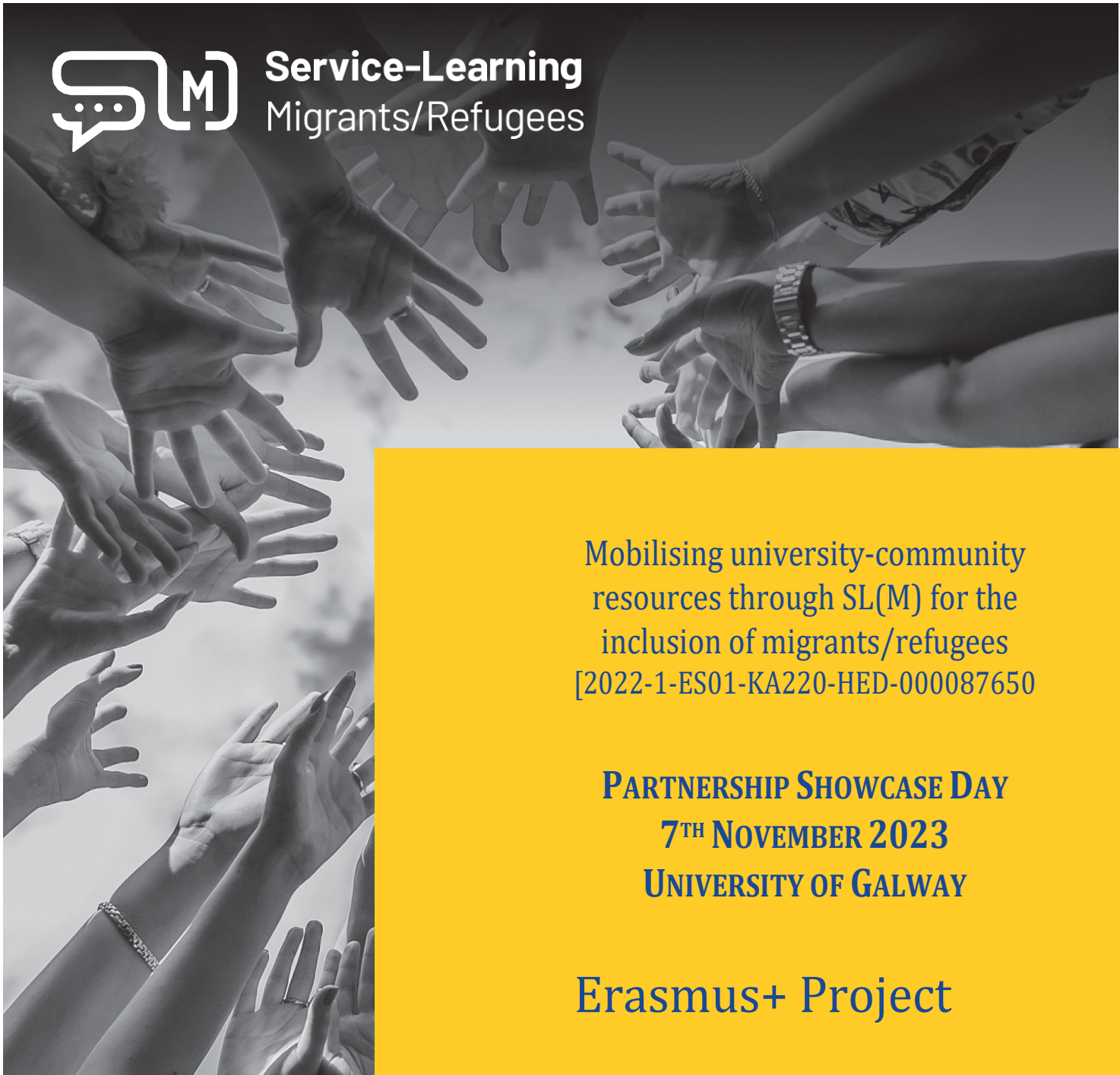




Service-Learning Migrants/Refugees



Mobilising university-community
resources through SL(M) for the
inclusion of migrants/refugees
[2022-1-ES01-KA220-HED-000087650]

