

## What does it mean to be (come) an Engaged University?

Third European Conference on Service-learning in Higher Education, Multiplier event of Erasmus+ project SLIHE, Slovakia, 2020

July  
13<sup>th</sup>

# PRECONFERENCE SESSION

15,00 – 17,00

**INTERACTIVE WORKSHOP**

**STRATEGIES FOR CONDUCTING COMMUNITY BASED RESEARCH AND RESEARCH ON SERVICE-LEARNING**

workshop is for registered participants, if you wish to register, please write email: [alzbeta.gregorova@umb.sk](mailto:alzbeta.gregorova@umb.sk)

### **Andrew Furco**

Associate Vice President for Public Engagement  
University of Minnesota, U.S.A.

### **María Rosa Tapia**

Latin American Center for Solidarity Service-Learning and University of Buenos Aires, Argentina

*In this workshop, participants will work through the process of designing a research study on a service-learning topic of interest to them. The workshop will begin with an overview of the current state of research on service-learning, the challenges that researchers face when conducting studies of service-learning, and strategies investigators should consider when engaged in service-learning research. Following this overview, participants will be guided through the development of a Research Plan through which they will design a research study that addresses a service-learning question or issue of interest to them. To produce this research plan, participants will work through a series of steps in which they develop a researchable research question, identify the best research design, select the right research sample and instruments, as well as identify strategies for collecting, organizing, and analyzing the research data. Strategies for community-based research and digital ethnography will also be addressed. Upon completion of the workshop, each participant will have completed a research plan that can form the basis of a funding proposal or research implementation plan. Prior to arriving at the session, participants are urged reflect on the particular topics or questions they are interested in investigating.*



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# CONFERENCE

10,00 – 11,00

## INTERACTIVE PANEL DISCUSSION

### SERVICE LEARNING IN HIGHER EDUCATION IN CENTRAL AND EASTERN EUROPE – SHARED EXPERIENCES FROM THE SLIHE PROJECT

Representatives of the universities participated in the SLIHE project

*The panel discussion aim is to present outputs of the Erasmus+ project Service-learning in Higher Education – fostering the third mission of universities and civic engagement of students. Representatives of participated universities will also share experiences from the project implementation.*

11,00 – 11,30

## BREAK

11,30 – 12,30

## PARALLEL WORKSHOPS AND PRESENTATIONS

### Presentations A

Fiora Biagi (Italy), Lavinia Bracci (Italy)

„The EUFICCS (European Use of Full-Immersion, Culture, Content and Service) Curriculum: Reflective Writing Syllabus for the acquisition of Competences for Democratic Culture (RFDC) in International Service-Learning Programmes“

Anne Warren-Perkinson (Ireland)

Something Old, Something New and Something Borrowed; A Marriage of Content and Structure in Models of Implementation for Community Engaged Learning

Ana Cayuela (Spain), Marta Alonso (Spain), Carlos Ballesteros (Spain), Pilar Aramburuzabala (Spain), Gabriela Civico (Belgium)

Mapping Service-Learning in European Higher Education

Yuliia Kleban (Ukraine)

Service-learning tools for the STEM/STEAM education: the case of UCU as an engaged university



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	Swenja Mareike Zaremba (Germany), Stefanos Vallianatos (Greece)	University meets Civil Society - Transfer of Community and Academic Knowledge
<b>Presentations B</b>	Janine Bittner (Germany)	Learning through the Assumption of Social Responsibility – a Presentation of a Mixed Method Study Design on the Effects of Service Learning on the Improvement of Specialized, Methodological and Interpersonal Skills of Geography Students
	Katharina Resch (Austria), Gabriel Dima (Romania)	ENGAGE STUDENTS - Promoting Social Responsibility of Students by Embedding Service Learning into Education Curricula
	Joana Padrão (Portugal), Anabela Moura (Portugal), Nives Mikelic Preradovic (Croatia)	Rural 3.0: SL projects results from Portugal and Croatia
	Alina Simona Rusu (Romania) (SLIHE)	Students' assessment of Service-Learning courses in a Romanian Higher Education Institution: Premises for meaningful reflection
	Edlira Gjoni (Albania)	Integrating community engagement into existing university courses: Action-based research at the aftermath of an earthquake.
<b>Workshop</b>	Sorana Pogacean (Romania)	Service Learning for and with Elementary and Secondary Schools– Beyond the obvious
<b>Workshop (SLIHE)</b>	Thomas Sporer (Germany), Tanja Kohn (Germany), Laura Pollack (Germany), Judith Prantl (Germany)	On the way to be(come) an Engaged University: A Case Study from Third Mission Strategy to implementation with formative evaluation
<b>Workshop</b>	Silvia Dall'Olio, Mallory Nardin, Maria Cinque, Irene Culcasi (Italy)	Rethinking community-based learning in study abroad in partnership with local universities

