

Service Learning: ¿How to learn and do Social Service?

A methodology to obtain professional and citizen skills. A Project in the Pompeu Fabra
University (UPF)

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Abstract

The Service Learning is a methodology that presents learning situations which are oriented to give a service to the community. During the academic year 2014-15 we carried on, in our University, a project based in the Service Learning Methodology: *UPF Service Learning in order to undertake with microcredits*. The Project was selected in the: *VIII Convocatòria de suport a iniciatives del Centre Promotor per a L'Aprenentatge Servei – Fundació Jaume Bofill (2015)*. This project had the Oikocredit support.

The aim of this paper is to analyze the results and conclusions obtained in the project related with the evaluation of the differences between the service learning and the traditional methodologies where a social vision is non existent. The student's academic learning process productivity developed in a Service Learning Methodology, was higher than those developed in a traditional methodology. It also contributes to develop skills and competences necessities to be a citizen in the 21st century. This is a fact either in a quantitative as in a qualitative way.

1. Introduction

The Service Learning (SL) is a teaching methodology that raises learning situations, which are focus on giving a social service to the community. As a pedagogy “incorporates into academic courses meaningful community-based service experiences that meet genuine community needs, with the aim of enhancing a host of student development outcomes,

including academic learning, civic and social responsibility, career development, and personal self-efficacy” (Furco and Moely 2012, 130).

Following a SL, the involvement of Higher Education Institutions is encouraged, in this case: the Pompeu Fabra University (UPF), in the development of two functions that are attributed historically to the University and that some time have been forgotten: The University Mission has always been to seek and share knowledge and to give service to the community in its environment (Scott 2006; Lozano, 2012). The social commitment that the SL has is based in creating true formative situations, in and outside of the classroom, in order to develop skills among the graduates and to give answers to the real situations with social dimension.

The skill concept refers to an individual’s ability to combine the different elements that are related between knowledge and aptitude. In particular, we are referring to (Rodríguez and Monllau, 2012):

- Use theories and concepts (know-how)
- Knowing how to behave in a given situation (know to do),
- To acquire abilities and aptitudes (know how to be) and,
- To have personal, professional and social values (know to be).

The highlights of the skills are:

- Related with the permanent aspects inherent to the person.
- To show when a task or job is running.
- To have a causal relationship with job performance.
- They can be generalized to more than one activity.
- To be able to combine cognitive, affective and behavioural aspects.

Various International Organizations have highlighted in the past five years, the importance of identifying and developing skills as key elements are:

- Learning throughout life in the context of a knowledge society (EC, 2011).
- Prevent social inequalities become larger. The UN (2015) defines as one of the objectives for the year 2030 that young people and adults acquire necessary skill to access to the job market, fair work and entrepreneurship.
- Ensure the growth of a country. OECD (2015) states that the skills are an essential element to successfully pass from the educational system to the labour market. It establishes a positive relationship between skills development and increment of the chances of entering the labour market.

Developing graduates in this social-economic environment requires specific knowledge and skills, but are very important the transversal skills or soft skills that have a relationship with social and civic engagement, with the ability to transform and add value to society (UN, 2015).

To survive professionally in this kind of environment is not only necessary to have an important baggage of knowledge, but it is also necessary to have the capacity to adapt to these changes. That is why the existing literature speaks of employability to define the technical and human qualities that increase the likelihood that the candidate has the job that he chooses. We define 'employability' (Van de Heijden and Van de Heijden, 2006), (De Vos, De Hauw and Van Der Heijden, 2011) as the use of skills that increase the likelihood of :

- Achieving the objectives for which it has been hired.
- Getting a new job.
- Creating new jobs.

This is why the professional development of a person depends not only the intellectual baggage and available knowledge, but also on the competencies and skills that characterize the person (Fugate and Kinicki, 2008), (Van de Heijden and Van of Heijden, 2006).

In this sense, innovation and teaching quality in the University is oriented to new ways of teaching and learning that facilitate the connection with the environment and the development of these skills. Using a SL Methodology helps to create didactic environments that take into account an integrated approach to learning in response to real needs.

