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Service Learning



Do Good. Do Better.

A través de programas innovadores, inspiramos a líderes a crear un futuro mejor, impulsar el pensamiento crítico y transformar su presente.

Do Good. Do Better.



What is Service Learning (SL)?

Service Learning (SL) is a teaching method that provides a transformative educational experience based on collaborative work in and with a community aimed at contributing to the common good by dealing with social and environmental challenges.

Learning IN and WITH the community

Esade is committed to community-engaged learning, i.e. learning in and with the community, and academic recognition (credits) for students who take subjects in this method. Based on the SL teaching method, the aim is for students to develop a sense of commitment and civic responsibility, and the ability to analyse the world outside their own environment. This way Esade contributes to the reflection, commitment and responsibility of working for environmental and social transformation and the construction of a fairer world.



Holistic methodology that trains professionals and people

This method gives students a holistic learning experience and encourages them to think about their impact on the community. It is aligned with Esade's mission of making a determined effort to develop the four key competences in our teaching model:

Consciousness:

Of ourselves and the world we live in .

Competence:

In dealing with professional, social and human issues.

Compassion:

Towards others, demonstrating empathy, tolerance and solidarity.

Commitment:

To social and political change to achieve a socially and environmentally fair society.

General model: Service Learning

Community-engaged learning is, therefore, based on Service Learning. This model is based on dealing with real-life social and environmental challenges with a view to developing competences and putting their classroom learning into practice. This experiential learning is followed by reflection to help students develop the commitment and responsibility of working towards positive social change.

Esade proposes the following structure for the subjects based on Service Learning:



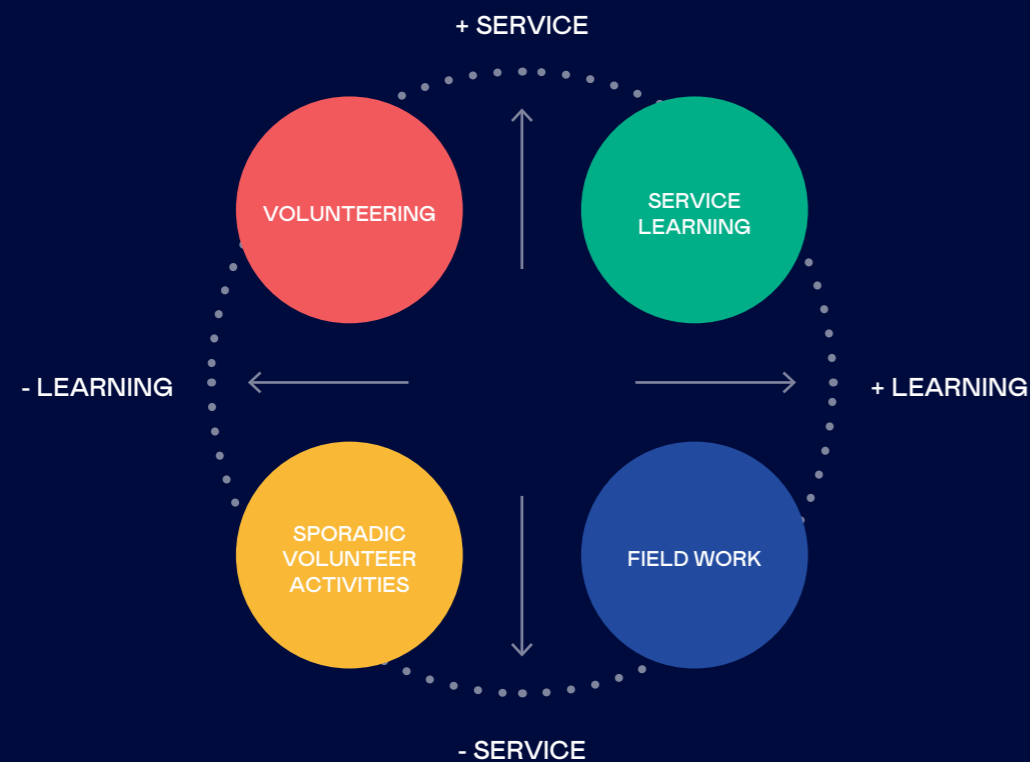
Source: Puig; Martín; y Batlle (2015). Fundación Zerbikas