PARTNERSHIP SHOWCASE DAY
7TH NOVEMBER 2023
UNIVERSITY OF GALWAY

Erasmus+ Project



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7th November 2023 Partnership Showcase Day

"We will hold a Partnership Day among all participants for the presentation and analysis of the S-L(M) projects designed, with the assistance of two experts from outside the project. One student and one teacher from each of the S-L(M) projects will meet to present their project and submit it to an evaluation of the design to the experts (one from the host University of Galway and another from USC) and to the members of each University/Entity team. A report with the evaluation of the projects and a video presentation of each one of them will be derived from this day."

Adjudicators Address – Overview

Dr Concepción Naval, University of Navarra and SL(M) Project Adjudicator

Distinguished guests, colleagues, and presenters of Service Learning (S-L) projects from the University of Galway (Ireland), the University of Verona (Italy), and the University of Santiago de Compostela (Spain). First of all, we would like to express my gratitude for the invitation to form part of the team of experts tasked with assessing the projects proposed for further development. We would like to congratulate the members of the teams who have presented these S-L projects.

Having listened to the presentations, our role is to evaluate the S-L projects that will be carried out over the course of this academic year in the University of Santiago de Compostela (Spain), the University of Verona (Italy), and the University of Galway (Ireland). To that end, my colleague, Dr. Maria Gallo and I have appraised and assessed the projects, using an evaluation rubric that encompasses the questions addressed in each presentation and the assessment criteria defined by four key points I'd like to share with you here:

1. **Relevance:** Curriculum integration. Students' service relevant to their academic learning.
2. **Reciprocity:** Partners engage in a mutually beneficial relationship, focused on community needs and collaboration. S-L creates meaningful service experience for all partners.
3. **Respect:** Cultural context is a key focus in the design and delivery of the S-L project. S-L project promotes mutual respect and understanding of diversity among all participants.
4. **Reflection:** Facilitates active reflection, ongoing reflection. Students and partners engage in ongoing reflection and think deeply, including on the complexity of community problems and roles as active citizens.

The rubric draws on Butin, D. W. (2003). 'Of what use is it? Multiple conceptualizations of service learning within education.' *Teachers College Record*, 105(9), 1674-1692. (4 Rs). The University of Santiago de Compostela (Spain) presented eight projects, and the University of Verona (Italy) and the University of Galway (Ireland), one each.

There were three in-person presentations (one by each participating university) and seven online presentations (the University of Santiago de Compostela). Our warmest congratulations to all three universities, especially to the University of Santiago de Compostela, professors M. A. Santos Rego, Mar Lorenzo and all the ESCULCA team, for their commitment to promoting projects of this kind in degree programs as diverse as the degrees in Medicine, Journalism, Social Education, Law, Political Science, Teaching, Optics and Optometry, and Early Childhood Education.

In the following section is an overview of each of the projects, drawing on their presentations, including a SWOT analysis (strengths, weaknesses, opportunities, threats) on their design.

Adjudication of the Individual Service-Learning Projects

Dr Maria Gallo, Postdoctoral Research Fellow, University of Galway and Visiting Research Fellow, Trinity Business School – Trinity College Dublin and SL(M) Project Adjudicator

University of Galway (project number 1 – in person)

Presented by: Dr Lorraine Tansey

Title of Project: Intercultural Encounters

Evaluation by Adjudicators:

This project shows a deep understanding of a service-learning design with a co-created, well-constructed project between students and community partners. A strong code and agreement were created to underpin this partnership. Various projects were presented and one of the strengths of this project is the extent to which students and their supportive teaching staff remaining mindful of the living reality facing the community partners and mindful of not overburdening the partners in the project design.

There is a deep sense of ownership in the project by the community partners with an eagerness to continue the project work beyond the service-learning period for long-term sustainability. To enhance this project, there is an opportunity to involve the students more in the presentation and in the reflection components of the project, including in the presentation for this SL(M) participation. The staff presentation and passion for the project is evident and it would be enhanced by hearing the student voice in the project- offering their perspective and reflection by student participants.

