

TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE

ABLE. We have the power, the skills, the means and the opportunity to do something

2. PROJECT SUMMARY (*brief description 300 to 500 words*)

The SL module is created to be part of a program, complementary to postgraduate study programmes, which focuses on the development of transversal competences to facilitate transitions from pre-university education to university studies and then to the labour market.

The SL module addresses a set of specific needs of UB students, with vision and hearing impairment who are enrolled on undergraduate courses, and the needs of their teachers, teaching these courses.

These needs are identified by means of interviews with different stakeholders (students, their parents, peers, teachers/academics, librarians, administrative staff/secretaries, social assistants, representatives of UB structures related to inclusion, equity and equal opportunities etc.).

The objectives of SL module have two directions:

1. Learning objectives for students involved in solving/responding to the identified needs.
2. Social objectives, for students with vision and hearing impairment, enrolled on undergraduate courses, and their teachers.

3.- TECHNICAL DATA

Higher Education Institution or responsible entity:	UB Learning Center
Person in charge of the project in the HE Institution:	Camelia Radulescu
Number of students participating in the project:	10

Course/age/gender of the participating students:	Professional practice course – Master of Innovative Pedagogies and Master of early Education
Number of final beneficiaries of the service:	10
Project type: (face-to-face, virtual, mixed and/or international):	mixed
Do the students work with social entities or with final beneficiaries of the service?	yes

4.- BACKGROUND (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)

The Microcredits program is a pilot and integrates the SL project as it addresses transversal competences developed by students in their transition to la labour market.

This is a new approach for the UB Learning Center team, but it will make use of previous experiences of teachers/trainers involved in the program and it will benefit from advice and contribution of academics from Special Psychopedagogy and Teacher Education Departments.

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.)

Real needs – UB has successful applicants – students with visual or hearing impairment, but it has difficulty in preparing teachers/spaces/course content/teaching strategies to facilitate effective learning experiences for these students.

Although the SL addresses the UB students, the impact on larger community in ensured through running this project through the Learning Center of UB, which has a research component and also social responsibility component. The goal would be to contribute to these students' integration in the undergraduate community but also in society. At the same time it will also help teachers improve their teaching become more inclusive.

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

UB students with vision and hearing impairment cannot fully benefit of their student life, as facilities that are offered to them do not always include adapted teaching

and learning strategies. At the same time there must be other needs that these students have in order to enjoy social life with their peers, therefore the SL program will contribute to a better integration of these students into the academic community.

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

SL program is put in connection to the professional practice course attended by students from the Master of Innovative Pedagogies and Master of Early Education postgraduate programs. They should use a set of professional competences but also transversal competences, in order to address the needs of their colleagues with visual and hearing impairment.

Research competences employed:

1. Needs mapping and analysis – interviews, surveys, focus-group.
2. Documentation and literature review
3. Discussions, reflection and critical analysis
4. Co-creation of teaching strategies (methods, instruments, materials, etc).

Transversal competences employed:

1. Communication
2. Teamwork
3. Collaboration
4. Negotiation
5. Critical analysis and reflection
6. Empathy
7. Social engagement

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

Professional practice course attended by students from the Master of Innovative Pedagogies and Master of Early Education postgraduate programs.

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.)

Preparation:

1. Documentation and literature review on visual and hearing impairment, the pedagogy of special needs, the psychology of people with diverse capacities

2. Identification of target group
3. Discussion with specialists from Teacher Education and Special Psychopedagogy departments to understand the problematic.
4. Elaboration of research methodology (interview protocols, surveys, focus groups).

Implementation:

1. Data collection from target group
2. Data analysis
3. Data presentation
4. Reflections and discussions
5. Creation of teaching strategies
6. Suggestions for integration

Closing

1. Discussions with beneficiaries and their peers
2. Discussions with teachers of students with visual and hearing impairment

Evaluation

1. Feedback from the participants and self-evaluation
2. Evaluation of learning competences by the course tutors
3. Feedback from beneficiaries and their teachers.
4. Follow-up the next academic year – teachers implementing the proposed inclusive strategies.

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

SDG	TARGETS
1. Identify beneficiaries across UB every academic year. 2. Identify contributors (departments, specialists, NGOs, Student associations etc.) 3. Connect SL to a course/form of practice	1. Proportion of UB student population 2. UB structures which can offer assistance of any kind (from statistical information to expertise) 3. Professional practice – master programs

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)

Needs of beneficiaries will be considered according to gender.

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

UB Learning Center
UB Foundation Virtute et Sapientia
Faculty of Psychology and Educational Sciences
Faculty of Sociology and Social Assistance
UB Department of Inclusion, Equity and Equal Opportunities
Center „Domnița Bălașa”, coordinated by General Direction for Social Assistance and Child Protection, Sector 6, Bucharest (offers protection and educational services for children with hearing impairment)

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)

Master students participating to the SL program will keep a reflective diary about their learning experience throughout the course.
Reflective tasks will guide students through the process.
Group discussions to stimulate reflection on input and data collected will be carried out weekly during the course.
Meeting different specialists in the field will offer complementary perspectives on the problematic.
Students will be encouraged to critically engage with their learning during the master program.

14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)

The SL program will last for 10 weeks. The evaluation will take place through the program and at the end. It will be carried by the professional practice course tutors. They will evaluate the learning competences that were mentioned above. During the program tutor will evaluate the degree of involvement with the tasks documentation tasks and the active participation and contribution during the weekly meetings. This will be complemented by the evaluation of the reflective

diary and the self-evaluation done by every student.
 Feedback from the beneficiaries will contribute to the evaluation of the impact that the SL program had.

Indicators of impact on learning	Indicators of social impact
1. Quality of teaching – more inclusive and adapted to respond to the needs of students with visual and hearing impairment	1. Number of students with visual and hearing impairment
2. Increased awareness and better understanding of participant master students of pedagogical and psychological concepts related to diverse capacities	2. Number of teachers working with students with visual and hearing impairment
3. Improved transversal competences	4. Better integrated students

15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)

Meetings in which all parties involved are acknowledged for their contribution by UB representatives.

Proposal of the SL program for the annual UB awards.

16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)

UB website and Newsletter
 UB Learning Center website
 UB Foundation Virtute et Sapientia website
 Faculty of Psychology and Educational Sciences website
 Faculty of Sociology and Social Assistance website
 UB Department of Inclusion, Equity and Equal Opportunities website
 UB Annual Research Conference

17.- CALENDAR (timeline of the project activities)

Second semester of each academic year (March-May) – 10 weeks
 Week 1 – presentation of the SL program, objectives and methodology
 Week 2-3 – documentation and discussions
 Week 4-5 – Meeting the specialist and discussions.
 Week- 6 Elaboration of instruments
 Week 7 Data collection

Week 8 -Data analysis

Week 9 – Reflection and critical analysis

Week 10 – meeting the beneficiaries and feedback.

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

2 course tutors – Professional practice

30 master students

4 specialists (academics or institution representatives)

UB Learning Center – learning spaces and equipment.

1 secretary

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

20 working days - tutors

10 coffee breaks - weekly meetings

500 euros – teaching materials

*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.