SL vs. other initiatives

It is important to differentiate between SL and other social initiatives such as volunteering, fieldwork and social studies. Unlike them, SL incorporates learning and service to the community. It also has the following distinguishing features:

- Learning is directly linked to the curricular content of students' studies.
- It includes an essential element of learning, reflection and skill acquisition, both inside and outside the classroom.
- It gives students the chance to interact with the communities they work with.



Source: Service-Learning 2000 Center, Service-Learning Quadrants, Palo Alto, CA, 1996

The Service-Learning project cycle

	STAGE	PHASE
PREPARATION	1. Preparation of the first draft.	1. Reflection phase. 2. Analyse potential challenges to be addressed. 3. Identify a socially or environmentally necessary service. 4. Define the learning linked to the service and the ways in which it is related to the subject.
	2. Partnering with social organisations.	5. Identify potential partner organisations. 6. Discuss the need for the service and reach an agreement. 7. Define the pedagogical aspects. 8. Define the management and organisation. 9. Define the work stages with the group.
	3. Planning.	10. Motivate the group. 11. Diagnose the problem and define the project. 12. Organise the work to be done (distribution of tasks, preparation of support material, etc.). 13. Reflect on lessons learned from the preparation.
IMPLEMENTATION	4. Preparation.	14. Provide the service. 15. Interact with local people and organisations. 16. Record, report on and disseminate the project. 17. Reflect on the lessons learned. 18. Reflect on and evaluate the outcomes of the service provided. 19. Reflect on and evaluate the lessons learned.
	5. Implementation.	20. Outline future prospects. 21. Celebrate the experience.
	6. Closing.	22. Evaluate the group and each of its members. 23. Evaluate the networking with the social organisations. 24. Evaluate the experience as an SL project.
EVALUATION	7. Multi-focus evaluation.	25. Evaluate yourself as an educator.



Before starting a Service Learning initiative... Key considerations

1. Learning inside and outside the classroom must be incorporated in a balanced manner and both experiences must be linked.
2. Steps must be taken to ensure that the other agents involved learn from the experience (for example, teaching staff, by gaining insights into a context not always fully understood, and institutions, by acquiring a new, outward-looking mindset).
3. SL must help students reflect on the learning process.
4. Students must be in close proximity with the community, so projects that focus solely on providing organisations with technical support and do not ensure direct contact with the cause or community must be avoided.
5. Students and organisations must receive support throughout the entire process, so accessible spaces and communication channels must be proposed.
6. Organisations must be encouraged to participate in the entire project, including design phases when the project approach is validated.
7. SL must make a positive impact not only on students but also on the communities and organisations taking part by focussing on solutions for real-life problems.
8. The groups of students taking SL-based subjects must be coordinated with the organisations. In addition, the hands-on approach requires students to undergo holistic, conscious learning throughout the entire process, coupled with reflection.



The role of SUD Service Learning: What tasks can we help with?

Through innovative programs, we inspire leaders to create a better future, boost critical thinking and transform your present.

TRANSVERSAL TASKS	Materials for teaching staff (benchmarks, rubrics, contact with other schools) SL Esade Community.			
TASKS IN PHASES	Concept proposed: <ul style="list-style-type: none"> • Contact with other teachers. • SL method training (UNIJES) • Help identify the challenge. 	Identify community partner: <ul style="list-style-type: none"> • Help identify the right organisation. • Help develop relationship with the organisation. 	Planning the subject: <ul style="list-style-type: none"> • Help identify tutors for teaching the subject. 	Implementation and assessment: <ul style="list-style-type: none"> • Help with task of personal reflection about the experience.



More information

If you are thinking about taking a subject based on this method, please contact SUD Service Learning (sud@esade.edu). You can also visit the [Esade website](#) for more details or check out the [documentation](#) posted on MyEsade about SL, the CEL committee and current subjects.