



Seminario Internacional
**de Aprendizaje
y Servicio Solidario**

Plenary session

**Reflections on
service-learning as
an educational and
social innovation**

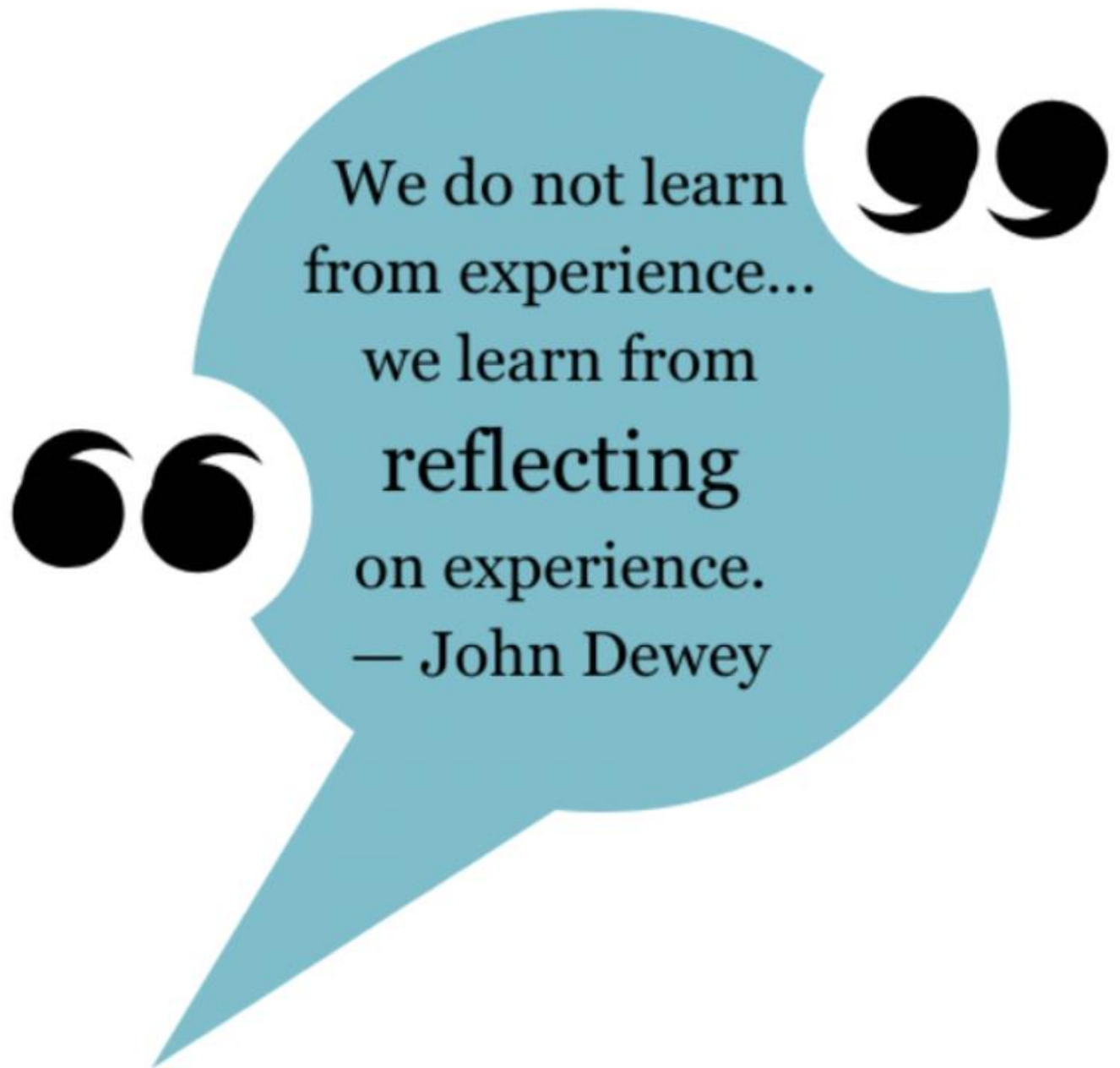
20  **CLAYSS**
centro latinoamericano de aprendizaje y servicio solidario

OEI  **UCA**

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We do not learn
from experience...
we learn from
reflecting
on experience.
— John Dewey



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Self-ethnography on service-learning journey...





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Self-ethnography on service-learning journey...





THIS HAS BEEN ME
FOR THE PAST
17 YEARS :)

PERSONAL &
PROFESSIONAL
MISSION &
JOURNEY...

