

Riding the SL UNICORN across Europe: a shared training to strengthen university-community partnership



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4th ECSLHE-
16th– 17th of September 2021, Bucharest (online)



UNICORN
UNIVERSITY COMMUNITY LEARNING



UNICORN- UNiversity Community leaRNING project

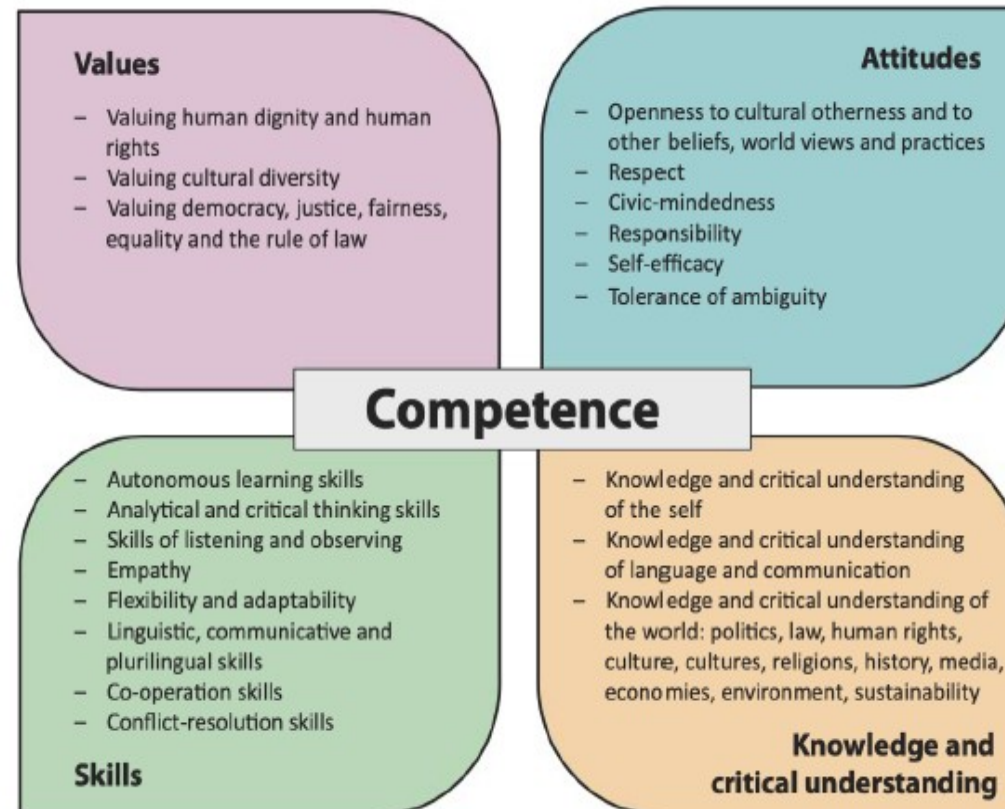
- Erasmus+ Key Action 2 – Strategic Partnerships
- September 2019 - end of December 2022 (including extension)
- 11 partners: 5 EU universities + 5 community organisations from the same 5 countries (5 EU “couples”) + 1 South African university with long expertise in community engagement
- 1 external advisor from a US university with long expertise in Service-Learning

<https://site.unibo.it/unicorn-eu/en>



Objective of the project

The main objective is to offer university students a **new learning opportunity that will help them to develop the so-called “competences for democratic culture”**



(COE, 2015)



What kind of learning experience is the UNICORN experience?

A combination of:

international mobility

+

service in the community

(community engagement / Service-Learning)

Service in the community is agreed and implemented by universities together with local community organisations to address community needs



What is International Service Learning?

A learning experience where students learn from direct interaction and cross-cultural dialogue by acting with community organizations and reflecting on the experience to gain further understanding of:

- course content (disciplinary or transferable),
- a deeper understanding of global and intercultural issues,
- a broader appreciation of the host country and the discipline,
- an enhanced sense of their own responsibilities as citizens, locally and globally



