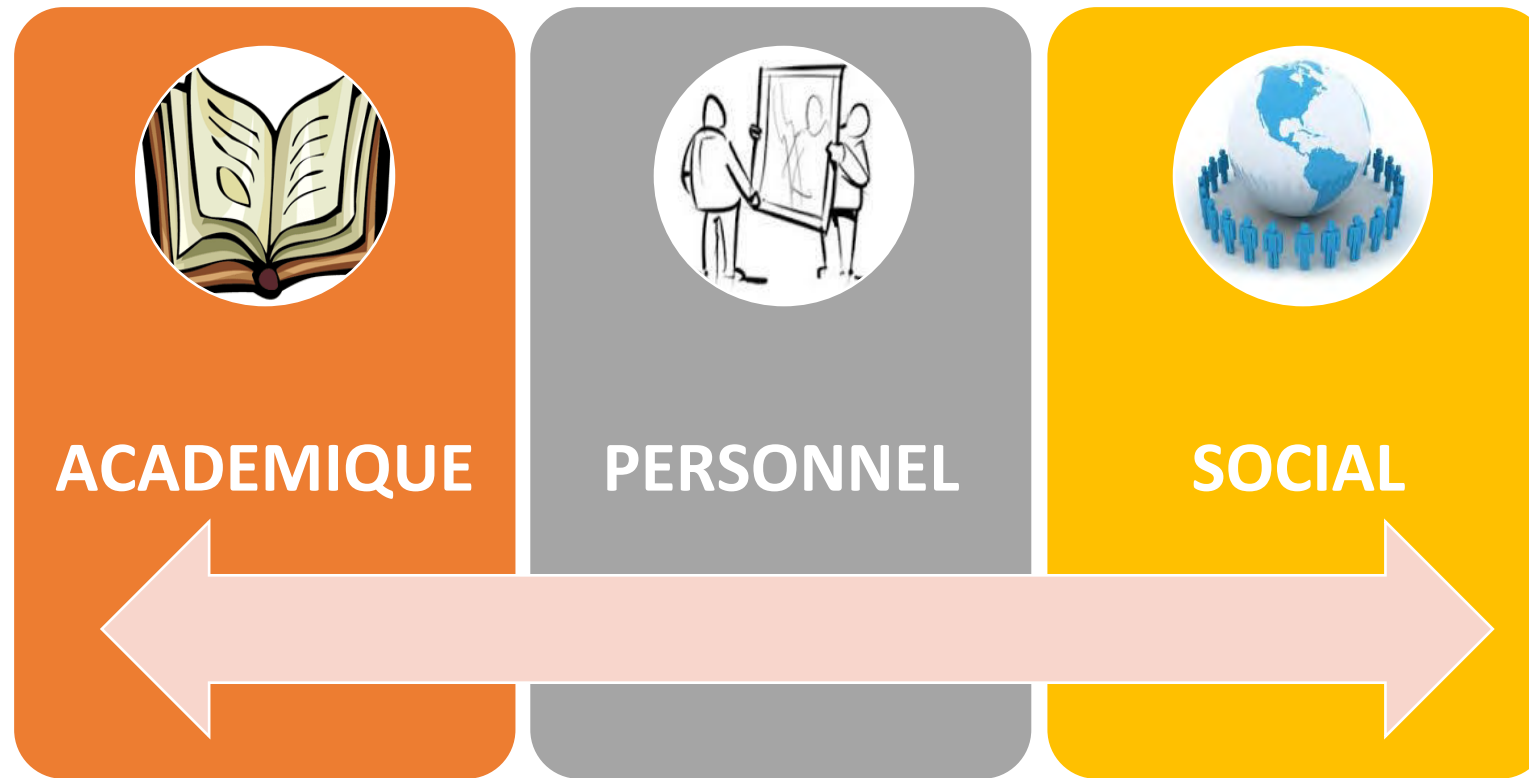


Gérer la complexité,
l'ambiguïté et la diversité

Processus
Transformant

A partir d'une expérience
significative et de l'autre
par la réflexion

L'apprentissage : Trois domaines connectés



REFLECHIR



La Réflexion comme un rétroviseur



- ✓ Nous aide à voir ce qui se trouve derrière nous, sans regarder uniquement vers l'arrière.
- ✓ L'objectif est de pouvoir naviguer vers l'avant.
- ✓ Nous aide à recadrer.

