The Service-Learning & Digital Empowerment Manifesto

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Contents

Introducing SLIDE and the SL&DE Manifesto .................................................................................. 3

Why Service-Learning & digital empowerment? .............................................................................. 4
  What is- and why digital empowerment? ..................................................................................... 4
  What is- and why Service-Learning? ............................................................................................ 4
  How do these two concepts come together? ................................................................................... 5
  How do we expect to create impact? ............................................................................................... 5

Stakeholder group stories ............................................................................................................... 6

Community ..................................................................................................................................... 6
  Community: Needs ......................................................................................................................... 6
  Community: Innovation & Impact ................................................................................................ 7
  Community: Conditions for successful SL&DE ........................................................................... 7

Students ......................................................................................................................................... 9
  Students: Needs ............................................................................................................................. 9
  Students: Innovation & Impact ..................................................................................................... 9
  Students: Conditions for successful SL&DE .............................................................................. 10

Teachers and trainers .................................................................................................................... 11
  Teachers and trainers: Needs .......................................................................................................... 11
  Teachers and trainers: Innovation & impact .................................................................................. 12
  Teachers and trainers: Conditions for successful SL&DE ............................................................. 13

Higher Education Institutions ......................................................................................................... 14
  Higher Education Institutions: Needs .......................................................................................... 14
  Higher Education Institutions: Innovation & Impact ................................................................. 14
  Higher Education Institutions: Conditions for successful SL ..................................................... 15
Introducing SLIDE and the SL&DE Manifesto

The project “Service-learning as a pedagogy to promote inclusion, diversity and digital empowerment” (2022-2024), Erasmus+ project, or SLIDE is a multi-national European project between Belgian, Dutch, German, Austrian, Italian, Croatian, Slovakian, Romanian and Spanish Service-Learning (SL) experts (higher education institutions and Service-Learning networks). SLIDE is a response to the acute needs of education brought into focus by the COVID-19 pandemic. Firstly, the need to digitally empower universities who must rapidly transform from teaching professionals into learning experience designers and experts in emerging technologies. Secondly, a need to close the gap between self-perceived and actual digital competences of university students by equipping them with digital fluency/intelligence/engagement skills. Third, develop pedagogical skills to sensitize them towards digital inclusion of underprivileged and underrepresented groups and to empower them to address sensitive contemporary societal issues while developing their digital competences. And thirdly, a need to combine the digital empowerment of teachers & trainers and students with the pedagogical approach of Service-Learning understanding that this promotes diversity an inclusion, while establishing connections between higher education institutions and communities at risk, either in direct proximity or rural/remote areas.

This manifesto is intended as a basis for debate, as a resource and inspiration for people that stand to benefit from Service-Learning. The manifesto groups different statements about digital empowerment and Service-Learning, which could be useful starting points for scholarly dialogue about resilience, access, teaching quality, and inclusion.

The SLIDE Manifesto was created through a process of consulting members of the various stakeholder groups mentioned in this manifesto from across Europe. Each of the 10 partners held two group discussions with teachers & trainers, higher education institution’s professional staff, Service-Learning experts, community organizations, and students, including those with fewer opportunities. The results of these discussions were used in 2 European group discussions among the SLIDE partners. We explored the need for digital empowerment and Service-Learning, its innovative properties, the impact we expect it to have and what best practices are for digitally enhanced Service-Learning.

Each SLIDE partner has contributed stories from students, teachers & trainers, and community organizations/members alike. Become inspired and gain new insights about the value of service learning on our website.
Why Service-Learning & digital empowerment?

What is- and why digital empowerment?

How to interpret digital empowerment depends largely on the intended target group. What a student experiences as digital empowerment, might not be so for a teacher and vice versa. An awareness of these differences and of the existing digital gaps in society is crucial when talking about digital empowerment. For stakeholders, digital empowerment means that someone has the knowledge, competences, and attitudes to be able to experiment with the many things that the digital world has to offer. Self-reliability is a key concept here, since empowerment means that target groups can take charge themselves. To be self-reliant in the digital world, stakeholders need basic digital knowledge and competences. This includes the ability to use digital devices like a computer or a smartphone, knowledge of digital tools and knowledge of how and when to use them, knowing how to navigate among the massive possibilities of the online world, etc. Knowledge of online safety and privacy is particularly important. Besides basic knowledge and competences, being digitally self-reliant also requires certain attitudes. Knowing the privacy risks of a certain tool or website is one thing, acting on this, for example by changing certain cookie settings, is another. To be fully digitally self-reliant, knowledge and competences should be converted to specific actions and behavior.

