



II UNISERVITATE Global Symposium

Service-Learning, Integral Education
and Transformative Spirituality

October 28 and 29, 2021

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Appendix II - Service-Learning, Integral
Education and Transformative Spirituality
(Corresponding to the Second Day of the
Symposium)

Texts extracted from Volume 1 of the Uniservitate Collection:
II Uniservitate Global Symposium

Uniservitate Collection

Coordination of Uniservitate Program: María Rosa Tapia

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Coordinator of this volume: María Rosa Tapia and Andrés Peregalli

Proofreading and editing of texts in Spanish: Licy Miranda

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*II Uniservitate Global Symposium : Service-Learning, Integral Education and Transformative Spirituality.
October 28 and 29, 2021 / Compilación de María Rosa Tapia ; Andres Peregalli. - 1a ed adaptada. - Ciudad
Autónoma de Buenos Aires : CLAYSS, 2024.*

Libro digital, EPUB - (Uniservitate)

Archivo Digital: descarga y online

Traducción de: Ma. Alejandra Linares.

ISBN 978-987-4487-65-0

*1. Educación. 2. Trabajo Solidario. I. Tapia, María Rosa, comp. II. Peregalli, Andres, comp. III. Linares, Ma.
Alejandra, trad. IV. Título.*

CDD 378.007

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9. SERVICE-LEARNING, INTEGRAL EDUCATION AND TRANSFORMATIVE SPIRITUALITY

APRENDIZAJE-SERVICIO, EDUCACIÓN INTEGRAL Y ESPIRITUALIDAD TRANSFORMADORA

**II GLOBAL SYMPOSIUM UNISERVITATE
OCTOBER 28TH & 29TH, 2021**

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1. Aprendizaje-servicio como camino de espiritualidad

1. Service-learning as a path of spirituality

O CUIDADO COMPASSIVO E CULTURALMENTE COMPETENTE EM ENFERMAGEM

CASALLAS, N.^{1,3*}; PAÇO, S.^{2,3}; CORREIA, S.^{2,3**}; BRITO, M.J.¹; DEODATO, S.^{2,3}; DOS MARTINS, L.^{2,3}

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³ Projeto Ethics

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TEMA: A aprendizagem-serviço como caminho de espiritualidade.

RESUMO

Introdução: A *compaixão* é um conceito teológico e filosófico clássico que tem também adquirido uma grande relevância na literatura científica da saúde em geral e da enfermagem em particular. A *compaixão* é definida, em enfermagem, como o desejo ou a motivação de aliviar o sofrimento de outras pessoas, através de ações reflexivas e eficazes, de preferência levando em consideração a perspectiva cultural do sujeito de cuidado e do enfermeiro que cuida (Papadopoulos, 2018).

Este é o conceito do “Modelo de Desenvolvimento da Compaixão Culturalmente Competente” criado pela enfermeira Irena Papadopoulos em 2014, na esteira do projeto “*A european model for the Development of role Models to Promote and Support Culturally Competent and Compassionate Care*” (IENE), para contribuir para a resposta integral aos desafios sociais, políticos e culturais da União Europeia. Este modelo é composto por quatro construtos fundamentais que se articulam de forma dinâmica, nomeadamente: *a consciência cultural e compassiva, o conhecimento cultural e compassivo, a sensibilidade cultural e compassiva e finalmente, a competência cultural e compassiva* (Papadopoulos, 2018).

É neste enquadramento temático que desenvolveremos o nosso artigo. Trata-se de uma análise qualitativa de parte dos resultados de dois estudos diferentes, realizados, um no Brasil e outro em Portugal. O primeiro procurou compreender o fenômeno da *compaixão* em enfermagem de urgência em profundidade, e o segundo identificou a *compaixão* entre os diversos fundamentos da decisão ética em enfermagem de início de vida.

Objetivos: Descrever alguns dos atributos do conceito de *compaixão* no cuidado culturalmente competente; discutir a *compaixão* enquanto fundamento ético da decisão de enfermagem no início da vida.

Método: Análise qualitativa, através da “Análise de Conteúdo” de Bardin (2016), de parte dos resultados de dois estudos; num, relativa à compaixão enquanto dimensão do cuidado culturalmente competente em enfermagem, e, no outro, enquanto fundamento ético da decisão do enfermeiro. Os dados analisados do primeiro estudo, resultaram de 18 entrevistas a enfermeiros de um centro de atendimento de urgência no Brasil, realizadas em 2020 e 2021; do segundo estudo resultaram de 26 entrevistas a enfermeiros da prática clínica de *início de vida* em Portugal, realizadas entre 2018 e 2020.

Resultados: Mediante a análise dos dados de um dos estudos, e à luz do referencial teórico, foi possível criar as seguintes categorias analíticas: “Consolidação de habilidades compassivas no mundo globalizado” e “a formação profissional culturalmente competente como um processo incessante”. No segundo estudo as categorias emergentes foram as seguintes: “Compaixão pela mãe” e “Compaixão pelo feto”.

Os resultados permitem-nos abordar a compaixão em duas perspectivas diferentes, mas complementares. Por um lado, o cuidado compassivo surge como essencial em enfermagem de *urgência* e também no *início da vida*; por outro lado a compaixão é tida como fundamental na formação do enfermeiro, sendo, nomeadamente usada, na decisão ética em *início de vida*.

Conclusão: Esta análise qualitativa, permite-nos concluir que a compaixão se revela como uma dimensão essencial do cuidado de enfermagem nos contextos de urgência e de início de vida. A compaixão surge como um fundamento ético da decisão de cuidado em enfermagem nestes contextos, no respeito pela diferença cultural da pessoa assistida. É neste sentido, que podemos concluir que a compaixão em enfermagem se poderá revelar de modo mais eficaz, se tiver em conta o ecossistema multicultural onde o cuidado se concretiza.

Referências:

- Papadopoulos, I. (2018). *Culturally Competent Compassion*. (Routledge, Ed.) (1 Ed.). New York.
- Bardin, L. (2016). *Análise de Conteúdo*. Lisboa, Portugal; Edições 70, LDA.

PALAVRAS-CHAVE: Compaixão; competência cultural; enfermagem holística; cuidados de enfermagem.

COMPASSIONATE AND CULTURALLY COMPETENT CARE IN NURSING

CASALLAS, N.^{1,3*}; PAÇO, S.^{2,3}; CORREIA, S.^{2,3**}; BRITO, M.J.¹; DEODATO, S.^{2,3}; DOS MARTINS, L.^{2,3}

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² Instituto de Ciências da Saúde da Universidade Católica Portuguesa, Lisboa, Portugal.

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THEME: Service-learning as a path to spirituality.

ABSTRACT

Introduction: Compassion is a classic theological and philosophical concept that has also acquired great relevance in the scientific literature on health in general and nursing in particular. Compassion is defined, in nursing, as the desire or motivation to ease the suffering of other people, through reflective and effective actions, preferably taking into consideration the cultural perspective of the subject of care and the nurse who provides care (Papadopoulos, 2018).

This is the concept of the “Culturally Competent Compassion Development Model” created by nurse Irena Papadopoulos in 2014, within the framework of the project “An European model for the Development of role Models to Promote and Support Culturally Competent and Compassionate Care” (IENE), to contribute to the integral response to the social, political and cultural challenges of the European Union. This model is composed of four key constructs that are dynamically articulated, namely: cultural and compassionate awareness, cultural and compassionate knowledge, cultural and compassionate sensitivity, and, finally, cultural and compassionate competence (Papadopoulos, 2018).

It is within this thematic framework that we will develop our article. This is a qualitative analysis of part of the results of two different studies carried out, one in Brazil and the other in Portugal. The former sought to understand the phenomenon of compassion in emergency nursing in-depth, and the latter identified compassion among the various grounds of ethical decision in early life nursing.

Objectives: To describe some of the attributes of the concept of compassion in culturally competent care; discuss compassion as an ethical ground for nursing decision-making in early life care.

Method: Qualitative analysis, through the “Content Analysis” of Bardin (2016), of part of the results of two studies, relating to compassion as a dimension of culturally competent nursing care in one of the studies, and, in the other, as an ethical ground for nurse’s decision-making. The data analyzed in the former study is a result of 18 interviews with nurses from an emergency care center in Brazil, carried out in 2020 and 2021; the latter study is a result of 26 interviews with nurses in early life clinical practice in Portugal, carried out between 2018 and 2020.

Results: Through the analysis of the data from one of the studies, and in the light of the theoretical framework, it was possible to create the following analytical categories: “Consolidation of compassionate skills in a globalized world” and “culturally competent professional training as an incessant process”. In the second study, the emerging categories were the following: “Compassion for the mother” and “Compassion for the fetus”.

The results allow us to approach compassion from two different but complementary perspectives. On the one hand, compassionate care emerges as essential in emergency nursing and also in early life; on the other hand, compassion is seen as fundamental in the training of nurses, being used, namely, in ethical decision-making at the beginning of life.

Conclusion: This qualitative analysis allows us to conclude that compassion is revealed as an essential dimension of nursing care in contexts of urgency and early life. Compassion emerges as an ethical ground for decision-making for nursing care in these contexts, respecting the cultural differences of the assisted person. In this sense, we can conclude that compassion in nursing may be more effective if it takes into account the multicultural ecosystem where care takes place.

References:

- Papadopoulos, I. (2018). *Culturally Competent Compassion*. (Routledge, Ed.) (1 Ed.). New York.
- Bardin, L. (2016). *Análise de Conteúdo*. Lisboa, Portugal; Edições 70, LDA.

KEYWORDS: Compassion; cultural competence; holistic nursing; nursing.

SERVICE-LEARNING Z PERSPEKTYWY INSTYTUCJI KULTURY

SKRZYPEK, M.

Service-learning: doświadczenie i proces instytucjonalizacji

Reprezentuję miejską instytucję kultury Ośrodek "Brama Grodzka - Teatr NN" w Lublinie (Polska). Chciałbym wesprzeć sieć *Uniservitate* swoim doświadczeniem w dziedzinie service-learning, które dotyczy instytucjonalizacji ale również dwóch pierwszych tematów: ścieżki duchowości i edukacji holistycznej, które mają na nią wpływ.

U źródeł programu Ośrodka jest polsko-żydowskie dziedzictwo zabytkowej Bramy Grodzkiej, która przez wieki stanowiła przejście między Lublinem polskim i żydowską. W latach 90-tych stała się ona siedzibą alternatywnego Teatru NN. Kiedy jego członkowie odkryli przeszłość i symbolikę Bramy, postanowili zrezygnować z teatru i zająć się animacją lokalnej Pamięci i Dziedzictwa. Rozpoznajemy związane z nimi społeczne potrzeby i staramy się im służyć, co z kolei wymaga nauki od nas samych. Stąd też znamy znaczenie terminu service-learning z własnego doświadczenia.

Nie prowadzimy edukacji formalnej, ale oferujemy studentom praktyki i staże, co czyni z nas dobrych partnerów service learning dla uczelni. Częścią mojej pracy jest koordynacja tej współpracy. Jako Polak i katolik a także osoba zawodowo dysponująca interdyscyplinarną i wielostronną perspektywą, proponuję poniższe tematy do rozważenia w sieci *Uniservitate*:

Jeśli chodzi o duchowość:

1. Nie należy zakładać, że katolicy są świadomi duchowych aspektów service learning. W Polsce Kościół nie rozwinął swojej społecznej misji. W obszarze relacji społecznych duchowni i wierni dostrzegają rodzinę, parafię, naród i Kościół, natomiast nie są wrażliwi na wymiar społeczeństwa laickiego czy relacji międzykulturowych czy międzynarodowych.
2. Z drugiej strony warto się zastanowić, jak rozmawiać o wartościach społeczno-duchowych z instytucjami laickimi czy osobami bez religijnych motywacji, ponieważ: a) jest to ważne z perspektywy apostolskiej misji Kościoła; b) wiele osób i instytucji ma światopogląd pasujący do celów UNISERVITATE choć nie opisują go w kategoriach duchowych.

Jeśli chodzi o edukację zintegrowaną:

1. Pojęcie service learning przede wszystkim jest kształcące dla nauczycieli a nie studentów, bo zintegrowana edukacja nie jest szeroko stosowana i wymaga wysokich standardów nauki. Społeczność UNISERVITATE zaskoczyła mnie otwartością swoich umysłów i dojrzałością, w czym przewyższa nie tylko polski Kościół, ale i wiele niereligijnych środowisk postępowych.
2. W szczególności, pojęcie to wymaga uczenia się przez kadre, jakie ludzie mają problemy, zanim będzie ona mogła uczyć studentów. Identyfikowanie potrzeb społecznych wymaga ich często wymaga ich odkrywania, a nie wybierania z gotowego katalogu.

Jeśli chodzi o instytucjonalizację:

1. Należy poświęcić więcej uwagi współpracy uczelni z ich instytucjonalnym otoczeniem, gdzie są placówki takie jak Ośrodek posiadające wiedzę o społecznych potrzebach i doświadczenie w ich zaspokajaniu.
2. Stąd też, ponieważ service learning dotyczy potrzeb ludzi, lepiej byłoby pogrupować partnerów w sieci według wydziałów zajmujących się konkretnymi obszarami tych potrzeb a nie według kryterium geograficznego.
3. Podobnie mogłyby też być grupowane problemy instytucjonalizacji wg rodzaju, bo w ten sposób można by je systematycznie rozwiązywać. Obecnie, odbywa się to w sieci koordynatorów grup, ale może nie być wystarczająco efektywne, np. nie wiemy kto jeszcze oprócz nas ma podobne problemy i jak je rozwiązał, ani czy nasze rozwiązanie mogłoby pomóc komuś innemu.

KEYWORDS: Kultura, duchowość, instytucjonalizacja, świadomość.

SERVICE LEARNING FROM THE PERSPECTIVE OF A CULTURAL INSTITUTION

SKRZYPEK, M.

THEME: Service-learning: experiences and institutionalization processes.

I represent a municipal cultural institution the “Grodzka Gate - NN Theatre” Centre from Lublin (Poland). I would like to support the *Uniservitate* network with my experience in service learning referring to institutionalization as well as the remaining two themes: spirituality and whole-person education that influence institutionalization.

The programme of my institution was founded on Polish-Jewish historic heritage symbolised by a city’s old gate that for centuries was a passage between the Polish-Catholic and Jewish parts of Lublin. In the mid-90-ties the Gate was inhabited by an alternative theatrical group called NN Theatre. Its members discovered the past and symbolic meaning of the Gate which made them abandon theatrical creation and take to social animation of local Memory and Heritage. We identify and serve social needs and to do so we have to learn ourselves. That is why we know the meaning of service learning from our own experience.

We do not run formal education, but we offer students practices and apprenticeships which make us a good partner of service learning for universities. I coordinate this cooperation in the Centre. As a Polish Catholic and a professional having cross-disciplinary and multilateral perspective, I put forward the following topics for consideration in the *Uniservitate* network:

A path of spirituality

1. The awareness among Catholics of spirituality in service learning should not be taken for granted. In Poland, the Church has not yet acknowledged its social mission. In the field of social relations, the clergy and the faithful identify family, parish, nation, and church being almost blind to the dimension of lay society and international or intercultural relations.
2. On the other hand, it is worth taking into consideration how to talk about socio-spiritual values with lay institutions and people without religious motivations. Reasons: a) it is important for the apostolic mission of the Catholic Church; b) many people and institutions have mindsets corresponding to UNISERVITATE’s goals but with no regard to spirituality.

A contribution to whole-person education

1. The concept of service learning, first of all, educates teachers and not students because whole-person education is not widely recognised and used so it requires high standards of teaching in the first place. *Uniservitate* community surprised me with its open-mindedness and maturity. In this respect, it outgrows the Polish Church and even many progressive lay circles.
2. In particular, it requires a “learning” society before we can teach students. The very identification of social needs consists in discovering them rather than choosing from a ready-made list.

Experiences and institutionalization processes

1. More attention should be put to the cooperation of universities with their environments where there are organisations like ours that know social needs and have experience in meeting them.
2. Hence, since service learning is people-centred, it would be more profitable for cooperation in the network to group particular subdivisions of universities according to what social needs they deal with instead of using the geographical criterion.
3. Accordingly, the organisational challenges of the network’s members could be defined and grouped by type so that they could be systematically addressed to by the project experts or peer-to-peer help. Now, regional coordinators deal with them, but it may not be effective enough, e.g. we do not know who else in the world similar problems has, as we do, and how they have been solved. On the other hand, we do not know if our solution to such a problem can be helpful for anybody in another regional group.

KEYWORDS: Culture, spirituality, institutionalization, awareness.

THE SALAMANCA PROCESS AS A SERVICE-LEARNING PRAXIS FRAMEWORK OF DOMINICAN EDUCATIONAL INSTITUTIONS

FROILAN A. ALIPAO, MCD

The Salamanca process, as a Dominican in origin, started as theological research during the sixteenth century amid the colonization of America wherein there was a realization to protect the life, dignity, and rights of indigenous peoples against disrespect and violations. The Salamanca process led to the development of principles and laws that uphold the protection of life and culture of exploited, disremembered, and deprived peoples. Salamanca process had a character of countering the power of social elites even of the Church leaders.

Salamanca process is also a process of doing theology as complementary to law, order, respect, and promotion of human dignity and rights of both individuals and society. In this sense, it poses the significance of dialogue between religious, theologians, scholars of different disciplines, and people from the margins who are experiencing rights violations and disrespected dignity. This process facilitates God's message toward valuable actions to address contextual grief and marginalization.

The Salamanca process gives significance to the intertwining of intellectual and apostolic life, meaning the integration of study and mission as an integral facet of Dominican spirituality. In essence, for a genuine dialogue between God and society, studies must serve as resources for bringing and living the Good News that responds to the questions and aspirations of people from (for and with) the local communities, world, and environment.

The Salamanca process must be highlighted as a Dominican tradition within the spirit of the 800th year of St. Dominic. As highlighted in Salamanca's 2016 International Congress of Dominicans in the Promotion and Defense of Human Rights: Past, Present, and Future preaching includes the people and creation, justice and peace, multiple dimensions of rights and responsibilities, and intellectual life and experience. One of the particular commitments for actions stated was to "adopt and promote Salamanca process which calls on Dominicans, our educational institutions and ministerial programs to direct our study, research, analysis, and action towards addressing the challenges our world faces, thus creating a passionate synergy between our intellectual and apostolic lives."

Therefore, this paper highlights the significance of the Salamanca process as a vital resource to strengthen, develop, and sustain the Service-Learning praxis framework of the Dominican educational institutions amid dynamic and complex realities. The components of this framework encompass and suggest the contextualization of the mission

on justice and peace, integration of Catholic Social Teaching, defence of human rights, promotion of *Laudato si'*, collaboration within the mission, improve structures of communication, strengthen Dominican presence and solidarity within, and take prophetic stands against sinful structures of power that oppress people and violate the whole of creation.

EL APRENDIZAJE SERVICIO DESDE UNA ESPIRITUALIDAD ICÓNICA CENTRADA EN LA MIRADA DEL OTRO

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SECCIÓN: Aprendizaje-servicio como camino de espiritualidad.

RESUMEN

La encíclica *Fratelli Tutti* del papa Francisco nos inspira para repensar nuestras experiencias de aprendizaje-servicio solidario desde una espiritualidad que, tomando como idea primaria la idea de imagen, renueve nuestra mirada en la relación con mi otro, con mi prójimo y revitalice nuestras motivaciones a la hora de emprender.

Los objetivos que nos llevan a pensar y llevar a cabo proyectos de transformación en nuestras comunidades repercuten en las acciones ya que la finalidad, la idea que perseguimos cuando planteamos nuestras metas, puede marcar la diferencia en la concreción y en las actitudes de todos los implicados. La revisión de nuestras motivaciones puede abrirnos al lugar incómodo pero inevitable de preguntarme por qué hago lo que hago.

Desde hace un tiempo, la contemplación de los íconos bizantinos que nos ofrece la Iglesia oriental y que en algún momento fueron parte también de la tradición de la Iglesia occidental, está abriendo camino sobre una escuela de la mirada que interpela nuestra condición de imagen y todas las derivaciones que de ella se suscitan.