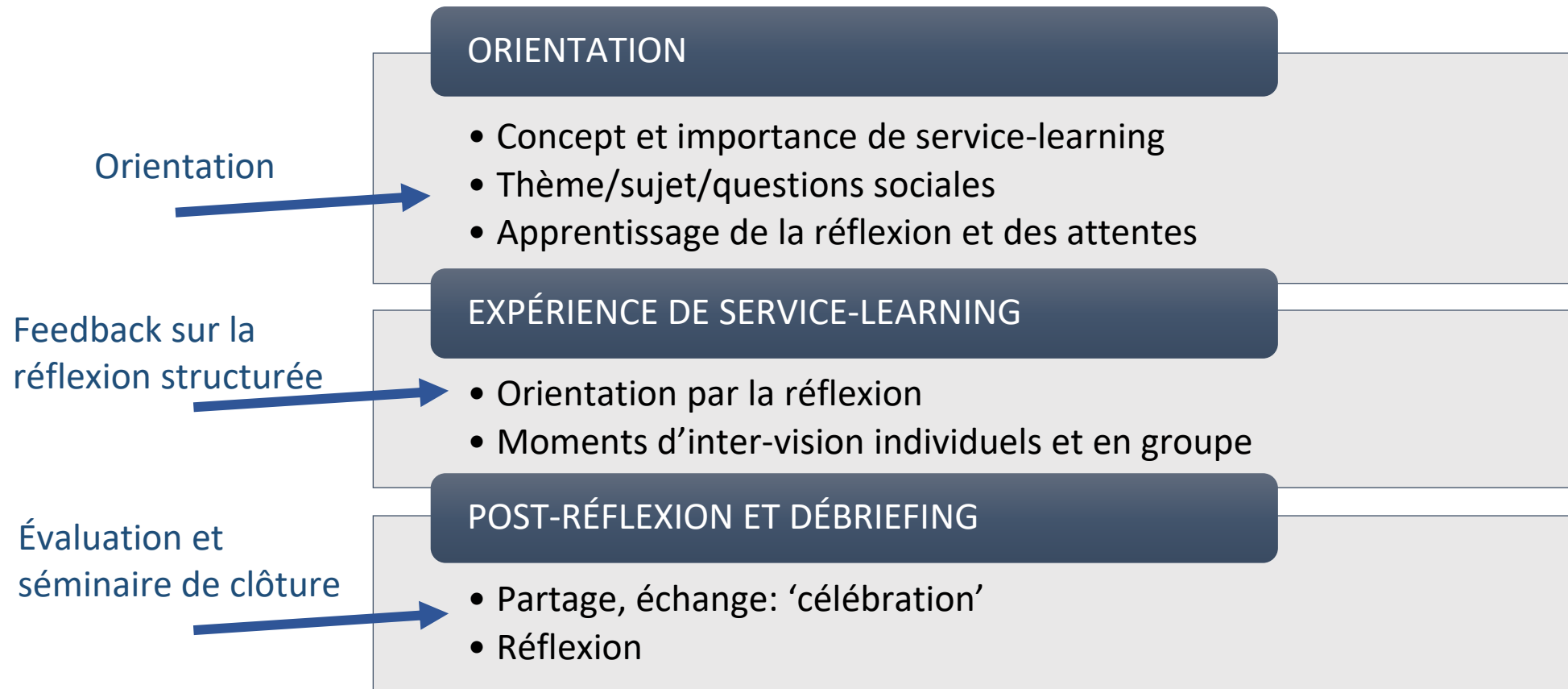
Espace sécurisé/ant



Service-learning est une entreprise personnelle qui implique beaucoup d'émotions car nous sommes confrontés à nous-même, à une autre réalité, à la diversité ...

→ La réflexion offre un 'espace sécurisé/ant' pour faire face à ces émotions et à ces questions.

