Service Learning

Adult Education Promoting Sustainable Development

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Connecting non-formal learning to service-learning

- Even though non-formal learning is defined as the learning derived from activities outside the formal educational settings that do not lead to a degree, it is possible to integrate the learning outcomes of non-formal learning into formal education, through Service-Learning.

- This powerful combination of academic knowledge, based on subjects and specific pedagogies with the skills and values acquired in non-formal learning are translated into more meaningful learning experiences for learners.

What is Service-Learning? (1/2)

Service-learning is a learning approach that comprises theory and practice, in which learners can apply theoretical academic knowledge in volunteering practices.

Ehrlich (1996):

"Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning." (p. 11)
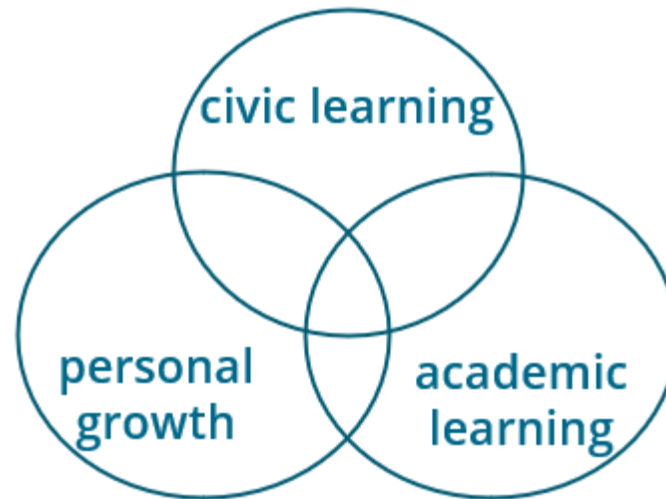
What is Service-Learning? (2/2)

- Service-learning is emerging as a central component connect both disciplinary learning and general education with special emphasis to community service

- It is considered a mechanism for community engagement and high-impact pedagogy across institution types (i.e., university and NGO's) and disciplines and at undergraduate and graduate levels

Felten and Clayton (2011)

Learning objectives

- In service-learning, the primary learning objectives can be organized into three categories: academic, personal, and civic
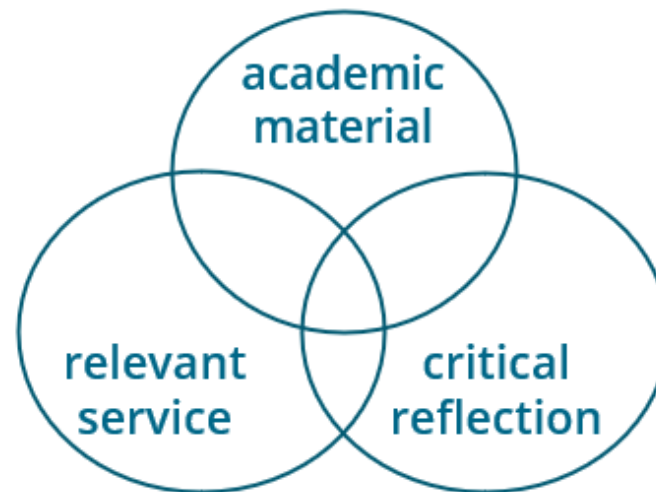

Ash & Clayton, 2009

Key Components of Service-Learning

- The key components in service-learning are also organized into three categories: academic material, relevant service and critical reflection

Ash & Clayton, 2009

Video on Service-Learning

[Link to the video on YouTube](#)

Links to sustainable development: Goal 4

Goal 4

- "**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Despite the clear connection between Service-Learning and the SDG goal 4, in promoting high quality education, this learning approach can also be linked to any of the SDG's considering the scope of the projects to be developed and partner institutions.

References

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