Universidade de Santiago de Compostela, Spain USC/ACCEM Presentation (project number 2 – in person) Maria Covadonga Vázquez

Title of Project: DSL- Migrant Project – Screening of Dual Sensory Loss on Migrant Preschool Population

Evaluation by Adjudicators:

The remarkable strength of this project design is that the group started with identifying and contextualizing the problem, in this case the WHO context of the impact of hearing and vision loss on children's learning and development. Linked to this problem identification was the clear link to the Sustainable Development Goals, in this case Quality Education. The positioning of this problem with the addition of those seeking international protection was done effectively, showing the challenges that may present themselves if children in the migrant population have undetected and uncorrected vision/hearing problems on their education.

There was a thoughtful project design that stemmed from the needs, offering a response that was mutually beneficial. The mutually beneficial part is important when we're designing a service-learning project. Students had a clear learning platform, so this project was going to show them how they could create powerful learning, and at the same time the migrant communities were receiving a clear benefit.

The SWOT analysis presented some challenges in the project, and there is an opportunity to further involve the community in ways to address these challenges, such as the stigma that some parents in the migrant community may feel if their child wears a hearing aid. A clear place in the project for the voice of the migrant community would be a way to enhance the project and enhance the outcomes of its benefit on the community.

Overall, this project demonstrated high value, with excellent ability for student reflection and for community benefit.

Universita Degli Studi di Verona, Italy
(project number 1 – in person) Laura Prando, Maria Carla Italia, Vittoria Scaglioni

Title of Project: Augmented Italian Language Cours for Migrants

Evaluation by Adjudicators:

From the beginning what made this project exciting is that we heard the student voice. The project showed the potential for collaboration and multidisciplinary, including education and computer science. The key question for those involved in project design is: how can your community partner help to shape this project? By responding to this question and involving community partners in the design this will increase ownership over the project. This creates the co-creation component of the project that makes it a true service-learning project.

For example, as outlined in other projects, community partners can help to respond to the weaknesses or the threats that present themselves in the programme design. In this case there was some concerns over digital literacy among the targeted migrant populations, and there remains an opportunity to explore ways to address these concerns by involving the migrant communities to offer their perspective. A clear calendar of activities and clear descriptions of how these activities contribute to student learning and community benefit.

The most exciting part about this project is the opportunity to bring service learning to your institution in a more genuine way. This project has the opportunity to raise awareness of service-learning as a powerful pedagogy tool. To enhance this project, and to ensure it meets all the best aspects of co-creation of a service-learning project, it is recommended that the project team do two key things: first, consider ways to fully involve the migrant communities they intend on serving into the project design. Second, to take the '4Rs' outlined in the rubric and use this as a guide to enhance the project design. This will also help to articulate the clear learning for students participating in this service-learning module for academic credit.

Overall, this project team needs to consider how there this project presents genuine community-university partnership.

USC/ACCEM Presentation

(project number 2 – online) Belén Trigo

Title of Project: Legal Guides on Registration Law

Evaluation by Adjudicators:

It was clear from this presentation that this project was connected with its community partners, in this case the Red Cross towards a co-created project design. The SWOT analysis offers a good start reflecting on the key operations of this project. As with many of the other projects, the question can be asked of this project: how can community partners address or overcome any weaknesses or threats identified in the project? There remains an opportunity to consider how the students can also maximise their learning, including in the project design.

The project would benefit from some clarity on the interdisciplinary nature of the project (or the potential for it to be more interdisciplinary in nature), offering further richness to the student learning and to the community outcomes. Meaning that the students might be coming from law or from social sciences. The question to ask is: could students outside of the discipline of law, benefit from participating in this project?

Overall, this is a thoughtful project that has the potential for mutually beneficial outcomes for student learning and for migrant communities.