Stakeholders also believe that the development of digital competences should go hand in hand with ‘digital discipline’. Even though digital tools can make our lives easier, the endless options often create distraction and a lack of efficiency. Stakeholders therefore emphasize that digital empowerment should also be the ability to make purposeful choices regarding digital tools. The needs of the involved target group should always come first when considering the use of digital tools. Digital empowerment requires stakeholders to make well-considered and substantiated choices, without assuming that this choice should always be a digital option.

What is- and why Service-Learning?

Service-Learning is a powerful pedagogical and educational method, aimed at collaboration between higher education institution students and teachers & trainers, and community organizations and members. As the term says, students learn through providing a service to the community. Among others, this can be done by doing research and providing advice, setting up new programming, or improving the organization’s performance for example. Essential to a successful Service-Learning experience, is the reciprocal relationship between students and community organizations, where both invest their time, effort, and expertise to co-create value.
Across Europe, students are predominantly taught through theoretical exercises, in which hypothetical- or ‘dead’ cases are the norm. Though, lately the call for more practically experienced, self-aware, and critical students becomes louder, and universities are asked to strengthen their contribution to the community. Service-Learning has the potential to answer to these calls and provides benefits for all those involved and has the potential to stimulate inclusion and diversity by involving those often left behind.

**How do these two concepts come together?**

Embedding digital means does not only enrich Service-Learning by breaking down barriers (such as geographical barriers), but it also provides the opportunity for stakeholders to work on societally relevant issues while developing their own digital competencies. Weaving the two themes together leads to more possibilities for inclusion of those with fewer opportunities, by for example, properly utilizing tools that are adapted to local contexts, or being able to do Service-Learning with rural participants far away from the university, or even for working with students that face anxiety when doing SL face to face.

**How do we expect to create impact?**

The SLIDE project aims first and foremost to empower students, teachers and trainers. The manifesto forms the starting point of different actions that will try to achieve this aim, two massive open online courses (or MOOCs) centered around the digital competence, digital learning culture and engagements of HEI students and on equipping teachers, trainers, and educational leaders with skills necessary for the use of (emerging) technology in creative, critical, competent and inclusive ways will be created. Next to that, an Online World Café for teachers and a Social Hackathon for students will be organized. Findings and recommendations that follow from these outputs will be brought together in a policy brief.

The projects content is created and accounted for with the help of a diverse set of stakeholders including HEI teachers, students, and community organizations from all over Europe, who are asked to provide feedback and input on this project outputs.
Stakeholder group stories

Community

Community: Needs

Rural and less privileged people need their voices to be heard and have the ability to exercise their rights. Their plight is one of social justice. Too often, communities are treated as simple receivers of information, while they should be treated as partners. Each group in society has a different need for digital empowerment, and finding out what that need is, is crucial for creating value. To participate in civic life and to exercise their rights, all people should develop certain (transversal) skills, digital competencies. Often, community organizations are overburdened with their tasks and require help to fulfill their mission through manpower and new insights.

With the COVID-19 crisis, the digital gaps in our society became more visible than ever. Even now, with the crisis slowly passing, the digital transition continues. Banks and train ticket booths close, social services work more and more from an online basis, communication is via mail, (fake) news goes via the internet, etc. Community members who never felt the need to use digital tools before, now realize that they are excluded from certain services. The new needs of the community members also required adjustments in the services of community organizations. The digital transition puts communities in front of new and difficult challenges. Service-learning trajectories can offer opportunities to tackle these challenges with the help of students.
Community: Innovation & Impact

For the community, participating in SL offers extra manpower. Having students, supported by teachers, take on tasks and issues allows the often-overburdened community organizations to develop and breathe. Students also bring in new perspectives, insights, and lived experiences. Together with these students, communities can think about the needs for digital empowerment in their own community. This participation in the identification of the needs, allows for communities to have agency and to be actively involved in forming the service. Often, these issues fall outside the jurisdiction of either the government or businesses, making SL an excellent way to get attention and energy for otherwise supportless issues. In a more indirect way, SL participation leads to student, teacher, and HEI awareness, possibly increasing opportunities for research and policy awareness.