When asked if the methodology of SL can contribute and train potential workers to facilitate access to the labour market in situations of exclusion the answer is yes (Gijon, 2012). In the existing literature we can find studies about how the SL facilitates the development of professional skills as leadership (Diamon, 2014; Foli et. Al. 2014; Sabbaghi, Cavanagh and Hipskind, 2013), teamwork, critical thinking and also it contributes to develop as a citizen: awareness and social engagement (Chueh and Che, 2014) and social justice (Koch et. Al., 2014; Toporek and Worthington, 2014) understood as perceived inequalities and multiculturalism (Smith, Jennings and Lakhan, 2014; Long, 2014).

In the SL both general and specific training is guaranteed and strengthened, and an important learning process agent is added: the users, their improvement and development, is the clear evidence that students have learned and developed their skills.

1.1. The Project in the Pompeu Fabra University (UPF)

During the academic year 2014-15 we carried on a Project based in the Service Learning Methodology: *UPF Service Learning in order to undertake with microcredits*. The project was selected in the: *VIII convocatòria de suport a iniciatives del Centre Promotor per a*

L'Aprenentatge Servei – Fundació Jaume Bofill (2015). This project had the Oikocredit support. The aim of this paper is to present the results of this project.

The proposal, *ApS per a Emprendre amb Microfinances: innovació social des de la Universitat*, arises from a multidisciplinary interdependence perspective, through context and learning situations with impact on the community, from topics, contents and different abilities, with different curricular profiles, with students that live different realities that give a multivariate vision about reality.

The aim is to promote social engagement experience from an interdisciplinary curriculum perspective that affects both: the collaborator entity-Fundació Servei Solidari- and the users of it, that try to entrepreneur with microcredit coming from ethical finance. The services and the actions are oriented to improve and to facilitate the project viability. Very often, the entrepreneurship with microcredit is the only option for people that has a risk of social exclusion. In addition to the economical help, it is important to give human support to the entrepreneurs which will allow them to acquire the necessary knowledge to ensure the success of their project. It is in this point, that the student with the knowledge that he has acquired along the university studies takes an important role.

Real learning context community service environments are created with the background of ethical finance as a source of income for the business idea.

The university students that participate facilitate support through consulting, helping or doing the business plan that entrepreneurs needs to accomplish their idea. The consulting is in both, in the economic and financial project and also in the promotion and marketing about the Project that it is necessary to develop. The collaborating institution is also advising on the development of support tools required for the management of business plan. Another students

team has been developing a study where the strategic management in organizations dedicated to ethical finance is analysed.

The Project aims to move away from welfare-type looks and understands that everyone can participate in building a more fair and caring society. The interdependence of the various actors has a positive impact to encourage the development of skills in everyone who is involved in the Project. It will bring benefits to the communities, users, the collaborating organization and all actors involved in the University.

The aims of the Project are the following:

- 1) To promote the viability of business projects designed by entrepreneurs with a risk of social exclusion, that needs a microcredit form ethical finance.
- 2) To help the entrepreneur to develop the entrepreneurial skills needed to develop the Project and ensure its continuity and sustainability over time.
- 3) To assess what are the main differences between academic performance and perception of learning service in relation to similar teaching projects that have used traditional teaching methodology and in where social perspective is nonexistent.

We focus on assessing learning outcomes achieved by students, the quantitative assessment (Hernández and Monllau, 2014) and the developed soft skills.

The analysis allows the design of tools and evaluation mechanisms of learning processes.

2. Methodology

The project required the collaboration of:

- Three teachers that belong to different subjects and different university degrees.
- The Centre for Teaching Quality and Innovation (CQUID) in the UPF along with the coordinating teacher of the project, have designed and coordinate the activity developed by the different agents.
- 11 Students that studied the different subjects taught in university degrees involved in the project.
- The Mentoring section in the Fundació Servei Solidari. In this organization is where the action service for entrepreneurs unfolds.
- 4 entrepreneurs with a high risk of social exclusion.

It is possible to find the summary about the teachers, the students and the entrepreneurs that have participate in the project in table 1.

The different materials have been prepared according to the subject of references.

Internships. The students that have done an internship, have developed and completed material that has Espai Empren and that has been used by the entrepreneurs to make their business plan.

Strategic Management. The study elaborated by the students it will be available to Oikocredit as this organization has been the organization promoting the project.

