Service-Learning and the Future of Quality of Education in our Universities: What are the lessons to learn?

Dr. Susan J. Deeley

University of Glasgow

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Introduction

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Service-learning: students' active learning and civic engagement
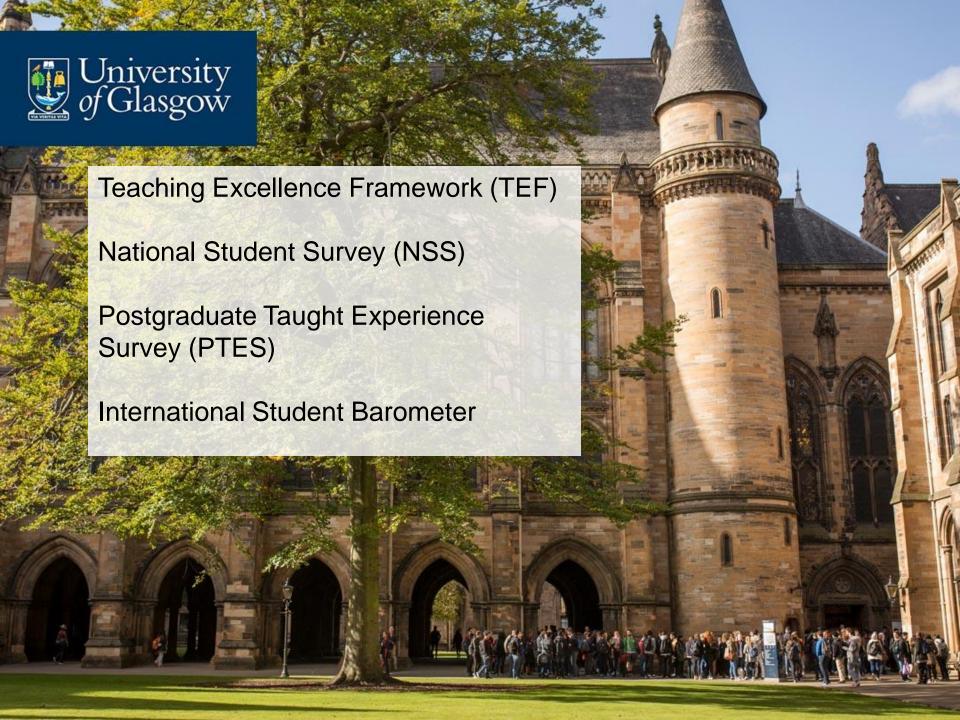
Introduction

Service-learning: students' active learning and civic engagement

Quality of university education: innovations in service-learning pedagogy

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Service-learning: students' active learning and civic engagement

Quality of university education: innovations in service-learning pedagogy

The future: what lessons are there to learn?

Teaching Excellence Framework (TEF)

National Student Survey (NSS)

Postgraduate Taught Experience Survey (PTES)

International Student Barometer

Learning and teaching excellence

Citizenship and community engagement

Employability skills and attributes

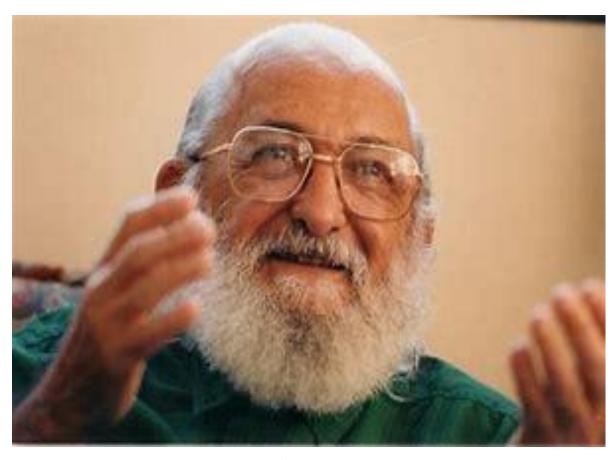Service-learning: students' active learning and civic engagement