Learning within SL is not a one-way street, it happens both to the students and community members. Involved community members can see personal, professional, and social development through skills and knowledge, and build meaningful relationships and new networks. Successful SL programs can set examples for the wider community, allowing best practices to take hold and positive effects to ripple through the community. Any individual involved in SL who experiences personal or social development can pass this on to family, friends, and others within their network. Meeting new sorts of people helps reduce cultural and ethnic imbalances, like by closing the generational gap and learning about new cultures.

By enhancing Service-Learning through digital means, (rural) communities can be reached more easily and more frequently within the context of HEI courses without becoming overly time-consuming. Working hybrid with students helps build digital capacity and skills. Helping community members become better problem solvers, more self-sufficient and stronger participants of the digital society.

Community: Conditions for successful SL&DE

1. For SL experiences to be valuable and digitally empowering, the community partner’s needs must be front and center when setting up the program.
2. Community partners need to be brought in as equal partners, as co-creators of new knowledge and insight.
3. Create the right expectations on both the side of students and the community.
   a. Make explicit what the non-negotiables are for each party
   b. Make explicit what all parties expect out of the SL experience and what they can contribute.
   c. Be realistic about the skills of students and their contributions within the timeframe.
4. **Being open and transparent** toward receiving the service and the different lived experiences students bring.

5. Part of SL is that students don’t have the experience or skills. Every SL experience has risks, you interact with new people and must invest time and effort, part of SL is that students don’t have experience or the skills to perform the service.

6. The community partners should take a **pro-active role** in co-creating value, by involving themselves in shaping and implementing the service, instead of waiting for students to deliver the service.

7. **Utilize tools that are familiar and / or accessible** for community members, make sure community members are guided in properly utilizing digital means.

8. Community partners and teachers & trainers have **joint responsibility to co-mentor** the students to make sure their experience is valuable and learning goals are met.

9. Community members are represented by community organizations. They have the responsibility to **investigate how to (digitally) empower community members** to create valuable services.

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Students

Students: Needs

Students are the main protagonists of SL. Their work makes or breaks the SL experience. Students require practical experience and opportunities to learn and grow, they require scenarios that stimulate their ability to think critically and reflect, to prepare them to take on challenges in society. The focus groups have shown that students have trouble using digital tools, and that they have a need for digital competences training. Students are still on their path of fundamental self-development and along the way SL can make a difference. It’s often accepted that students have a higher level of digital competence than teachers, however, the inverse should be true. Although students now, are digital natives, they can still fall for the same perils as other groups, such as fake news and improper data handling and need educators that are more skilled than them. They need experiences that allow them to become full-fledged resilient digital citizens, that can utilize digital means effectively to take on opportunities and exercise their rights.

Students: Innovation & Impact

Students learn from each other by sharing an experience working together to address real issues, while they are supported to reflect on the process. SL provides them a unique opportunity to put theory into practice, to see impact from the effort they put in, and experience the value of their education. Some students even become role models to the young people they work with during SL experiences. They encounter other realities that shift their views and make them aware of their biases, gaining a better understanding of themselves and the world around them. Service-Learning enriches the educational experience so profoundly, it allows students to develop more skills than with traditional education. It develops their critical and innovative thinking, their interpersonal skills, their civic development. It comes as no surprise that successful SL programs increase student motivation and effort and generally create a more enjoyable educational experience for students. Enhancing the experience with digital means opens the possibility for students to bring the value of their HEI anywhere, having access to tools, knowledge, etc. from anywhere. It also means physical presence is not always necessary, making it easier for students to participate from wherever they want, to wherever they want and making an impact anywhere they want.

Digitally enhanced SL brings students into contact with the digital world in a more profound and responsible way. They gain experience in addressing problems while utilizing digital means, and face challenges like data handling, information assessment, satisfying the needs of digital communities and effective professional communication in a real way they wouldn’t experience with traditional
education. Through this, students are (digitally) empowered and develop key transversal skills such as critical thinking. It also lowers the barriers to entry for those with fewer opportunities and physical or mental disabilities. For example, students with anxiety could perform much better when having some distance between them and other students/community members.