Développer un programme



Quelques exemples



Community Archeology



Oral History of Sex-workers



Pharmacy: Vulnerable Groups



Webdesign inclusif pour des enfants souffrant de handicaps mentaux



Architecture: Altering practices for urban inclusion

Service-Learning: un mouvement international



Servir, réfléchir, apprendre

Service-learning dans le monde



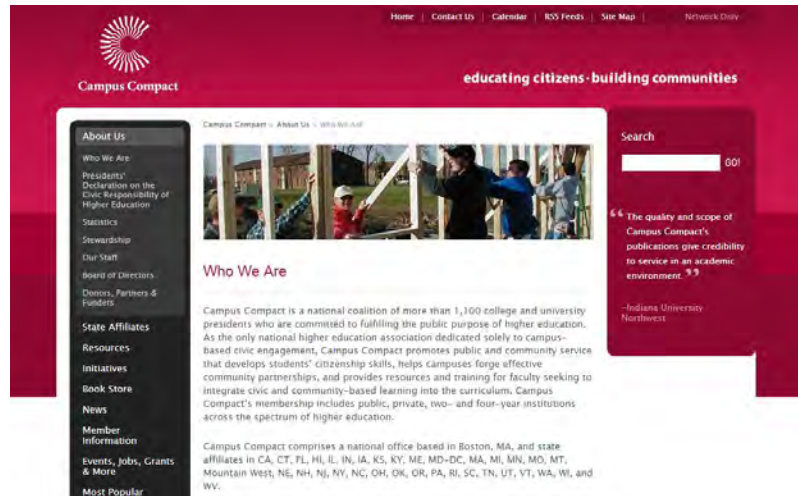
ÉTATS-UNIS



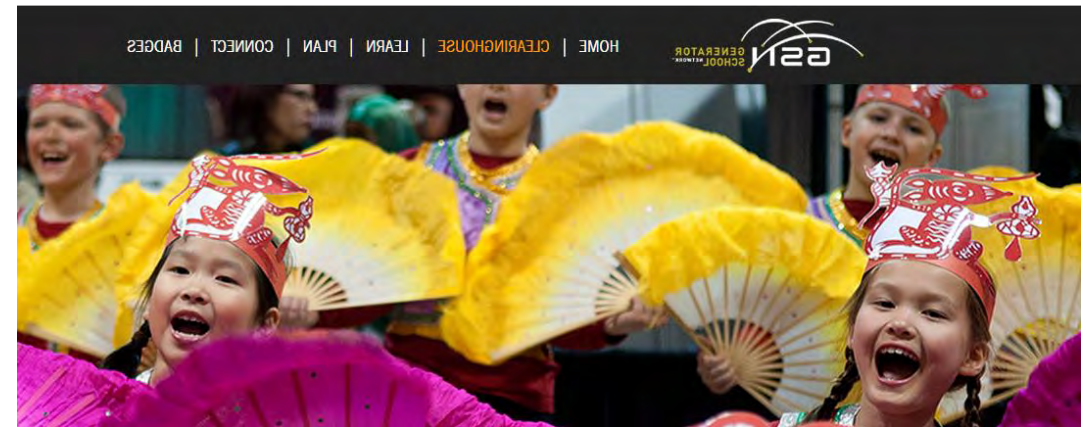
IARSLCE

International Association
for Research
on Service-learning and
Community Engagement

Recherche
scientifique,
revues
académiques



Campus Compact,
depuis 1986



NATIONAL SERVICE-LEARNING CLEARINGHOUSE

<https://gsn.nylc.org/clearinghouse>



Michigan Journal of
Community Service Learning

Volume 27, Issue 2 (2021)