USC/ACCEM Presentation

(project number 3 – online) Ígor Mella Núñez,

Title of Project: PEINAS Project – Service Learning for intercultural contexts

Evaluation by Adjudicators:

This presentation was thoughtful in balancing both the student and teacher perspective on the service-learning project. This project has an advantage over others presented today as it has been run over several years. This time allows for the project to be reviewed, revised and improved over time. This should be an aspiration of many other projects here: to create a service-learning initiative that can be refined and have some sustainability within the community it serves over time.

To enhance this project, be clear on how the community partners are involved in the decision making and co-creation elements of project design. It would also be interesting to include more about how the community partners are involved in the evaluation of the project: what does this look like?

One of the strengths of this project is the creative and public ways students reflect on their learning through a blog. Is there a place to also enable community partners to reflect on the project on this blog? This could offer another form of learning and reflection for students and this may also lead to co-reflection between community partners and students.

It is evident from the presentation that students are embedded in the project creation and there is an opportunity to enhance the community partner's role in the ongoing project design (and it is possible this is done already, but need to be clear and presented). The

longevity of the project means there is also the opportunity to explore impact over time. Showcasing long term impact can be important to show your university, show your community partners and migrant communities.

USC/ACCEM Presentation

(project number 4a – online) Geno Rodríguez

Title of Project: EXCORAS Project Learning and experience through movement in Early Childhood Education

Evaluation by Adjudicators:

This service-learning project presentation shows an excellent example of clear learning aims for students balanced with a clear need for children (as the targeted group) to engage in movement in an early childhood education setting. Documentation through photos added to the vibrancy of the presentation.

The SWOT analysis for the project was thoughtful, with the project design attempting to highlight all the benefits of the project and mitigate the challenges in the weaknesses and threats.

The key strength of this project is that is excellent learning for all the service-learning projects is the three-level objectives presented: objectives from students, for community partners and for migrant communities. It is evident in the well-constructed project design that all of these groups are taken into consideration and engaged in co-creating this project. To enhance the project there is the chance to review these three groups of objectives and see how the community partners or migrant communities can support student training further to even extend the learning opportunities for all involved in the project.

USC/ACCEM Presentation

(project number 4b – online) Nelly Fortes,

Title of Project: Defending those who Defend: Women Human Rights Defenders

Evaluation by Adjudicators:

With only half the time to complete a full presentation, it would have been helpful to hear more about the project design. The presentation did offer a clear context on the importance of the project and this purpose helps to motivate all involved in creating a sound project design. To enhance this presentation, it would be beneficial to hear more about how the project design connects to student learning in an academic course to align with the tenets of service-learning. There was reference to the voluntary nature of student participation in the project, and this should be clarified as a service-learning project is usually embedded in course curriculum and assessment.

Despite the need to see this connection to student learning, one of the key strengths of this project is the presentation of learning outcomes. These help to articulate the anticipated learning for students and have the potential to be extended to include outcomes for community partners and/or for migrant communities.

USC/ACCEM Presentation
(project number 6 – online) Ana Gago
Title of Project: Medical School Comforts ‘Medicina Abriga’

Evaluation by Adjudicators:

This presentation offered a local and special analogy of the Spanish Arch in Galway City to illustrate the learning bridge between students and migrant communities connected through a service-learning project. It is also evident that the project is attempting to address an identified need for medical records within migrant communities to offer better healthcare outcomes.

To enhance the project, it is recommended that the project is presented to an internal university ethical board to review any ethical and legal matters of a sensitive nature. This review ensures that prior to embarking on the project that the university is fully aware of the project and it is aligned to university frameworks, making provisions for any mitigating circumstances that may arise.

This project also presents another point of learning for all the service-learning projects: the position of accountability in projects and who is responsible if something unanticipated or detrimental happens during the project. There is also an opportunity for the community partner and the migrant communities themselves to contribute to solve some of the challenges presented in the SWOT analysis. Also is the question: What is the role of the community partner ACCEM in this process and how can they offer other alternatives to solving the problem?

Overall, to progress the idea of this project is strong and with the sensitivities of data in this service-learning project it requires the involvement of ethical and legal reflection at university board level.