Esta escuela de meditación nos lleva a la pregunta ¿soy yo quién mira o en definitiva, contemplando entro en la experiencia de ser mirado?

La contemplación sobre la imagen icónica nos llevará a la analogía con el prójimo que presenta Francisco en la encíclica mencionada a partir de la relectura de la parábola del buen samaritano y la pregunta ¿quién es tu prójimo? Este cuestionamiento nos lleva, de igual manera, a entendernos como nosotros mismos el prójimo de nuestros hermanos. La parábola “no nos invita a preguntarnos quiénes son los que están cerca de nosotros, sino a volvernos nosotros cercanos, prójimos.” (*Fratelli Tutti*:80)

Este cambio de perspectiva que primero veremos en los íconos, luego en el servicio al otro, puede contribuir a brindar líneas para una espiritualidad del servicio que transforme luego de haber contemplado. El que sirve lo hace porque él mismo se sabe necesitado y

servido porque cada vez que creo servir no estoy siendo sino servido, porque cada vez que creo mirar no estoy sino siendo sino mirado.

Las conclusiones girarán en torno a la unidad trinitaria en el deseo expresado en Juan 17, 21: "Que todos sean uno". Allí el paradigma del servicio presentado en Marcos 10, 45 ("Porque el Hijo de Hombre no vino para ser servido, sino para servir, y para dar su vida en rescate por muchos") viene constantemente a invertir nuestra lógica y mostrarnos un modo de vida que se centra en el servicio no ya como una actividad como otra cualquiera sino fruto de una espiritualidad que transforma y nos transforma.

PALABRAS CLAVE: Transformación; prójimo; imagen; finalidad.

SERVICE LEARNING FROM AN ICONIC SPIRITUALITY FOCUSED ON THE LOOK OF THE OTHER

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THEME: Service-learning as a path of spirituality.

ABSTRACT

The encyclical *Fratelli Tutti* of Pope Francis inspires us to rethink our experiences of learning-service in solidarity from a spirituality that, taking the idea of image as its primary idea, renews our gaze on the relationship with my other, with my neighbor and revitalizes our motivations at the time of the undertaking.

The objectives that lead us to think and carry out transformation projects in our communities have an impact on actions since the purpose, the idea that we pursue when we set our goals can make a difference in the concretion and attitudes of all those involved. Reviewing our motivations can open us to the uncomfortable but unavoidable place of wondering why we do what we do.

For some time now, the contemplation of the Byzantine icons that the eastern church offers us and that at some point were also part of the tradition of the western church, has been paving the way for a school of the gaze that challenges our condition of image and all the derivations that arise from it.

This school of meditation leads us to the question, am I the one who looks or, in the end, contemplating, do I enter the experience of being looked at?

Contemplating the iconic image will lead us to the analogy with the neighbor that Francis presents in the aforementioned encyclical from the rereading of the parable of the Good Samaritan and the question, who is your neighbor? This questioning leads us, in the same way, to understand ourselves as the neighbor of our brothers. The parable "does not invite us to ask ourselves who are those who are close to us, but to become close, neighbors." (*Fratelli Tutti*: 80)

This change of perspective that we will see first in the icons, then in the service to the other, can contribute to providing lines for a spirituality of service that transforms after having contemplated. He who serves does so because he knows himself to be needed and

served. After all, every time I believe I am serving, I am only being served, because every time I think I am looking, I am only being looked at.

The conclusions will revolve around the Trinitarian unity in the desire expressed in John 17:21 “That they all be one”. There the paradigm of service presented in Mark 10, 45 “Because the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many” constantly comes to invert our logic and show us a way of life that focuses on service no now as an activity like any other but the fruit of a spirituality that transforms and transforms us.

KEYWORDS: Transformation; neighbor; image; purpose.

SERVICE LEARNING A PATH TOWARDS SPIRITUALITY OF AUTHENTIC COURTSHIP AMONG MWECAU STUDENTS

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ABSTRACT

The advancement of science and technology has been a blessing and on the other hand a curse to our new generation. This is because it is more secular than spiritual-based. Although a human being is a moral being by nature, his inclination is toward worldly affairs. This fact is evidenced among MWECAU students. It is an undeniable truth that students at the University level experience more freedom than other levels. However, their freedom lacks responsibility. This means they are involved in many inauthentic courtships in the name of freedom but fail to take responsibility for their actions. For example, inauthentic courtship at MWECAU is a core problem that causes unwanted pregnancy, students' poor performance and failure to reach their goals. Courtship is a more profound relationship phase whereby each one tries to explore more about the other person. It is the time whereby each one is trying to weigh the positive and negative attributes of the other and try to harmonize them (Wojtla, 1981). This is the time which allows for the two opposite sexes, to truly get to know each other in a more platonic setting without the pressures of physical intimacy or emotions clouding their view (Pincott, 2008). Service learning at MWECAU will be of great help to transform students' wrong understanding of freedom and change their mindset from courtship in a worldly perspective to a spiritual authentic courtship. The Authentic Courtship which will be shared with the University students in the form of mutual discussion as part of service learning, will enable students to set instructive standards through tackling their real-life problems. Hence this proposal will intend to illuminate how service-learning will be effective towards building spiritual authentic courtship. The main objective will be to analyse if service-learning can be an effective path of spirituality towards authentic courtship. The specific objectives are: to analyse spirituality as a path to help students live authentic courtship; to analyse the contribution of service-learning towards courtship and responsibility among students; and to analyse if service-learning is important towards authentic courtship. The study will be conducted at Mwenge Catholic University where the targeted population will be 1,400 second-year students. The researchers will employ both quantitative and qualitative designs. Under the former, a cross-sectional survey will be used and with the latter, a case-study will be used. Both probability and non-probability sampling techniques will be employed to sample 100 students. The instruments for data collection will include; questionnaires, interview guides and focus group discussion

guides (Kothari, 2003). Before their use in data collection, the instruments will be pilot tested and their reliability and validity ensured (Singh, 2007).

KEYWORDS: Awareness; responsibility; reciprocity; expectation.

2. Aprendizaje-servicio como contribución a la educación integral: manos, cabeza y corazón

2. *Service-learning as a contribution to comprehensive education: hands, head, and heart*

CAPACITAR PARA PROTEGER: UM PROJETO PILOTO APS

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TEMA: A aprendizagem-serviço: experiências e processos de institucionalização.

RESUMO

Introdução: Decorrente do estado de emergência, decretado em março de 2021, identificou-se a necessidade de capacitar os profissionais de várias instituições parceiras nas medidas preventivas de transmissão da COVID-19. No último semestre, aquando da integração no Projeto CAPS, e com a aproximação do regresso a aulas presenciais, a nossa instituição parceira foi a Universidade Católica Portuguesa. Planearam-se as atividades formativas, adequados a cada contexto e população alvo das sessões (Introdução à COVID-19, Higienização das mãos, Equipamentos de proteção individual, Ambiente de trabalho/universitário seguro e Ser profissional/estudante). Estas sessões são co-planeadas e realizadas pelos estudantes. A discussão final com os formandos é partilhada entre estudantes e professores, que orientam todo o processo.

Objetivo: Desenvolver competências transversais (organização, comunicação, capacidade de análise, aprendizagem autónoma, espírito empreendedor, criatividade, trabalho de equipa e compromisso ético) nos estudantes, através do envolvimento numa educação experiencial. Metodologia: Aprendizagem em Serviço. Recorreu-se a questionário e reflexão crítica dos estudantes envolvidos no Projeto, onde foram considerados os princípios éticos e de responsabilidade social inerentes.

Resultados e Discussão: A nossa amostra foi constituída por 4 estudantes, do 3º ano (n=2) e 4ª ano (n=2) do Curso de Licenciatura em Enfermagem de Lisboa. Integraram este projeto enquanto Unidade Extracurricular. É composto por género feminino (n=3) e masculino (n=1), com idade entre 20 (n=1), 21 (n=2) e 22 anos (n=1), com pais licenciados (n=4), dedicando-se em exclusivo à academia (n=4) e com experiências em voluntariado (n=4). Das 10 questões colocadas relativamente às expectativas, situaram-se maioritariamente no 5 (concordo totalmente), revelando que a totalidade dos estudantes manifestaram elevadas expectativas no que respeita a este projeto de aprendizagem em serviço. As 20 questões referentes às competências cívicas e sociais, repetiu-se o anteriormente descrito, com exceção da questão “Sou capaz de apresentar as minhas ideias e pontos de vista com confiança”, onde 3 dos estudantes responderam “concordo parcialmente” e apenas 1 respondeu “concordo totalmente”. Quanto à questão aberta do propósito de vida, 3 estudantes responderam “Têm-se modificado ao longo da vida... bem-comum”, “Ser feliz” e “Cuidar do outro”. Quanto às 33 questões respeitantes aos objetivos de vida reviram-se maioritariamente em grande parte das mesmas, no entanto a questão mais discordante foi “Tornar-me um/a executivo/a de negócios” que oscilou entre 1 (“Nada importante” com n=2), 2 (“Pouco importante” com n=1) e 4 (“muito importante” com n=1).

Ao recorrer-se a estratégias de pesquisa, garantiu-se que os conteúdos são atualizados e integrados. Tem-se em conta as orientações de entidades competentes, e de reconhecido mérito, nacionais e internacionais, tais como: Direção Geral da Saúde, Organização Mundial de Saúde e Center of Disease Control. Também são tidos em conta os documentos normativos que sistematizam os principais conteúdos funcionais dos formandos envolvidos em cada contexto. A orientação científica e pedagógica é implementada em momentos de parceria com os estudantes, com treino de competências comunicacionais inerentes ao processo formativo. Revela-se desta forma que a aprendizagem foi transversal a todo o processo, com reflexão sobre a experiência vivida.

Conclusão: Ao longo deste semestre os estudantes desenvolveram competências transversais, através do envolvimento nesta experiência educacional. Destaca-se que pelo envolvimento do estudante em problemáticas sociais concretas, desenvolve-se o compromisso com a comunidade. Este projeto poderá evoluir para outras problemáticas em

saúde, de acordo com as necessidades identificadas, com a manutenção do foco. Assim neste percurso o estudante acaba assim por desenvolver competências no âmbito pessoal e profissional.

PALAVRAS-CHAVE: Enfermagem, Educação para a Saúde, Aprendizagem em Serviço, Prevenção de infecção, COVID-19.

EMPOWERING TO PROTECT: AN ApS PILOT PROJECT

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THEME: Service-learning: experiences and institutionalization processes.

ABSTRACT

Introduction: As a result of the state of emergency, decreed in March 2021, the need to train professionals from several partner institutions in preventive measures for the transmission of COVID-19 was identified. In the last semester, when joining the CAPS Project, and with the approach of the return to in-person classes our partner institution was the Universidade Católica Portuguesa. Training activities were planned, appropriate to each context and target population of the sessions (Introduction to COVID-19, Hand hygiene, Personal protective equipment, Safe working/university environment and Being a professional/student). These sessions are co-planned and carried out by the students. The final discussion with trainees is shared between students and teachers, who guide the entire process.

Objective: Develop transversal skills (organization, communication, analytical skills, autonomous learning, entrepreneurial spirit, creativity, teamwork and ethical commitment) in students, through involvement in experiential education.

Methodology: Learning in Service. A questionnaire and critical reflection of the students involved in the Project were used, which considered the inherent ethical and social responsibility principles.

Results and Discussion: Our sample consisted of 4 students, from the 3rd year (n=2) and 4th year (n=2) of the Licentiate Degree in Nursing in Lisbon. They integrated this project as an Extracurricular Unit. It is composed of female (n=3) and male (n=1), aged between 20 (n=1), 21 (n=2) and 22 years (n=1), with licensed parents (n=4), dedicating themselves exclusively to the gym (n=4) and with experiences in volunteering (n=4). Of the 10 questions asked regarding expectations, they were mostly located in 5 (I totally agree), revealing that all students expressed high expectations regarding this in-service learning project. The 20 questions related to civic and social competencies were repeated as described above, except for the question "I can present my ideas and points of view with confidence", where 3 of the students answered "partially agree" and only 1 answered "I totally agree". As for the open question of the purpose of life, 3 students answered "They have changed throughout their lives... common good", "Being happy" and "Caring for the other". As for the 33 questions relating to life goals, most of them were mostly reviewed, however, the most disagreeing question was "Becoming a business executive" which ranged from 1 ("Nothing important" with n =2), 2 ("Slightly important" with n=1) and 4 ("very important" with n=1).

By resorting to research strategies, it was ensured that the contents were updated and integrated. It takes into account the guidelines of competent entities and recognized merit, national and international, such as Direção Geral da Saúde, World Health Organization and Center for Disease Control. Normative documents that systematize the main functional contents of the trainees involved in each context are also taken into account. Scientific and pedagogical guidance is implemented in moments of partnership with students, with training in communication skills inherent to the training process. It is revealed in this way that learning was transversal to the entire process, with reflection on the lived experience.

Conclusion: Throughout this semester, students developed transversal skills through involvement in this educational experience. It is noteworthy that by the student's involvement in concrete social issues, the commitment to the community is developed. This project can evolve into other health problems, according to the identified needs, with the maintenance of the focus. In this way, the student ends up developing skills in the personal and professional scope.

KEYWORDS: Nursing, Health Education, In-service Learning, Infection Prevention, COVID-19.

SERVICE LEARNING FOR HOLISTIC TRANSFORMATION: HANDS, HEAD, AND HEART. A CASE OF TANGAZA UNIVERSITY COLLEGE

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THEME: SL as a contribution to whole person education: hands, head, and heart.

ABSTRACT

Service learning is a combination of theory and practice. Dewey defined it as two principles, namely the continuity principle and the interaction principle, in which learning is derived from the continuity of the experience. For Dewey, the internal and objective aspects of the experience interact to form a situation and obtain learning results from the transaction between the student and the environment. In an endeavour to achieve her motto, TUC introduces the students to a tool namely the pastoral circle which represents the close relationship between four mediations of experience namely insertion, social analysis, theological reflection and pastoral planning. This method, in one way or another, is similar to the method proposed by Cardinal Joseph Cardijn of “See, Judge and Act.” About the service learning and holistic transformation of the 3H, we would consider “See” as the heart, “judge” as the head and “act” as the hands. This three-step process represents a praxis-oriented methodology that will prioritize a critical assessment of how the students within Tangaza can apply learning out of class. This resonates well with the rationale of INPUT, OUTPUT and OUTCOME which the Grubb Institute would refer to as the Transforming experience framework. TUC’s emphasis is on the outcome which translates to the practical impact that the students make out in society. Here theory is actionized. The students are expected to enter into a deep reflection that will enable them to deepen their understanding of what they have been taught in the class.

The purpose of this study is to explore how Service Learning contributes to Holistic Transformation which implies educating the whole person (3H). The HANDS mean practical work experience, the Head implies intellectual input, And the Heart serves as the engine of digesting the see, judge and act.

This study seeks to find out the input, output and outcome of academic programmes at TUC; To analyze the altruistic motives that drive the Hands, Head and Heart (3H) towards service learning; To examine the challenges of integrating theory and practice in learning.

This paper will be grounded on David Kolb’s experiential learning theory. According to

Kolb A. (2015), the theory is based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction.

We shall use a mixed method and the respondents shall be targeted through a survey. Data will be collected from the BA finalists from the Center for Leadership and Management.

The paper endeavours to recommend a review of the academic programmes at TUC in order to integrate service learning. Eventually, the students will be expected to not only achieve academic excellence but also to have an altruistic attitude, one that prompts them to have selfless concern for the well-being of others. to recommend capacity building for faculty so as to overcome the challenges they may face in their strive to integrate theory and practice as they facilitate teaching and learning.

KEYWORDS: Experiential learning theory, Servant Leadership, Pastoral Cycle, Altruistic Motive, Holistic Transformation.

SERVICE LEARNING IN THE LEARNER-CENTERED TRAINING (LCT) PROJECT OF MWENGE CATHOLIC UNIVERSITY (MWECAU)

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THEME: Service-learning as a contribution to whole-person education: hands, heads and heart.

ABSTRACT

Mwenge Catholic University (MWECAU) grew out of a former Teachers' College (TC) named St. Joseph Teachers College established in 2001 to train Science Teachers for Secondary schools. In 2005, the Teachers College was elevated to a University College of Education (MWUCE) affiliated with St. Augustine University of Tanzania. In July 2014, Mwenge University College of Education was granted the status of a Fully Fledged University named Mwenge Catholic University and abbreviated MWECAU. MWECAU, like all other Universities in the world, exists for three main reasons. The first reason is to conduct research. The second reason is to use findings from research to teach students. Thirdly, I will do community service. MWECAU has been producing particularly science teachers for Tanzania secondary schools and beyond. Why community service? This is one of the most important functions of the University. The university is served by society and the university must give back to society. MWECAU has been active in working with society through various projects meant to give back to society. One of those projects is known as Making Teaching in Tanzania Secondary Schools more learner-centred. This is a project which has been in existence at MWECAU since 2016. This project is implemented in partnership with the Christian Social Services Commission (CSSC). The project is jointly funded by Miserior. The main objective of the project is to ensure that effective Learner-Centered Training (LCT) methods are taught and used in all university teaching and that MWECAU trainees have practical skills in LCT methods in the classroom. This project has been evaluated in the past but those evaluations have not captured the Service-Learning aspects of the project. Thus, the objectives, of this study will be: To determine the contribution of the project to the academic achievements of the teacher trainees, To examine the contribution of the LCT project to the University Community and the surrounding community, To investigate the spiritual aspects of the project (the project is serving the hand, the head and the heart of those that are in contact with it). The study intends to use a mixed-methods approach particularly an Exploratory Sequential mixed-method design. This is a two-phase design that will first collect qualitative data in the first phase and then collect quantitative data in the second phase to fill up the gaps that are not filled by the qualitative data. The target

groups for the study will be MWECAU lecturers, MWECAU alumni, MWECAU students taking Education and the teachers in the project Schools that have benefited directly and indirectly from the project Since this is a mixed-method research approach, both probability and non-probability sampling techniques will be used to sample the target population. Research instruments will include questionnaires for MWECAU students who have benefited directly and indirectly from the project, project alumni, MWECAU lecturers, teachers in the project secondary schools and monitors. There will be an interview guide for the project workforce. There will also be a lesson observation guide to observe if the lessons are truly learner-centred.

KEYWORDS: Academic achievement, community, spirituality, learner center training.

SERVICE LEARNING: AN INTEGRATION OF THE HEAD, HEART AND HANDS TOWARDS SHAPING THE WHOLE PERSON

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THEME: Service-learning as a contribution to whole-person education: hands, head, and heart.

ABSTRACT

Whole Person Education involves the holistic development of every aspect of a student's personality. Its goal is to nurture individuals to be intellectually competent, spiritually mature, morally upright, psychologically integrated, physically healthy and socially acceptable. Students are expected to develop their personal, interpersonal and societal skills in addition to intellectual and professional skills.

The moral and social aims of higher education institutes have been overshadowed by emphases on instrumental and economic goals, including employability skills and preparation for the workplace. Moreover, late adolescence (17-20 Years) is a period of strong emotions and feelings. It has been observed that late adolescent college-going students are highly vulnerable to limitations in personality development, issues of gender, self-esteem etc. Competition leads to anxiety and depression. They face various adjustment issues in personal, emotional, social and academic aspects.

Service Learning (S-L) is shaping up as an important concept of teaching-learning practice in Indian Culture, whether in the Gurukula or the much-evolved higher education scenario. S-L is a terminology that started appearing in pedagogic literature to strengthen the case for application-oriented learning - from elementary education to University level, learners are engaged in learning through service, which is not only experiential but also long-lasting in its outcome-orientation. Learners carry with them, lifetime experiences that shape their thought processes and in some cases, career aspirations too. The application of one's learning directly to the benefit of society, observing critically the challenges and finally reflecting on the practice go a long way in shaping one's inner consciousness leading to complete self-manifestation. The concept is to develop an individual with intellectual, moral, ethical and social values thereby bringing about an integration of the Head with the Heart and the Hand and creating human beings who will bring the lessons learnt in their classrooms to the benefit of the larger society with a touch of compassion in their actions. The intellectual capacity, which is the perspective of the Head should have a con-

nection with the Heart, bringing in elements of selflessness and compassion, following which the Hand should render the appropriate service to the society. The elements of reflection and reciprocity provide opportunities for introspection and spiritual development, thus enabling the brain to adopt newer measures when planning for the future. Such learning elicits critical thinking thereby guiding one in the process of decision making and framing action plans. The proposed paper tries to explore the necessity of introducing S-L initiatives in higher education institutes and help the primary stakeholders – students and community to learn and thereby evolve. The structure of the paper highlights the processes through which S-L can be introduced as a good practice in academic pedagogy, and elaborate how these processes contribute to Whole Person Education.

