



# Benefits of the university service-learning project EducamosContigo aimed at minimizing the digital divide

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# INTRODUCTION

During the last year and a half, due to the global health pandemic situation, schools were closed to reduce infections.

Teachers must have changed their teaching dynamics and they must have left the face-to-face classroom model in order to a virtual classroom model (Zubillaga & Gortazar, 2020).



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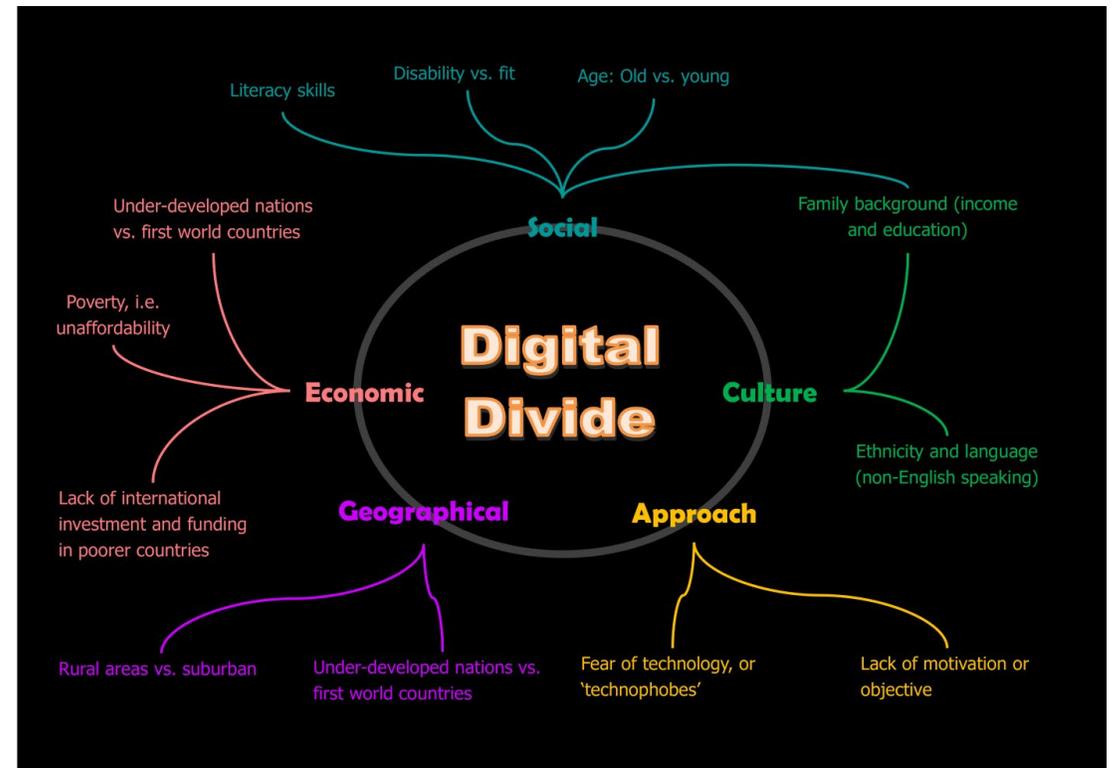
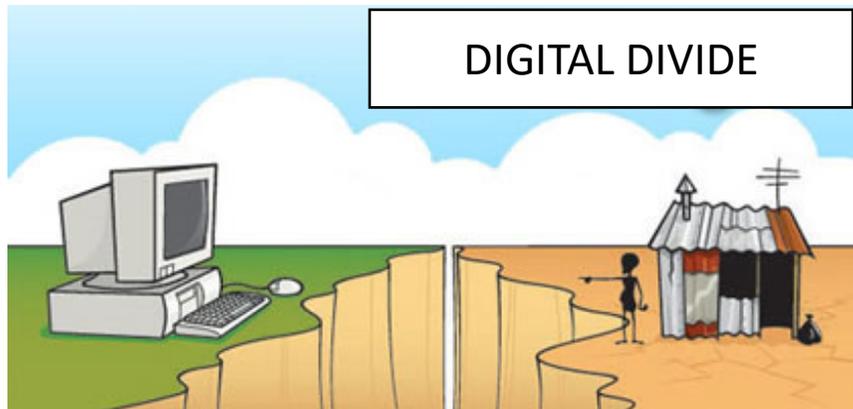