12,30 – 14,00

**BREAK**



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14,00 – 15,00

### PARALLEL WORKSHOPS, PRESENTATION, SYMPOSIA

#### presentations

Tatiana Matulayová, Zlatica Dorková,  
Lenka Tkadlčíková

Benefits and forms of building cooperation between Palacký University Olomouc and partner organizations

Luísa Ribeiro, Carmo Themudo, Joana Cunha e Costa, Marta Silva, Maria Correia, Paulo Dias, Ana Oliveira, Rita Paiva e Pona, Ricardo Peixoto, Célia Ribeiro, Pilar Aramburuzabala  
(Portugal and Spain)

Catholic University and Service Learning: Innovation and Social Responsibility

Ellen Decraene (Belgium), Eva Van Moer (Belgium)

A design for service-learning in the curricula of the University of Antwerp: opportunities and pitfalls

Cinzia Albanesi (Italy), Christian Compare (Italy), Chiara Pieri (Italy)

Community engagement in higher education: the community side of the partnership

Gernia Van Niekerk (South Africa)

Becoming an Engaged University - The journey... the worthwhile mistakes and valuable lessons we learned.

#### Workshop (SLIHE)

Luz Avruj (Argentina)

Networking in service-learning: weaving networks in the community and among colleagues

#### workshop

Marta Alonso (Spain), Ana Cayuela (Spain)

Sharing Service-Learning Experiences in less than 10 minutes: The systematic collection of the European Observatory of Service-Learning in Higher Education, EOSLHE

#### workshop

Robert Bringle (USA)

Workshop on Civic Learning

15,00 – 15,30

### BREAK



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15,30 – 16,30

### PLENARY LECTURE

#### STRATEGIES FOR BUILDING THE ENGAGED UNIVERSITY

**Andrew Furco**

Associate Vice President for Public Engagement

University of Minnesota, U.S.A.

*Most universities can point to many community engagement programs and projects taking place on their campuses. However, there is a difference between a university with community engagement programs and an “engaged university”. In this session, we examine what the research tells us regarding the critical elements that are essential for building the engaged university. We explore the policies, infrastructure, culture, and leadership that are needed to move an institution from being a university with community engagement projects to becoming a fully engaged university. We also discuss the important and critical role that service-learning plays in creating the pathway for institutions of higher education to become engaged universities.*

17,00 – 18,00

### OPEN GENERAL MEETING OF EUROPEAN ASSOCIATION OF SERVICE-LEARNING IN HIGHER EDUCATION

#### PRESENTATION OF EASLHE OBJECTIVES AND WORKING GROUPS

Open to all attendants interested in becoming a member or knowing about the Association

[Apply here to become a member of EASHLE](#)



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10,00 – 11,00

## PLENARY LECTURE

### STRATEGIES FOR BUILDING THE ENGAGED UNIVERSITY – PERSPECTIVES FROM EUROPE AND IRELAND

Lorraine McIlrath

Community Knowledge Initiative, Campus Engage and the Talloires Network  
National University of Ireland, Galway, Ireland

*This keynote address will explore the rationale for implementing civic engagement at the National University of Ireland, Galway and from perspectives into three other European case studies, namely England, Croatia and the Belgium stemming from qualitative research. This keynote address aims to highlight how history, culture and context play a fundamental role in terms of creating more nuanced approaches to the engaged university. It will also make the case that implementation of a pedagogy of engagement is a highly localised process and involves a paradigm shift in student learning, academic practice, research practice and in the strategic direction for the institution. However, it will also point to some common trends in terms of strategically embedding a culture of engagement including the development of a community of practice approach (Wenger, 1998), the pivotal nature of formal and informal policies and committed leadership, to mention just three. This presentation is informed by ongoing qualitative research and professional self-reflection as a 'Campus Cartographer' (McIlrath, 2019) on the process of developing engaged and enduring relationships with the community through service learning to realise the engaged university.*

11,00 -11,30

## BREAK

11,30 – 12,30

## PARALLEL WORKSHOPS AND PRESENTATIONS

presentations

Irene Culcasi (Italy), Maria Cinque (Italy), Claudia Russo (Italy)

Service-Learning for the integral education of university students: measuring the impact on soft skills and values

Carmen Luca Sugawara (USA)

Strengthening local capacity for community development through community engaged programs

Ingrid Geier (Austria), Ulla Hasager (USA)

Active-citizenship-learning and Service-learning to Support a Culture of Democracy and Democratic Values and Attitudes



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Koraljka Modic Stanke (Croatia), Nives Mikelic Preradovic (Croatia)