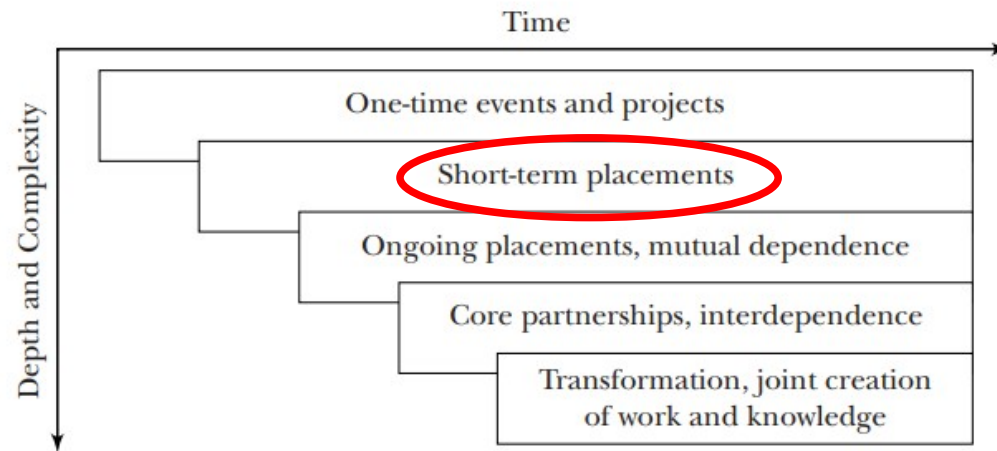
(Bringle, Hatcher & Jones, 2012).



Partnership in Service Learning

Meaningful university- community partnerships: mutual trust, respect, and communication between actors who generally differ in resources, competences, knowledge, but also in expectations and specific interests.

Three dimensions: depth, complexity and time (Enos & Morton, 2003).



A Framework for Development of Campus-Community Partnerships, Enos & Morton, 2003, p. 27



Aims

- ❑ Setting up a collaborative network among UNICORN participants to support service-learning class/module development
- ❑ Develop service-learning class/modules that are appropriate in the context of UNICORN mobility that (may/or not) incorporate blended activities
- ❑ Have/share a common framework to evaluate a UNICORN service-learning class or module
- ❑ Use the UNICORN PROJECT TAXONOMY to assess and evaluate the status of your service-learning class/module, identifying areas that need additional work and development



Methodology

Collaborative process

1. Co-construction of UNICORN taxonomy (virtual meetings)
2. Setting-up of training modules for HEIs and CPs based on the taxonomy;
3. Implementing UNICORN staff online training (30 nov - 01 dec 2020)- synchronous and asynchronous sessions with the support of Teams and Mural
4. UNICORN workbook production

Training Participants



34 faculty members and 11 members of community organizations from Belgium, Germany, Ireland, Italy and Spain).

The **UNICORN** SL Taxonomy: **7 Dimensions**

1. Mobility and online exchange.

2. Meaningful, **reciprocal partnerships** that meet actual community needs.

3. Academically relevant, real world student involvement in the community.

4. Explicit global **civic and cultural competencies**.

5. Critical reflection to facilitate learning.

6. Integrated **assessment of student learning**.

7. Attention to community **impact of service**.



UNICORN SL Taxonomy: Dimensions / Characteristic

Dimension / Characteristic	Description
1. Mobility and online exchange	<i>Service Learning projects are appropriate for international students, and have developed approaches to maximize the benefits of mobility and online exchange for deeper global civic and cultural learning and community engagement.</i>
2. Meaningful, reciprocal partnerships that meet actual community needs.	<i>Reciprocal partnerships and processes inform the design of the class and the community activities.</i>
3. Academically relevant, real world student involvement in the community.	<i>Community involvement is relevant to and integrated with the discipline-based academic content and assignments.</i>
4. Explicit global civic and cultural competencies	<i>Global civic and cultural competencies are explicitly articulated and develop students' capacities to reflect on social and economic inequities in local, regional and global contexts.</i>

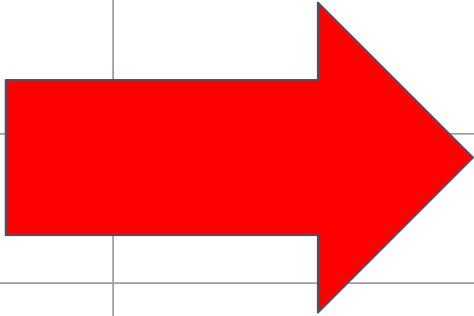


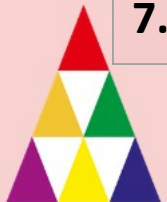
UNICORN SL Taxonomy: Dimensions / Characteristic (cont.)