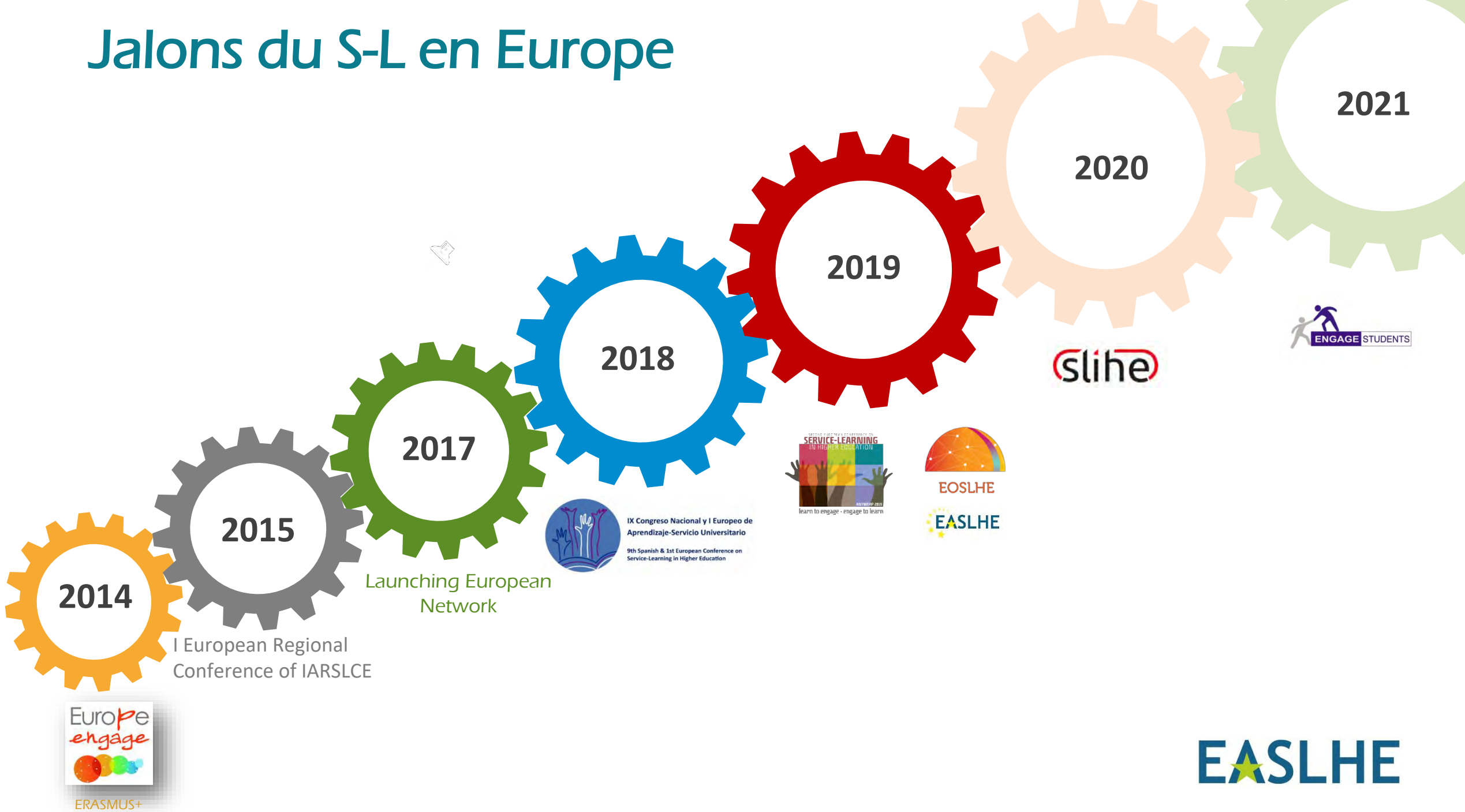
EUROPE

EASLHE

European Association of Service-Learning
in Higher Education

EASLHE aims to promote service-learning in European higher education and to foster scholarly activities related to it

