

TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE	
Cultivating Knowledge and Care	
2. PROJECT SUMMARY <i>(brief description 300 to 500 words)</i>	
<p>The course is an integrated educational program in Education Sciences (Nov. 2023 - Jun. 2024). Its objective is to develop environmental sustainability skills through gardening and plant care. It welcomes university students and individuals with visual and cognitive disabilities, offering a comprehensive experience to improve sensory skills, knowledge, and abilities. The course prioritizes the needs of students with disabilities by providing accessible materials and adapting activities. It covers topics such as environmental sustainability introduction, gardening fundamentals, practical learning, theoretical sessions, formative assessment, and reflection.</p>	
3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	Sapienza University
Person in charge of the project in the HE Institution:	Emiliane Rubat du Mérac
Number of students participating in the project:	15 approx.
Course/age/gender of the participating students:	Course for first-year education students
Number of final beneficiaries of the service:	20 approx.
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?	with final beneficiaries of the service
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>	
<p>This would be the first time the SL part would be linked to this type of course, and the course itself will be conducted for the 1st time in the institution.</p> <p>Overall background: Higher education empowers young people with disabilities, boosting knowledge, skills, and confidence for a fulfilling life. Group gardening enhances psychological well-being through sensory stimulation, reducing stress and fostering emotional growth. It also develops vital skills like teamwork, communication, and problem-solving while providing practical job orientation.</p>	
5.- GENERAL SOCIAL NEED FOR THE PROJECT <i>(S-L addresses real needs in the community, it is significant and relevant for both students and community partners.</i>	

Relevant topics related to civic, cultural, economic and political society are explored through the project.)

The project aims to address the needs of university students and young people with cognitive and visual disabilities by providing higher education opportunities, promoting social inclusion and job placement, employing active and S-L approaches, offering practical and accessible knowledge, and creating an inclusive learning environment to foster environmental awareness and autonomy among the participants.

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

The project aims to address social needs related to inclusive education, skill development, social inclusion, job placement, personal growth, and accessibility. It provides future educator students with a valuable opportunity to develop crucial skills in inclusive teaching, gain practical experience with individuals of diverse abilities, and understand the importance of adapting educational content to meet various needs. Through this specialized higher education service, the project not only empowers young people with cognitive and visual disabilities, enabling them to lead more fulfilling and independent lives, but also contributes to creating a more inclusive and supportive educational landscape for future generations.

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

Learning Objectives linked to the Dublin Descriptors:

1. Knowledge and understanding:

- ✓ Understand the importance of biodiversity in the ecosystem.
- ✓ Acquire knowledge of sustainable cultivation practices for biodiversity conservation.
- ✓ Learn about the diversity of spring plants and their interactions with the ecosystem.

2. Applying knowledge and understanding:

- ✓ Plan and manage a vegetable garden effectively.
- ✓ Create a garden of medicinal plants based on various criteria.
- ✓ Cultivate and care for diverse plants in the garden.
- ✓ Construct insect shelters to support the garden ecosystem.
- ✓ Prepare dishes using products harvested from the garden.
- ✓ Create healthy dishes using garden produce.

3. Making judgements:

- ✓ Evaluate the impact of the garden project on the community's well-being and sustainability.
- ✓ Adapt garden experiences to meet the diverse needs of participants.

4. Communication skills:

- ✓ Engage with community members, local authorities, and partner organizations during the project.
- ✓ Collaborate with the community to address their specific garden-related needs.
- ✓ Promote the garden actively and engage the community in its enhancement.

5. Learning skills:
- ✓ Foster adaptability by learning to tailor garden experiences.
 - ✓ Improve problem-solving abilities by addressing challenges in garden management and community involvement.
 - ✓ Develop critical thinking by evaluating the impact of the garden project on the community.
 - ✓ Enhance self-confidence and personal growth through meaningful interactions with diverse community members during the project.
 - ✓ Enhance teamwork, communication, and problem-solving skills by working inclusively with participants with disabilities.

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

Optional laboratory, titled 'Research on Students' Learning and Attitudes,' for first-year students of Educational Sciences.

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.)

1. Collaborate with experts to design a curriculum integrating gardening skills, sustainability, and inclusive teaching strategies while planning the course structure, objectives, and content.
2. Develop accessible learning materials for participants with diverse abilities.
3. Organise hands-on training sessions for pedagogists who will lead the course.
4. Foster a sense of ownership and collaboration by engaging the local and university community in the project.
5. Design formative and continuous assessments to monitor participants' progress.
6. Organize a promotional event to showcase the project and its benefits.
7. Host a closing event where participants can present their projects and achievements.
8. Evaluate the project's overall impact on participants, the community, and environmental sustainability.
9. Disseminate project outcomes through reports, presentations, and social media to inspire others and raise awareness about inclusive gardening practices.

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

SDG	TARGETS
SDG 4: Quality Education	Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.
SDG 8: Decent Work and Economic Growth	Target 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities.

SDG 10: Reduced Inequalities	Target 10.2: 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.
SDG 11: Sustainable Cities and Communities	Target 11.7: By 2030, provide universal access to safe, inclusive, and accessible, green and public spaces, in particular for persons with disabilities.
SDG 12: Responsible Consumption and Production	Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
SDG 15: Life on Land	Target 15.5: Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity, and protect and prevent the extinction of threatened species.