USC/ACCEM Presentation
(project number 7 – online) José Casas
Title of Project: Collaborative and transmedia journalism against social discrimination – prequel to new project – migrant communities in the media

Evaluation by Adjudicators:

This is an example of a service-learning project that has had the opportunity to be shaped over time. The extension to this project is the addition of the connection with migrant communities, which is both relevant and timely given the media coverage and public sentiment on migrants. The presentation details an excellent and competent media community partner for the project, that can support the dissemination of the work. However, there is an opportunity to highlight and leverage a community partner that works directly with migrant communities and show the role of this partner in shaping this project. This migrant community-focused partner can also assist in ensuring that migrant communities can become directly involved in the co-creation of the new project design.

There is also the opportunity to make this a long-term project. Instead of one long guide on

migrants and media, there is an opportunity to focus on one issue at a time and delve deeper into the subject matter, on the terminology that is appropriate for media usage. This project offers students a very good learning opportunity and gives an opportunity to explore key topics such as bias, media bias and misinformation to this group. Finally, this project shows a strong framework for a service-learning project that could be extended beyond a once-off project. There is the chance to consider how these guides can also be helpful or a learning opportunity for the migrant communities themselves.

1. ABOUT YOUR PRESENTATION

Guidelines for the Presentation Slides

1.1 One oral presentation should be prepared per group. The presentation should be emailed to cki@universityofgalway.ie by 5th November.

1.2 One student and one teacher from each of the S-L(M) projects will meet to present their project and submit it to an evaluation of the design.

1.3 The presentation should be 15 minutes long and follow the attached template to include:

Title slide plus 10 slides max (11 slides in total)

Title Slide

- To include a title for the project, student names, name of community partner

Introduction to Community Partner

- Who are they and what do they do?

Project Outline

- Aims (what you wanted to achieve)
- Objectives (how you wanted to achieve your aims)
- Timeline of Events
- Map out the progress and major milestones for the projects. Identify any major challenges/roadblocks/problems that you encountered.

Project Activity and Results

- How did things go (tell what happened)?



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- What did you achieve (supported by your Evaluation Strategy)?

Discussion and Reflection

- What did or did not work well and why?
- What did you learn from your experiences of undertaking the project (this can be in the areas of Personal Development, Civic Engagement and/or Academic Enhancement).
- What were the benefits to the students?
- What were the benefits to the community partner?

1.4 Please note there will be 5 mins Q&A after each presentation

2. REVIEW CRITERIA

Expert Panel Reviews Your Presentation

The expert panel is: (from University of Galway) - possibly Kate Morris of CampusEngage?

(From USC) The expert panel will utilise the following rubric:

	Strong impact (5)	(4)	Some Impact (3)	(2)	Minimal Impact (1/0)
<p>1. Relevance: Curriculum integration</p> <p><i>Students' service relevant to their academic learning</i></p>	<p>Strong evidence S-L is integrated into the curriculum, learning outcomes, aims, strategy</p> <p><i>S-L offers students strong alignment to the learning in their studies</i></p>		<p>Some evidence S-L is concurrent with elements of the curriculum</p> <p><i>S-L offers students some alignment to the learning in their studies</i></p>		<p>S-L is not integrated into the curriculum or learning outcomes</p> <p><i>S-L offers students limited alignment to learning</i></p>
<p>2. Reciprocity: Partners engage in a mutually beneficial relationship, focused on community needs and collaboration</p> <p><i>S-L creates meaningful service experience for all partners</i></p>	<p>Strong evidence that all partners are engaging in the S-L project, gaining benefit from the relationship, focused community needs</p> <p><i>S-L enables meaningful relationships to flourish creating mutual benefits, learning and service for all partners</i></p>		<p>Some evidence of partners engaging in the S-L project with some benefit and collaboration and some focus on community needs</p> <p><i>S-L enables some meaningful relationships to develop creating some mutual benefit, learning and service for partners</i></p>		<p>Limited evidence of partnership or a mutually beneficial relationship or limited focus on community needs</p> <p><i>S-L project as designed creates benefits for one or several partner(s) over others</i></p>
<p>3. Respect: Cultural context is a key focus in the design and delivery of the S-L project</p> <p><i>Service-Learning project promotes mutual respect and understanding of diversity among all participants.</i></p>	<p>Strong evidence S-L project enables partners to understand and value diverse backgrounds and perspectives</p> <p><i>S-L project encourages participating partners to develop interpersonal skills, group decision making and encourages participants to recognise and overcome stereotypes</i></p>		<p>Some evidence S-L project enables partners to understand and value diverse backgrounds and perspectives</p> <p><i>S-L project shows some evidence of participating partners to develop interpersonal skills, group decision making and encourage participants to recognise and overcome stereotypes</i></p>		<p>Limited S-L project enables partners to understand and value diverse backgrounds and perspectives. A power imbalance between partners may be evident.</p> <p><i>S-L project shows limited evidence of participating partners developing skills and evidence that stereotypes may be reinforced</i></p>