Jalons du S-L en Europe



EUROPE: Conférences



**2nd: Antwerp (Belgium)
19-21 September 2019**

**WHAT DOES IT MEAN TO BE(COME) AN
ENGAGED UNIVERSITY**



**3rd: Matej Bel University (Slovakia)
3 to 15 July 2020**

Universities Meet Local Communities



**4th: Bucharest, Romania
16–17 September 2021**

EUROPEAN OBSERVATORY (EOSLHE): Cartographie des expériences



 104 Experiences

Service-Learning Experiences Shared

 19 Countries



 34 Experiences

Service-Learning Experiences in RESPONSE To COVID-19 Shared

 14 Countries

INFORMATION & VISIBILITE: European Observatory / Newsletter



European Observatory
of Service-Learning
in Higher Education

S-L LIBRARY

EASLHE

RESOURCES

WHAT WE DO

WHO WE ARE

BLOG

**Learning is a process of
transformation and improvement
as human beings**

WHAT WE DO

**Service-learning institutionalisation processes in European
higher education**

EASLHE

INFORMATION & VISIBILITY: European Observatory / Newsletter



European Observatory
of Service-Learning
in Higher Education

S-L LIBRARY

Learning is a process of
transformation and it is
as human beings

WHAT WE DO

ISSUE

02

JULY
2021

NEWSLETTER

Engage to learn-Learn to engage



EASLHE

European Association of Service-Learning
in Higher Education



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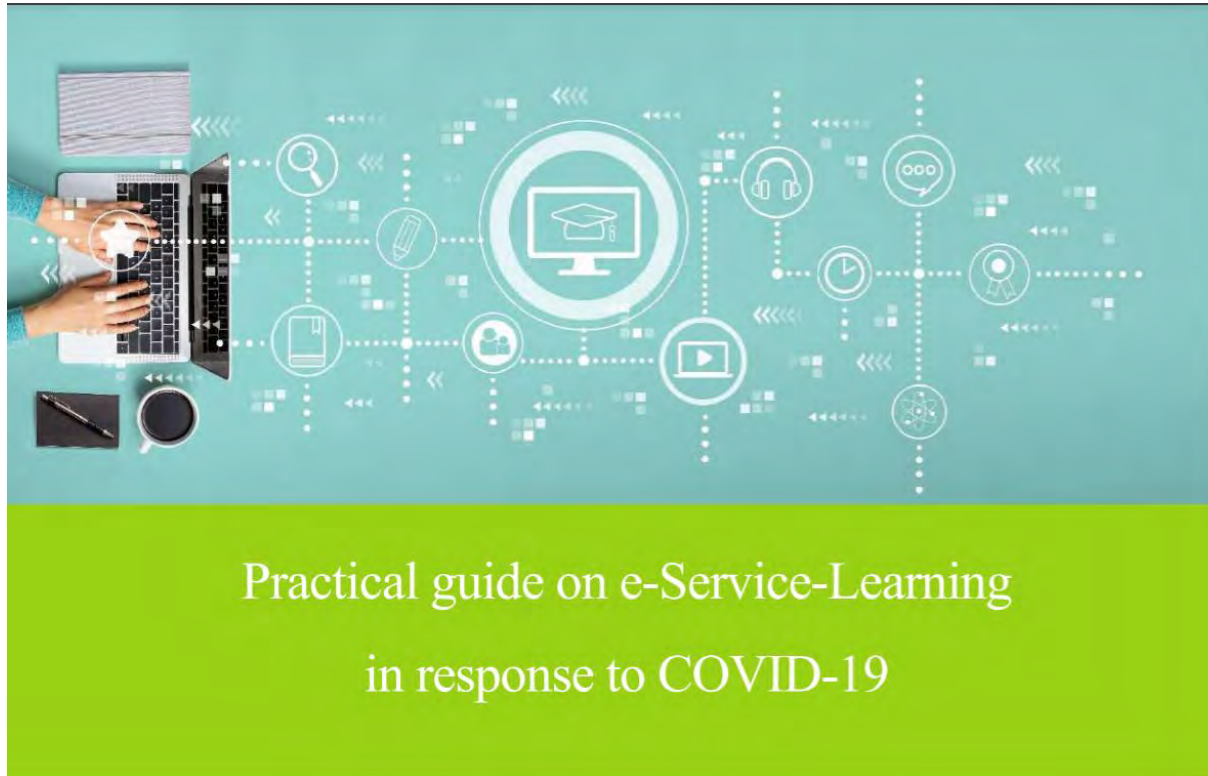
- Policy Brief [pg. 2](#)
- Research [pg. 3-4](#)
- EOSLHE SL Resource Library [pg. 5](#)
- 4th ECSLHE [pag 6](#)
- Works of EASLHE Members [pg. 7-9](#)
- News and Events Agenda [pg. 10](#)

European Association of Service-Learning in
Higher Education, EASLHE.