BRINGING CHANGE IN A QUITE TRADITIONAL
NATIONAL EDUCATIONAL LANDSCAPE

PROMOTING AND ADVOCATING FOR
SL IN THE EUROPEAN CONTEXT

CONTRIBUTING TO MY UNIRi BECOMING AN
ENGAGED UNIVERSITY

Glimpse of research on service-learning impact...



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**“I FEEL LIKE
ANOTHER I
HAS GROWN...”**





GLIMPSE OF SL RESEARCH STUDIES 'NARRATIVES'

Prosocial attitudes and behaviours

STUDENTS' PROSOCIAL ATTITUDES

Simons and Cleary, 2006; Sass and Coll, 2015; Augustin and Freshman, 2016; Cabedo et al., 2018;

STUDENTS' LEVEL OF ACCEPTANCE OF CULTURAL DIVERSITY AND REDUCTION OF PREJUDICES

CHANGED ATTITUDES & INCREASED AWARENESS OF THE SOCIAL ISSUES AFFECTING OTHERS

Celio, Durlak, & Dymnicki, 2011; Porter, 2011; Warren, 2012; Clark et al., 2013; Moely & Ilustre, 2014; Sydnor et al., 2014; Levkoe, Brail, & Daniere, 2014; Bettencourt, 2015; Fullerton, Reitenauer, & Kerrigan, 2015; Hatcher & Studer, 2015; Alston et al., 2016; Beatty et al., 2016; Mann & DeAngelo, 2016; Cotten & Thompson, 2017; Lawson & Firestone, 2018;

INCREASED EMPATHY

GREATER SOCIAL RESPONSIBILITY

INCREASED SENSE OF SOCIAL ACCOUNTABILITY

Blyth et al., 1997; Anderson, 1998; Billig et al., 2005; Lucy-Bouler & Lucy-Bouler, 2012; Hatcher & Studer, 2015; Campbell & Oswald, 2018; Ćulum Ilić et al., 2021, 2022; Ćulum Ilić & Miloš, 2022.

MORE CARING RELATIONSHIPS WITH OTHERS

INCREASED VOLUNTEERISM

TRANSFORMATIVE & RADICAL HABITUS CHANGE

service - learning contributing to...

... and so much more :)

GLIMPSE OF SL RESEARCH STUDIES 'NARRATIVES'

Future / long-term perspective



Students who participated in SL courses show...

STUDENTS ENGAGED IN SL MORE LIKELY TO BECOME VOLUNTEERS UP TO FIVE YEARS AFTER GRADUATION

(Astin et al., 1998; Shiarella et al., 2000; Hatcher & Studer, 2015)

CLEAR INTENTIONS TO BECOME MORE CIVICALLY ACTIVE BY VOLUNTEERING

(Astin et al., 2000; Howard, 2001; Hebert & Hauf, 2015; Lawson & Firestone, 2018)

CLEAR INTENTIONS TO SEEK A JOB THAT OFFERS WORKING WITH DISADVANTAGED GROUPS

(Hebert & Hauf, 2015; Lawson & Firestone, 2018)

CLEAR INTENTIONS TO SEEK AND HOLD A JOB IN A SERVICE-RELATED FIELD

(Jacoby, 1996; Astin et al., 2000; Howard, 2001)

POSITIVE ATTITUDES TOWARDS OWN PERSONAL AND SOCIAL RESPONSIBILITY

(Jacoby, 1996; Astin et al., 2000; Howard, 2001)

CLEAR INTENTIONS OF HIGHER PERSONAL POLITICAL PARTICIPATION

(Jacoby, 1996; Astin et al., 2000; Howard, 2001)

GREATER GAINS IN ATTITUDES INVOLVING POLITICAL AND SOCIAL JUSTICE AWARENESS AND CIVIC ACTION

(Moley et al., 2002)



elementary schools worldwide
740 mil. pupils

secondary schools worldwide
600 mil. pupils

universities worldwide
105 mil. students



CARE

**NURTURING TEACHING
PERSPECTIVE**

COLLABORATION



TRUST

SOCIAL CAPITAL

**SOCIAL REFORM
TEACHING PERSPECTIVE**



COMMUNITY

different
communities in need

**85 mil. teachers &
academics & researchers
worldwide**



**BUILDING TOGETHER SOCIALLY RESPONSIBLE EDUCATIONAL
ENVIRONMENT - AGENTS OF (SOCIAL) CHANGE**

SL is not a
magic wand :)

We educators
are (not) wizards :)

***"The educator has the
duty of not being neutral"***
(Paulo Freire)

**SL is critical,
transformative and
empowering pedagogy!**

The *'magic'* of that
pedagogy lies within all of
you, all of us educators!



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**Thank you
very much!**

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