KEYWORDS: Academic Pedagogy, Holistic Development, Reflection, Reciprocity.

ATENCIÓN EN SALUD INFANTIL USANDO COMUNICACIÓN DIGITAL EN COMEDORES COMUNITARIOS

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SECCION: Aprendizaje-servicio solidario

Cuidar la salud, es un principio indispensable para el desarrollo y crecimiento de toda sociedad. El personal de salud en enfermería participa activamente en el cuidado y atención de las comunidades en el mundo, brindando solidariamente sus servicios de forma indistinta a todas las personas en cualquier lugar desasistido que lo necesite. La población infantil que concurre en comedores comunitarios, representa un importante sector que requiere atención y solidaridad en diversos aspectos, en el periodo actual de emergencia sanitaria consecuencia de la pandemia por COVID-19, se han generado dificultades para realizar los adecuados controles pediátricos referentes a la salud de muchos de estos niños. Y sus padres en muchas ocasiones no conocen la importancia fundamental de la alimentación en la edad escolar o carecen de medios para evaluar si dicha alimentación es adecuada. En ese sentido los estudiantes de la asignatura: "Niño y adolescente" de la Universidad Abierta Interamericana (UAI), como una iniciativa solidaria han dispuestos su voluntad y conocimiento con el objetivo de realizar un programa piloto de divulgación de conocimiento que le permita a los padres adquirir herramientas para conocer de forma adecuada el estado de índice de masa corporal de sus hijos como un indicador de la salud nutricional de los mismos. Así como información de cómo mantener una alimentación saludable y balanceada, lo que corresponde a una atención primaria. Para ello, como metodología se empleó un conjunto de herramientas digitales y redes sociales para hacer llegar información nutricional a los padres de niños que asistían regularmente antes de la pandemia a un comedor comunitario de la provincia de Buenos Aires, Argentina. Y en la actualidad son asistidos en sus hogares con ayuda, para su alimentación. Para evaluar la eficiencia de estos métodos se elaboraron encuestas de conocimiento sobre diversos temas de alimentación infantil y sus indicadores por medio de una cuenta de Instagram (@buscandosonrisas. grupo). Los resultados de unas 76 preguntas señalaron que el porcentaje de respuestas correctas aumentó de 24% a 66% con la introducción del material educativo indicando que las estrategias y comunicaciones mejoraron considerablemente los conocimientos de los padres para mejorar las condiciones nutricionales de sus hijos y les sirvió para aclarar dudas y obtener respuestas y asistencia por parte de los estudiantes de enfermería, quienes a través del aprendizaje solidario contribuyeron a mejorar esta

problemática con el uso de herramientas de comunicación digital, logrando cumplir con su vocación de servicio durante el aislamiento preventivo obligatorio y asistir con conocimiento a esta comunidad. Concluyendo que en momentos de distanciamiento social o de grandes distancias, las herramientas digitales pueden servir como una importante alternativa para hacer llegar asistencia solidaria e incluso interactuar de forma positiva con la comunidad.

PALABRAS CLAVE: Nutrición; Comunicación; digital; enfermería.

PRIMARY CHILD HEALTH CARE USING DIGITAL COMMUNICATION OF COMMUNITY DINING ROOMS

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SECTION: Learning-solidarity service

Caring for health is an essential principle for the development and growth of every society. Nursing health personnel actively participate in the care and attention of communities around the world, offering their solidarity services indistinctly to all people in any unassisted place that needs it. The child population attending community kitchens represent an important sector that requires attention and solidarity in various aspects. In the current period of health emergency, as a consequence of the COVID-19 pandemic, carrying out adequate pediatric health-related controls for many of these children is becoming more difficult. On many occasions, those who have been affected and their parents do not know the fundamental importance of food at school age or lack the means to assess whether such food is adequate. In this sense, the students of the subject: child and adolescent of the Inter-American Open University (UAI), as a solidarity initiative have arranged their will and knowledge intending to carry out a pilot program for the dissemination of knowledge that allows parents to acquire tools to know adequately the state of body mass index of their children as an indicator of their nutritional health. As well as information on how to maintain a healthy and balanced diet, which may correspond to primary care. Research Methodology involved a set of digital tools and social media to deliver nutritional information to the parents of children who attended regularly before the pandemic to a community soup kitchen in the province of Buenos Aires, Argentina, and who are currently assisted in their homes. Surveys regarding child nutrition were conducted through an Instagram account (@buscandosonrisas. group) to assess the effectiveness of the use of online tools. Survey data from 76 questions showed an increase of correct answers from 24% to 66% with educational material provided, indicating that communication strategies considerably improved the knowledge of the parents to improve the nutritional conditions of their children and helped them to clarify doubts and obtain answers and assistance from the nursing students, who through solidary learning contributed to improving this problem with the use of digital communication tools, managing to fulfil their vocation of service during mandatory preventive isolation and knowingly assist this community. Concluding that in moments of social distancing or long distances, digital tools can

serve as an important alternative to deliver solidarity assistance and even interact positively with the community.

KEYWORDS: Nutrition; Digital Communication; Nursing.

INDICADORES EN LA NUTRICION DE NIÑOS EN COMEDORES COMUNITARIOS DE BUENOS AIRES EN COVID-19

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SECCION: Aprendizaje-servicio solidario

El estado de nutrición es un importante indicador del estado integral de una población. El personal de salud en una comunidad, tiene vocación al cuidado y prevención de trastornos que pudieran vulnerar las condiciones adecuadas de bienestar, desarrollo y crecimiento de niños, quienes son un sector frágil en circunstancias sociales desfavorables, como ocurrió en la pandemia causada por COVID-19. Argentina es un país que antes de la pandemia conocía la existencia de problemas de nutrición infantil, no obstante, la convulsión general acontecida a causa de la pandemia, generó importantes estragos en diferentes sectores sociales, económicos y culturales del país. El problema de nutrición infantil es un importante tema que requiere ser observado, evaluado, y atendido de forma solidaria, más aún cuando se trata de niños en edad escolar, que dependen en muchas ocasiones de un comedor comunitario, el cual vio sus funciones afectadas por las condiciones y restricciones de la emergencia sanitaria. En ese sentido los estudiantes de la asignatura "Niño y adolescente" de la Universidad Abierta Interamericana, como una iniciativa solidaria han dispuestos su voluntad y conocimiento con el objetivo de realizar un diagnóstico de enfermería integral del estado de salud infantil, como una atención primaria de niños que asisten a un comedor comunitario en la provincia de Buenos Aires, Argentina. Evaluando su estado nutricional mediante el cálculo de sus índices de masa corporal (IMC). Para ello se empleó como metodología un muestreo de 30 niños que asistieran regularmente antes de la pandemia a un comedor comunitario de la provincia de Buenos Aires, y en la actualidad, son asistidos en sus hogares con ayuda para su alimentación por parte de los responsables del comedor. En la muestra realizada se determinó la edad, peso y estatura de los niños para el cálculo de su IMC. Los resultados indicaron de forma alarmante que el 70% de los niños de la localidad estudiada poseían problemas de mala alimentación. Encontrando que el 17% posee problemas de sobrepeso, el 20% se observó con delgadez leve y moderada y un 33% se encontró con delgadez extrema con valores de IMC inferiores a 16. Es sumamente preocupante que solo 30% de los niños muestreados en esta localidad se encontraron en los parámetros normales de IMC, ante esta situación es importante la divulgación de estos estudios para establecer políticas públicas que puedan remediar y revertir dicha problemática. Por su parte el grupo de estudiantes de enfermería que

participaron en el estudio de forma solidaria contribuyeron con información y aportes de alimentos balanceados para los niños.

PALABRAS CLAVE: Nutrición; infantil; IMC; Enfermería.

NUTRITION INDICATORS IN CHILDREN WHO ATTEND COMMUNITY DINING IN THE PROVINCE, IN COVID-19

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SECTION: Learning-solidarity service

The state of nutrition is an important indicator of the integral state of a population, health personnel in a community have a vocation to care for and prevent disorders that could harm the adequate conditions of well-being, development and growth of children, who are fragile sector in unfavourable social circumstances, as occurred in the pandemic caused by COVID 19. Argentina is a country that before the pandemic knew of the existence of child nutrition problems, however, the general upheaval that occurred due to the pandemic, genre significant damage in different social, economic and cultural sectors of the country. The problem of child nutrition is an important issue that needs to be observed, evaluated, and cared for in solidarity, especially when it comes to school-age children, who often depend on a community soup kitchen, which saw its functions affected by the conditions and restrictions of the health emergency. In this sense, the students of the child and adolescent subject of the Inter-American Open University, as a solidarity initiative, have arranged their will and knowledge intending to make a comprehensive nursing diagnosis of the state of children's health, as a primary care of children who they attend a community soup kitchen in the province of Buenos Aires, Argentina. Assessing your nutritional status by calculating your body mass index (BMI). For this, a sample of 30 children who regularly attended a community soup kitchen in the province of Buenos Aires was used as a Methodology, and at present, they are assisted in their homes with help for their food by those responsible for the pandemic. dining room. In the sample carried out, the age, weight and height of the children were determined to calculate their BMI. The results alarmingly indicated that 70% of the children in the studied locality had poor nutrition problems. Finding that 17% have overweight problems, 20% were observed with mild and moderate thinness and 33% were found with extreme thinness with BMI values lower than 16. It is extremely worrying that only 30% of the children sampled in this locality were found in the normal parameters of BMI, because of this situation it is important to disseminate these studies to establish public policies that can remedy and reverse this problem, for their part the group of nursing students who participated in the study in solidarity contributed with information and contributions of balanced meals for children.

KEYWORDS: Nutrition; infant; BMI; Nursing.

PROYECTO CEFERINO: FORMAR DOCENTES CON CONCIENCIA Y COMPROMISO SOCIAL

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SECCIÓN: Aprendizaje-servicio como contribución a la educación integral: manos, cabeza y corazón.

RESUMEN

Proyecto Ceferino es el nombre de una propuesta de aprendizaje servicio que comparten estudiantes, docentes y directivos del Instituto Superior de Profesorado Pbro. Dr. A. M. Sáenz y que se desarrolla en la capilla Ceferino Namuncurá. La capilla pertenece a la parroquia San Francisco de Paula de la diócesis de Lomas de Zamora, Pcia. de Buenos Aires, Argentina y se encuentra dentro del Barrio "Campo Tongui" en Ingeniero Budge. El Instituto Superior de Profesorado Pbro. Dr. Antonio M. Sáenz -ISPAMS- pertenece al obispado de Lomas de Zamora y se encuentra ubicado en el centro de la ciudad. Esta es una institución educativa de nivel superior con cincuenta y siete años de existencia. El Profesorado ofrece a la comunidad ocho carreras de formación docente: Educación Inicial, Educación Primaria, Matemática, Inglés, Psicología, Filosofía, Historia y Biología. El Proyecto nace como respuesta a las necesidades provocadas por las problemáticas sociales y económicas que se profundizaron en los últimos años y que atraviesan la educación. Por un lado, escuelas empobrecidas en la oferta curricular que brindan a sus alumnos, asistencia irregular a clases, etc. Por otro lado, hogares conformados por familias que no pueden acompañar los procesos educativos de sus hijos ya sea porque no completaron el nivel primario de estudios o porque deben trabajar más de 8h para sostener económicamente a sus familias. El objetivo principal del Proyecto Ceferino es promover una formación docente inicial con conciencia y compromiso social a través del acompañamiento de trayectorias escolares de los niños, niñas y adolescentes de la capilla. La propuesta consiste en que los estudiantes de las ocho carreras del Profesorado, acompañados por docentes y directivos, participen voluntariamente y se organicen todas las semanas para acompañar a los niños, niñas y adolescentes en los procesos de aprendizaje escolar. Desde el año 2018 la actividad se lleva a cabo de marzo a diciembre una vez por semana y durante dos horas en las que cinco o seis estudiantes y uno o dos docentes/directivos ayudan a un grupo variable de niños, niñas y adolescentes -entre 10 y 20- con las tareas escolares, comparten juegos y/o desarrollan talleres. Esta experiencia formativa se analiza desde un enfoque metodológico mixto, cualitativo y cuantitativo, a través de dos entrevistas a referentes de la capilla y encuestas a estudiantes, docentes y directivos. Las entrevistas dan cuenta que las familias

valoran y acompañan el Proyecto y estimulan a sus hijos para que asistan al espacio comunitario de educación no formal que se genera en la capilla Ceferino Namuncurá. Por otro lado, las encuestas a estudiantes, docentes y directivos ofrecen evidencias que el Proyecto potencia sus capacidades de trabajo colaborativo, fortalecen su rol y vocación docente a través de la asistencia escolar personalizada a los niños, niñas y adolescentes. Los datos obtenidos y su interpretación permiten concluir que el trabajo con y para la comunidad con la participación activa de los estudiantes y en vínculo con su futuro desempeño profesional permiten abordar la problemática planteada. El Proyecto Ceferino permite a todos crecer, aprender y compartir experiencias y saberes, es un espacio abierto que se nutre y retroalimenta a medida que se transita con el aporte de los distintos actores.

PALABRAS CLAVE: Participación estudiantil; vínculo con la comunidad de entorno; experiencia formativa auténtica; educación formal y no formal.

PROYECTO CEFERINO: TRAINING TEACHERS WITH SOCIAL AWARENESS AND COMMITMENT

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SECTION: Service-learning as a contribution to integral education: hands, head and heart.

ABSTRACT

Proyecto Ceferino is the name of a service-learning proposal shared by students, teachers and directors of the Instituto Superior de Profesorado Pbro. Dr. A. M. Sáenz, which is developed in the Ceferino Namuncurá Chapel. The Chapel belongs to the San Francisco de Paula parish of the Diocese of Lomas de Zamora, Province of Buenos Aires, Argentina and is located in the “Campo Tongui” neighborhood in Ingeniero Budge. The Instituto Superior de Profesorado Pbro. Dr. Antonio M. Sáenz -ISPAMS- belongs to the Diocese of Lomas de Zamora and is located in the center of the city. It is a higher education institution with fifty-seven years of existence. The Teacher Training College offers the community eight careers in teacher training: Initial Education, Primary Education, Mathematics, English, Psychology, Philosophy, History and Biology. The Project was born as a response to the needs caused by the social and economic problems that have deepened in recent years and that affect education. On the one hand, schools impoverished in the curricular offer they provide to their students, irregular attendance to classes, etc. On the other hand, households are made up of families that cannot support their children’s educational processes either because they have not completed primary school or because they have to work more than 8 hours a day to support their families economically. The main objective of the Proyecto Ceferino is to promote an initial teacher training with social awareness and commitment through the accompaniment of school trajectories of the children and adolescents of the Chapel. The proposal consists of students from the eight careers of the faculty, accompanied by teachers and managers, participating voluntarily and organizing themselves every week to accompany children and adolescents in the school learning processes. Since 2018, the activity has been carried out from March to December once a week and for two hours in which five or six students and one or two teachers/managers help a variable group of children and adolescents -between 10 and 20- with school homework, share games and/or develop workshops. This formative experience is analyzed from a mixed qualitative and quantitative methodological approach, through two interviews with Chapel representatives and surveys with students, teachers and directors. The interviews show that the families value and support the Project and encourage their children

to attend the community space of non-formal education generated in the Ceferino Namuncurá Chapel. On the other hand, the surveys to students, teachers and directors provide evidence that the Project enhances their collaborative work skills, strengthens their role and teaching vocation through personalized school assistance to children and adolescents. The data obtained and their interpretation allow us to conclude that working with and for the community with the active participation of the students and in connection with their future professional performance allows us to address the problems posed. The Proyecto Ceferino allows everyone to grow, learn and share experiences and knowledge; it is an open space that is nourished and fed back as it moves forward with the contribution of the different actors.

KEYWORDS: Student participation; link with the surrounding community; authentic education experience; formal and non-formal education.

MONITORES DE SALUD COMUNITARIA PARA EL ADULTO MAYOR DURANTE LA PANDEMIA COVID-19

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SECCIÓN: Aprendizaje-servicio solidario como contribución a la educación integral: manos, cabeza y corazón.

INTRODUCCIÓN: La enfermedad COVID-19, es causada por el coronavirus SARS-CoV-2. En diciembre 2019 se presentó el brote epidémico en Wuhan (China) y el primer caso en México se confirmó el 28 de febrero del 2020, declarándose por la Organización Mundial de la Salud (OMS) como pandemia el 11 de marzo del 2020 ^{1,2}. En el mundo 8 de cada 10 muertes por COVID-19 corresponden a adultos mayores de 65 años, presentando mayor riesgo de hospitalización y muerte ^{3,4}. Las transiciones demográficas y epidemiológicas actuales requieren que cambiemos la forma en que tratamos y respondemos a las necesidades de las personas mayores, especialmente ahora en situación de emergencia ⁵. El desafío de la pandemia brinda un abordaje diferente e intervenciones adecuadas a los adultos mayores, que considera la diversidad de estados funcionales y características de salud de esta población vulnerable.

OBJETIVO: Brindar las herramientas básicas para el empoderamiento participativo y autosuficiente del adulto mayor mediante acciones preventivas intradomiciliarias para COVID-19 dirigidas por monitores voluntarios de Salud Comunitaria.

METODOLOGÍA: Estudio prospectivo realizado durante el periodo de agosto 2020-febrero 2021 incluyendo adultos mayores que viven en la comunidad. Se evaluaron variables sociodemográficas, comorbilidades, factores de riesgo de infección por SARS-CoV-2, estilos de vida e información sobre contagios de COVID-19. Tras el diagnóstico situacional se realizó la intervención por parte de monitores voluntarios de salud comunitaria (estudiantes de medicina) empoderando al adulto mayor mediante acciones preventivas intradomiciliarias de COVID-19. El análisis estadístico se llevó a cabo mediante el programa SPSS 22.0.

RESULTADOS: En un total de 141 adultos mayores, el 53% son mujeres, siendo obesidad, hipertensión y diabetes las comorbilidades más prevalentes. Los estilos de vida encontrados como factores de riesgo para desarrollar COVID-19 son convivencia con un familiar de riesgo profesional, trabajar fuera de casa, comprar alimentos en supermercados, utilizar

medio de transporte público, visitar gente fuera de su hogar y desconocer las medidas preventivas de COVID-19. El 44% tuvo contacto previo con persona con COVID-19 y un 11% de los adultos mayores había padecido COVID-19 con anterioridad. Tras la intervención se logró evidenciar un aprovechamiento positivo en las distintas acciones preventivas intradomiciliarias implementadas tales como higiene de manos correcta 90%, uso correcto del cubrebocas 90%, identificación de los síntomas de COVID 85%, limpieza y desinfección de superficies 85%, conocimiento de los modos de transmisión 80%, implementación de aislamiento domiciliario y cuarentena 80% y medidas preventivas 80%. Cabe señalar que durante el estudio no se presentó ningún caso de la enfermedad COVID-19 en los adultos mayores participantes.

CONCLUSIONES: El ser adulto mayor de 65 años es un factor predictor de hospitalización y alta mortalidad por COVID-19. La intervención de monitores voluntarios de salud mediante la realización de acciones preventivas intradomiciliarias permite mejorar el cumplimiento de las medidas preventivas y reduce el número de contagios por COVID-19 en esta población vulnerable.

PALABRAS CLAVE: Aprendizaje-servicio; empoderamiento; prevención; atención domiciliaria.

