

# SERVICE-LEARNING

## Curriculumontwikkeling & Futureproof Curricula

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“to repair  
injustices  
while  
transforming  
the future”

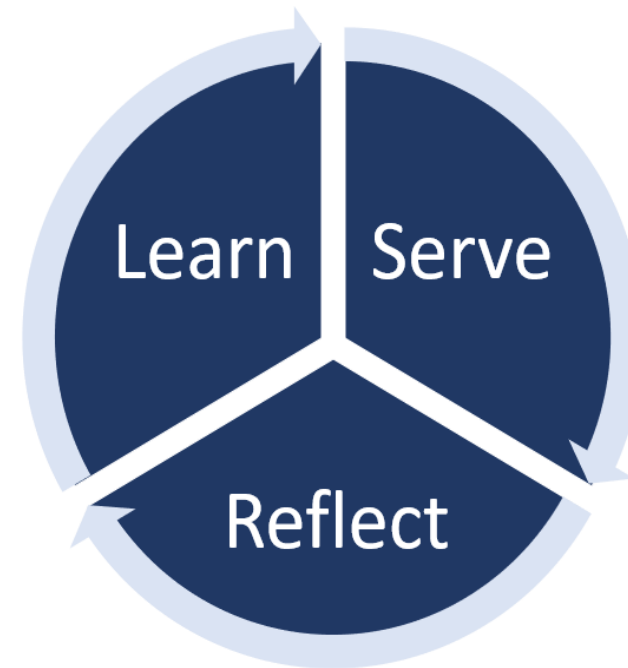
# WAT IS SERVICE-LEARNING?



# SERVICE-LEARNING IN DRIE WERKWOORDEN

Service-learning is een vorm van **ervaringsgericht leren**.

D.m.v. een sociaal engagement, **dienen** studenten een specifieke gemeenschap, **reflecteren** ze op hun engagementservaring, en **leren** zo doorheen het proces.