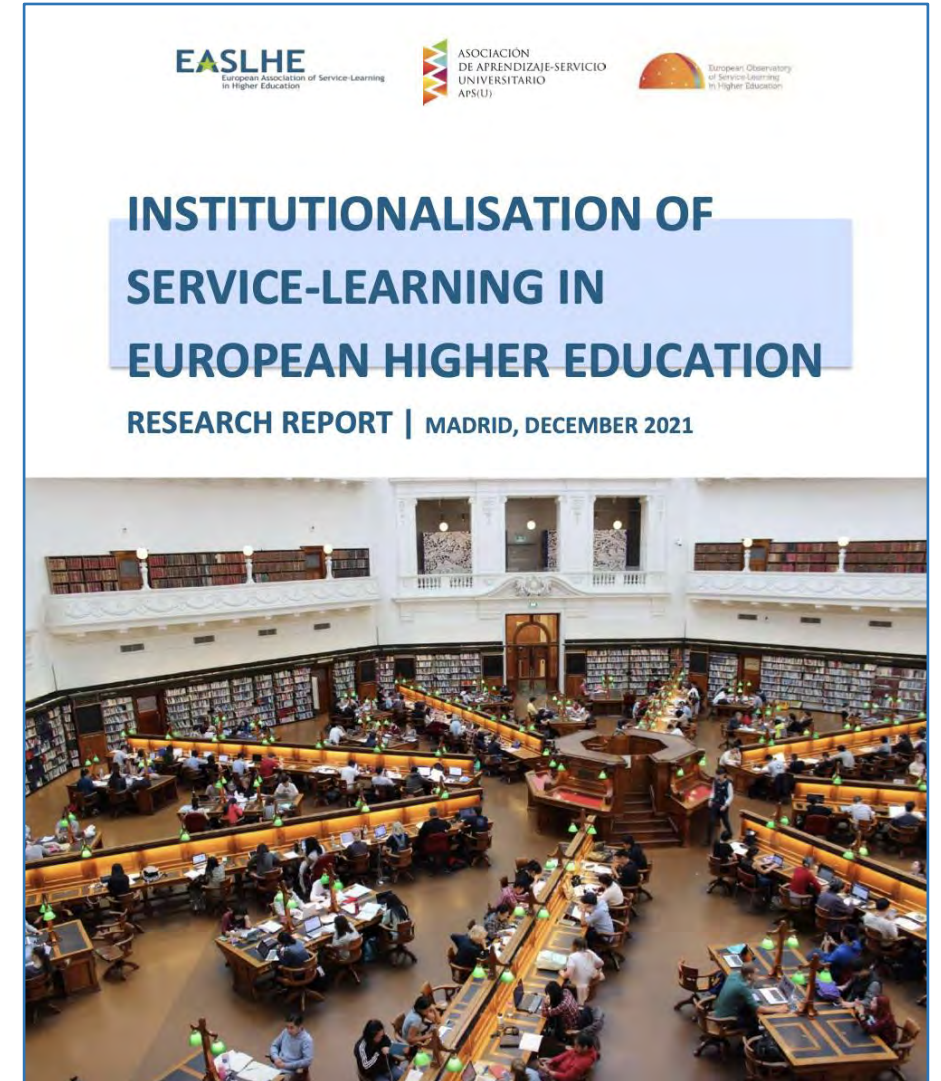
Service-learning institutionalisation processes in European
higher education

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EUROPE: Recherche



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Le service-learning comme pédagogie pour connecter soi-même – l'autre – le monde



Servir, réfléchir, apprendre

Connection avec soi-même – l'autre – le monde

- 1. Le service-learning contribue au développement de l'étudiant dans sa globalité: tête, mains, cœur**
- 2. Le service-learning soutient la formation d'une citoyenneté critique et responsable, avec un accent particulier sur la diversité et la solidarité**
- 3. Le service-learning engage l'enseignement supérieur et la communauté universitaire dans le monde, localement et internationalement: réciprocité**