COMMUNITY HEALTH MONITORS FOR THE ELDERLY DURING THE COVID-19 PANDEMIC

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SECTION: Solidarity service-learning as a contribution to integral education: hands, head and heart.

INTRODUCTION: COVID-19 disease is caused by the SARS-CoV-2 coronavirus. In December 2019 the epidemic outbreak occurred in Wuhan (China) and the first case in Mexico was confirmed on February 28, 2020, being declared a pandemic by the World Health Organization (WHO) on March 11, 2020, 1, 2. In the world, 8 out of every 10 deaths due to COVID-19 correspond to adults over 65 years of age, presenting a higher risk of hospitalization and death 3, 4. The current demographic and epidemiological transitions require us to change the way we treat and respond to the needs of the elderly, especially now in an emergency situation. 5, The challenge of the pandemic provides a different approach and appropriate interventions for older adults, considering the diversity of functional status and health characteristics of this vulnerable population.

OBJECTIVE: To provide basic tools for the participatory and self-sufficient empowerment of older adults through intra-domiciliary preventive actions for COVID-19 led by Community Health volunteer monitors.

METHODOLOGY: A prospective study was conducted during the period August 2020-February 2021 including older adults living in the community. Sociodemographic variables, comorbidities, risk factors for SARS-CoV-2 infection, lifestyles and information on COVID-19 infections were evaluated. After the situational diagnosis, the intervention was carried out by volunteer community health monitors (medical students), empowering the elderly through intra-domiciliary COVID-19 preventive actions. Statistical analysis was carried out using SPSS 22.0 software.

RESULTS: In a total of 141 older adults, 53% were women, with obesity, hypertension and diabetes being the most prevalent comorbidities. The lifestyles found as risk factors for developing COVID-19 are living with a professional risk family member, working outside the home, buying food in supermarkets, using public transportation, visiting people outside the home, and not knowing about COVID-19 preventive measures. Forty-four percent had previous contact with a person with COVID-19 and 11% of the older adults had previously suffered from COVID-19. After the intervention, there was evidence of positive use of the

different intra-domiciliary preventive actions implemented, such as correct hand hygiene 90%, correct use of masks 90%, identification of COVID symptoms 85%, cleaning and disinfection of surfaces 85%, knowledge of the modes of transmission 80%, implementation of home isolation and quarantine 80%, and preventive measures 80%.

CONCLUSIONS: Being an adult over 65 years of age is a predictor of hospitalization and high mortality due to COVID-19. The intervention of volunteer health monitors through the implementation of intra-domiciliary preventive actions improves compliance with preventive measures and reduces the number of COVID-19 infections in this vulnerable population.

KEYWORDS: Service-learning; empowerment; prevention; home-based care.

UNA COMBINACIÓN DE A+S Y EL APRENDIZAJE BASADO EN JUEGOS: EL CASO DE GEOGRAFÍA DE CHILE EN LA UC

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SECCIÓN: Aprendizaje-servicio: experiencias y procesos de institucionalización.

RESUMEN

Reconocer la relevancia de formar profesionales solidarios, atentos a las necesidades de la comunidad, nos impulsó en 2019 a diseñar una experiencia de Aprendizaje Servicio (A+S) orientada a desplegar la creatividad del estudiantado a través de la creación de juegos educativos inspirados en conceptos geográfico-ambientales para niños y niñas de educación básica. Tanto A+S como la metodología basada en juegos, permiten potenciar el trabajo colaborativo, la innovación, el aprendizaje significativo y la reflexión.

Esta experiencia crea un espacio colaborativo entre la P. Universidad Católica de Chile (UC) y los socios comunitarios (SC): Biblioteca Escolar Futuro (BEF) y la Escuela Julio Barrenechea. El proyecto involucra a estudiantes de Geografía de Chile, de distintas áreas disciplinares, con la comunidad escolar.

OBJETIVOS Y METODOLOGÍA: Analizar la experiencia de A+S en el curso de Geografía de Chile combinada con metodología basada en juegos en un trabajo colaborativo con SC, lo que supone una innovación que permite aprendizajes profundos en el estudiantado y un compromiso entre agentes sociales en condiciones de colaboración mutua. La metodología es de tipo descriptiva en la que el equipo docente y los SC analizan, a partir de las etapas del proyecto desarrolladas en el primer semestre 2021, los principales resultados obtenidos a través de instancias preparadas para ello.

RESULTADOS: El proyecto se desarrolla en tres etapas. En la etapa inicial, se identifican temas y/o conceptos geográfico-ambientales que vinculan el currículo escolar de ciencias naturales y/o sociales con el programa de estudio de Geografía de Chile; se calendarizan las entregas del producto juego; se presenta la metodología A+S a los involucrados. En la etapa de desarrollo, se conforman los equipos de estudiantes; se crea el portafolio electrónico por grupos de trabajo y se realiza la entrega N°1 con la idea de juego, la que es retroalimentada por la docente. Posteriormente, se realiza la entrega N°2 con la maqueta de juego y se realiza una evaluación entre pares a través de una pauta diseñada para ello. En la etapa final, se entrega el juego y sus componentes, la que se evalúa como examen. Se-

gún la reflexión del equipo docente y los SC, se evidencia que: 1) Se desarrolla el aprendizaje autónomo del estudiantado tanto en lo referido a trabajo en equipo como a diseño del prototipo, con lineamientos mínimos ordenadores del avance semestral. 2) Se promueve la participación comprometida del estudiantado en procesos de transformación escolar 3) Se realiza un acercamiento a la realidad escolar en contextos de vulnerabilidad, abriendo espacios reflexivos donde el futuro profesional se cuestiona su aporte a la sociedad. El estudiantado define su experiencia como un gran desafío, durante el cual aprendieron, aplicaron sus conocimientos y se pusieron a disposición de otros.

DISCUSIÓN: La experiencia innova en el aprendizaje del estudiantado incorporando la metodología basada en juegos como aporte al aprendizaje significativo, articulando el currículo escolar con el universitario. Asimismo, propicia la integración disciplinar a través del trabajo en equipo de estudiantes de distintas carreras universitarias con un objetivo común que es diseñar un juego educativo.

CONCLUSIONES: El equipo concluye que el proyecto genera aprendizajes a través de combinar A+S con la metodología de aprendizaje basado en juegos. Esta colaboración, amplía los vínculos de interacción y compromiso, configurando un espacio de aprendizaje transgeneracional. El estudiantado produce juegos educativos destinados a la educación básica, aportando al aprendizaje significativo. La evaluación de cuánto aprenden los estudiantes pequeños es un desafío pendiente.

PALABRAS CLAVES: Metodología activa; juegos educativos; aprendizaje significativo; geografía.

A COMBINATION OF A+S AND GAME-BASED LEARNING: THE CASE OF GEOGRAPHY OF CHILE AT UC

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SECTION: Service Learning: experiences and institutionalization processes.

ABSTRACT

Recognizing the relevance of training caring professionals, attentive to the needs of the community, encourages us in 2019 to design a Service Learning (A+S) experience aimed at displaying student creativity through the creation of educational games inspired by geographic or environmental concepts, for elementary school students. Both A+S and the game-based methodology allow to promote collaborative work, innovation, meaningful learning and reflection.

This experience creates a collaborative space between P. Universidad Católica de Chile (UC) and community partners (SC): Biblioteca Escolar Futuro (BEF) and Escuela Julio Barrenechea. The project involves students of Geography of Chile, from different disciplinary areas, with the school community.

OBJECTIVES AND METHODOLOGY: Analyze the experience of A+S in the Geography of Chile course combined with a game-based methodology in a collaborative work with SC, which represents an innovation that allows deep learning in the students and a commitment between social agents in conditions of mutual collaboration. The methodology is descriptive in which the teaching team and SC analyze, from the stages of the project developed in the first semester of 2021, the main results obtained through instances prepared for it.

RESULTS: The project is developed in three stages. In the initial stage, geographical-environmental themes and/or concepts are identified that link the school curriculum of natural and/or social sciences with the study program of Geography of Chile; deliveries of the game product are scheduled; the A + S methodology is presented to those involved. In the development stage, student teams are formed; the electronic portfolio is created by student teams and delivery N°1 is made with the idea of the game, which is given feedback by the teacher. Subsequently, delivery N°2 is made with the game model and an evaluation is carried out among peers through a guideline designed for it. In the final stage, the game and its components are delivered, which is evaluated as an exam. According to the

reflection of the teaching team and the SC, it is evidenced that: 1) The autonomous learning of the students is developed both in terms of teamwork and the design of the prototype, with general guidelines for the semester in progress. 2) The committed participation of the students in the processes of school transformation is promoted. 3) An approach is made to the school's reality in contexts of vulnerability, opening reflective spaces where the future professional questions their contribution to society. The students define their experience as a great challenge, during which they learned, applied their knowledge and made themselves available to others.

DISCUSSION: The experience innovates in student learning incorporating the game-based methodology as a contribution to meaningful learning, articulating the school curriculum with the university one. Likewise, it encourages disciplinary integration through teamwork of students from different university careers with a common goal, which is to design an educational game.

CONCLUSIONS: The project generates learning through combining A+S with the game-based learning methodology. This collaboration broadens the links of interaction and commitment, configuring a transgenerational learning space. The University students produce educational games for elementary school, contributing to meaningful learning. Assessing how much Elementary school students are learning is a pending challenge.

KEYWORDS: Active methodology; educational games; meaningful learning; geography.

COLECCIÓN “CUENTO CONTIGO”: LA TEORÍA LITERARIA COMO HERRAMIENTA PARA EL SERVICIO AL OTRO

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SECCIÓN: Aprendizaje-servicio: experiencias y procesos de institucionalización.

La colección “Cuento Contigo”, de la Fundación Tiempo de Actuar —primer ejemplar: Carta desde Kromalandra (Editorial Wanceulen, 2021)—, surge como una propuesta de la fundación a la Dirección de Compromiso Social de la UCA. Se constituyó un grupo de trabajo de alumnas de la carrera de Letras, que ya habían tenido la oportunidad de participar, en su primer año, de una actividad planteada por la cátedra de Teoría de la Comunicación: un taller sobre diversidad cultural para los niños del barrio Rodrigo Bueno, puesta en práctica, al servicio del otro, de conocimientos que empezaban a adquirir en Letras.

Por ello, esta primera aproximación al aprendizaje-servicio resultó decisiva cuando, en segundo año, las alumnas decidieron incorporarse al proyecto de la colección. Bajo la órbita de la cátedra de Teoría y Análisis del Discurso Literario I, fueron convocadas para escribir cuentos para niños, con temáticas de prevención. El objetivo, planteado por la fundación, es doble: se busca informar, prevenir, educar e invitar a la reflexión sobre problemáticas sociales que atraviesan múltiples países y culturas; y también, fomentar la participación de estudiantes universitarios, que encuentran aquí una oportunidad para conjugar contenidos de teoría aprendidos en la cátedra con el quehacer de la escritura literaria, y para mostrar y acrecentar su propio potencial creativo y humanitario.

Para realizar el proyecto, tras recibir las temáticas propuestas por la cátedra, las alumnas se dividieron en pequeños equipos según cuáles eran de su interés; en el contexto de pandemia, este trabajo de escritura en equipo aprovechó los medios disponibles para trabajar desde la virtualidad. Partiendo de estructuras aprendidas en la materia, se definieron los personajes y los acontecimientos de cada cuento, y se repasaron cuestiones de literatura infantil importantes a la hora de escribir para niños. Luego, tuvo lugar el proceso de escritura propiamente dicho, y la posterior corrección, gracias a la cual las alumnas incorporaron diversas técnicas, vinculadas con las nociones gramaticales adquiridas en la carrera. Varias de las autoras también se animaron a realizar sus propias ilustraciones.

El principal resultado de un proyecto aún en marcha se relaciona, en términos pragmáticos, con la publicación del primer tomo de la colección, *Carta desde Kromalandra*. Sin embargo, este no constituye el único resultado de la propuesta desarrollada. Por el contrario, se deben valorar las implicancias vitales de una actividad que, planteada a la luz de una visión integral de la educación, propicia a la vez el desarrollo de la creatividad individual y el trabajo en equipo, favorece el contacto de la universidad con una fundación como *Tiempo de Actuar* —que, por su vocación de servicio, cuenta con un lugar fundamental para la sociedad—, y requiere poner en contacto con la realidad —a través de la empatía con el lector-ideal niño— conocimientos teóricos que, en una experiencia de la carrera ajena a este tipo de actividades, podrían resultar excesivamente abstractos.

Si bien, en la recepción de los cuentos, la evaluación de los resultados no resulta aún medible en su dimensión empírica, tras los esfuerzos realizados se puede aventurar que, por un lado, los relatos propuestos sí se plantean en su configuración textual como abiertos a una lectura eficaz, enfatizada por ilustraciones y paratextos en general. En este sentido, el primer objetivo se acercaría a su concreción; por otro lado, el segundo objetivo, relacionado con el aprendizaje-servicio de las alumnas en su quehacer de creación literaria, puede considerarse evaluado positivamente, pues han logrado poner en juego sus conocimientos para lograr cuentos que acompañen en el camino del respeto hacia el otro y hacia uno mismo.

PALABRAS CLAVES Literatura infantil; compromiso social; discurso literario; empatía.

COLLECTION “CUENTO CONTIGO”: LITERARY THEORY AS A TOOL FOR SERVING OTHERS

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THEME: Service-learning: experiences and institutionalization processes.

The collection “Cuento Contigo”, by Tiempo de Actuar Foundation—its first volume *Carta desde Krolandra* (Wanceulen Press, 2021)—, results from a proposal by the foundation to the Dirección de Compromiso Social at UCA. A workgroup of undergraduate students of Letras (Philology) was formed: they had already taken part in an activity of Communication Theory in their first year, a workshop about cultural diversity for children from the Rodrigo Bueno’s neighbourhood, as an application of the knowledge they were beginning to learn in their course of studies, at the service of the other.

Thus, that first approach to service-learning proved to be decisive when the students decided to join the project of making this collection in their second year. Under the guidance of the subject *Teoría y Análisis del Discurso Literario I* (Theory and Analysis of the Literary Discourse I), they were assigned the composition of stories for children, with prevention issues. The objective, set by the foundation, was double: it seeks to inform, prevent, educate and invite reflection on social problems which cross multiple countries and cultures, as well as encourage the participation of undergraduates, who have the opportunity to combine the theoretical contents learnt in the chair with the literary writing task, to show and increase their own creative and humanitarian potential.

To fulfil the project, after receiving the topics appointed by the chair, the students were divided into small groups according to their interests. In the context of the COVID-19 pandemic, this team writing assignment took advantage of the available means to work virtually. They defined the characters and main events of each story inspired by the structures studied in the subject, and important children’s literature issues were reviewed regarding the nature of the intended readers. Afterwards, the writing process itself took place, and then the correction, thanks to which the students acquired various techniques, related to the grammatical notions of their course of studies. Some of the students dared to draw their illustrations.

The main result of the project still in progress is associated with the publication of the first volume of the collection, *Carta desde Kromalandra*, in pragmatic terms. However, it

is not the only outcome of the developed activity. On the contrary, the vital implications of such an activity must be valued, and planned in the light of a comprehensive vision of education, which encourages both the development of individual creativity and teamwork, the university's contact with a foundation such as Tiempo de Actuar (which holds a key role for society due to its vocation of service) and requires the connection of the reality with the otherwise abstract theoretical contents of the course of studies, by the means of empathy with the intended reader, the children.

Even though the assessment of the results is not yet measurable in its empirical dimension concerning the reception of the stories, it is possible to conjecture after the efforts that, on one hand, the stories are posed as open to an effective reading in their textual configuration, highlighted by the illustrations and the paratexts in general. In this sense, the first aim would approach its realization. On the other hand, the second aim, related to the service-learning of the undergraduates in their literary creation task, can be evaluated positively, because they have managed to apply their knowledge to achieve stories that accompany the path of respect for others and themselves.

KEYWORDS: Children's literature; social commitment; literary discourse; empathy.

APRENDIZAJE SERVICIO COMO HERRAMIENTA PARA LA FORMACIÓN INTEGRAL DEL FUTURO DOCENTE

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SECCION: Aprendizaje-servicio como contribución a la educación integral de la persona: manos, cabeza y corazón.

RESUMEN: 591 palabras

Esta investigación presenta (y actualiza al día de hoy) los principales resultados de un estudio realizado en el año 2004 sobre la pedagogía del Aprendizaje y Servicio Solidario (AYSS), su contribución para la formación integral del futuro docente y el desarrollo de las competencias profesionales requeridas por el Diseño Curricular en la Ciudad Autónoma de Buenos Aires, Argentina.

Analiza los aportes que podría brindar este enfoque pedagógico si se aplicara durante la formación docente inicial y se institucionalizara como parte de la Formación Docente. Si bien el trabajo se basa en los estudios realizados por el Programa Nacional Escuela y Comunidad del Ministerio de Educación de la Nación entre los años 2000 y 2001, presentará algunas actualizaciones pertinentes y aportes a la formación docente de la Ciudad Autónoma de Buenos Aires en la actualidad.

La hipótesis que guía el trabajo considera que la aplicación de la pedagogía del AYSS durante la formación inicial del docente argentino permitiría el ejercicio y puesta en práctica de ciertas competencias profesionales requeridas por el rol y permitiría contribuir a una educación integral que integre cabeza, manos y corazón.

Con el fin de contrastar la hipótesis planteada, se trabajó en el análisis de un proyecto concreto de AYSS utilizando como instrumentos de recolección de información tres entrevistas semi-estructuradas y testimonios profesionales escritos basados en preguntas-guía de docentes que se formaron con esta pedagogía y que hoy se encuentran insertos laboralmente en el ámbito de la educación.

El proyecto con el cual se trabajó fue seleccionado en base a una muestra de calidad, es decir, se ha tomado el proyecto de AYSS de mayor calidad presentado por un Instituto

de Formación Docente según los criterios de las evaluaciones del Ministerio de Educación para el Premio Presidencial “Escuelas Solidarias” 2000 y 2001.

De esta manera, la metodología de investigación se sustentó en las siguientes características: Diseño: no experimental – propósito: descriptivo / explicativo. Tipo de investigación según la dimensión temporal: Transversal cuasi longitudinal. Técnica: cualitativa – Instrumentos de recolección de datos: entrevistas semi-estructuradas. Fuentes secundarias.

El estudio aporta elementos que ayuden a pensar en qué medida el AYSS, entendido como una propuesta pedagógica innovadora que promueve actividades estudiantiles solidarias en las que los conocimientos se aplican a la resolución de necesidades concretas de una comunidad, puede influir en el proceso de formación integral del futuro docente (en especial en su dimensión ciudadana y comunitaria) y en la construcción del rol profesional.

La experiencia de AYSS analizada, en la que los alumnos de un profesorado aprenden y desarrollan competencias profesionales en servicio a las comunidades más necesitadas nos abre a formular muchos interrogantes en el campo de la formación docente y muestra el impacto que esta experiencia tuvo en su perfil profesional. Este trabajo permite alertar sobre la necesidad de incluir un pilar social en la formación del docente y una mirada amplia desde una educación integral.

La investigación evidencia que el enfoque pedagógico del AYSS puede ser una herramienta útil, no sólo para desarrollar competencias y aprendizajes en los futuros docentes sino también para que éstos repliquen la metodología en sus aulas; permitiendo a sus grupos de aprendizaje convertirse en protagonistas críticos y constructores de su realidad. Una herramienta que signifique un espacio en el cual valga la pena aprender, porque de esos aprendizajes depende la vida de otros. Una pedagogía que nos recuerde que, como seres sociales, somos parte de una comunidad por la cual debemos trabajar. Un trayecto de formación que atienda la integración de nuestras potencialidades: cabeza, manos y corazón.

PALABRAS CLAVE: Aprendizaje Servicio; Educación integral; Aprendizaje experiencial; Formación docente.

SERVICE LEARNING AS A TOOL FOR THE INTEGRAL TRAINING OF THE FUTURE TEACHER

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THEME: Service-learning as a contribution to whole-person education: hands, head, and heart.

