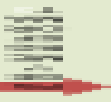


## TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT\*

1.- PROJECT TITLE	
Museums from students to students	
2. PROJECT SUMMARY <i>(brief description 300 to 500 words)</i>	
<p>In the first part of the project, museum studies students research university museums' accessibility, by visiting and observing the university's museums and by interviewing students with disabilities, migrant students, and other underrepresented student groups, asking about their needs and interests. In the second part of the project, the museum studies students analyze the data gathered and discuss providing ideas to encourage accessibility. In the project's final step, museum studies students partner with students from other departments, such as engineering or linguistics students, to implement and evaluate their ideas (divided in 5 separate teams each team implements a different idea).</p>	
3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	National and Kapodistrian University of Athens
Person in charge of the project in the HE Institution:	(Vasiliki-Charalampia Pappa, Marlen Mouliou, Iliana Martinez Makri)
Number of students participating in the project:	20 (+students from other departments)
Course/age/gender of the participating students:	Case Studies, 20+ years old, men and women
Number of final beneficiaries of the service:	Depends of the projects that will be implemented
Project type: (face-to-face, virtual, mixed and/or international):	Face-to-face
Do the students work with social entities or with final beneficiaries of the service?	Yes
4.- BACKGROUND <i>(context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)</i>	



The university's museums exist for a long time, and are significant to narrate the history of the university and to help students to visualize what they are learning during their studies. NKUA's Accessibility Unit was established in 2006, and its role is to limit participation restrictions for all students with different abilities or demands. The Accessibility Unit could be involved in the project by providing information and helping the students conduct research and implement their ideas.

5.- GENERAL SOCIAL NEED FOR THE PROJECT (S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)

- University's museums are not as accessible for people with disabilities
- Texts are written in Greek and English language only (in some cases some texts are only written in the Greek language)
- Feelings of exclusion from activities that other students can participate in

6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

- Collect data about students' needs
- Create technical solutions
- Use technology (digitize collections etc.)
- Translate the texts to more languages
- Involve students from underrepresented groups
- Collaborate with students from other departments (multidisciplinary approach)

7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.

- Understand the importance of accessibility
- Learn the ways a museum can be accessible to everyone
- Learn how to conduct research, and gather data
- Teamwork, brainstorming
- Learn about implementation and evaluation of projects

8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.)

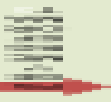
Specific S-L course about museums' accessibility

9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)

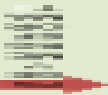
- Conduct research (by visiting university museums and through structured interviews with underrepresented students' groups, such as students with disabilities or migrant students)
- Gather data and present results
- Brainstorming about ideas based on the data collected
- The students will be divided into separate groups, based on their idea of choice
- Collaboration with students from other departments (such as engineering, information technology, applied linguistics, etc.) based on the ideas that will be produced
- Implement the proposed ideas
- Evaluate those ideas according to if they met the needs of the chosen target group

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: <http://sdg.humanrights.dk/es/goals-and-targets>)

SDG	TARGETS
1. Quality Education 2. Reduce inequality within and among countries	1.1. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 1.2. Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard 1.3. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status



11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)	
This project will be inclusive to all, no matter the gender, nationality, or their needs and abilities and the tasks will be distributed equally.	
12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)	
<ul style="list-style-type: none"><li>● National and Kapodistrian University of Athens</li><li>● NKUA's museums</li><li>● NKUA's Accessibility Unit</li></ul>	
13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)	
Reflection on... <ul style="list-style-type: none"><li>● If the research data will help improve accessibility in museums, in general,</li><li>● If the situation improved and the university's museums are more accessible than before</li><li>● If the solutions provided were the most sustainable and effective ones</li><li>● If the target group feels more included than before</li></ul>	
14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)	
Evaluation happens... <ul style="list-style-type: none"><li>● Between the teacher and Museum Studies students- what went wrong? Which was the best part? What new came up? (after the S-L project is over and evaluated from the target audience) *Discussion*</li><li>● Target audience- what went wrong? Which was the best part? Did the situation improve? (after the implementation of the students' ideas)*Discussion, questionnaire*</li></ul>	



Indicators of impact on learning	Indicators of social impact
Problem solving skill	Inclusivity
Critical Thinking	More opportunities for everyone
Better understanding of accessibility in museums	Each voice is equally important to be heard
15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)	
<p>The project will close with a presentation of the research process, the data gathered, and the ideas that were implemented and evaluated. The students from other departments and from the target audience (underrepresented groups), will be invited and present thoughts about their experience.</p>	
16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)	
<ul style="list-style-type: none"><li>● Conference presentations</li><li>● Publications</li><li>● YouTube</li><li>● NKUA's social media accounts &amp; website</li></ul>	
17.- CALENDAR (timeline of the project activities)	
<p>6 months (September- February)</p> <ul style="list-style-type: none"><li>● 2 months- research (September- October)</li><li>● 1 month- data gathering and brainstorming (November)</li><li>● 2 months implementation of the ideas (December- January)</li><li>● 1 month evaluation of the ideas, presentation &amp; publications (February)</li></ul>	
18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)	
<ul style="list-style-type: none"><li>● One classroom</li><li>● Teacher and Museum Studies students</li><li>● Students from underrepresented groups</li></ul>	

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- Students from other departments (eg. engineering, applied linguistics, etc.)

19.- BUDGET (income, expenses and co-financing)

Depends on the ideas that will be chosen to be implemented

\*Designed by Pilar Aramburuzabala and Rosario Cerrillo. Autonomous University of Madrid.

\*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.