# SERVICE-LEARNING, DRIE ESSENTIELE ELEMENTEN

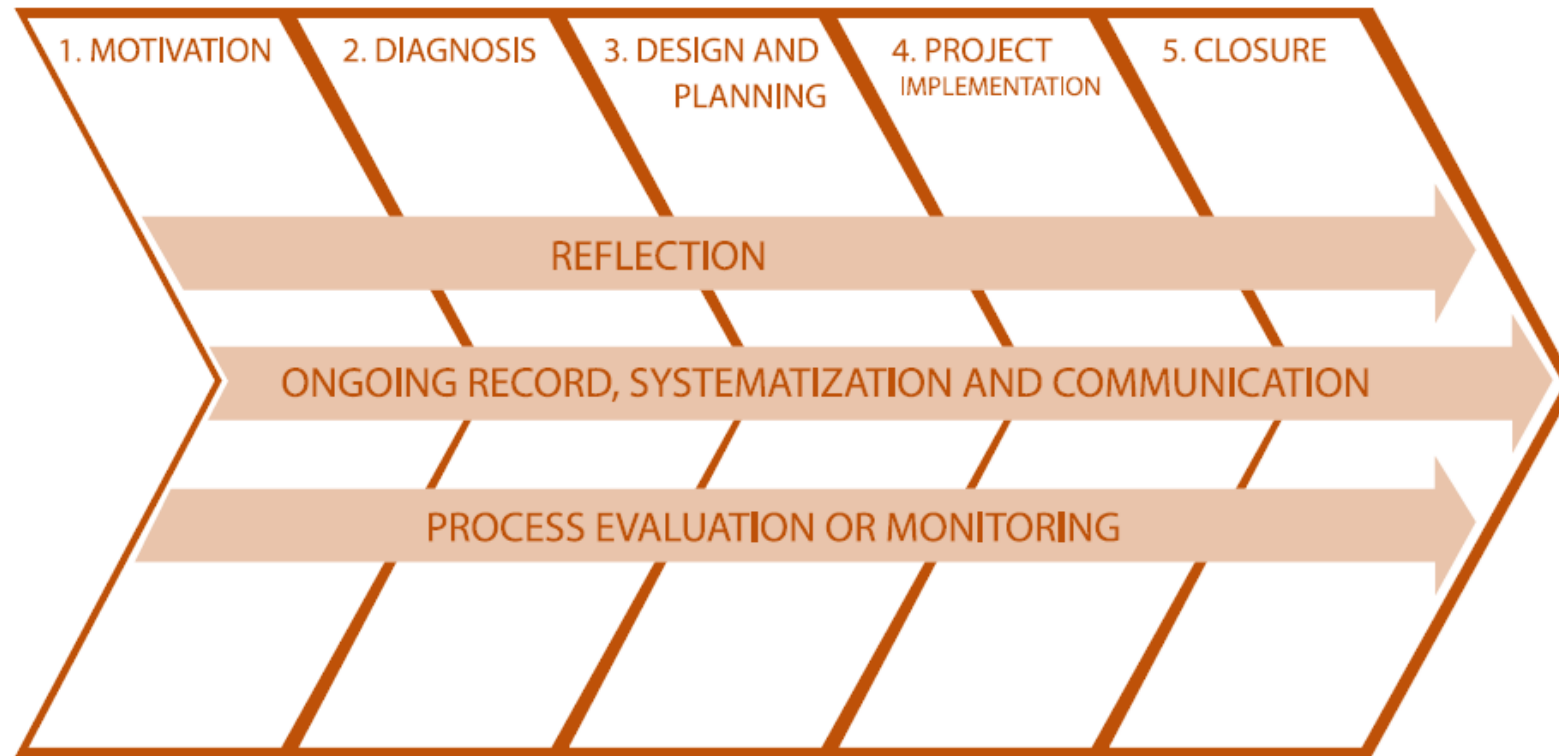
focus op het efficiënt en effectief adresseren van noden in een **gemeenschap**, en samenwerken met die gemeenschap

actieve betrokkenheid van **studenten** in alle stadia, van planning tot evaluatie

intentioneel gelinkt aan de **leerinhoud**



# DE 'SERVICE-LEARNING'-REISWEG



# WAAROM SERVICE-LEARNING?



# UNESCO (2021) – Reimagining our futures together



## Our humanity and planet Earth are under threat

→ Need for a new social contract on education

... to repair injustices while transforming the future

- preconditions of social contract:

- grounded in human rights;
- based on principles of non-discrimination, social justice, respect for life, human dignity and cultural diversity;
- encompassing an ethic of care, reciprocity, and solidarity;
- strengthening education as a public endeavour and a common good

→ Need for pedagogies that foster cooperation and solidarity, to learn *in* and *with* the world and improve it

- interdisciplinary problem-oriented collaborative learning

# UNESCO (2021) – Reimagining our futures together



- ... many possible solutions to a given problem, pedagogical approaches must be selected that also cultivate the **values and principles of interdependence and solidarity**
  - *Service learning and community engagement* ... connect students with **broader systems, processes, and experiences** beyond their own experiences
  - ... approach service with a **spirit of humility, free of paternalism**, especially in connection with those who may face different material challenges
- *Service learning* has the potential to enlist **solidarity as a central principle to problem-solving pedagogies**, rather than favouring the solutions which are simply the most expedient or self-interested



# THE PARKS-EICHMANN PARADOX



# WAT IS JOUW VERHAAL?



# HET SERVICE-LEARNING MODEL CANVAS

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NAAM SL VAK	NAAM DOCENT	DATUM	VERSIE