ABSTRACT: 591 words

This research presents (and updates to this day) the main results of a study carried out in 2004 on the pedagogy of Service Learning (SL), its contribution to the comprehensive training of future teachers and the development of professional skills required by the Curriculum Design in the Autonomous City of Buenos Aires, Argentina.

It analyzes the contributions that this pedagogical approach could provide if it were applied during initial teacher training and institutionalized as part of Teacher Training. Although the work is based on studies carried out by the National School and Community Program of the Ministry of Education of the Nation between the years 2000 and 2001, it will present some pertinent updates and contributions to the teacher training of the Autonomous City of Buenos Aires in the present.

The hypothesis that guides the work considers that the application of SL pedagogy during the initial training of the Argentinian teacher would allow the exercise and implementation of certain professional skills required by the role and would contribute to a comprehensive education that integrates head, hands and heart.

To contrast the hypothesis raised, we worked on the analysis of a specific SL project using as information collection instruments three semi-structured interviews and written professional testimonies based on guide questions from teachers who were trained with this pedagogy and who today are employed in the field of education.

The project with which we worked was selected based on a quality sample, that is, the highest quality SL project presented by a Teacher Training Institute has been taken according to the criteria of the evaluations of the Ministry of Education for the Presidential Award "Solidarity Schools" 2000 and 2001.

In this way, the research methodology was based on the following characteristics: Design: non-experimental - purpose: descriptive/explanatory. Type of research according to time dimension: Cross-sectional quasi-longitudinal. Technique: qualitative - Data collection instruments: semi-structured interviews. Secondary sources.

The study provides elements that help to think to what extent SL, understood as an innovative pedagogical proposal that promotes solidarity student activities in which knowledge is applied to the resolution of specific needs of a community, can influence the comprehensive training process of the future teacher (especially in its citizen and community dimension) and in the construction of the professional role.

The SL experience analyzed, in which the students of a teaching staff learn and develop professional skills in service to the communities most in need, opens us up to formulate many questions in the field of teacher training and shows the impact that this experience had on their professional profile. This work makes it possible to warn about the need to include a social pillar in teacher training and a broad view from an integral education.

The research shows that the SL pedagogical approach can be a useful tool, not only for developing skills and learning in future teachers but also for them to replicate the methodology in their classrooms; allowing their learning groups to become critical protagonists and constructors of their reality. A tool that means a space in which it is worth learning because the lives of others depend on these learnings. A pedagogy that reminds us that, as social beings, we are part of a community for which we must work. A journey of formation that attends to the integration of our potentialities: head, hands and heart.

KEYWORDS: Service Learning; Integral education; Experiential learning; Teacher training.

PROMOCIÓN DE LA LECTURA EN LA INFANCIA EN ESPACIOS NO CONVENCIONALES: UN PROYECTO DE APS EN LA PUCE

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SECCIÓN: Aprendizaje-servicio como contribución a la educación integral: manos, cabeza y corazón.

RESUMEN:

El último estudio sobre hábitos lectores en Ecuador, revela que el 27% de la población mayor de 16 años nunca lee y el 51% lo hace tan solo una hora a la semana. Estos datos, extraídos de las cinco principales ciudades del país, revelan un índice muy bajo de hábito lector, mismo que se devalúa en entornos rurales y urbano marginales debido al escaso acceso a libros y cuestiones idiomáticas. Partiendo de la premisa de que una sociedad educada es una sociedad que lee, es imprescindible que desde las facultades de educación se adopte este tema como prioritario en la formación inicial docente y para ello, desde la PUCE, a través de un proyecto interdisciplinario de Aprendizaje-Servicio, se trata de inculcar la lectura desde la primera infancia. Este proyecto surge a partir de la construcción de una biblioteca infantil en el espacio de la universidad, donde, además de desarrollar clases prácticas de varias materias, se invita a instituciones educativas vecinas a participar en diversas actividades de mediación lectora para los más pequeños. Tras esto, se estableció contacto con dos organizaciones de la sociedad civil dedicadas a la promoción lectora en la infancia: el PICNIC de palabras (Quito) y Casa Búho (Machalilla) quienes realizan actividades periódicas de lectura en espacios no convencionales.

El objetivo de este artículo consiste por tanto en sintetizar los resultados de este proyecto a partir del análisis de los testimonios recogidos por las estudiantes y los beneficiarios, además de explicar los procesos asociados al diseño del mismo.

En lo referente al aspecto metodológico, se realiza una descripción del proyecto en el que se detalla su proceso de planificación y ejecución, además de un análisis de los testimonios recabados a través de las encuestas de percepción (pertenecientes al sistema de autoevaluación y gestión de la RSU) en AUSJAL de estudiantes y familiares vinculados hasta ahora al proyecto.

Entre los principales resultados se destaca que las acciones desarrolladas bajo la tutela de los socios comunitarios y docentes de la universidad permiten al estudiante diseñar,

planificar, implementar y evaluar estrategias de promoción de la lectura en contextos, normalmente, de extrema vulnerabilidad, lo que da pie a la reflexión crítica en torno a temas como el acceso a los libros, acceso a internet en el país, las temáticas y tipos de libros “recomendados”, entre otros.

Además, la experiencia de realizar actividades de promoción lectora con base en las propuestas gubernamentales y acordes a fuentes científicas actuales analizadas en las clases de literatura infantil, didácticas específicas y didáctica de lengua y literatura, ha sido un proceso positivo para las estudiantes, quienes no solo ponen en juego su creatividad, motivación y ganas por llegar a los niños con quienes realizan sus prácticas de servicio comunitario, si no que ellas mismas disfrutaban de la lectura de obras seleccionadas y proponen desde su experiencia, bien la adquisición de nuevos libros o bien la producción propia de obras sensoriales y literarias.

Como conclusión destacamos que los estudiantes de la PUCE han diseñado estrategias de mediación lectora (obras de teatro, títeres, talleres con padres y madres de familia y cuentacuentos), cuentos sensoriales y trabajos de investigación que han repercutido positivamente en el hábito lector de niños y niñas de Quito y Machalilla. Además, la biblioteca pone a su disposición libros de alta calidad que representan diversos valores y opiniones y representativos de la cultura local con apertura hacia la comunidad global, así como el fortalecimiento de las competencias propias de su profesión.

PALABRAS CLAVE: Aprendizaje-Servicio, mediación lectora, educación, evaluación.

PROMOTION OF READING IN NON-CONVENTIONAL SPACES FOR CHILDREN: A PUCE S-L PROJECT

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THEME: Service-learning as a contribution to integral education: hands, head and heart.

ABSTRACT:

The latest study on reading habits in Ecuador reveals that 27% of the population over 16 never read and 51% do so for just one hour a week. These data, extracted from the five main cities of the country, reveal an extremely low reading habit index, which is devalued in rural and marginal urban settings due to scarce access to books and language issues.

Starting from the premise that an educated society is a society that reads, the education faculties must adopt this issue as a priority in initial teacher training and for this, from the PUCE, through an interdisciplinary Learning project -Service, it is about instilling reading from early childhood.

This project arises from the construction of a children's library in the university space, where, in addition to developing practical classes in various subjects, neighboring educational institutions are invited to participate in various reading mediation activities for the little ones. After this, contact was made with two civil society organizations dedicated to promoting reading in childhood: The Picnic's World in (Quito) and Casa Búho in (Machalilla) which carry out periodic reading activities in unconventional spaces.

The objective of this article is therefore to synthesize the results of this project from the analysis of the testimonies collected by the students and the beneficiaries, in addition to explaining the processes associated with its design.

Regarding the methodological aspect, a description of the project is made in which its planning and execution process is detailed, in addition to an analysis of the testimonies collected through the perception surveys (belonging to the self-evaluation and management of the University Responsibility System in AUSJAL of students and relatives linked to the project so far.

Among the main results stands that the actions developed under the tutelage of the

university's community partners and teachers allow the student to design, plan, implement and evaluate reading promotion strategies in contexts of extreme vulnerability, which gives way to critical reflection on issues such as access to books, internet access in the country, the themes and types of "recommended" books, among others.

In addition, the experience of carrying out reading promotion activities based on government proposals and per current scientific sources analyzed in the children's literature classes, specific didactics and language and literature didactics, has been a positive process for the students, who unleash their creativity, motivation and desire to reach the children with whom they unleash to their community service practices, but also they enjoy reading selected works and propose from their experience, either the acquisition of new books or own production of sensory and literary works.

In conclusion, we highlight those PUCE students who have designed reading mediation strategies (theatre plays, puppets, workshops with parents and storytellers), sensory stories and research work that have had a positive impact on the reading habits of infants and boys and girls from Quito and Machalilla. In addition, the library puts at your service, high-quality books that represent diverse values and opinions and representative of the local culture with an openness towards the global community, as well as the strengthening of the competences of their profession.

KEYWORDS: Service-Learning; reading in childhood; education; evaluation.

APRENDIZAJE+SERVICIO EN LAS COMPETENCIAS PSICOPEDAGÓGICAS DESDE EL APRENDIZAJE POR RETOS

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SECCIÓN: Aprendizaje-servicio como contribución a la educación integral: manos, cabeza y corazón

RESUMEN:

La presente propuesta tiene por objeto evaluar el ofrecimiento didáctico desde el acompañamiento terapéutico a adultos mayores por parte del alumnado del último año de la carrera de Psicopedagogía, en la aplicación del Aprendizaje Basado en Servicio (A+S) durante el aislamiento preventivo como medio de participación en estrategias que habiliten el despliegue cognitivo. Así, se efectiviza un espacio de diagnóstico remoto y posterior estrategia escrita. En consecuencia, la metodología de A+S, efectivizado por medio del enfoque de Aprendizaje basado en Retos (ABR), en el marco de las prácticas preprofesionales, desarrolla competencias desde el rol del futuro profesional donde aprender, faculta mejorar una situación detectada en la comunidad.

Este ofrecimiento educativo combina procesos de A+S en la comunidad cercana en un proyecto donde los alumnos de grado intervienen desde habilidades como planificar, organizar, gestionar, difundir, evaluar y obtener un perfil cognitivo en adultos mayores alojados en residencias de ancianos. A raíz del COVID-19, la propuesta sustentada desde la cátedra de Gerontología y Familia de la Universidad Católica Argentina debió recrearse a causa del confinamiento obligatorio y por el riesgo que implicaba para los adultos mayores participar de una propuesta que años anteriores tenía lugar bajo modalidad presencial. De este modo, se habilita un espacio virtual a quienes contaban con dispositivos móviles o PC. Esta invitación abierta a la comunidad fue posible desde la detección de la demanda y con intención de potenciar una tarea competente desde nuestro hacer profesional en la lectura de perfiles cognitivos y una devolución de lo obtenido en estrategias escritas. De esta manera, favorecer el diálogo abierto, la convivencia, solidaridad, y libertad con responsabilidad hacia la comunidad cercana, habilita el quehacer académico entendido a partir del “ser con otros”, por medio de prácticas desarrolladas desde el cuidado, la solidaridad, el amor, y el respeto, en actitud responsable. Aportando un significado humano, al servicio en la formación para el trabajo y el fortalecimiento del quehacer del futuro profesional. La propuesta en orden al procedimiento es descriptiva, transversal, y la

selección de la muestra intencional, no probabilística, compuesta por el grupo de adultos mayores y alumnos del último año de la carrera de Psicopedagogía en turno mañana y noche. La participación del alumnado en la comunidad, habilitada desde la propuesta A+S para adultos mayores de la Provincia de Buenos Aires (Argentina), donde aprender a hacer, guía la dinámica a seguir. El grupo al que acceden los alumnos estuvo constituido por adultos con baja y alta educación (59% mujeres, y 41% hombres) de entre 60 a 98 años ($M = 72.70$, $DE = 10.17$). Mediante retos en encuentros semanales los alumnos efectúan detecciones mediante pruebas estandarizadas que evalúan atención, lenguaje y memoria de trabajo con fines a posterior entrenamiento. Se estudió el desempeño cognitivo, los tipos de respuesta obtenidos según la edad y sexo con fines a planificar acciones dirigidas a los adultos. Los resultados mostraron tres grupos bien definidos de desempeño cognitivo por debajo de lo esperado para edad y educación en las pruebas estandarizadas: el 54.2% reducción leve, 37.5% reducción moderada y siendo de un 8.3% reducción mayor a lo esperado. En este sentido, se generaron cuadernillos de trabajo elaborados por el alumnado desde el recurso virtual WIKI en la plataforma Moodle, con tres características específicas ajustadas al desempeño de cada grupo, para ejercitación de las áreas detectadas con merma. Y el último reto, una devolución de agradecimiento-cierre al adulto mayor enviado como TIK TOK. Para concluir, el A+S desde la implicancia y participación de los grupos de alumnos y sus acciones en mejora de la calidad de vida del Socio-comunitario, favorece el enriquecimiento de la formación profesional.

PALABRAS CLAVE: Aprendizaje+Servicio-ABR; servicio-solidario.

LEARNING + SERVICE IN PSYCHO-PEDAGOGICAL COMPETENCES FROM CHALLENGE LEARNING

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THEME: Service-learning as a path to spirituality.

ABSTRACT

The present proposal aims to evaluate the didactic offer from the therapeutic accompaniment to older adults by the students of the last year of the Psychopedagogy career, in the application of Service-Based Learning (A + S) during preventive isolation as a means of participation in strategies that enable cognitive deployment. Thus, a space for remote diagnosis and subsequent written strategy is made effective. Consequently, the A+S methodology, made effective through the Challenge-based Learning (ABR) approach, within the framework of pre-professional practices, develops competencies from the role of the future professional where learning enables the improvement of a situation detected in the community. This educational offer combines A + S processes in the nearby community in a project where undergraduate students intervene from skills such as planning, organizing, managing, disseminating, evaluating and obtaining a cognitive profile in older adults housed in nursing homes. As a result of COVID-19, the proposal supported by the Gerontology and Family Chair of the Argentine Catholic University had to be recreated due to the compulsory confinement and the risk that implied for older adults to participate in a proposal that previous years took place under Face-to-face modality. In this way, a virtual space is enabled for those who have mobile devices or PCs. This open invitation to the community was possible from the detection of the demand and intention to promote a competent task from our professional work in the reading of cognitive profiles and a return of what was obtained in written strategies. In this way, favoring open dialogue, co-existence, solidarity, and freedom with responsibility towards the nearby community, enables academic work understood from "being with others", through practices developed from care, solidarity, love, and respect, in a responsible attitude. Contributing a human meaning, to the service in the formation of the work and the fortification of the task of the professional future. The proposal for the procedure is descriptive, and transversal, and the selection of the intentional, non-probabilistic sample, composed of a group of older adults and students in the last year of the Psychopedagogy career in Shift morning and night. The participation of the students in the community, enabled by the A + S proposal for older adults in the province of Buenos Aires (Argentina), where learning to do, guides

the dynamics to follow. The group accessed by students was made up of adults with low and high education (59% women, and 41% men) between 60 and 98 years old ($M = 72.70$, $SD = 10.17$). Through challenges in weekly encounters, students make detections through standardized tests that assess attention, language, and working memory for later training purposes. Cognitive performance, the types of responses obtained according to age and sex were studied to plan actions aimed at adults. The results showed three well-defined groups of cognitive performance below expectations for age and education in standardized tests: 54.2% slight reduction, 37.5% moderate reduction, and 8.3% reduction greater than expected. In this sense, workbooks were generated by the students from the WIKI virtual resource on the Moodle platform, with three specific characteristics adjusted to the performance of each group, to exercise the areas detected with wastage. And the last challenge, a return of thanks-closing to the elderly adult sent as a TIK TOK. To conclude, the A + S from the implication and participation of the groups of students and their actions in improving the quality of life of the Socio-community favors the enrichment of professional training.

KEYWORDS: Service+Learning; ABR; solidarity-service.

INTERVENÇÃO NA COMUNIDADE E O DESENVOLVIMENTO DE COMPETÊNCIAS DE ENFERMAGEM EM TEMPOS DE PANDEMIA

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TEMA: Educação Integral | A aprendizagem-serviço como contributo para a educação: mãos, cabeça e coração.

INTRODUÇÃO: O percurso de formação para ser enfermeiro em Portugal, ao nível de licenciatura, prevê um mínimo de 1800 horas Ensino Clínico, em contexto real. No curso de enfermagem da UCP; estudantes integram experiências diferenciadoras de apoio a pessoas e comunidades em situação de maior vulnerabilidade, desenvolvidas desde 2007 pelo Centro de Enfermagem da Católica (CEC) como serviço à comunidade, englobando as simultaneamente vertentes de ensino e investigação. Os estudantes são inseridos na dinâmica de equipa do CEC e desenvolvem em instituições parceiras a sua prática clínica, envolvidos em projetos de Service-Based Learning e de Community-based participatory research. Estas intervenções são desenvolvidas em comunidades a que o estudante não tem normalmente acesso através de instituições de saúde e visam a aquisição de competências transversais, com ênfase em pensamento crítico, e o desenvolvimento integral do estudante, levando à evolução diferenciadora das suas futuras competências profissionais.

A pandemia de COVID-19 fez emergir vários obstáculos à intervenção nas comunidades habituais, menos abrangidas pela prestação de cuidados em instituições de saúde. Apesar dos constrangimentos, no ano letivo de 2020/2021 a Intervenção na comunidade realizada por estudantes do 4º ano do Curso de Licenciatura em Enfermagem foi realizada, adaptando, as atividades no âmbito do Service-Based Learning preconizado.

OBJETIVO: Enumerar as ações realizadas no âmbito da intervenção na comunidade desenvolvida no âmbito do Ensino Clínico 10, no ano letivo de 2020/2021, e o impacto resultante da metodologia Service-based learning precronizada.

METODOLOGIA: Foi usada a metodologia de análise descritiva da intervenção / ação na comunidade que usa Service based learning e planeamento em saúde.

RESULTADOS E DISCUSSÃO: Em 2020/2021, 33 estudantes realizaram 58 atividades,

em 4 parceiros. As atividades que contaram com mais participantes foram atividades de rastreio (632 participantes, 43%), atendimentos de enfermagem (326 participantes, 22%), ações de educação para a saúde individuais e para grupos (219 participantes, 15%) e aplicação de questionários (195 participantes, 13%). No total foram 1487 participantes.

Na análise aos resultados identifica-se uma redução do número de atividades e de participantes diretamente envolvidos (em comparação com dados de anos anteriores). As atividades prioritárias foram as que promoviam a prevenção da infecção por COVID-19 centrando-se frequentemente no ambiente.

Através da avaliação realizada (reuniões com os intervenientes, documentos criados pelas equipas, entre outros) teve avaliação positiva pelos vários intervenientes: as comunidades (indivíduos) intervencionados salientaram o benefício obtido na melhoria ou manutenção da sua saúde, os parceiros assumem a parceria de intervenção promotora da saúde nas suas comunidades, os estudantes reconhecem a importância destes contextos de aprendizagem no desenvolvimento das competências pessoais e profissionais.

CONCLUSÃO: A análise realizada salienta a adequação da integração de prática clínica dos estudantes de enfermagem na intervenção na comunidade realizada no âmbito do Service Based Learning. Apesar das condicionantes da pandemia que atravessamos foi possível adaptar as atividades mas mante-se o impacto positivo da sua ação nos vários intervenientes.

PALAVRAS CHAVE: Ensino de enfermagem; aprendizagem em serviço; service based learning; community based participatory research.

COMMUNITY INTERVENTION AND THE DEVELOPMENT OF NURSING SKILLS IN TIMES OF PANDEMIC

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THEME: Integral Education | Service-learning as a contribution to whole person education: hands, head, and heart.

INTRODUCTION: The training to become a nurse in Portugal, at an undergraduate degree level, provides a minimum of 1800 hours of Clinical Training, in a real context. In the Universidade Católica Portuguesa (UCP) nursing course, students integrate different experiences of support to people and communities in situations of greater vulnerability. These experiences have been developed since 2007 by the Catholic Nursing Center (CEC) as a service to the community, encompassing both teaching and research. Students are included in the CEC team dynamics and develop their clinical practice in partner institutions, involved in Service-Based Learning and Community-based participatory research projects. These interventions are developed in communities that the student does not normally have access to through health institutions. This intervention in clinical teaching aims at the acquisition of transversal skills, with an emphasis on critical thinking, and the integral development of the student, leading to the differentiating evolution of their future professional skills.

