

Service Learning, Inclusion and Digital Empowerment Manifesto

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The SLIDE manifesto

- Exercise in getting to know each other;
- Exercise in getting stakeholders to speak on the subject;
- Discovering what digital empowerment means to stakeholders;
- How the introduction of digital elements changes, fundamentally or otherwise, Service-Learning experiences;
- As a consortium trying to reach that level of discussion.





A Policy and Action plan

Centered around four themes:

- The need for SL&DE
- The innovative effects of SL&DE
- The expected impact
- The conditions for successful service learning.



A call to action

To four stakeholder groups:

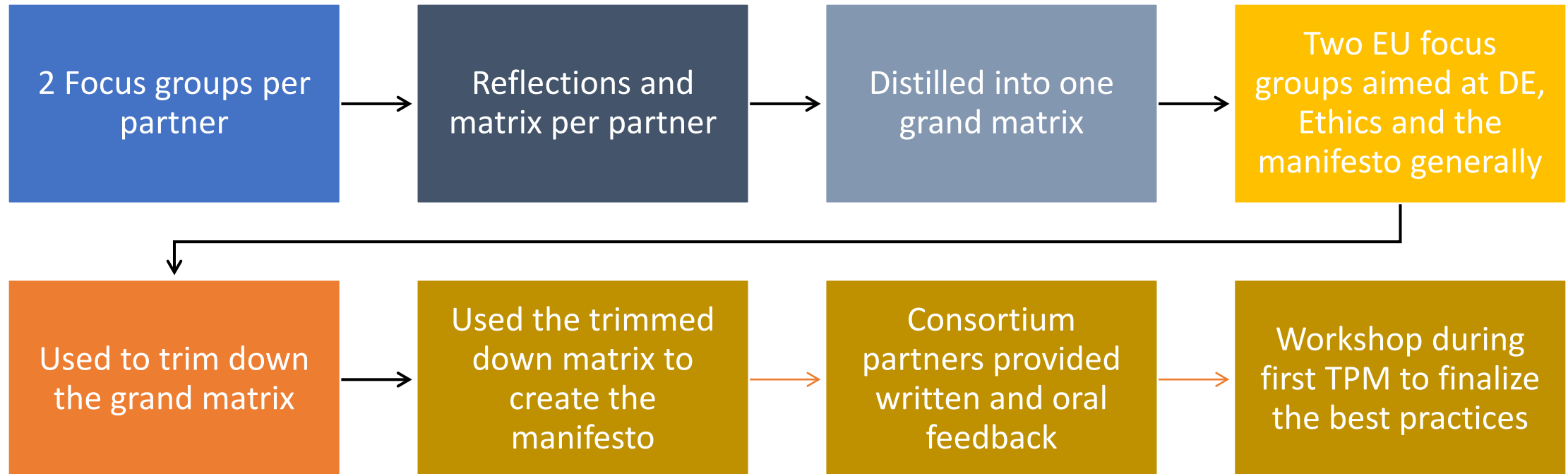
- Students
- Teaching staff
- Higher education institutions
- Community members and organizations



It is intended as

- A platform for further debate
- A resource
- A source of inspiration
- A challenge to the current teaching and learning approaches.

Making the manifesto



The contributions of each partner

Hosting two
focus
groups per
partner

Writing one
overall
reflection
document
per partner

Participate in
European
focus group
among SL&DE
Consortium

Feedback on
intermediary
conclusions
between
European focus
group 1 and 2

Feedback on
the draft
manifesto

Focus group questions example

Transition questions (using Mentimeter or post-its)

- What are, in your opinion, the main attributes or most important aspects of digital empowerment?
- What are, in your opinion, the main attributes or most important aspects of service learning?

Need for SL&DE

- While regarding the previously discussed attributes, what makes service learning and digital empowerment important to you individually, your community and society as a whole?
- What are the specific needs of the various groups who can benefit from digital empowerment?

The Manifesto matrix

Needs covered
through SL

How (Digitally
enhanced) SL
innovates

Expected impact
on stakeholder
groups

Conditions for
successful
implementation

Students

Teaching/
support staff

Community
partners

Higher education
institutions

General	Needs	Innovation
<p style="text-align: center;">Community members and organizations</p>	<p>Service learning</p> <ol style="list-style-type: none"> Voices heard, agency and partnership Rural and less privileged people need their voices heard and to be treated as partners instead of simple receivers of information. Participation and rights exercise The need for disadvantaged groups to be integrated into society/ able to participate and exercise their rights <p>Digital empowerment</p> <ol style="list-style-type: none"> Tailor made assistance Digital empowerment has different meanings for different groups Basic digital resources (i.e. internet connections) Specialized tools that are easy to use or adapted. Training to develop digital competencies in <u>order to</u> participate and feel safe 	<p>Service learning</p> <ol style="list-style-type: none"> Horizontal democracy Vulnerable and disadvantaged groups can participate in horizontal democracy. Through SL they become co-creators of knowledge and not only learn but teach as well. Community ripple effects Within communities and families, one member participating in SL for DE, can have ripple effects through those entities, empowering not only the participants. Faster need response Locally focused action helps meet needs faster Institutional attention for local issues Getting institutional help for addressing locally relevant issues. Community learns from service learning Service learning works both ways, and is also a good learning for the community Giving voice Giving a voice to those who find it difficult to use it in real life. <p>Digital empowerment</p> <ol style="list-style-type: none"> Communication advances New channels of communication and dissemination, easier documentation of project. Demographics less important Digital space allows demographics to become unimportant Knowledge democratization Knowledge is available to all social classes, when a threshold of digital resources <u>are</u> met. Eliminate geographic barrier Lower barrier to participate across geographies Safer environment Potentially provides a safer environment Spurs digital transformation Participation in <u>SL</u> <u>speeds</u> up and facilitates the digital transformation
	<p>Service learning</p> <ol style="list-style-type: none"> Critical thinking and reflection Acquire critical reflection and thinking regarding the use of the information received (identify misinformation and fake news) Ethical values Work on ethical values on the use of the social networks and internet Institutionalization and structural embedment 	<p>Service learning</p> <ol style="list-style-type: none"> Peer learning on student (RE)creation of their own learning communities Reflective process Add value the reflective process developed through the experience <u>taking into account</u> ethical values Address community needs through education Burst your bubble Come into contact with

Characteristics of digitally enriched Service-Learning

Innovative effects

- Bringing the university anywhere
- Participate to make impact anywhere
- Democratization of knowledge
- Development of digital skills

Ethical issues

- Removing students from the lived environment
- Teaching staff relying too much on digital contact with community to save time
- Data handling issues

The Teaching staff: Conditions for successful service learning

1. **Facilitate students** participating in SL. Support and motivate students in a ‘doing it together’ style, to foster a shared learning process.
2. Work on developing a ‘**common digital language**’ at the community level, by using tools that are known to community members for example.
3. **Provide students with sufficient time and space for** experimentation with digital tools and environments so they can take up an active role.
4. Offer students **time to explore, research and understand** the communities to provide suitable services.
5. Use **open communication and transparency**. Approachability is key, faculty should foster understanding, respect and diversity.
6. Provide students and community participants with **clear instructions and manage expectations**.
7. Co-create clear learning and project objectives.
8. **Offer community immersive resources** for a better interaction between students and communities.
9. During semester spanning courses, there’s often little time to become immersed in the

Manifesto availability

Help us improve and disseminate!

We require written
stakeholder feedback

And stakeholder
endorsements

Download the manifesto
at
[https://slide.reu.pub.ro/
index.php/project-results/](https://slide.reu.pub.ro/index.php/project-results/)