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# INTRODUCTION

This process of virtualization has made relevant one education goal: **to reduce the digital divide**, which is the manifestation of the **socio-economic inequalities** existing in our society (Genol & Guido, 2020).





# In this setting EducamosContigo BORN



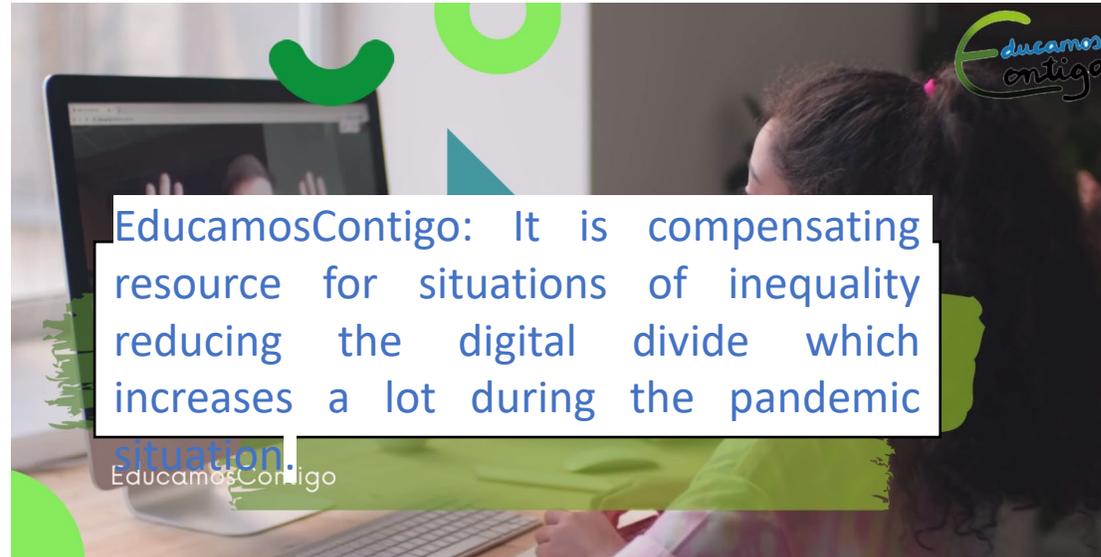
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(“we educate with you”)

EducamosContigo is a Service-Learning program that offers psychoeducational and school accompaniment in a telematic way to families and students which are situation of socio-economic vulnerability, and to school teachers.

University students carry out psychoeducational and school accompaniment in a coordinated manner.

They facilitated the parents’ or childrens’ or teachers’ development in the skills which are related to solve problems and to select virtual resources.



**The service:**  
University students help to school students a few hours every week.

- The situations we found:**
- School student didn't have any tool to surf the net.
  - School students need help with their homeworks or need help to prepare an exam (meet, Skype, whatsapp...).
  - School students need emotional support (one of their familiar was sick or without work).

**We have a lot of partners:** Sierra Norte de Madrid, Villaverde y Tetuán Madrid Futuro, Acción por la Música...



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# Methodology of the evaluation/investigation:



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The **objective** of this paper is to know the benefits of the university teachers and students **after their participation** in the service-learning project EducamosContigo.

To this purpose, all **participants** (15 teachers and 111 students) **have filled a questionnaire** with a likert scale (5 points).