The COVID-19 pandemic raised several obstacles to intervention in habitual communities, less covered by the provision of care in health institutions. Despite the constraints, in the academic year 2020/2021, the intervention in the community carried out by students in the 4th year of the Nursing Degree Course was carried out, adapting the activities within the scope of the recommended Service-Based Learning.

AIM: This work aims to list the actions carried out within the scope of intervention in the community developed within the scope of Clinical Teaching 10, in the academic year 2020/2021, and the resulting impact of the pre-established Service-based learning methodology.

METHODOLOGY: The methodology was the descriptive analysis of the intervention/action in the community that uses Service-based learning and health planning.

RESULTS AND DISCUSSION: In 2020/2021, 33 students performed 58 activities with 4 partners in the community. The activities that had the most participants were screening activities (632 participants, 43%), nursing care appointments (326 participants, 22%), individual and group health promotion / educational actions (219 participants, 15%) and application of questionnaires (195 participants, 13%). In total, there were 1487 participants.

The analysis of the results identifies a reduction in the number of activities and directly involved participants (compared to data from previous years). Priority activities were those that promoted the prevention of COVID-19 infection, often focusing on the environment.

Through the assessment carried out (meetings with stakeholders, documents created by the teams, among others) there was a positive assessment by the various stakeholders: the communities (individuals) intervened and highlighted the benefit obtained in improving or maintaining their health, the partners assume the intervention partnership promoting health in their communities, students recognize the importance of these learning contexts in the development of personal and professional skills.

CONCLUSION: The analysis carried out highlights the adequacy of the integration of clinical teaching of nursing students in the community intervention carried out within the scope of Service-Based Learning. Despite the conditions of the pandemic that we are going through, it was possible to adapt the activities, but the positive impact of its action on the various stakeholders remains.

KEYWORDS: Nursing education; Service Learning; service-based learning; community-based participatory research.

PERCEIVED IMPACT OF SERVICE-LEARNING IN SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Service Learning pedagogy is an attempt to include in the curriculum experiential learning for students. Its inclusion considers the course competencies that are indicated in the syllabus and are articulated in the learning outcomes. Through the help of the Center for Social Concern and Action (COSCA) of the university, the students are given orientation about the pedagogy and the introduction to the partner communities. The partner communities range from people's organizations and initiatives to agencies that cater to the needs of various sectors of society who are advocating for the upliftment of human dignity through better access to basic services.

Service Learning provides opportunities for students to discover new things about their identities and their role in society. The usual community engagement is levelled up in Service Learning. While both aim to put into practice the theories they learned in the classroom, the latter creates more opportunities for the students to be involved in the actual formulation of solutions to the problems their partner community is experiencing.

This paper on the perceived impact of Service-Learning Pedagogy on Senior High School students conveys that they have implemented online during the challenge of the COVID-19 pandemic. The online set-up paved for students to creatively re-imagine possible service delivery modes to partner communities and their specific situations. Data were gathered from the reflection papers of students where they have narrated their insights on their experience along with life lessons that they have learned in their subject *Christin Living*. The researchers used a descriptive method in extracting and analyzing the themes that came up in the students' narratives.

Results show that despite the online mode of service-learning activity, students expressed having improved their social skills. The pandemic that forced everyone to adjust and adapt to distance learning and work-from-home set-up affected everyone's interpersonal skills. Students expressed being isolated and those who consider themselves introverts expressed self-doubt if they can perform the tasks assigned to them. Their role in the Service-Learning activity required them to interact with representatives from the community. The experience brought them immense joy and self-confidence. They discovered

further that they could serve the community despite being at home because of the pandemic. They realized that they could put into practice the core values that the university upholds - faith, service, and communion. It is recommended that this paper be replicated to document other facets of the impact of service learning on other stakeholders.

KEYWORDS: Self-identity; service-learning; praxis; community engagement; online service-learning.

APRENDIZAGEM-SERVIÇO: COOPERAÇÃO, REFLEXÃO E EMPODERAMENTO. OS DESAFIOS METODOLÓGICOS

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TEMA: 2 – Educação integral – cabeça, coração e mãos.

1. Tendo já refletido e recomendado a aplicação da Aprendizagem-serviço na área do desenvolvimento moral e espiritual², pretendemos discutir a sua relevância como uma pedagogia integral que coloca questões metodológicas relevantes.

2. São nossos objetivos discutir:

- 2.1. A associação dos resultados em cooperação, reflexão e empoderamento facultados por uma aplicação “forte”;
- 2.2. As características de uma pedagogia integral;
- 2.3. A necessidade de promover a cooperação pela introdução dos métodos de ensino cooperativos;
- 2.4. A relevância da reflexão face à revisão das metodologias de avaliação pedagógica: a questão da avaliação formativa;
- 2.5. A problemática do empoderamento: que significa empoderar? quem é empoderado? Sobre a revisão das metas da educação, um retorno a John Dewey, iluminado pelo Papa Francisco.

3. Usaremos uma metodologia documental.

4. O centro da nossa discussão em torno da Aprendizagem-serviço está vinculado a uma questão essencial: como modelo de ensino-aprendizagem, uma vez aplicado numa versão “strong”, isto é, extensa no tempo e respeitadora da metodologia implicada nas suas várias fases, é possível observar alterações profundas na forma como se ensina, como se aprende, mas também como se avalia os alunos e as instituições; essas alterações são tão profundas que é possível designar a Aprendizagem-serviço como uma Pedagogia, pois tem impacto nas organizações, nas pessoas participantes (professores, alunos, gesto-

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2 Cristina Sá Carvalho, “Pedagogia do Serviço – uma Perspetiva de Planificação e de Implementação”, Pastoral Catequética, 48 (2018), 49-118. Este estudo surge na sequência da orientação pedagógica da elaboração do Programa de Educação Moral e Religiosa Católica (2014), para as escolas básicas e secundárias, que esteve a nosso cargo, e no qual sugerimos a aplicação da Aprendizagem-Serviço como a pedagogia que melhor poderia levar os alunos de 1º a 12º ano a atingir as Metas de desenvolvimento moral e religioso que o Programa define (numa lógica de competência).

res escolares, famílias) e nas comunidades envolventes. No entanto, esse impacto levanta, também, questões desafiadoras às organizações escolares, às suas finalidades e à sua relação com as comunidades em que estão integradas, algumas das estão relacionadas com a ideia de pessoa e de sociedade para a qual se pretende trabalhar: neste sentido, é inevitável procurar as raízes da Aprendizagem-serviço na perspectiva de John Dewey sobre o desenvolvimento das sociedades democráticas e a sua atualização no projeto do Papa Francisco para o mundo de hoje: “ninguém se salva sozinho”.

5. Pretendemos propor que, em Portugal, o Sistema Educativo se deveria orientar para a adoção da Aprendizagem-serviço e assim, não só conseguir melhores resultados escolares/académicos, mas transformar a Escola num espaço de promoção da democracia, da participação cidadã e da inclusão, numa lógica comunitária de diálogo e apoio mútuo. Deste modo, as finalidades do Sistema Educativo português, que na sua Lei de Bases destacaram a democracia e a formação democrática do cidadão como primeiras finalidades, seriam mais plenamente conseguidas.

PALAVRAS CHAVE: Democracia; cidadania; avaliação formativa.

SERVICE-LEARNING: COOPERATION, REFLECTIVE THINKING AND EMPOWERMENT, THE CHALLENGES

SA CARVALHO, C.3

THEME: 2 – Integral education – head, heart and hands.

1. Having already reflected on, and recommended, the application of Service-Learning in the area of moral and spiritual development⁴, we intend to discuss its relevance as an integral pedagogy that poses relevant methodological questions.

2. Our goals are to discuss:

- 2.1. The students impact of a “strong” academic service-learning (cooperation, reflection and empowerment);
- 2.2. Academic service-learning as an integral pedagogy;
- 2.3. Cooperation through the introduction of cooperative teaching methods;
- 2.4. Reflective critical thinking and pedagogical assessment methodologies: the role of formative assessment;
- 2.5. The issue of empowerment: what does it mean to empower? who is empowered?
On the review of education goals, a return to John Dewey, illuminated by Pope Francis.

3. We will use a documentary methodology.

4. The center of our discussion on Academic Service-Learning is linked to an essential issue: as a teaching-learning model, once applied in a “strong” version, that is, extended over time and respecting the methodology implied in its various phases, it is possible to observe profound changes in the way teachers teach, students learn, but also how students and institutions are evaluated; these changes are so profound that it is possible to designate Service-Learning as a Pedagogy, as it has an impact on the organizations, on the people participating (teachers, students, school managers, families) and on the surrounding communities. However, this impact also raises challenging questions for school organizations, their purposes and their relationship with the communities in which they are integrated, some of which are related to the specific conceptualization of a person

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⁴ Cristina Sá Carvalho, “Pedagogia do Serviço – uma Perspetiva de Planificação e de Implementação”, Pastoral Catequética, 48 (2018), 49-118. From the National Catholic Moral and Religious Education Program (2014), for basic and secondary schools, under our pedagogical responsibility, suggesting the Academic Service-Learning as the best pedagogical choice to lead students from 1st to 12th grade to achieve the Moral and Religious Development Goals that the Program defines (in a logic of competence).

and a society for which one intends to work: in this this sense, it is inevitable to look for the roots of Service-Learning from the perspective of John Dewey on the development of democratic societies and its updating in the project of Pope Francis for today´s world: “No one is saved alone”.

5. We intend to propose that, in Portugal, the Educational System should be oriented towards the adoption of Service-Learning and thus, not only achieve better school/academic results, but transform the school into a space of democracy, citizen participation and inclusion, in a community logic of dialogue and mutual support. In this way, the purposes of the Portuguese Educational System, which in its Basic Law highlighted democracy and the democratic formation of the citizen as its primary purposes, would be more fully achieved.

KEYWORDS: Democracy; citizenship; formative evaluation.

3. Aprendizaje-servicio: experiencias y procesos de institucionalización

3. Service-learning: experiences and institutionalization processes

“ON-SOCIAL”: UMA EXPERIÊNCIA DE APRENDIZAGEM EM SERVIÇO COM GRUPOS SOCIALMENTE VULNERÁVEIS

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Sendo a educação e os contextos educativos espaços privilegiados para gerar a mudança e construir sociedades socialmente mais justas, sustentáveis e inclusivas, a Aprendizagem em Serviço (ApS) enquanto metodologia ativa e comprometida numa articulação efetiva entre a academia e as comunidades, encerra em si uma dimensão fortemente transformadora. Neste sentido, a importância da sua implementação destaca-se no ensino universitário. É neste contexto, que no âmbito do curso de licenciatura em Serviço Social da Faculdade de Filosofia e Ciências Sociais da Universidade Católica Portuguesa desenvolvemos um projeto de ApS na unidade curricular de Laboratório (1º ano da licenciatura) no ano letivo 2020/2021. O objetivo desta unidade curricular passa pelo treino de competências de comunicação e técnicas de intervenção, no sentido de preparar os estudantes para iniciar os estágios no 2º ano do curso. Assim, surgiu o projeto de intervenção comunitária “On – Social”, dirigido a crianças e jovens (dos 6 aos 25 anos) e respetivas famílias, que decorreu na Cruz Vermelha Portuguesa – Delegação de Gondomar/Valongo (CVP-DG/V), no domínio da integração social de populações socialmente vulneráveis acompanhadas pelo Projeto “Vi(r)agem”, no âmbito do Programa Escolhas (E8G). Através de uma experiência de aprendizagem com intencionalidade pedagógica e compromisso solidário, orientada para a criatividade e inovação social, em contextos de risco, vulnerabilidade e exclusão social, procurou-se promover o desenvolvimento de competências que garantam uma maior consciencialização sobre os direitos, deveres cívicos e comunitários.

A investigação que se apresenta tem como objetivos: identificar as competências adquiridas pelos alunos ao longo da experiência de ApS e identificar os contributos dos estudantes na melhoria de competências sociais e cívicas de grupos socialmente vulneráveis a partir da perspetiva da organização. Adotou-se uma abordagem qualitativa, que contou com a análise dos relatórios finais de vinte e um estudantes que participaram no Projeto “On-Social”, bem como entrevistas semiestruturadas a dois técnicos da CVP – DGV, que acompanharam o projeto.

Evidenciou-se, entre as principais competências adquiridas pelos estudantes, a melhoria das competências relacionais e comunicacionais, da autonomia e da iniciativa. O desenvolvimento das competências relacionadas com o trabalho em equipa associadas, essencialmente, com a divisão das tarefas entre os grupos de estudantes na persecução

de objetivos comuns em prol das populações vulneráveis acompanhadas pela organização onde desenvolveram o projeto. E uma melhor articulação das aprendizagens com estabelecimento de uma efetiva relação entre teoria e prática.

Do ponto de vista da organização os principais contributos dos estudantes estão associados às temáticas abordadas nas sessões de sensibilização e formação desenvolvidas e que contribuem para o desenvolvimento das competências sociais e cívicas das populações acompanhadas com uma preocupação de alinhamento com os Objetivos de Desenvolvimento Sustentável e a sua difusão. Entre as temáticas trabalhadas nas 47 sessões de 1 hora cada, destacam-se: a promoção e educação para a saúde; a prevenção da discriminação de género; a prevenção de comportamentos de risco; a economia familiar e gestão doméstica e a violência no namoro.

Embora se tenha verificado uma breve aproximação dos alunos aos contextos socioeconómicos e políticos onde se inserem os problemas sociais, o facto das sessões de sensibilização e formação serem desenvolvidas na modalidade online não permitiu a desejável proximidade com as populações acompanhadas pelo projeto em contexto real. Nesta lógica, é fundamental que as ações a serem dinamizadas numa futura edição do projeto possam ser presenciais (caso a situação pandémica em Portugal o permita) para que os nossos participantes e os jovens estudantes possam criar uma ligação de maior empatia e interação social. A organização, expôs que a modalidade presencial na aplicação da ApS pode, igualmente, contribuir para um melhor entrosamento com os métodos de trabalho da equipa e a partilha de conhecimentos.

PALAVRAS-CHAVE: Serviço Social; integração social; competências sociais; competências pessoais.

“ON-SOCIAL”: A SERVICE-LEARNING EXPERIENCE WITH SOCIALLY VULNERABLE GROUPS

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Education and educational contexts are privileged spaces to generate change and build more socially fair, sustainable, and inclusive societies, Service-Learning (S-L) as an active methodology in an effective articulation between academy and communities, includes a strongly transforming dimension. The importance of its implementation stands out in university education. It is in this context that, within the scope of the degree course in Social Work at the Faculdade de Filosofia e Ciências Sociais – Universidade Católica Portuguesa, that was developed an S-L project in the curricular unit of Laboratory (1st year of the degree) in the academic year of 2020/2021. The purpose of this curricular unit is to train communication skills and intervention techniques, to prepare students to start internships in the 2nd year of the course. Thus, the “On-Social” community intervention project emerged, for children and young people (from 6 to 25 years old) and their families, which took place at the Portuguese Red Cross – Delegation of Gondomar/Valongo (PRC-DG/V), in the field of socially vulnerable populations accompanied by the “Vi(r)agem” Project, under the Programa Escolhas (E8G). So, the “On-Social” sought to promote, through a creative and innovative learning experience, the development of skills that ensure greater awareness of the rights and civic duties of this population.

The research that is presented aims to: identify the skills acquired by students throughout the S-L experience and identify the contributions of students in improving social and civic skills of socially vulnerable groups from the perspective of the organization. A qualitative approach was adopted, which included the analysis of the final reports of twenty-one students who participated in the “On-Social” Project, as well as semi-structured interviews with two professionals from PRC – DGV, who accompanied the project.

Among the main competences acquired by the students, the improvement of relational and communicational competences, autonomy and initiative was evident. As well as the development of skills related to teamwork, essentially associated with the division of tasks between groups of students in pursuit of common goals in favor of vulnerable populations. It also allowed a better and more effective relationship between theory and practice.

From the organizational point of view, the main contributions of students are associated with the themes addressed in the awareness and training sessions developed and that

contribute to the development of social and civic skills of the populations, accompanied by a concern for alignment with the Sustainable Development Goals and its diffusion. Among the themes worked on in 47 sessions of 1 hour each, namely: health education; the prevention of gender discrimination; the prevention of risk behavior; family economy and domestic management and dating violence.

Although there was a brief approximation of students to the socio-economic and political contexts where social problems occur, the fact that the awareness and training sessions are carried out online did not allow for the desirable proximity to the populations accompanied by the project. So, in this scenario, it is essential that the actions to be promoted in a future edition of the project can be face-to-face (if the pandemic situation in Portugal allows) so our participants and young students can create a bond of more empathy and social interaction. The organization explained that the face-to-face modality in the application of S-L can also contribute to a better alignment with the team's working methods and sharing of knowledge.

KEYWORDS: Social Work; social integration; social skills; personal skills.

THE FIRST STEP TO SERVICE LEARNING AT THE JOHN PAUL II CATHOLIC UNIVERSITY OF LUBLIN. EXPLORING THE UNIVERSITY'S POTENTIAL.

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THEME: 3. Service-learning: experiences and institutionalization processes.

ABSTRACT: 417 words

The paper presents the method and effects of recognising the university's potential in Service Learning - the "first step" to institutionalization of the SL at The John Paul II Catholic University of Lublin, Poland (KUL). The term SL is barely known and not used in the didactic at KUL. We would rather use, close to SL, terms like: "social responsibility of the university" or "science in the service of people". Moreover, at the university, there are 1040 academic teachers so we predicted that some of them could implement the SL idea. The process aimed to recognise the classes already conducted in SL methodology or some parts of it.

For this purpose, we prepared a questionnaire for teachers with questions related to different features of the SL method. As we mentioned above, we couldn't ask directly about SL, but rather about extraordinary and practice classes, realized with some "contact with reality". The aim was to recognize the wide panorama of the classes. We carried out the promotion of the survey among the teachers, which was crucial for receiving the answers. We also have prepared similar questionnaires for academic clubs.

The effects of the questionnaire were 39 answers from teachers, describing 52 different classes and activities. After assessment by the criteria of SL, 11 classes exactly filled the requirements of SL and 16 classes included some part of the idea - that classes are potentially could develop into the full SL program. Other classes also have some practice elements and methods. The questionnaire shows that the idea of SL is carried out at the university in different ways and faculties, even if we don't use the term Service Learning. We have also asked teachers about plans and problems they were facing during the implementation of the idea. That shows where there could be barriers and challenges in the institutionalization of SL.

Moreover, this questionnaire helps us to recognize the group of engaged academics, interested in developing their methodology of didactic process and potentially core group for further implementing SL at our university.

The effect of the process is recognized in the potential of the university. We can call this potential “unnamed Service Learning”, close to the common intuition that practice and extraordinary classes with collaboration with external partners are more effective in the didactic process and more interesting for students. We are aware that this questionnaire couldn't show the whole panorama of the university's potential. But it is the first step to making this term more known, building the coalition among the teachers and implementing the idea into didactic.

KEYWORDS: Institutionalization; unnamed service learning; questionnaire; intuition.

THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION IN TANZANIA

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THEME: Service-Learning Institutionalization.