**Students: Conditions for successful SL&DE**

1. Students should receive **guidance and space** for reflection on their experience
2. Teach students how to **work with community groups**, to hear and respect community needs, and how to transfer knowledge and skills
3. **Embed SL into the curriculum** to unlock its potential. Students should gain the opportunity to **burst out of their bubble** more regularly. That way paradigm shifts can occur, and habits can form.
4. Projects should be **aligned and planned with students' interests and needs**, as they are the ones carrying them out and **with learning objectives of the course/study**, since this is the key thing that allows teachers to give ECTS credits for learning derived from SL experiences.
5. Creating the **right expectations** on both the side of students and the community. Community organizations should understand what SL can offer and plan accordingly. Effectively utilizing the time and manpower SL offers is key to gaining value for communities.
6. Be experimental and open-minded and don’t be afraid to take risks and fail. These are all essential elements of SL.
7. Reducing complexity. It would also be important for a common form of language related to youth culture. E.g., rap
8. **Involving students in the promotion of their work** and learning experiences through social media (e.g., Instagram and YouTube), increases the impact of their work and promotes further SL adoption.
9. Guide students in (digital) Safety issues when conducting SL (Insurance, privacy, data protection and rights)
10. Include a **social justice perspective** (right and dignity of people).

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Teachers and trainers

Teachers and trainers: Needs

The teachers and trainers’ role within SL is to organize courses and take responsibility for the quality of the SL experience. Teachers and trainers primarily want what’s best for students, ensuring students have a valuable experience, but also carry responsibility for ensuring community organizations feel valued. Teacher & trainer needs align with these responsibilities and focus on the space and support they receive from their institutions, and their own capacity for creating and managing experiences. In many institutions SL has not been embedded into the curriculum. Institutional infrastructure for supporting, recognizing, and developing SL is lacking.

In the first phase of the COVID-19 pandemic, an acute need arose to digitize faster than most thought possible, which in many cases succeeded. Both students and teachers & trainers have however become aware of how ‘digital only’ has some fundamental downsides that are difficult to overcome. In a Europe where COVID-19 is slowly fading to the background, the need is shifting to becoming experts at weaving together the best elements of online and offline education. This recognizes how combining these worlds leads to richer education, but also acknowledging that the world has changed and offline only is no longer sufficient or desired. Knowing how to properly design learning experiences with digital elements embedded and becoming experts on the pedagogical challenges inherent to digital or rather hybrid education has become a priority.

It’s often accepted that students have a higher level of digital competence, however, the inverse should be true. To fulfill their responsibilities, teachers and trainers should be competent enough to guide and support digitally native students. They should be able to distinguish if a digital component is an added value or not and to choose digital tools or environments that are relevant and efficient for their intentions. Digital empowerment should focus on the ability to use IT, being digitally literate, ability to access information and digital knowledge, ability to learn and cooperate with others, and what is most important, being part of the networked society. Knowing how and when to integrate digital tools and methods into educational practices to enrich the experience for all participants and to engage in the digital transformation process should be the primary aim of the transition to post pandemic university teaching.
Teachers and trainers: Innovation & impact

Service-Learning is quite revolutionary for teachers and trainers. It grants the opportunity to directly see the practical value of the materials taught in their programs and allows for courses to have a societal impact. SL sheds light on issues that otherwise get little attention, as they fall outside the jurisdiction of public and private sector actors. It also grants teachers and trainers the ability to give power to other stakeholders, like those with fewer opportunities that otherwise would not be involved. When SL becomes embedded into the regular curriculum, staff can expect to build a strong community network connected to current societal issues, and provides meaningful connections, inspiration, and a source of new SL experiences.

The role of teachers and trainers shift when doing SL as opposed to regular methods. Due to the peer-to-peer and formative nature of SL as an experience-based learning method, teaching staff are called upon to guide students, instead of simply teaching them, for example by creating space for students to reflect upon their work. They become brokers between student and community participants and are responsible for creating assignments with the highest odds of a win-win for all. Managing expectations of all parties becomes a skill SL adds to the teachers and trainers’ repertoire. When students are involved in SL projects about digital empowerment of the community, this requires that the teacher also has sufficient knowledge of this digital environment in which his students are navigating. Becoming digitally empowered entails teachers and trainers understanding how to organize SL to maximize the value for students and community organizations, while managing their own workload. Connecting with often large groups of community organizations can take a toll on HEI resources, but by utilizing digital means, teachers and trainers can more efficiently spend their time, i.e., by having progress meetings digitally. Understanding SL organization based on elements such as geographic distance, varying agenda’s, available tools and methods and their effective utilization will allow them to create long lasting positive impact experiences for students and communities alike and to increase the inclusion of marginalized communities and students with fewer opportunities. However, becoming digital empowerment should not mean ‘everything digital, at the expense of everything else’. When developing educational programs, teachers and trainers need to make well-considered and substantiated choices, without assuming that this choice should always be a digital option. Especially in the case SL projects, in which social interaction plays a key role, some things simply work better in a physical environment. The key question should be: ‘what is the added value and the usefulness of digital environments in the specific context your students are working in?’
Teachers and trainers: Conditions for successful SL&DE