Dimension / Characteristic	Description
5. Critical reflection to facilitate learning	<i>Critical reflection activities and assignments integrate classroom and community learning.</i>
6. Integrated assessment of student learning	<i>Student learning assessment addresses the discipline-based, global civic and cultural competencies, linguistic skills (where relevant), and includes feedback from the community.</i>
7. Attention to community impact of service	<i>Systems exist to share learning with the community and assess community impact of service projects.</i>



UNICORN SL Taxonomy as EVALUATIVE RUBRIC

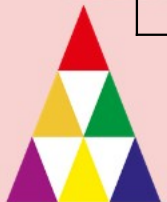
Dimension	Emergent Practice	Developing Practice	Well-Developed Practice
1. Mobility and online exchange	X		X
2. Meaningful, reciprocal partnerships that meet actual community needs.	X		X
3. Academically relevant, real world student involvement in the community.	X		X
4. Explicit global civic and cultural competencies.	X		X
5. Critical reflection to facilitate learning.	X		X
6. Integrated assessment of student learning.	X		X
	X		X
7. Attention to community impact of service.	X		X



EVALUATIVE RUBRIC (cont.)

1) Mobility and online exchange: Service Learning projects are appropriate for international students, and have developed approaches to maximize the benefits of mobility and online exchange for deeper global civic and cultural learning and community engagement.

Emergent Practice	Developing Practice	Well-Developed Practice
Minimal provisions have been made to support international student participation in the service-learning experience. There is some awareness of student's diverse backgrounds, needs and perspectives.	Curriculum design and service project design recognize challenges and potential insights offered by international student participation. Trans-national comparisons and perspectives are encouraged.	Curriculum design and service project design build in opportunities for comparative learning, and for facilitating input from international students on social and civic responsibility in the home country and other regions of the world. Critical reflection on comparative civic and social responsibility is central to the class.



UNICORN SL Taxonomy as **TRAINING AGENDA**

Dimension	Training Unit
1. Mobility and online exchange	UNIT 1
2. Meaningful, reciprocal partnerships that meet actual community needs.	UNIT 2
3. Academically relevant, real world student involvement in the community.	
4. Explicit global civic and cultural competencies.	UNIT 3
5. Critical reflection to facilitate learning.	UNIT 4
6. Integrated assessment of student learning.	UNIT 5
7. Attention to community impact of service.	
World Cafe Review	UNIT 6



UNICORN SL Taxonomy as REFLECTIVE LENS

1) Mobility and online exchange: Service Learning projects are appropriate for international students, and have developed approaches to maximize the benefits of mobility and online exchange for deeper global civic and cultural learning and community engagement.

Emergent Practice	Developing Practice	Well-Developed Practice
Minimal provisions have been made to support international student participation in the service-learning experience. There is some awareness of student's diverse backgrounds, needs and perspectives.	Curriculum design and service project design recognize challenges and potential insights offered by international student participation. Trans-national comparisons and perspectives are encouraged.	Curriculum design and service project design build in opportunities for comparative learning, and for facilitating input from international students on social and civic responsibility in the home country and other regions of the world. Critical reflection on comparative civic and social responsibility is central to the class.

Where are you right now with regard to this dimension of the taxonomy?

What are your current assets? What challenges need to be overcome?

One insight (or question) to share with larger group:



UNICORN SL training outputs

UNICORN staff training workbook



UNICORN SL projects (N=10)

UNICORN PROJECTS IN ITALY			
Reflecting Diversity 1		LOCATION OF CLASSES	Cesena
CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	98039 LABORATORI - SERVICE LEARNING (ERASMUS) Psicologia scolastica di comunità	LOCATION OF SERVICE-LEARNING ACTIVITIES	Cesena
	98040 LABORATORI I - SERVICE LEARNING (ERASMUS) Psicologia Clinica	SEMESTER / FULL YEAR	First semester (1 October - 31 January)
COUNTRY	IT	DURATION	14 weeks and total of hours (20 onsite service, 10 class, 70 individual work)
ECTS	4		
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	031 Social and behavioural sciences		
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Master	CONTENTS / ACTIVITIES	<p>This lab foresees three main phases, which can be adapted on the basis of the specific interests and academic backgrounds of the students and the current needs of the Services involved. Students will have the opportunity to experience and apply the methods and tools of social work and community psychology (including the intervention/ action-research approach).</p> <p>1 PHASE - WELCOME, ORIENTATION AND BASIC TRAINING</p> <ul style="list-style-type: none"> • Preliminary knowledge and understanding of the local context; welcoming tour around Cesena to explore the significant places and provide a map of the relevant Services of the city. • Students team building to create a group in which national students will support international students, introducing them to the Italian culture relevant aspects and the local peculiarities. • Presentation of ASP services (activities directly managed by ASP) and networks of collaboration at the local level). Illustration of their methodological approach and tools (Immigration and Social and Housing Mediation Services).
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • Disciplinary background: 031 Social and Behavioural Sciences (+021 Arts and Humanities 092 Welfare) • Master level students • A2 Italian • B1 English (French welcome) 		

Thanks!



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UNIVERSITÀ DI BOLOGNA



UNICORN
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Co-funded by the
Erasmus+ Programme
of the European Union