ABSTRACT

Service Learning (SL) is an educational experience whereby students and lecturers engage in any planned community service to address the community's needs or challenges. During the community activity engagement, participants of SL often reflect and learn from the intended service activities, and in turn, they gain additional knowledge of the class subject to become educated responsible citizens. In recent years, service-learning has gained worldwide attraction in engaging students to collaborate and transform theoretical knowledge into practice to solve the community's needs. As a member of a global community, Mwenge Catholic University (MWECAU) has realized the value of SL, so adopted it as a tool for carrying forward its mission and vision effectively which has three core functions (teaching, research, and community service). Following that, MWECAU is eager to institutionalize service learning. Therefore, this study intends to assess the institutionalization of service-learning in higher education in Tanzania with a specific focus on Mwenge Catholic University (MWECAU). That is to say, the study will assess MWECAU's mission and vision statement alignment with service learning, even more, to assess service-learning awareness and understanding among staff and students and finally to assess how the university supports the institutionalization of service learning. In achieving the objectives of this study, a case study and cross-sectional survey research designs will be adopted, whereas, under the case study, a qualitative approach will be adopted, and a cross-sectional survey will be utilized for the quantitative research design. Data will be collected from both students and staff. Questionnaires and Interview guides will be used as the data collection tools. The study population will be six hundred twenty-six (626) registered third-year students and two hundred and twenty (220) staff members, which make a total population of eight hundred forty-six (846). Using a modified Cochran Formula, a sample size of two hundred thirty-eight (238) students will be used and a sample size of one hundred forty (140) staff members will be used for a quantitative study. Under the qualitative study, six (6) respondents that are, three (3) from top management and three (3) from students' top association management will be used as key informants during the interview. On the other hand, to ensure the reliability and validity of the instrument, the study will adopt the instrument tested and recommended by Furco, (2002) "on Institutionalization of Service-Learning in Higher Education Self-Assessment" as well as Cronbach's alpha for reliabil-

ity will be used. Data will be analysed through descriptive statistics and inferential statistics. Additionally, means and frequencies will be incorporated for descriptive statistics, whereas ANOVA and regression analysis will be used in the inferential statistics.

KEYWORDS: Awareness; understanding; vision; mission.

EN LA CONSTRUCCIÓN DE UNA PROYECCIÓN SOCIAL UNIVERSITARIA CADA VEZ MÁS PERTINENTE

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SECCIÓN: Aprendizaje-servicio solidario: experiencias y procesos de institucionalización.

RESUMEN

Las universidades colombianas se interesan en que los estudiantes tengan inmersiones disciplinares en espacios reales como empresas, comunidades, fundaciones, hospitales, gobierno, y otros, como oportunidad para fortalecer y ampliar sus aprendizajes. Este interés, cuando se materializa en estudiantes que realizan prácticas en comunidades, cumple su objetivo, pero, con frecuencia, se ignoran las expectativas, intereses y responsabilidades de las comunidades participantes. Adicionalmente, los docentes que involucran aprendizaje-servicio o de proyección social desde sus asignaturas, requieren mayores tiempos a los normales, sin contar, el esfuerzo de enfrentarse a dificultades propias del diálogo y gestión de acciones con los socios comunitarios. Es por ello que, desde la Facultad de Ingeniería de la Pontificia Universidad Javeriana, en Bogotá, se formula e institucionaliza el Programa Social PROSOFI.

El Programa se conforma desde un enfoque territorial y configura un puente entre los agentes comunitarios del sector, la comunidad educativa e instituciones privadas y oficiales. El trabajo en red permite el reconocimiento de las acciones de la Universidad, compartir información, proveer el contexto normativo gubernamental, sumar a procesos existentes y sentar nuevos que respondan a las dinámicas del territorio, la ciudad y el país.

PROSOFI es una plataforma académica que acoge, entre otras estrategias de trabajo comunitario desde la academia, enseñanza-aprendizaje, reflejando la apuesta de la política de Responsabilidad Social Universitaria inspirada en los principios y valores de servicio de la Compañía de Jesús, donde la sociedad está en el corazón de la universidad. Su trabajo genera y fortalece capacidades que, puestas en acción, aportan al desarrollo comunitario, económico, ambiental y social y así, al bienestar humano.

Su misión se proyecta con los siguientes objetivos relacionados, por un lado, con el desarrollo integral humano: proyectar el planteamiento de la espiritualidad ignaciana, acompañar y potenciar comunidades, fortalecer la formación integral de la Comunidad

Educativa Javeriana, fortalecer el crecimiento integral de otros vinculados al Programa, y, generar nuevas estrategias de Responsabilidad Social Universitaria y Responsabilidad Social Empresarial; y por otro lado, con objetivos relacionados con el quehacer universitario: fortalecer la proyección de la Universidad hacia la sociedad, generar espacios de interdisciplinariedad e interinstitucionalidad, y, fortalecer el enfoque social de la academia en cuanto a la docencia, investigación, servicio.

Como resultado de 11 años de trabajo se tienen metodologías para: selección de territorio, diagnóstico y formulación de líneas de acción, gestión social y de proyectos, y evaluación. Además, la participación de 13 facultades, 32 programas, múltiples estudiantes, docentes e investigadores que han aportado a los procesos territoriales liderados por PRO-SOFI por medio de las intencionalidades académicas de su labor docente e investigativa.

PALABRAS CLAVE: PROSOFI, Proyección Social, Desarrollo Comunitario.

ON THE BUILDING OF A SOCIAL UNIVERSITARY CONCEPTION MORE RELEVANT

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THEME: 3. Service-learning: experiences and institutionalization processes

ABSTRACT

Colombian universities are interested in students having interdisciplinary immersions in common spaces such as companies, communities, foundations, hospitals, governmental headquarters, and others, as an opportunity to strengthen and expand their learning. When this interest is materialized in community practices, the objectives are fulfilled. However, the expectations, interests and responsibilities of the participating communities are often ignored. Additionally, teachers who involve service-learning or social projection from their subjects, take longer than usual, not counting on the effort to face difficulties inherent to dialogue and management of actions with community partners. That is why, from the engineering faculty of the Pontificia Universidad Javeriana, in Bogota, the PRO-SOFI Social Program is formulated and institutionalized.

The Program is formed from a territorial approach and creates a bridge between the communitarian agents of the area, the educational community, and private and official institutions. Collaborative work allows the recognition of the University's actions, sharing information, providing the governmental regulatory context, adding it to existing processes and establishing new ones that respond to the dynamics of the territory, the city, and the country.

PROSOFI is an academic platform that welcomes, among other community work strategies from the academy, teaching-learning, reflecting the commitment to the University's Social Responsibility policy. It is inspired by the principles and service values of the Company of Jesus, where society is at the heart of the university. Their work generates and strengthens capacities that contribute to the execution of community, economic, environmental, and social development and thus, human well-being.

Its mission is projected with the following objectives. On the one hand, objectives related to the integral human development, to project the approach of Ignatian Spirituality, accompany and empower communities, strengthen the integral formation of the Javeriana

Educational Community, strengthen the integral growth of others associated with the Program, and generate new strategies for University Social Responsibility and Corporate Social Responsibility. On the other hand, objectives related to university work to strengthen the Projection of the University towards society, to generate spaces for interdisciplinarity and inter-institutionalism, and to strengthen the social approach of the academy in terms of teaching, research, and service.

As a result of 11 years of work, there are methodologies for territory selection, diagnosis, and formulation of lines of action, social and project management, and evaluation. In addition, the participation of 13 faculties, 32 programs, multiple students, teachers, and researchers who have contributed to the territorial processes led by PROSOFI through the academic intentions of their teaching and research work.

KEYWORDS: PROSOFI; Social Projection; Community Development.

GESTORES DA PARTILHA: UMA EXPERIÊNCIA DE APRENDIZAGEM- SERVIÇO NA UNIVERSIDADE CATÓLICA PORTUGUESA - VISEU

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TEMA: Aprendizagem-serviço: experiências e processo de institucionalização.

INTRODUÇÃO: O projeto “Gestores da Partilha”, uma experiência de aprendizagem-serviço (ApS), foi desenvolvido na Unidade Curricular (UC) de Marketing inserida no 3º ano do plano curricular da Licenciatura em Gestão, ministrada na Universidade Católica Portuguesa de Viseu, e teve como parceiro a Pastoral do Ensino Superior de Viseu (PESV), da qual fazem parte as instituições do ensino superior desta Cidade.

OBJETIVOS: Tendo como base a filosofia e os princípios orientadores da metodologia ApS, foram definidos os seguintes objetivos: aplicar em “contexto organizacional real” os conteúdos programáticos da UC de Marketing; preparar os estudantes para a análise crítica, o planeamento e tomada de decisões no âmbito da comunicação em Marketing; perceber a importância da “comunicação” para a divulgação e criação de valor de uma marca ou organização; desenvolver competências pessoais, profissionais, sociais e organizacionais, através do contato com responsáveis organizacionais; desenvolver princípios e valores humanos, sociais e profissionais; promover a importância da responsabilidade social, da partilha e da sustentabilidade para o bem comum; constatar as necessidades e dificuldades de uma organização de cariz social em contexto real.

METODOLOGIA: Participaram neste projeto 11 alunos do 3º ano da Licenciatura em Gestão inscritos na UC Marketing, 2º semestre do ano letivo 2020/2021, duas docentes da UC e três representantes da PESV. Seguindo a metodologia ApS, que combina a aprendizagem académica com o serviço à comunidade, foram realizadas reuniões de acompanhamento do projeto, total de 4, entre os participantes. Foram também dedicadas 30 horas do tempo de aulas da UC para a concretização dos objetivos do projeto, das atividades planeadas e análise, reflexão e melhoria das tarefas desenvolvidas. A avaliação final foi realizada através da aplicação de um inquérito por questionário aos estudantes, docentes e representantes da entidade parceira.

PRINCIPAIS RESULTADOS: Foram desenvolvidas as seguintes tarefas ao encontro dos objetivos definidos: construção do logotipo, da missão, visão, valores, objetivos, elaboração da análise SWOT, definição das atividades a desenvolver pela PESV, elaboração de um plano estratégico de comunicação, utilizando meios e canais adequados, como por exemplo, slogans, vídeo institucional, cartazes de divulgação, newsletter e redes sociais. Os questionários aplicados aos estudantes, docentes e representantes da entidade parceira, demonstram a importância desta metodologia de ensino e aprendizagem para a aquisição de conhecimentos e competências relacionados com os conteúdos da UC, para a sua aplicabilidade em contexto real, para o desenvolvimento de valores como justiça social, equidade, solidariedade, empatia e responsabilidade social, para a importância do trabalho em equipa e desenvolvimento de parcerias com a comunidade, para a consciencialização das necessidades de uma instituição de cariz social e consequente contributo para a sua melhoria.

IMPLICAÇÕES: Com a concretização deste projeto, a Pastoral do Ensino Superior reforçou a sua identidade, desenvolveu estratégias online e offline de divulgação e aproximação aos estudantes das instituições de Ensino Superior de Viseu, bem como a docentes e não docentes. Para os estudantes, foi uma oportunidade de desenvolvimento de competências profissionais e pessoais num contexto real de interação e partilha académica e profissional, baseada na interação direta com a comunidade, assumindo o papel de entidades de transformação e inovação social ativas no desenvolvimento de uma sociedade mais saudável, igualitária e resiliente.

PALAVRAS-CHAVE: Experiência aprendizagem-serviço; Gestores da Partilha; Marketing; Comunicação.

SHARING MANAGERS: A SERVICE-LEARNING EXPERIENCE AT THE UNIVERSIDADE CATÓLICA PORTUGUESA – VISEU

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THEME: Service-learning: experiences and institutionalization process.

INTRODUCTION: The project “Sharing Managers”, a service-learning experience, was developed in the curricular unit of marketing, of the 3rd year of the Degree in Management, taught at the Universidade Católica Portuguesa - Viseu, having as a partner, the Pastoral of Higher Education of Viseu (PHEV), that includes all the institutions of higher education of this City.

OBJECTIVES: Based on the philosophy and guiding principles of the service-learning methodology, the following objectives were defined: apply in a “real organizational context” the programmatic contents of the marketing curricular unit; prepare the students for critical analysis, planning and decision-making in the field of communication in Marketing; to understand the importance of “communication” for the dissemination and creation of value of a brand or organization; to develop personal, professional, social and organizational skills through contact with organizational leaders; develop human, social and professional principles and values; to promote the importance of social responsibility, sharing and sustainability for the common good; to understand the needs and difficulties of a social organization in a real context.

METHODOLOGY: This project included 11 students from the 3rd year of the Management Degree enrolled in the curricular unit of Marketing, 2nd semester of the 2020/2021 school year, two UC professors and three PHEV representatives. Following the ApS methodology, which combines academic learning with community service, meetings of the project, totalling 4, were held among the participants. 30 hours of this curricular unit were dedicated to achieving the project objectives, planned activities and analysis, reflection and improvement of the tasks developed. The final evaluation was carried out through the application of a questionnaire survey to students, teachers, and representatives of the partner entity.

MAIN RESULTS: The following tasks were developed in line with the defined objectives: construction of the logo, mission, vision, values, and objectives, preparation of the SWOT analysis, the definition of the activities to be developed by PHEV, preparation of a strategic communication plan, using appropriate means and channels, such as slogans, institutional video, advertising posters, newsletter and social networks. The questionnaires applied to students, teachers and representatives of the partner entity demonstrate the importance of this teaching and learning methodology for the acquisition of knowledge and competencies related to the contents of the curricular unit, for its applicability in a real context, for the development of values such as social justice, equity, solidarity, empathy and social responsibility, for the importance of teamwork and development of partnerships with the community, for the awareness of the needs of a social institution and consequent contribution to its improvement.

IMPLICATIONS: With the implementation of this project, the PHEV reinforced its identity, and developed online and offline strategies of dissemination and approach to students of higher education institutions in Viseu, as well as teachers and non-teachers. For students, it was an opportunity to develop professional and personal skills in a real context of academic and professional interaction and sharing, based on direct interaction with the community, assuming the role of social transformation and innovation entities active in the development of a healthier, egalitarian, and resilient society.

KEYWORDS: Service-learning experience; Sharing Managers; Marketing; communication.

SERVICE-LEARNING PROJECTS LINKED TO THE TERRITORY FROM THE PERSPECTIVE OF THE UNIVERSITY SOCIAL RESPONSIBILITY

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SECTION: Service-learning: experiences and processes of institutionalization.

ABSTRACT

The Service-Learning (SL) methodological proposal links academic knowledge and social commitment by encouraging an active and participatory role of students in the detection of needs, design, implementation and evaluation of actions aimed at improving or transforming the social realities of a given context. Likewise, this methodological proposal promotes the so-called University Social Responsibility (USR) in order to promote the commitment of university institutions to respond to the social, environmental, ethical, social justice and sustainable needs necessary in the training of future professionals committed to the common good. Promoting the University Students Social Responsibility (USSR), a construct focused on the development of commitment, empathy, the formation of social responsibility, critical thinking and values social and inclusive in university students. In this paper we present the SL projects carried out by students of the Master's Degree in Psychopedagogy at the Universitat Jaume I (Spain) during the academic years 2019/2020 and 2020/2021. These are socio-community projects linked to the territory promoted from the itinerary of "Psychopedagogical intervention from the educational improvement and inclusion" that are articulated from five elective subjects: 1) design, development and evaluation of socio-community projects, 2) inclusive practices in the classroom from action-research, 3) emotional education in the inclusive school, 4) strategies for improvement and transformation of educational centers and 5) training for democratic coexistence. The projects are based on participatory action research processes, following four phases: 1) formulation of the problem and detection of needs, 2) planning of the action/service, 3) implementation and 4) evaluation, reflection and dissemination. Through this process, students offer a service to different local entities.

From an analysis of the diaries, notebooks of the teams and the final reports we show four service-learning projects, three carried out in the second semester of the 2019/2020 academic year:

—*Educas*: the main objective of this project has been to raise awareness of the associations of Castellón in the Educating City movement (collaborating entities RECREACAS of the Pedagogical Renewal Movement of Castellón).

—*The voice of oblivion*: project on rural depopulation in a case study of *Mas de Llorenç* and *Mas de Montins Lucena del Cid* (collaborating entity Colegio de Arquitectos Territorial de Castellón- CTAC). The main objective of this project has been to vindicate and make visible the depopulation from the life in the farmhouses (in the rural environment).

—*Inclusive parks and public spaces*: Its main purpose has been to promote inclusion in public spaces and parks in the city of Castellón (collaborating entities: ONCE, COCEMFE and CTAC).

And a project (2020/2021) called:

—*Encouraging the participation of Borriol Youth* (Borriol City Council), the main objective of this SL project has been to encourage the participation of young people between 10 and 30 years of age in the village of Borriol by identifying their interests and needs.

In the first three projects mentioned above, a total of 13 students and 7 teachers have participated, who have accompanied and tutored the projects, and in the last project mentioned above, 6 students and 6 teachers have participated, in addition to the aforementioned collaborating entities.

The projects put, in relation to the learning of future professionals of psychopedagogy, offering, a service or a solution to real problems of the context from a socio-community approach and linked to the territory.

In conclusion, it must be said that these proposals are characterized by a collaborative management of learning spaces, they allow the institutionalization of processes that promote USR and work on USSR in future psychopedagogy professionals.

KEYWORDS: Service-learning; University Social Responsibility; University Students Social Responsibility; link with the territory; professional competences.

PROYECTOS DE APRENDIZAJE-SERVICIO VINCULADOS CON EL TERRITORIO DESDE LA PERSPECTIVA DE LA RESPONSABILIDAD SOCIAL UNIVERSITARIA

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SECCIÓN: Aprendizaje-servicio: experiencias y procesos de institucionalización.

RESUMEN

La propuesta metodológica de Aprendizaje-Servicio (ApS) vincula los saberes académicos y el compromiso social fomentando un rol activo y participativo del alumnado en la detección de necesidades, diseño, implementación y evaluación de acciones destinadas a mejorar o transformar las realidades sociales de un determinado contexto. Asimismo, esta propuesta metodológica fomenta la denominada Responsabilidad Social Universitaria (RSU) en aras de impulsar el compromiso de las instituciones universitarias a dar respuestas a las necesidades sociales, ambientales, éticas, de justicia social y sostenibles necesarias en la formación de los futuros profesionales comprometidos con el bien común. Más concretamente, promueve la Responsabilidad Social del Estudiante Universitario (RSEU), constructo centrado en el desarrollo del compromiso, la empatía, el pensamiento crítico y los valores sociales e inclusivos en el alumnado universitario.

En este trabajo presentamos los proyectos de ApS llevados a cabo por los estudiantes del Máster Universitario en Psicopedagogía de la Universitat Jaume I (España) durante los cursos académicos 2019/2020 y 2020/2021. Se trata de proyectos socio-comunitarios y vinculados con el territorio impulsados desde el itinerario de “Intervención psicopedagógica desde la mejora educativa y la inclusión” que se articulan desde cinco asignaturas optativas: 1) diseño, desarrollo y evaluación de proyectos socio-comunitarios, 2) prácticas inclusivas en el aula desde la investigación-acción, 3) educación emocional en la escuela inclusiva, 4) estrategias de mejora y transformación de centros educativos y 5) formación para la convivencia democrática. Los proyectos se basan en procesos de investigación-acción participativa, siguiendo cuatro fases: 1) formulación del problema y detección de necesidades, 2) planificación de la acción/servicio, 3) puesta en acción y 4) evaluación, reflexión y divulgación. A través de este proceso los estudiantes ofrecen un servicio a diferentes entidades locales.

A partir de un análisis de los diarios, cuadernos de los equipos y los informes finales mostramos cuatro proyectos de aprendizaje-servicio, tres realizados en el segundo semestre del curso académico 2019/2020:

—*Educas*: el principal objetivo de este proyecto ha sido sensibilizar a las asociaciones de Castellón en el movimiento Ciudad Educadora (entidades colaboradoras RECREACAS del Movimiento de Renovación Pedagógica de Castellón).

—*La voz del olvido*: proyecto sobre el despoblamiento rural en un estudio de caso del Mas de Llorenç y el Mas de Montins de Lucena del Cid (entidad colaboradora Colegio de Arquitectos Territorial de Castellón- CTAC). El principal objetivo de este proyecto ha sido reivindicar y visibilizar el despoblamiento desde la vida en las masías (en el entorno rural).

—*Parques y espacios públicos inclusivos*: Su principal propósito ha sido promover la inclusión en los espacios públicos y parques de la ciudad de Castellón (entidades colaboradoras: ONCE, COCEMFE y CTAC).

Y un proyecto (2020/2021) denominado:

—Fomentando la participación de la Juventud de Borriol (Ayuntamiento de Borriol), el objetivo principal de este proyecto ApS ha sido impulsar la participación de los y las jóvenes de entre 10 y 30 años del pueblo de Borriol mediante la identificación de sus intereses y necesidades.