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, teachers & trainers 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 community. **Offer students immersive resources** to get them invested.

10. Guide students along the experience and **provide them ample room to reflect**. Stimulate their reflection through means such as blogs, vlogs, or e-portfolios.

11. **Grade students based on their learning**, not on the results of the service.

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Higher Education Institutions

Higher Education Institutions: Needs

The role of Higher Education Institutions (HEIs) in Service-Learning is one of support and logistics. Their main duty is to support the faculties in their implementation and development of SL experiences, but it is also comprised of strategizing how SL can be improved and expanded and utilized to its full potential for societal gains.

Increasingly, HEIs are pressed to, and want to, become more involved in contributing to society. Part of this contribution is actively making impact within the communities HEIs reside in, and part of it is being aware of the issues at play in society so that its research can contribute to understanding and resolving said issues. HEIs needs proven ways of fulfilling this mission that provide tangible results and are sustainable. On the other hand, HEIs need to offer societally relevant programs and have a futureproof curriculum. Especially in more technology focused university programs, students remark how programs don’t change at the same pace as their sectors, but also generally, as seen with COVID-19, the pace of change is very high and HEIs need to keep up.

This is not only a conversation about the content of programs, but about the methods of teaching. Formative versus summative, flexible versus rigid, hybrid versus offline, synchronous versus asynchronous. To have this conversation, HEIs need to be equipped with the skills, resources, and knowledge on how to organize and institutionalize inclusive education that utilizes new technologies and educational methods such as SL. Only then HEIs can develop a clear vision for future education.

Higher Education Institutions: Innovation & Impact

HEIs have three main missions: teaching, research and making contribution to society (Third Mission). Each mission is touched by the inclusion of digitally enriched Service-Learning. First, SL enriches the curriculum, keeping it relevant and making it future proof, providing relevant 21st century skill development, practical insights, and valuable experiences to students, in turn making them more engaged, satisfied and better employable. The most fundamental change for HEIs is that SL allows HEIs to have a societal impact directly while educating its students, where normally the societal impact from education comes after students have left the institution. HEIs interact more with communities and society at large allowing it to make valuable connections. SL experiences are opportunities to see what is going on in society and can inspire new and relevant research, with high societal relevance.
Higher Education Institutions: Conditions for successful SL

1. Create infrastructure and an independent entity to support SL integration, for a continuous development of Service-Learning at the level of the organization. Develop appropriate training on digital (teaching) tools and online platforms.

2. Encourage teachers to allow students creativity and deviation from learned patterns of teaching and thinking, and to accept that they (as well as students) can learn a lot from community partners and users.

3. Service-Learning can be a more resource intense teaching methods. HEIs should expect more support to staff or more staff in general is necessary.

4. Recognize SL achievements by rewarding teachers & trainers’ SL work either financially or by amending the rules on promotions.

5. Create an independent entity to support SL integration, for a continuous development of Service-Learning at the level of the organization.

6. Investing in technology, would allow universities to be more ‘open’ and transfer their knowledge and research results to citizens and communities.

7. Empowering innovative teaching is of paramount importance for achieving student engagement and deepening innovation and entrepreneurial skillsets.

8. Create pilot projects involving highly motivated students and community partners, evaluate the success of the project and disseminate the results to further motivate stakeholders to participate in digital empowerment projects.

9. Provide relevant methods, courses, domestic and foreign literature on SL, support networking with teachers and community members/ organizations.

10. Develop methods and tools for SL evaluation. Keeping a close connection with community participants and students and monitoring their experience and the value they receive allows HEIs to safeguard quality and satisfaction.

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