'involves students' service to the community and their engagement in reflection on this activity, which involves connecting it to the academic component of the course' (Deeley, 2015: 20)
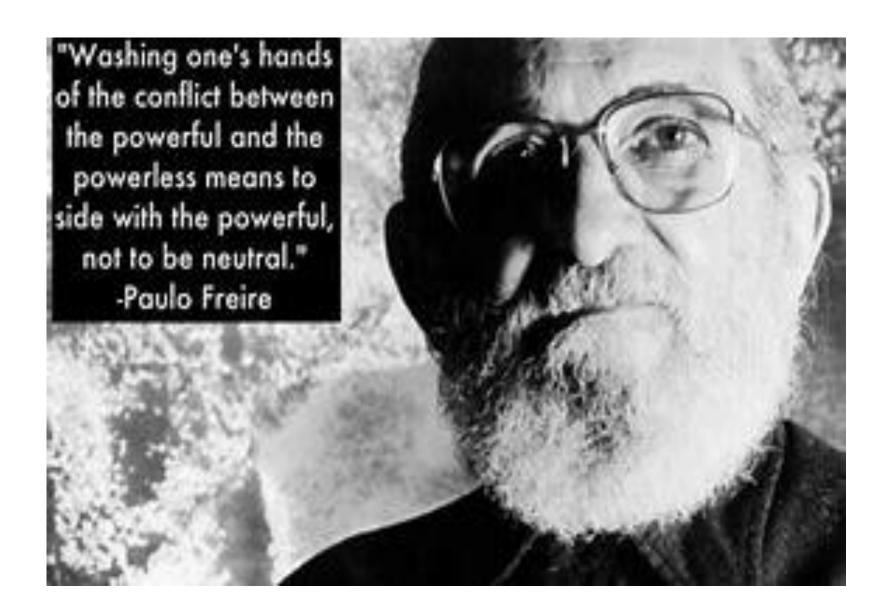
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Students' critical reflection can *'turn (their) world upside down'* and be *'daunting... frightening'* (Deeley, 2010: 48)

Service-learning as critical pedagogy

Paulo Friere

"Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral."
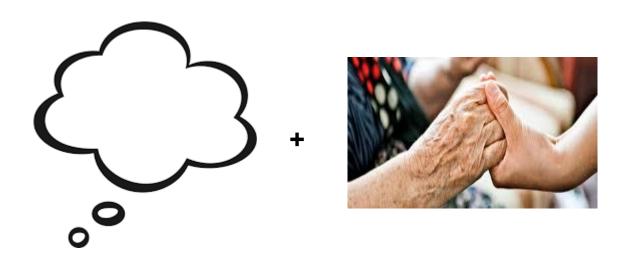-Paulo Freire

Cognitive + Conative + Affective   (Deeley, 2010; 2014)

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Quality of university education: innovations in service-learning pedagogy

Learning and teaching developments

- staff-student partnership (Healey et al, 2014; Cook-Sather et al, 2014; Bovill, 2014; Deeley and Bovill, 2017)

'a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways'

(Cook-Sather et al, 2014: 6-7)

Partnership within service-learning is multi-faceted, between:

- academia and the community

- students and the voluntary organisations

- staff and students e.g. summative co-assessment (Deeley, 2014; 2018) and student peers (e.g. peer review)

An example of staff-student partnership

- summative co-assessment of students' oral presentations
  (Deeley, 2014; 2018)
- the mutually agreed mark counts towards 10% of the students' course grade
- and 2.5% towards their final degree classification

An example of staff-student partnership

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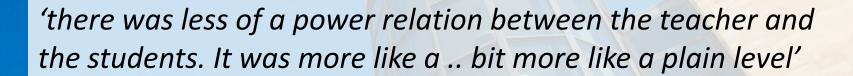- and 2.5% towards their final degree classification

'in assessment contexts in which summative marks are given, there is (and will always need to be) a clear divide between assessor and assessed' (Price et al, 2012: 18)

TEAL – Technology Enhanced Active Learning

'there was less of a power relation between the teacher and the students. It was more like a .. bit more like a plain level'
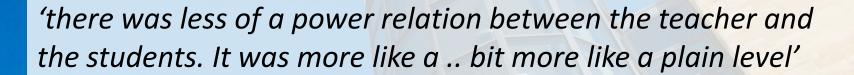
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Enabling service-learning to be truly a 'pedagogy for citizenship'   (Mendel-Reyes, 1998; Billig and Welch, 2004)

The future: what lessons are there to learn?

Benefits of service-learning include opportunities for:

- students' deep learning (Kenworthy U'Ren, 2003)
- developing intellectual skills (Kearney, 2004)
- citizenship (Mendel-Reyes, 1998; Billig and Welch, 2004)
- employability skills and attributes (Deeley, 2014)
- developing critical consciousness (Barrera et al, 2017)

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- developing critical consciousness (Barrera et al, 2017)

which can be developed further through partnership working and using technology

Recommendations to:
- disseminate good service-learning practice with colleagues
- investigate how service-learning can be adopted across university curricula
- develop partnership working within service-learning
- explore the use of technology to enhance service-learning and assessment
- seek university funding opportunities for service-learning pedagogy research projects

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