En los primeros tres proyectos citados anteriormente han participado un total de 13 estudiantes y 7 profesores que han acompañado y tutorizado los proyectos, y en el último proyecto mencionado han participado 6 estudiantes y 6 docentes, además de las entidades colaboradoras ya mencionadas.

Los proyectos ponen en relación los aprendizajes de los futuros profesionales de la psicopedagogía, ofreciendo un servicio o una solución a problemas reales del contexto desde un enfoque socio-comunitario y vinculado con el territorio.

A modo de conclusión hay que decir que estas propuestas se caracterizan por una gestión colaborativa de los espacios de aprendizaje, permiten institucionalizar procesos que fomenten la RSU y trabajar la RSEU en los futuros profesionales de la psicopedagogía.

PALABRAS CLAVE: Aprendizaje-servicio; Responsabilidad Social Universitaria; Responsabilidad Social del Estudiante Universitario; vinculación con el territorio; competencias profesionales.

DISEÑOS INDUSTRIALES PARA LA RURALIDAD: INNOVACION SOCIAL DES-DE EL APRENDIZAJE-SERVICIO

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SECCIÓN: Aprendizaje-servicio: experiencias y procesos de institucionalización.

RESUMEN

A continuación se describirá la experiencia de la implementación de la metodología de aprendizaje más servicio en estudiantes de la carrera de ingeniería industrial que tiene como objetivo formar a estudiantes responsables socialmente, considerando el respeto por la dignidad de las personas como sello institucional del proyecto educativo universitario de la Universidad Católica del Norte. Se estableció una alianza para trabajar con la Fundación para la Superación de la Pobreza y de esta forma poder llegar a los socios comunitarios ubicados en distintas localidades rurales de la región de Coquimbo, Chile, a quienes se les entregó como solución distintos diseños industriales de optimización del recurso hídrico y energético. Hay que considerar que esta experiencia se desarrolló en modalidad remota debido al contexto de pandemia el año 2020 y 2021 (primer semestre) con la participación de 80 estudiantes en total. Los resultados muestran una valoración positiva de los estudiantes desde su percepción y mostrando resultados significativos en cuanto a logros de aprendizaje. Es posible observar el logro de resultados de aprendizaje de carácter disciplinar a través del desarrollo de un proyecto en un contexto que beneficia a socios comunitarios de distintas localidades rurales. El trabajo desarrollado por los y las estudiantes desde el diseño industrial permite identificar los principales elementos de un análisis cualitativo del sistemas basados en confiabilidad, estimando la confiabilidad del sistema de acuerdo a su configuración y ciclo de vida para llegar a la construcción de un prototipo óptimo de ser utilizado por los socios comunitarios según sus realidades y necesidades locales. Finalmente se presenta un diseño innovador para enfrentar distintas problemáticas como la escasez hídrica y el uso de energías renovables. En la implementación de la metodología los y las estudiantes tuvieron la posibilidad de ir reflexionando sobre los avances y resultados esperados para llegar a la entrega de un producto final de calidad. Por su parte, tras finalizar la experiencia tanto los socios comunitarios como los y las estudiantes, pudieron desarrollar una encuesta de percepción respecto a la valoración y adquisición de las competencias sellos de nuestra institución (responsabilidad social y respeto por la dignidad de las personas), también es posible observar un buen desempe-

ño en general de los resultados de aprendizajes propios de la disciplina como el despliegue articulado de competencias disciplinares y genéricas. En definitiva, el resultado de esta experiencia es capaz de demostrar evidencia a favor de la metodología de A+S para el desarrollo de la metodología en un contexto remoto, donde se evidencia el despliegue de acciones para contribuir al bien común e innovación social.

PALABRAS CLAVE: Confiabilidad; responsabilidad social; optimización de recursos; valoración de competencias.

INDUSTRIAL DESIGN FOR RURALITY: SOCIAL INNOVATION THROUGH SERVICE LEARNING

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THEME: Service learning: experiences and processes of institutionalisation.

SUMMARY

The following is a description of the experience of implementing the service-learning (A+S) methodology in students of the industrial engineering course, which aims to train socially responsible students, considering respect for the dignity of people as the institutional hallmark of the university Educational Project of the Universidad Católica del Norte. An Alliance was established to work with the *Fundación para la Superación de la Pobreza* to reach community partners located in different rural locations in the region of the Coquimbo, Chile, to whom different industrial designs for optimizing water and energy resources were provided as a solution. It should be noted that this experience was carried out remotely due to the pandemic context in 2020 and 2021 (first semester) with the participation of 80 students in total. The results show a positive assessment of the students from their perception and show significant results in terms of learning achievements. It is possible to observe the achievement of learning outcomes of a disciplinary nature through the development of a Project in a context that benefits community partners in different rural locations. The work developed by the students from the industrial design approach allows them to identify the main elements of a qualitative analysis of the systems based on reliability, estimating the reliability of the system according to its configuration and life cycle to reach the construction of an optimal prototype to be used by the community partners according to their realities and local needs. Finally, an innovative design is presented to face different problems such as water scarcity and the use of renewable energies. During the implementation of the methodology, the students had the opportunity to reflect on the progress and expected results to deliver a quality final product. For their part, at the end of the experience, both the community partners and the students were able to develop a perception survey regarding the valuation and acquisition of the competences that are hallmarks of our institution (social responsibility and respect for people's dignity), and it is also possible to observe a good performance in general of the learning outcomes specific to the discipline, such as the articulated deployment of disciplinary and generic competences. In short, the result of this experience is that this one can demonstrate evidence in favor of the A+S methodology for the development of the methodology in a

remote context, where the deployment of actions to contribute to the common good and social innovation is evident.

KEYWORDS: Reliability; social responsibility; optimisation of resources; assessment of competences.

INSTITUCIONALIZACIÓN DEL ApS EN LAS UNIVERSIDADES JESUITAS EN ESPAÑA

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SECCIÓN: Aprendizaje-servicio solidario: experiencias y procesos de institucionalización.

En enero de 2020 comenzó el desarrollo del proyecto “*Strengthening Service-Learning at Jesuit Universities in Spain*”, que finalizará en diciembre de 2022. Es la primera vez que un proyecto de la red Unijes, Universidades jesuitas de España, recibe una financiación exterior.

En concreto son 7 los centros de Unijes participantes: Universidad Pontificia Comillas, Universidad de Deusto, ESADE, Universidad Loyola Andalucía, Turismo HTSI, SAFA e INEA.

El objetivo de este proyecto es la institucionalización del Aprendizaje-Servicio (ApS) en Unijes a través de la implementación y el seguimiento de iniciativas conjuntas (actividades, formaciones, desarrollo de herramientas de medición del impacto), así como el fortalecimiento del trabajo en red.

Desde que los centros de Unijes comenzaron a implementar programas de ApS para los estudiantes (el primero de los centros fue la Universidad de Deusto en el año 2001) se han realizado progresos significativos en la línea de avanzar en una cultura universitaria que conecta la educación de los estudiantes con el compromiso social. Así, se han desarrollado múltiples iniciativas que combinan de manera intencionada el proceso de aprendizaje, el servicio a la sociedad y la conciencia ética, estableciendo el punto de partida de este proyecto.

El mencionado contexto ofrece una excelente oportunidad para mejorar el trabajo coordinado y avanzar de manera conjunta en la institucionalización del ApS en la red Unijes y al mismo tiempo dar respuesta a los diferentes retos que están siendo abordados durante la implementación del proyecto:

- ▶ Teniendo en cuenta las experiencias exitosas de ApS llevadas a cabo por los diferentes centros de Unijes.
- ▶ Creando espacios para reuniones de los participantes (profesorado, estudiantes, técnicos en ApS y organizaciones sociales), reflexión común e intercambio de buenas prácticas.

- ▶ Compartiendo procesos de formación, actividades de docencia y líneas de investigación.
- ▶ Descubriendo el impacto de las actividades de ApS en los diferentes actores (estudiantes, organizaciones sociales, profesorado, la propia universidad...).
- ▶ Avanzando en el proceso de institucionalización del ApS en cada uno de los centros Unijes.
- ▶ Teniendo una estructura coordinada que facilite el trabajo colaborativo.

Para el desarrollo de los objetivos previstos en el proyecto se han constituido tres niveles complementarios de coordinación:

- ▶ Coordinación general: Carlos Prieto, Universidad Pontificia Comillas, e Idoia Irigaray, Universidad de Deusto, coordinan el proyecto así como los otros dos grupos de coordinación.
- ▶ Grupo de responsables de los centros: Este grupo está formado por una persona responsable del proyecto de cada uno de los centros participantes.
- ▶ Grupos de expertos: Se han identificado 6 áreas temáticas relacionadas con el ApS y se han generado 6 grupos de expertos de los 7 centros para el trabajo coordinado en cada una de estas: Identidad y Misión; Innovación Docente; Formación de Formadores; Docencia e Investigación; Medición del Impacto; y Análisis de la realidad social y relación con organizaciones sociales.

En palabras de Enrique López Viguria, secretario ejecutivo de Unijes, este proyecto pone en valor la labor en equipo y la suma del trabajo colaborativo, así como la posibilidad de desplegar la identidad misional de las universidades jesuitas en España a través de esta metodología.

Además, es importante destacar también la necesidad de dar visibilidad a este proyecto, tanto en cada uno de los centros participantes como a la sociedad en general.

Por último, López Viguria señalaba así mismo la virtualidad del presente proyecto para trasladar el Proyecto Apostólico del Sector (Unijes) a la realidad educativa universitaria y en concreto a la del estudiantado, en lo que tiene que ver con su vocación y horizonte profesional.

PALABRAS CLAVE: Trabajo en equipo; misión; innovación educativa; conciencia.

INSTITUCIONALIZATION OF SL IN THE JESUIT UNIVERSITIES OF SPAIN

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SECCION: Aprendizaje-servicio solidario: experiencias y procesos de institucionalización.

January 2020 was the starting point for the project “Strengthening Service-Learning at Jesuit Universities in Spain”, ending December 2022. It is the first time that a project of the Unijes network, Jesuit Universities of Spain, has received external funding.

Specifically, 7 Unijes centers are participating: Universidad Pontificia Comillas, Universidad de Deusto, ESADE, Universidad Loyola Andalucía, Turismo HTSI, SAFA and INEA.

The objective of this project is the institutionalization of Service-Learning (S-L) in Unijes through the implementation and monitoring of joint initiatives (activities, training, development of impact measurement tools), as well as strengthening networking.

Since the Unijes centers went ahead with the implementation of S-L programs for students (the first one was the University of Deusto in 2001), significant progress has been made in the line of advancing in a university culture that connects the education of students with social commitment. Thus, multiple initiatives have been developed that intentionally combine the learning process, service to society and ethical awareness, establishing the starting point of this project.

The aforementioned context offers an excellent opportunity to improve coordinated work and to advance jointly in the institutionalization of the S-L in the Unijes network and, at the same time, to respond to the different challenges that are being addressed through the implementation of the project:

- ▶ Taking into account the successful experiences of S-L carried out by the different Unijes centers.
- ▶ Creating spaces for meetings of the participants (teachers, students, SL technicians and social organizations), common reflection and exchange of good practices.
- ▶ Sharing training processes, teaching activities and lines of research.
- ▶ Discovering the impact of S-L activities on the different actors (students, social organizations, teachers, the university itself...).

- ▶ Advancing in the process of institutionalization of S-L in each of the Unijes centers.
- ▶ Having a coordinated structure that facilitates collaborative work.

For the development of the objectives of the project, three complementary levels of coordination have been established:

- ▶ General coordination: Carlos Prieto, Comillas Pontifical University, and Idoia Irigaray, Deusto University, coordinate the project as well as the other two coordination groups.
- ▶ Group of centers representatives: This group is made up of a person responsible for the project of each of the participating centers.
- ▶ Groups of experts: 6 thematic areas related to S-L have been identified and 6 groups of experts have been generated from the 7 centers for coordinated work in each of these: Identity and Mission; Teaching Innovation; Training of Trainers; Teaching and Research; Impact Measurement; and Analysis of the social reality and relationship with social organizations.

As stated by Enrique López Viguria, executive secretary of Unijes, this project enhances teamwork and the sum of collaborative work, as well as the possibility of displaying the missionary identity of Jesuit universities in Spain through this methodology.

In addition, it is also important to highlight the need to give visibility to this project, both in each of the participating centers and in society in general.

Finally, López Viguria also pointed out the potential of this project for transferring the Apostolic Project of the Sector (Unijes) to the university educational reality, and specifically to that of the student body, in relation to their vocation and professional horizons.

KEYWORDS: Teamwork; mission; teaching innovation; consciousness.

CAMINO HACIA LA INSTITUCIONALIZACIÓN EN LA UNIVERSIDAD CATÓLICA ARGENTINA

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SECCIÓN: Aprendizaje-servicio: experiencias y procesos de institucionalización.

RESUMEN

Las instituciones universitarias tienen un papel protagónico en los procesos de desarrollo humano, portando el desafío de “arraigarse en la sociedad” y contribuir a lograr un mundo más equitativo y justo, vinculando el “escritorio y el territorio”, ofreciendo una formación humanística y cristiana experiencial. (Hermida y Peregalli 2019).

Una universidad católica tiene por objetivo “garantizar de forma institucional una presencia cristiana en el mundo universitario frente a los grandes problemas de la sociedad y la cultura” (ECE13). La propuesta pedagógica del aprendizaje y servicio (AyS) está en línea con este propósito al pretender brindar una formación académica y profesional de calidad, sin que el fin se limite meramente a responder a las demandas del mercado o se quede en el modelo tradicional como “templo del saber”. Es en este marco que, la Pontificia Universidad Católica Argentina, ha venido transitando el camino hacia la institucionalización de la implementación de la metodología del AyS que se comparte en el presente artículo.

Desde el 2010 se tomó la iniciativa de abrir espacios de prácticas profesionales, voluntariado y proyectos institucionales en donde los alumnos pudieran vincular los conocimientos adquiridos en su carrera al participar de un proyecto surgido de una necesidad y/o problema planteado por referentes o instituciones de los barrios vulnerables donde la universidad había tomado la decisión de acompañar.

El proyecto Institucional (2018-2022) de la universidad nos llama a formar profesionales expertos en humanidad, para ello se propone este enfoque pedagógico y didáctico, centrado en el estudiante y su proceso de aprendizaje, desde un método experiencial que otorgue valor a lo ético y al compromiso social. En palabras de Delors se busca garantizar el “aprender a ser, aprender a conocer, aprender a hacer, y aprender a vivir juntos” (Delors, 1994).

A partir de las distintas experiencias realizadas, la Coordinación de Compromiso Social y Extensión fue elevada en 2019, a Dirección con el propósito de comenzar a instaurar estas prácticas formativas como parte de la propuesta curricular de las distintas carreras que

tiene la institución. De este modo, se comenzaba a transitar un proceso de institucionalización para que los estudiantes, al interactuar con la realidad, afrontaran los problemas y desafíos del mundo actual, comprendiendo las dinámicas sociales y sus causas, generando nuevas ideas y recursos que beneficien a todos (San Juan Pablo II, 1990).

En el presente artículo también se realiza un análisis de las evaluaciones presentadas por los docentes de las cátedras, alumnos y socios comunitarios intervinientes en las distintas EFI realizadas durante el primer cuatrimestre de 2021. A través del análisis cuantitativo se recopilan y analizan los datos brindados por los diversos actores mediante las preguntas cerradas previstas en las evaluaciones el cual será complementado con el análisis cualitativo de las preguntas abiertas formuladas, con el objetivo de comprender con mayor profundidad los significados que los actores dieron a sus acciones, experiencias y a los sucesos en los que participaron.

Las denominadas Experiencias Formativas Inclusivas (EFI), desarrolladas en el marco de las cátedras como propuesta de aprendizaje y servicio, aportan a la formación integral. Las experiencias de enseñanza y aprendizaje desde las problemáticas sociales han demostrado que contribuyen a generar una sólida formación personal, profesional y académica; a comprender mejor la realidad y aprender de ella.

PALABRAS CLAVE: Educación integral; Experiencias Formativas Inclusivas; nuevas pedagogías; competencias sociales.

UNIVERSIDAD CATÓLICA ARGENTINA: HEADING TO SERVICE-LEARNING INSTITUTIONALIZATION

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THEME: Service learning: experiences and institutionalization processes.

ABSTRACT

Universities play a key role in human development processes. As such, their main challenge is to become an instrumental part of society so as to contribute towards a fairer and more equitable world, connecting “desk and territory” by offering a humanistic and Christian experience (Hermida and Peregalli, 2019).

The main objective of a Catholic university is to “guarantee an institutional framework for a Christian presence in the academic world to face the profound challenges that society and culture experience.” (ECE13).

The educational proposal named “service-learning” is aligned with this objective as its main pillar is to offer an academic and professional education with high standards while making sure this does not only respond to market demands or considers the university to be a mere place where students can only acquire knowledge.

Pontificia Universidad Católica Argentina has been implementing the institutionalization of the service-learning methodology, which is described in this article.

Since 2010, Pontificia Universidad Católica has taken the initiative to open spaces where students could apply the knowledge they acquired throughout their course of studies by participating in practical trainings, volunteering, and institutional projects. The driving factor for this decision has been the need and/or problems that some institutions or leaders working in vulnerable areas where our university has been playing an active role have presented to us.

Our university's institutional project (2018-2022) aims at educating professionals who can become experts in humanity. This educational approach is student-centered and based on the learning process. It is based on an experiential method that brings value from the ethical perspective as well as social commitment. As Delors would say, “learning to be, learning to know, learning to do and learning to live together.” (Delors, 1994).

In 2019, based on the different experiences that were carried out, the *Coordinación de Compromiso Social y Extensión* changed its status to become *Dirección de Compromiso Social y Extensión*. The main objective was to implement practical trainings as an integral part of the different course of studies our institution offers. This institutional process that slowly started to take shape allowed students to interact with reality, face contemporary problems and challenges by understanding social dynamics and their causes. It was also a trigger to generate new ideas and resources that would benefit everyone (Juan Pablo II, 1990).

This article also includes an analysis of the evaluation presented by professors working in different courses, students and community partners working in different EFIs, which took place in Q1 2021. Data provided has been analyzed through quantitative analysis, by using close-ended questions as part of the evaluations. The information gathered will be analyzed together with the open-ended questions to better understand the meaning that the different participants gave to their actions, experiences and situations they've been part of.

The so-called *Experiencias Formativas Inclusivas* (EFI), (educational inclusive experiences), which are carried out as part of each course as service-learning activities, bring additional value to the overall academic education of our students. Understanding social problems through learning experiences helps students develop a solid personal, professional and academic education, understand reality and learn from it.

KEYWORDS: Comprehensive education; inclusive experiential learning experience; new pedagogies; social skills.



In support of the Global Compact on Education

Uniservitate is a global programme for the promotion of service-learning in Catholic Higher Education. It aims to generate a systemic change in Catholic Higher Education Institutions (CHEIs), through the institutionalisation of service-learning (SL) as a tool to achieve its mission of an integral education and formation of agents of change committed to their community.

“Only by changing education can we change the world”

Pope Francis

6 II Uniservitate Global Symposium

This publication brings together the proceedings of the II Uniservitate Global Symposium, held on October 28 and 29, 2021, in virtual modality together with Catholic University of Portugal. The texts respect the order of the presentations made during both days, and have been minimally edited to facilitate their reading. Featuring contributions from 30 prominent figures in the global service-learning arena, these presentations offer perspectives and reflections that reveal a multicultural and multifaceted approach, showcasing the potentiality of service-learning to bring about experiences of transformative spirituality that drive social change. This publication additionally includes 116 accepted abstracts and full papers, submitted by 257 authors from 5 continents, 24 countries and 57 institutions, spanning the three thematic areas discussed during the event. We encourage readers to enjoy, use and disseminate the contents of these proceedings and of the Uniservitate collection as a whole, in order to keep on strengthening and consolidating the achievement of an integral education that provides experiences of transformative spirituality for social change.

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ISBN 978-987-4487-65-0



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Published in July 2024
ISBN 978-987-4487-65-0