<b>MAATSCHAPPIJBETROKKEN</b> Waarom kies je voor maatschappijbetrokken onderwijs? Welke meerwaarde wil je de maatschappij bieden?		<b>YOUR BIG WHY</b> Wat is de grote waarom van jouw Service-learning vak? Wat hoop je te bereiken?	<b>PERSOONSBETROKKEN</b> Waarom kies je voor persoonsbetrokken onderwijs? Welke meerwaarde wil je de student bieden?	
<b>MAATSCHAPPELIJKE UITDAGING</b> Beschrijf de maatschappelijke uitdaging waarbinnen jouw Service-learning vak plaatsvindt.	<b>PARTNERS</b> Wie zijn de partners waarmee je samenwerkt? Wat typeert deze partners? Beschrijf de doelgroep.	<b>WAARDEN</b> Welke waarden wil je tijdens het proces uitdragen en richtinggevend laten zijn?	<b>STUDENTEN</b> Wie zijn de studenten waarmee je samenwerkt? Wat typeert deze studenten? Beschrijf hun eigenheden.	<b>KENNIS, VAARDIGHEDEN EN ATTITUDES</b> Welke kennis zal je de studenten aanreiken? Welke vaardigheden plan je te cultiveren? Welke attitudes wil je aanscherpen?
<b>BIG IDEAS</b> Welke grote ideeën wil je doorheen de Service-learning ervaring exploreren? Welk begrip wil je verdiepen en ontwikkelen?	<b>LEERDOELEN</b> Welke leerdoelen wil je doorheen de Service-learning ervaring bereiken? Geef ze weer zoals ze in de ECTS zijn opgenomen.		<b>EVIDENTIES</b> Naar welke evidenties ga je op zoek om na te gaan of de leerdoelen effectief zijn bereikt?	
<b>DETERMINERENDE FACTOREN</b> Welke factoren zijn bepalend voor jouw Service-learning vak? Vb. aantal studenten, aantal studiepunten, looptijd van het vak, gebruik van digitale tools etc.				



# WAT ZIE JIJ?



# EUROPEAN COMMISSION ON KEY COMPETENCES

**Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning ([2006/962/EC](#))**

**Council Recommendation of 22 May 2018 on key competences for lifelong learning ([2018/C 189/01](#))**

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

# EC - LifeComp

## The European Framework for Personal, Social and Learning to Learn Key Competence

In our rapidly changing societies, citizens need to develop competences which allow them to successfully manage the challenges posed by the many transitions taking place in their work, in their personal spheres, and in society.

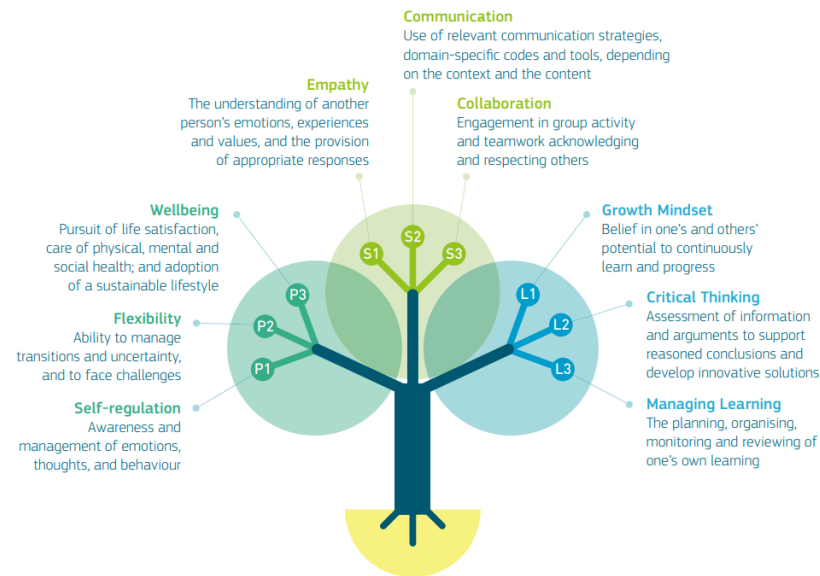


FIGURE 1. LIFECOMP AT A GLANCE

# EC - GreenComp

## The European sustainability competence framework

A sustainability competence empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures.



Visual representation of *GreenComp*.