Service-Learning: une éducation intégrée

1. Le service-learning: les étudiants dans leurs globalité: tête, mains, cœur

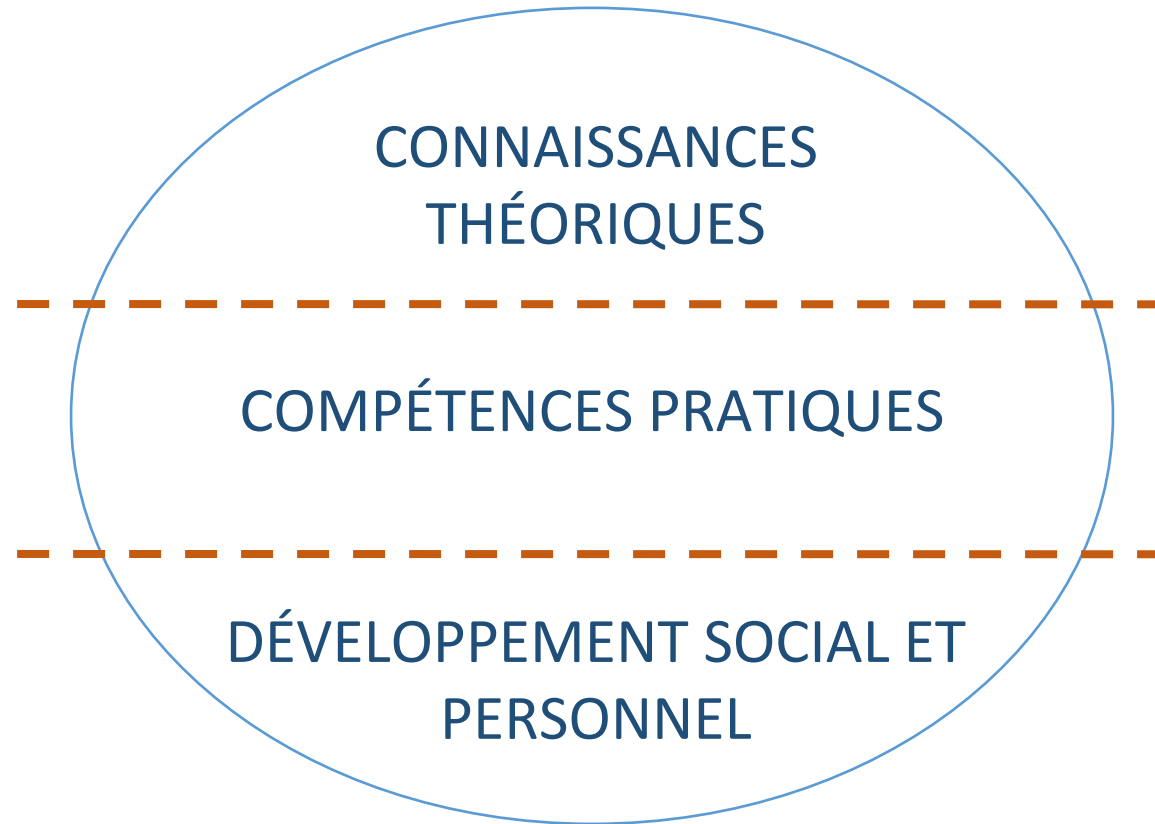
CONNAISSANCES THÉORIQUES

COMPÉTENCES PRATIQUES

DÉVELOPPEMENT SOCIAL ET PERSONNEL

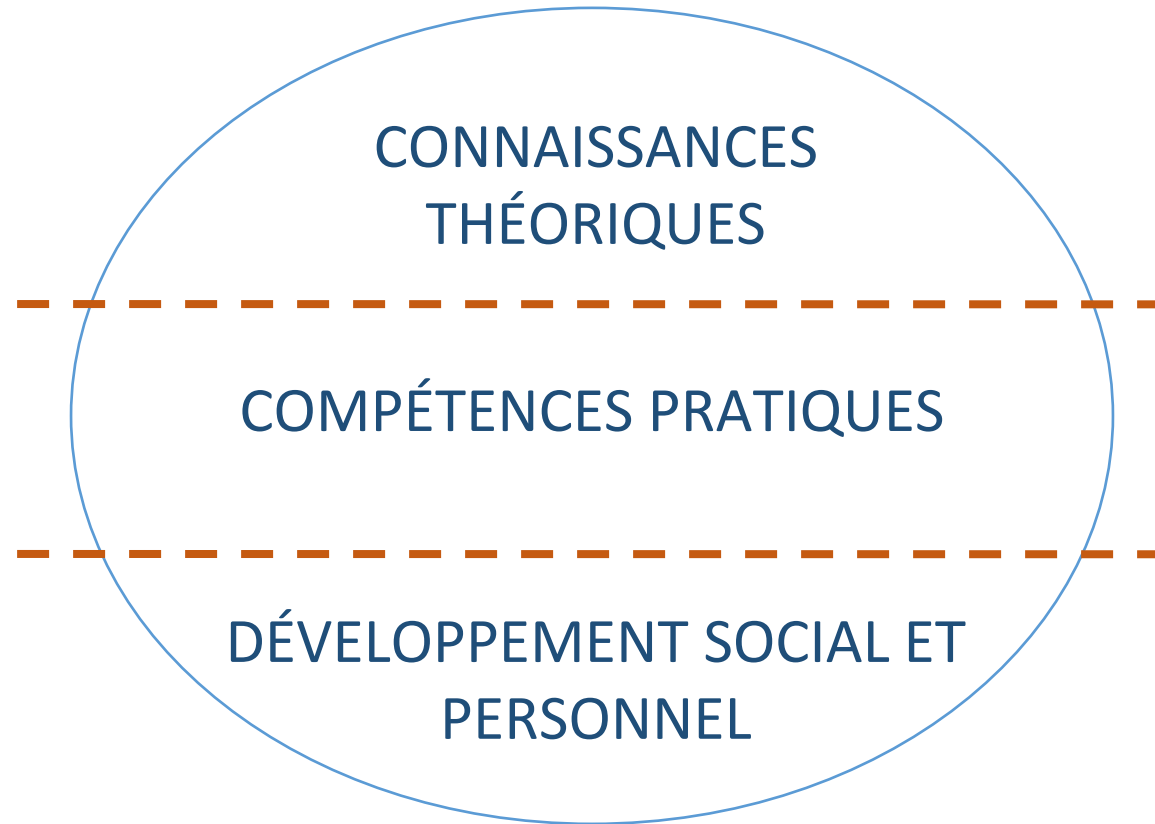
Trois formes d'apprentissage

Le problème de la 'compartimentation'



Trois formes d'apprentissage

Service-Learning: une éducation intégrée



2. Préparation à la citoyenneté, au travail et à la vie

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.