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)

- ✓ The project ensures an equitable distribution of tasks, providing equal opportunities for both men and women to participate and take on various roles, including leadership positions, breaking gender stereotypes and promoting equal representation.
- ✓ The project promotes open discussions about gender stereotypes and encourages participants to critically reflect on their attitudes and perceptions.
- ✓ Non-sexist language and imagery are used in all communication materials to avoid reinforcing gender biases or stereotypes, creating an inclusive and respectful environment.
- ✓ The project recognizes and values multiple gender identities beyond the male-female framework, fostering an inclusive environment where all participants feel respected, valued, and welcome to fully engage.
- ✓ Future educator students involved in the project receive training in inclusive teaching strategies that cater to diverse gender identities, encouraging the creation of an inclusive learning environment promoting gender equality and respect for all students.

12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)

L'Azienda di servizi alla persona disabile visiva "S. Alessio - Margherita di Savoia"
Sapienza University

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)

- ✓ Participants will engage in reflection, considering their experiences in gardening, community interactions, and personal growth.
- ✓ Reflection sessions will be held regularly after reaching milestones and completing activities.
- ✓ Group discussions and sharing will take place on the Moodle platform.
- ✓ Analysis of diverse viewpoints will be conducted to address challenges faced.
- ✓ Experiences will be linked to the field of Educational Sciences during reflection.
- ✓ Reflections will focus on skill development and career aspirations.
- ✓ The project's impact on the local community and inclusivity will be evaluated.
- ✓ Participants will share suggestions for future improvements.

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 Team: The evaluation involves project organizers, educators, experts, and participants.
- What is Evaluated: inclusive teaching, gardening impact on skills, knowledge, community engagement, and project success.
- Timing of Evaluation: Set at various stages, covering learning objectives, community events, and closing.
- Means of Evaluation: Inclusive methods include portfolio feedback, adapted surveys, reflection sessions, interviews, observations, and community input.

Indicators of impact on learning	Indicators of social impact
Capability in planning and managing a vegetable garden.	Enhanced community engagement in gardening activities and projects.
Knowledge of sustainable cultivation practices for biodiversity conservation.	Increased awareness and understanding of environmental sustainability within the community.
Proficiency in preparing dishes using garden produce.	Collaboration and partnerships established with local entities and organizations for garden produce sharing.
Understanding of the importance of biodiversity and its role in the ecosystem.	Increased knowledge and appreciation of diverse abilities and perspectives within the community.
Skill in constructing insect shelters to promote biodiversity.	Empowerment of participants to play active roles in community-based initiatives.
	Strengthened community bonds through shared experiences and collective efforts.
	Positive community feedback and recognition of the project's

	contributions.
	Community-supported initiatives and actions related to sustainable gardening and food practices.
	Improved well-being and sense of belonging for participants.
	Enhanced accessibility and inclusion in community gardening activities.
15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)	
<p>Presentation of projects, general reflection, meeting with social entities. Participants will be awarded the Sapienza EDU Open Badge on Green Skills and a certificate of attendance upon the evaluation of their acquired competences.</p>	
16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)	
<p>Use institutional # and @ to link posts on social media with social entities, to disseminate information on project progress. Local event.</p>	
17.- CALENDAR (timeline of the project activities)	
<p>Timeline of Project Activities: Each module consists of six lessons, with a total duration of 18 hours. The project activities will take place over the course of the academic year from November 2023 to June 2024.</p> <p>Module 1: Cultivating and Cooking in Autumn (November-December) Duration: 6 lessons (18 hours) Topics covered: Introduction to gardening and cultivating edible plants, autumn sowing theories and practices, managing the garden and biodiversity concepts, experimenting with synergistic gardening, studying the environmental impact and nutritional values of cultivated plants, harvesting garden produce, and preparing cold recipes.</p> <p>Module 2: Community Therapeutic Garden (January-February) Duration: 6 lessons (18 hours) Topics covered: Benefits of gardening for physical and mental well-being, theory and techniques of cultivating medicinal plants, creating a space for medicinal plants in the garden, designing a community survey to identify local needs, conducting the survey, discussing collected data, and planning the community garden implementation.</p> <p>Module 3: Cultivating and Cooking in Spring (March-April) Duration: 6 lessons (18 hours) Topics covered: Introduction to cultivating spring edible plants, spring sowing theories and practices, exploring the diversity of spring plants and their interactions with the ecosystem, studying interactions between plants and insects, constructing insect shelters, harvesting winter and spring produce, and preparing healthy cold</p>	

recipes.

Module 4: Community Project (May-June)

Duration: 6 lessons (18 hours)

Topics covered: Promoting the garden and engaging the community in its enhancement, identifying local entities or charitable organizations for collaboration in managing and sharing garden produce, harvesting the final garden produce, planning a formal project presentation to the community, presenting the project with a tasting of garden products, evaluating the community project, and reflecting on community engagement experiences.

18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)

Various seeds

Plants for transplanting

Garden rake (x4)

Shovel (x4)

Small hoe (x8)

Hand trowel (x8)

Transplanting trowel (x8)

Watering can (x4)

Pruning shears (x4)

Stakes (bamboo canes) and ties

Plant labels

Potting soil (quantity to be verified)

Natural fertilizer

Buckets (x4)

Irrigation hose with nozzle and fittings (x2, to be confirmed)

Wheelbarrow (x2)

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

Needed for celebration (award, food, drinks): ~300€

Needed for the material: ~700€

*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.