Development of Entrepreneurial skills through service-learning

Geertje Tijmsma (The Netherlands), Eduardo Muniz Pereira Urias (The Netherlands), Marjolein Zweekhorst (The Netherlands)

A roadmap to institutionalize Community service learning: A systematic review offering operational tactics over time

Maren Schlegler (Germany), Susanne Koch (Germany)

The Voices of Community Partners in Germany: Expectations and Assessment Standards

Mirian Hervás (Spain), José Luis Arco (Spain), Francisco D. Fernández (Spain)

Fidelity of implementation as a potential threat to Service-Learning programs' effectiveness

Zlatica Dorková (Czech republic), Tatiana Matulayová (Czech republic), Irena Balaban Cakirpaloglu (Czech republic)

Project Erasmus+ Inclusive Campus Life at Palacký University in Olomouc and Service Learning

### Poster presentations

Katarína Kurčíková (Slovakia), Lucia Galková (Slovakia)

University students as active co-creators of the education content in the topics of otherness and diversity in elementary schools

Hanesová Dana (Slovakia)

Service Learning as an innovative approach to build intercultural competence of university students

Anna Kniezová (Slovakia)

The impact of the service learning activities on the community partners

Robo Sabo (Slovakia), Alžbeta Brozmanová Gregorová (Slovakia), Jaroslav Kompán (Slovakia)

The Duke of Edinburgh's International Award (DofE) goes to Universities

Ingrid Geier (Austria), Ulla Hasager (USA)

Learning concepts to support civic-mindedness in Higher Education



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	Miryam C. González-Rabanal (Spain), Violante Martínez-Quintana (Spain)	Design of an interdisciplinary service-learning model: proposing indicators to evaluate The Operational Plan of the Madrid City Council against Trafficking and other Human Rights Abuses in prostitution context
<b>workshop (SLIHE)</b>	Carmen Costea Barlutiu (Romania)	Using guided imagery and metaphor to deepen the reflection in service-learning
<b>workshop (SLIHE)</b>	Magdalena Fellner (Austria), Florian Reisky (Austria), David Campbell (Austria)	Enhancing the sustainability of Service Learning projects
<b>12.30 – 14,00</b>	<b>BREAK</b>	
<b>14,00 – 15,00</b>	<b>PLENARY LECTURE</b> <b>SOLIDARITY AS A CONCEPT FOR ENGAGED UNIVERSITY – EXPERIENCES FROM LATIN AMERICA</b> <b>María Rosa Tapia</b> Latin American Center for Solidarity Service-Learning and University of Buenos Aires, Argentina	
		<i>Words convey different meanings, histories, and cultural backgrounds in different parts of the world, and diverse theoretical roots and frameworks from different regions may enrich the global reflection on Community Engagement. In Latin America, we talk about “Solidarity” to describe the “encounter”, committed and responsible to each other’s needs, respectful of their dignity and their culture. It is an open kind of solidarity, horizontal, sensitive to injustice and poverty, active and transforming. The concept of “solidarity” and its relevance for quality service-learning practices will be analyzed as a pedagogical approach to promote an Engaged University, and theory will be illustrated with service-learning experiences from Latin America.</i>
<b>15,00 – 17,00</b>	<b>SETTING A GLOBAL RESEARCH AGENDA FOR SERVICE-LEARNING AND COMMUNITY ENGAGEMENT</b> <b>Andrew Furco (United states) in collaboration with EOSLHE (Europe)</b>	
<b>workshop</b>		<i>During this interactive session, participants will contribute to the development of a global research agenda for service-learning and community engagement. In 2020, our field will celebrate the twentieth anniversary of the annual international research conference on service-learning and community engagement, now sponsored by the International Association for Research on Service-Learning and Community Engagement (IARSLCE). In preparation for this milestone event, IARSLCE is hosting a series of Research Agenda Setting Forums in different regions of the globe to develop a comprehensive, global research agenda for the study and practice of service-learning and community engagement. The research agenda will focus</i>





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*on identifying the key research questions, areas of research focus, needed methodological considerations, and other research-related issues that will guide the field's research activities over the next five to ten years. The research agenda will build on the current body of research, identify gaps in that research, and consider the research needs of contemporary and emerging conceptualizations of service-learning and community engagement across the educational spectrum (primary, secondary, and higher education) and across national and cultural contexts. During this session, participants will engage in identifying key questions and issues that should be included in this global research agenda.*

The conference will be facilitated by [PDCS](#).



PDCS is a non-governmental organization providing professional education and facilitation services, consultancy, and counseling in the field of conflict resolution, support of social dialogue, civic participation, and the development of civil society in Slovakia and abroad.