# EC - EntreComp

## The Entrepreneurship Competence Framework

Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

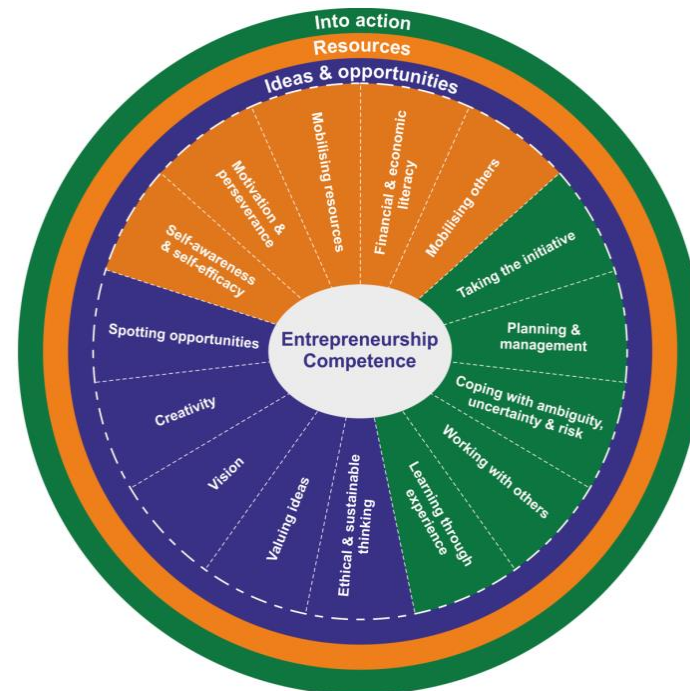


Figure 2: Areas and competences of the EntreComp conceptual model.