Association of American Colleges & Universities

Service Learning, Community-Based Learning

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Robert Schuman: Architecte du projet d'intégration Européenne



Robert Schuman 1886 - 1963

‘L'Europe ne se fera pas d'un coup, ni dans une construction d'ensemble: elle se fera par des réalisations concrètes créant d'abord une **solidarité** de fait.’

Il est devenu le premier président de l'ancêtre de l'actuel Parlement Européen. Lorsqu'il a quitté ses fonctions, le Parlement lui a conféré le titre de "Père de l'Europe". En raison de l'importance de sa "Déclaration Schuman" du 9 mai 1950, ce jour a été désigné comme "Journée de l'Europe".

3. Engagement de la communauté académique dans le monde

- ✓ Dans la rencontre avec 'l'autre', l'autre nous **transforme** également
- ✓ L'attention portée à la 'marge' nous aide à discerner ce qui est important, notamment en termes de **recherche: *community engaged scholarship, research, learning***
- ✓ Nous interroge et nous incite à réfléchir à notre place dans le monde et à la manière dont nous pouvons contribuer à ce monde sur le plan académique: dans la **réciprocité**



Par où commencer?



Servir, réfléchir, apprendre

A éviter



- ✓ Une sauce sociale au programme
- ✓ Le tourisme social
- ✓ Ajouter la dernière touche pédagogique

“Effective and high-quality service learning requires more than the proverbial **“add service and stir” approach to designing courses and programs.”**

Commencer par ce qui existe déjà

✓ *Imagination:*

- Affiner/ajuster des éléments nouveaux

✓ *Déplacement:*

- S'inspirer d'exemples (inter)nationaux

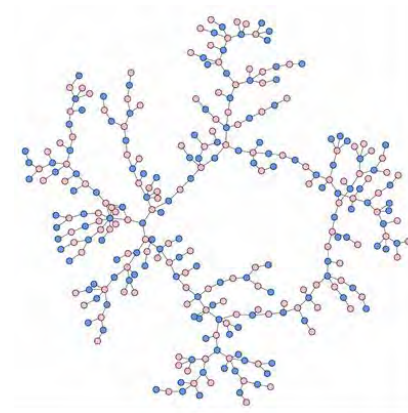
✓ *Approfondir:*

- Consolider ce qui est bien

✓ *Connection:*

- Créer un réseau

✓ Servir
✓ Réfléchir
✓ Apprendre



ACTIONS: Soutien aux cours pilotes

- **JANVIER-MAI:** Remue-méninges
- **JUIN:**
 - Appel à projets pilotes : processus de candidature : description du cours et engagement (intégration du programme d'études)on
- **SEPTEMBRE - OCTOBRE:**
 - Acceptation des projets : réunion d'accueil pour clarifier les attentes mutuelles et les ajustements nécessaires : "servir - réfléchir - apprendre"
- **NOVEMBRE – DECEMBRE:**
 - Préparation du contrat d'apprentissage pour l'ECTS (European Credit Transfer System) : y compris les objectifs d'apprentissage et les objectifs de formation personnelle (valeurs)
 - Présentation au conseil de résonance
 - Acceptation par le conseil local de l'enseignement
- **JANVIER:**
 - Acceptation par le conseil central de l'enseignement
- **FEVRIER-MAI:**
 - Sessions de formation des enseignants pour la réflexion, la notation, .
 - Réseau avec d'autres cours service-learning
 - Faciliter les partenariats
 - Incitation: 3500 Euro pour un nouveau cours / 1500 Euro pour un cours révisé
- **SEPTEMBER:**
 - Début du nouveau cours



CONCLUSION

Partir des initiatives et de l'enthousiasme existants

MAIS

“garder une définition claire”

(le service-learning ne doit pas devenir un terme générique)

Servir, réfléchir, apprendre

“it’s a marathon, and not a sprint”



QUESTIONS?



Servir, réfléchir, apprendre

En savoir plus?

<https://www.kuleuven.be/english/education/sl/servicelearning>

Contact:

servicelearning@kuleuven.be

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