## Acompañamiento Psicoeducativo

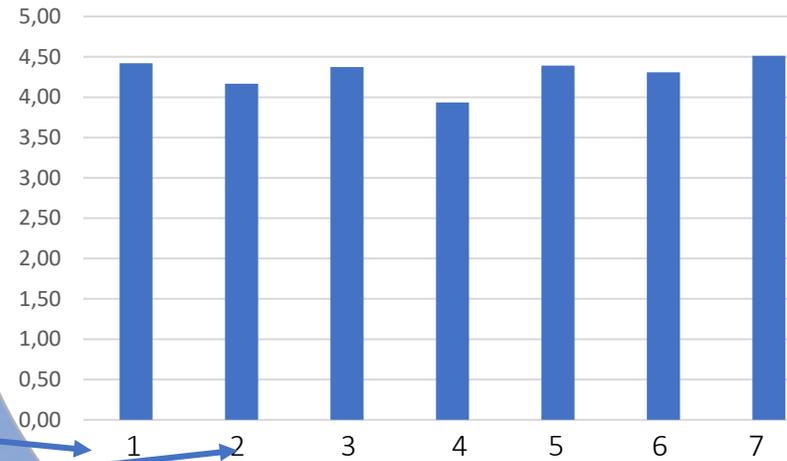
### Gestión Emocional

#### 7. Valoración inicial respecto a la gestión emocional \*

	Nunca	Pocas veces	Algunas veces	Muchas veces	Siempre o casi siempre	No lo sé
Está motivado en los estudios	<input type="radio"/>	<input type="radio"/>				
Expresa adecuadamente sus emociones	<input type="radio"/>	<input type="radio"/>				
Cuando hay algo que le molesta o le hace sentir mal, sabe identificar el motivo	<input type="radio"/>	<input type="radio"/>				
Pierde el control cuando se enfada	<input type="radio"/>	<input type="radio"/>				
Utiliza estrategias para sentirse mejor	<input type="radio"/>	<input type="radio"/>				

According to university teachers' and students' perceptions, service activities have:

1. facilitated the development of subject-specific and professional skills,
2. helped to define the strengths of students in relation to their profession,
3. taken responsibility for their own learning,
4. made students more aware of their own prejudices,
5. made the students feel good working with people who are different from them,
6. improved engagement with people at risk of exclusion,
7. increased the level of awareness of community needs and willingness to contribute to society.

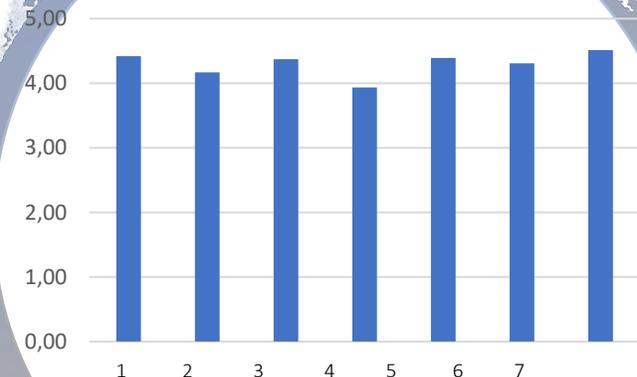


Students

## RESULTS

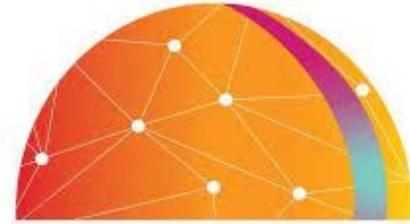
We have analyzed only some answers of the participants. We have made with the diferents answers 7 categories.

Teachers



# CONCLUSIONS

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It can be concluded...

- that university teachers and students have valued the service-learning experience in a very positive way.
- **EducamosContigo has been successful** according to the perception of university teachers and students.

However, it would be interesting for the future to collect and analyse whether these data coincide with those of **the social entities and beneficiaries** of the service provided.



**THANKS A LOT  
MUCHAS GRACIAS**

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