Social Action Strategies. As a consequence of the analysis that has been done by the students, a report has been made with the conclusions for the Espai Empren. They have also made a portfolio of good practices and recommendations focus on social entrepreneurship so they can develop their communication initiatives. The proposal should include strategies for social

networks, communications strategies proximity networking with stakeholders, and other online/offline strategies.

3. Results

The collection of evidence has focused on the three subjects of reference. Skills have been identified, have been compared with the performance of other non SL students and perception of satisfaction has been evaluated as a key of the learning process obtained in this case, on a scale of 0-10. The results have been summarized in table 2. We have to remark that the first results obtained in fase I have been presented at the VI National and International Congress of Learning-Service in the university (Aps-u6).

The results obtained during the Project provide the following information:

- Academic Performance.
- The skills acquisition.

3.1. Academic Performance

The yield obtained by the SL students has been higher than the average of the rest of peers. Analyzed in both ways, quantitatively and qualitatively.

In the case of Internship the mark obtained by the students that followed a traditional methodology is between 8 and 10. In our project, the mark obtained by the students is in the high side of the range. If we focus our attention on the qualitative results we can observe that the degree of implication of students is above average; we highlight some statements made by students as a : “I recommend this kind of internships because with the knowledge learned it is possible to help others”, “in this environment entrepreneurs are more realistic; however the fact of not having knowledge makes things harder”, “Entrepreneurs with whom I have dealt

with have made me feel excited about what I was doing”, “the kind of task taking place has forced me to take initiative and to think about how to do things”

In the Strategic Management the mark obtained by students has been 9; the average grade in the rest of group has been 7.8. At the end of the course the students expressed their satisfaction with the Oikocredit interviews and with the dynamic that was carried during the whole course.

In the case of Social Action Strategies course, the final mark obtained by the students has been 9.5. The average grade of the rest of students that participated in the course has been 8.65. All the students that had followed a SL Methodology expressed their satisfaction as a consequence of their participation in the experience.

3.2. The skills acquisition: The development of soft skills.

We focus our analysis in the development of transversal skills or soft skills that helps both the professional development and the development as a citizen. In no case we have analyzed the results related with the specific skills acquisition that has a relationship with the technical knowledge of the course.

The results (see table 2), confirm those that we have read previously in the background; nevertheless we want to highlight some aspects about our results.

If we analyzed the total of subjects that have participated in the experience we want to remark that only one: “Social Action Strategies” contemplated acquiring skills that favor the development as a citizen. The presence of so-called soft skills, that helps to develop as a citizen, have little presence in the design of university courses.

There are skills that are widely shared by the different subjects taught in the degrees analyzed: teamwork and the ability in oral and written communication. Accepting different

points of view and critical thinking they are only highlighted by “Social Action Strategies” and “Strategic Management”. For these four skills, we do not see, to the light of result, no difference between the SL Methodology and traditional methodologies.

In the internship, it is where most differences between a SL process and traditional procedures are detected.

According with Fundación Universidad Empresa (FUE, 2009) the most important aspects that are valued by the university students in a job are, among other things: the possibilities of career development, to make an interesting and rewarding job that makes them feel useful and the possibilities of continuous learning and company training (FUE, 2009, 18). A study that has been made by Monllau and Rodríguez in which the role of professional skills through work has been analyze, experience concludes that “the most valued skills have been the learning ability, the ability to manage work, sense of responsibility, motivation to work, punctuality, the relationship with the working environment and the ability of team working” (Monllau and Rodríguez, 2014, 133).

Undergraduate students that have made internship and have not participated in the project SL, highlighted that the internship has helped them to organize the work, to be more responsible, and to develop in the labor environment. On the other hand, the students that participated in the project have highlighted: the personal wealth they had acquire through helping others; they note that in this context the entrepreneurs are more realistic but the problem is that they do not have technical knowledge, this fact hinders entrepreneurship; the entrepreneurs have taught them to have hope for what they do, learn to take initiative and think of the way of doing things. In other words, learning is found in both directions; the student teaches the user and the user teaches the student.