<p>4. Reflection: Facilitates active reflection, ongoing reflection</p> <p><i>Students and partners engage in ongoing reflection and think deeply, including on the complexity of community problems and roles as active citizens</i></p>	<p>Strong evidence of reflection before, during and after the S-L project experience, with prompts that encourage partners, including students to think deeply about the complexity of community problems and their role as active citizens</p>	<p>Some evidence of reflection before, during and after the S-L project experience, with prompts that encourage partners, including students to think deeply about the complexity of community problems and their role as active citizens</p>	<p>Limited evidence of reflection before, during and after the S-L project experience, with prompts that encourage partners, including students to think deeply about the complexity of community problems and their role as active citizens</p>
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3. ABOUT YOUR S-L(M) PROJECTS

Designing a S-L(M) project

Indicators to support meeting the criteria:

1- **Relevance:** Curriculum integration - *Students' service relevant to their academic learning*

Indicators: The Service-Learning project...

- ✓ includes clearly articulated learning outcomes
- ✓ aligns with the academic and/or programmatic curriculum
- ✓ contributes to helping students learn how to transfer knowledge and skills from one setting to another, especially linked to migrant communities
- ✓ takes place in a migrant community setting and formally recognized as a project linked to assessment

2- **Reciprocity:** Partners engage in a mutually beneficial relationship, focused on community needs and collaboration - *S-L creates meaningful service experience for all partners*

Indicators: The Service-Learning project...

- ✓ design is appropriate to the abilities and capacity of all partner participants ages and developmental abilities
- ✓ addresses issues that are personally relevant to the partner participants
- ✓ offers opportunities for meaningful relationship building opportunities between partner participants to progress the project aims
- ✓ involves interesting and engaging service activities led by community/community partner need and collaboration action
- ✓ encourages all partner participants to understand their service experiences in the context of the underlying societal issues at play and/or being addressed
- ✓ leads to attainable and visible outcomes that are valued by those being served in the partner migrant communities

3- **Respect:** Cultural context is a key focus in the design and delivery of the S-L project - *Service-Learning project promotes mutual respect and understanding of diversity among all participants.*

Indicators: The Service-Learning project...

- ✓ design helps all partner participants identify and analyze different points of view to gain understanding of multiple perspectives
- ✓ enables all partner participants to develop interpersonal skills in conflict resolution and group decision-making
- ✓ helps all partner participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service
- ✓ encourages all partner participants to recognize and overcome stereotypes
- ✓ offer a platform to explore issues and challenges facing migrant communities

- 4- **Reflection:** Facilitates active and ongoing reflection - *Students and partners engage in ongoing reflection and think deeply, including on the complexity of community problems and roles as active citizens*

Indicators: The Service-Learning project...

- ✓ includes a variety of activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes
- ✓ design involves reflection occurs before, during, and after the service experience
- ✓ enables reflection prompts participants to think deeply about complex community problems and alternative solutions, especially within migrant communities
- ✓ encourages all partner participants to examine their preconceptions and assumptions to explore and understand their roles and responsibilities as active citizens.
- ✓ encourages all partner participants to examine a variety of social and civic issues related to their service-learning project experience to understand connections to public policy and civic life



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