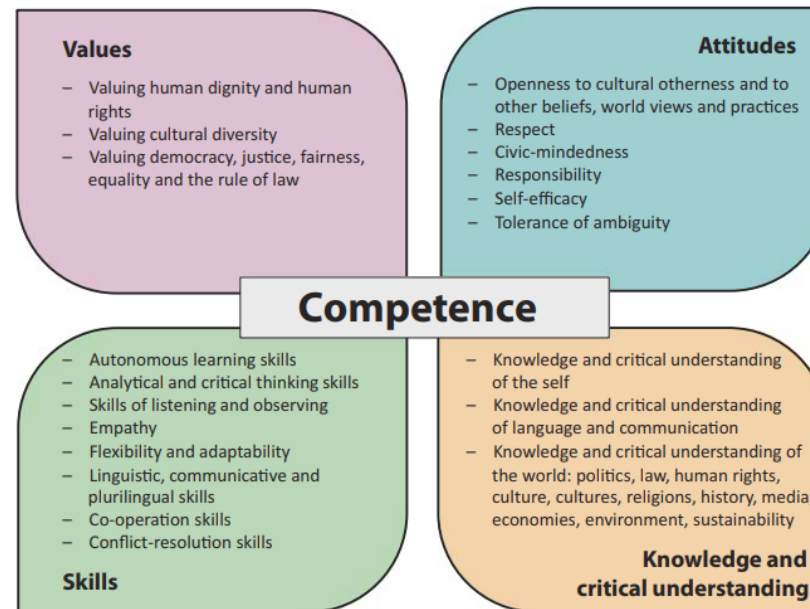


# RAAD VAN EUROPA - RFCDC

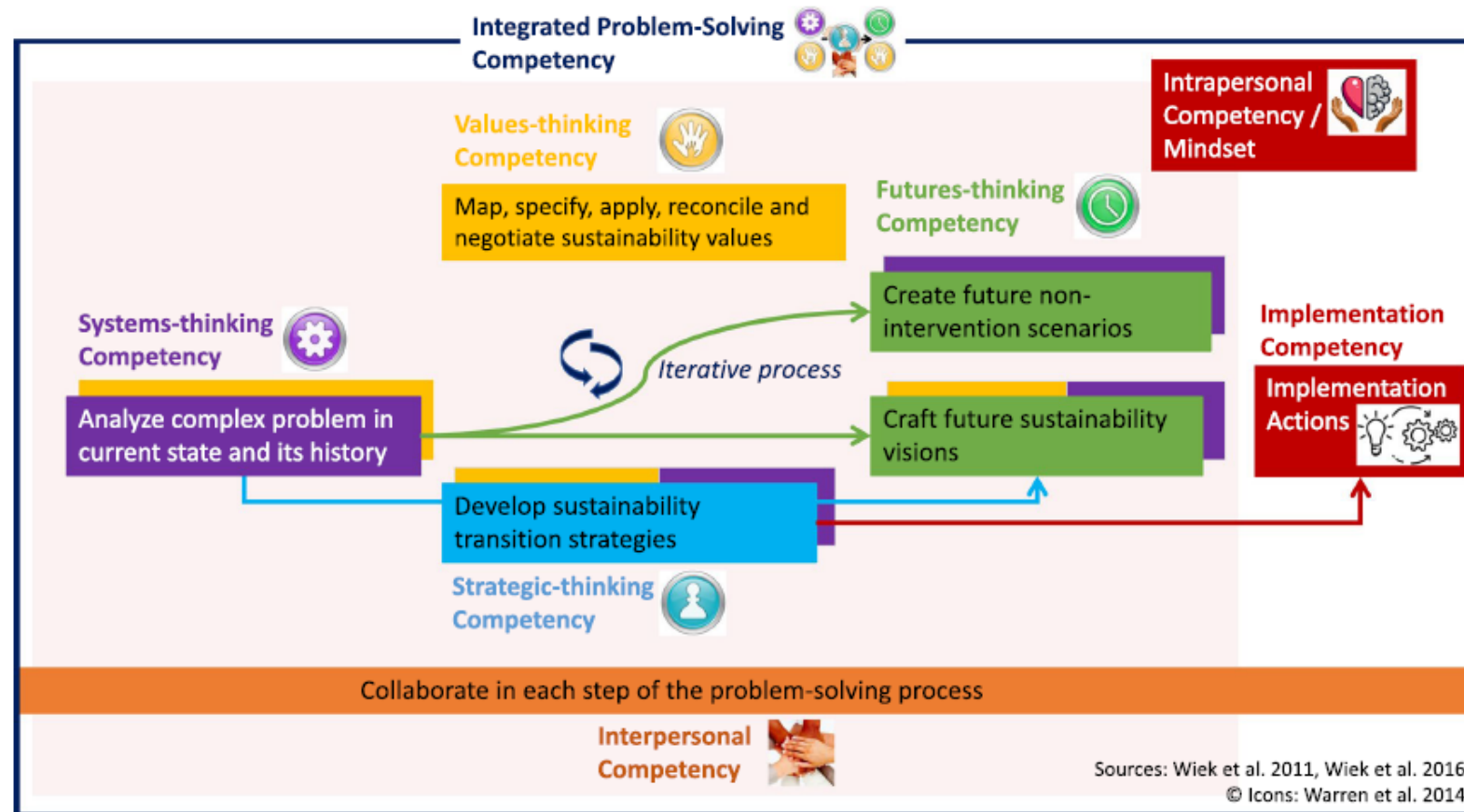
## The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)

COMPETENCES FOR DEMOCRATIC CULTURE Living together as equals in culturally diverse democratic societies.

The 20 competences included in the model



# INTERGRATED PROBLEM-SOLVING COMPETENCY



# DEFINING THE ISSUE AT HAND



# TRANSFORMATIONAL SKILLS FOR SUSTAINABLE DEVELOPMENT

1 **Being** — Relationship to Self

2 **Thinking** — Cognitive Skills

3 **Relating** — Caring for Others and the World

4 **Collaborating** — Social Skills

5 **Acting** — Enabling Change

# MAKE THE JUMP AND GO FOR IT!