The analysis of the evaluation that was given by the mentors in the company we have detected some differences between both systems. The Fundació Servei Solidari mentors punctuate a score of 10, personal involvement and motivation of the two students who have participated in the project. In the traditional methodologies, the acquisition of these skills have been scored on a medium of: 8.9 (according with the results that have been obtained during 2014-15 academic year).

4. Conclusions

The SL is a methodology where it is possible to learn while giving a service to the community. In this way, the university performed one of the purposes for which it was created: to give a service to the community that exist in the environment where it develops their activity.

In an environment that changes constantly, like the one we live in, it is not enough to know-how, it is necessary to know how to do, to know how to be and to know to be. It is in this point where it is becoming increasingly important the skills learning (specific and transversals or soft). The learning based in the competencies learning is a key element that decreases social differences and facilitates the access to the labor market.

The SL Methodology enhances the acquisition of specific and transversals skills that have a direct relationship with both the professional citizen development.

The Project carried out presented in this paper has been innovative in the sense that it has been raised as a project-oriented learning and to give service from an interdepartmental perspective and therefore interdisciplinary as well, contextualized and authentic reality in which the look is put both by the teachers and students, from an implication of commitment,

shared leadership and the capacity to apply knowledge and skills acquire in the classroom in the context of a specific social issues.

From the results, we conclude that performance and satisfaction gained by students who have participated in the Project exceeds those which have been obtained by students who have learned through traditional methodologies.

When we analyze the acquisition of skills of students who have participated in the project, we did not detect significant differences, between the two methodologies, in the acquisition of skills that are related with professionals competences, however we can affirm that there is differences in the acquisition of the skills related with the development as citizen between Service Learning Methodology and the traditional methodologies. Students who have participated in the project have a greater perception of situations of injustice and social inequality.

Another aspect that we have perceived in the analysis of our results is that the skill enhancing the development as a citizen has low presence in the schedule of the subjects that are taught in the University degrees. Maybe, this is an indicator that the University has lost the notion of one of the basic functions that has been traditionally attributed to it: the service to the community where they develop their activity.

Up to now, with the outcome obtained, we can only conclude about the learning results. But we still have to analyze the results related with the service. We will not be able to conclude about it at least after one year because at this moment it is impossible to see the results in the entrepreneurship, as it just started.

The study that we have presented has some limitations that we need to highlight. First the generalization of the results is limited. Students who have participated in the sample have

done it voluntarily, so the composition of the sample is biased due to the positive disposition of students to the SL project. Secondly, the results of this study may not be representative because in the sample the amount of students who follow a Methodology Service Learning is very small compared to that of regular students.

Despite the limitations, we believe that the results are very positive both for its long projection as the implications of the different stakeholders in the process. However in order to finish the conclusions about our project, we will have to be patient for at least a year. Then we will be able to evaluate the utility of the service that has been received by the users.

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Table N°1. Sample population of teachers, students and entrepreneurs.

Sample	N	Characteristics
Teachers	3	<i>Strategic Management, Internship, Social Action Strategies.</i>
Students	11	Degree in <i>International Business and Economics</i> , Degree in <i>Management</i> , Degree in Advertising and Public Relations.
Entrepreneurs that have been advised	4	Half of them had needed a microcredit.

Table N° 2. Obtained results and developed skill

Subject	Sample	Mark	Developed Skill	Perception of satisfaction
Internship	I1	10	Personal Implication. Motivation. Ability in oral and written communication. Team working skills.	9
	I2	10	Personal Implication. Motivation. Ability in oral and written communication. Team working skills.	10
Strategic Management	I1	9	Team working skills. Ability in oral and written communication. To accept different points of view.	9
	I2	9		9
	I3	9		9
	I4	9		9
	I5	9		9
Social Action Strategies	I1	9,5	General Skills: Ability to work in a group, ability to show critical thinking, ability to search and select pertinent and relevant information, ability to develop and justify a creative process, ability to create communication	9,3

			<p>material according to the needs of a specific context.</p> <p>Specific Skills: ability to identify values related to social responsibility, ability to identify stakeholders and their needs, ability to diagnose social problems in a specific context, ability to create communication strategies with a social responsibility target, ability to play a role in social responsibility communication campaign according to the stages of project planning.</p>	
	I2	9,5		9,3
	I3	9,5		9,3
	I4	9,5		9,3