

RURAL 3.0

:RURAL SERVICE-LEARNING AND SOCIAL
ENTREPRENEURSHIP



RURAL 3.0

: SERVICE LEARNING
FOR THE RURAL DEVELOPMENT

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Rural Service-Learning and Social Entrepreneurship

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Rural Service-Learning and Social Entrepreneurship



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The rural service-learning and social entrepreneurship eBook was created as a result of the ERASMUS⁺ KA2 project from January 1st 2019 to December 31st 2021, with dedicated work of the Knowledge Alliance from 8 EU countries.

This book integrates, elaborates, and publishes guidelines, recommendations and best practices in rural Service Learning, rural social entrepreneurship and community-university partnerships for European HEIs and communities to improve rural development.

Professional and scientific support in this eBook is focused on HEI staff; university students; rural community organisations: LAGs, enterprises, local authorities, NGOs, and other; as well as beneficiaries of these organisations, e.g., local farmers, unemployed youth, retirees, rural homemaker, rural entrepreneurs, and social businesses.

The guidelines for rural Service-Learning and social entrepreneurship have been developed to analyse the national similarities and differences and the best practices arising from the lessons learned in the RURASL project.

The eBook offers different toolkits to empower academic teachers to implement Service-Learning in their curriculum and support rural community stakeholders to address rural issues, develop social entrepreneurship and advise university students in their Service-Learning activities.

This eBook was developed by Local Action Group “LAG 5” from Croatia and Instituto Politécnico de Viana do Castelo-IPVC with the collaboration of all RURASL project partners.

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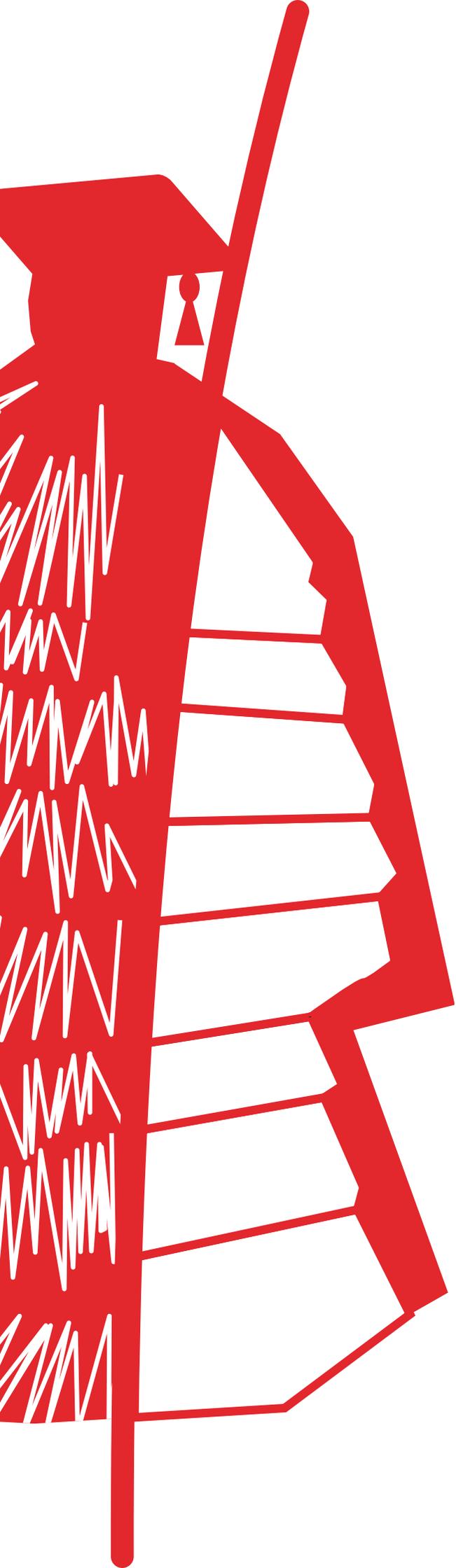
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Chapter 1

RURASL project

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1.1.

RURASL PROJECT DESCRIPTION

The **Rural 3.0: Service-Learning* for the Rural Development (RURASL) project** set a framework for an integrated transnational approach of academic teaching and learning that contributes to the development of rural areas, meeting their needs and boosting innovation in these areas through an innovative methodology and creating community-university partnerships.

The goals of the RURASL project were to:

- help develop the core skills and entrepreneurial capabilities of the rural community (for which such development was not easily accessible);
- improve the quality of education for sustainable development and promote university-community partnerships in the rural areas through an innovative service-learning methodology;
- increase the relevance of universities as their students aim to fulfil a service that was in line with the demands of the rural businesses and social needs in rural areas;
- establish a virtual HUB with a broad network of academic and rural stakeholders that will offer teaching and learning content: dedicated transnational academic module with courses on service-learning (SL) and social entrepreneurship (SE), community training materials and digital collaborative and learning tools, and will promote interactions between universities and rural community stakeholders.

Specifically, the project aimed to:

- analyse in which way rural communities can be given access to services that students can provide;
- evaluate the extent to which service-learning occurs in rural areas, in which forms and, how effective it is;
- establish a structure of rural service-learning education shared and developed by the international High Educational Institutions (HEIs) and rural partners;
- promote education that improves the lives of people in rural areas and their communities;
- strengthen the skills and the innovative capacity of adult rural social entrepreneurs (SE);
- provide practical SL and SE experiences to students in the specific rural settings;
- facilitate the development of the core skills and rural SE amongst the high potential rural community in line with the aims of green economy;

RURASL project built a framework informed by the rural practices and practical strategies that apply across service-learning contexts. It was made on the knowledge of rural service-learning models and infrastructures, to support their implementation through the active collaboration between eight HEIs and eight community partners, among which the most numerous were Local Action Groups (LAGs) that deliver the EU LEADER programme to support rural development projects initiated at the local level to revitalise rural areas and create jobs .

** Service-learning (sometimes referred to as community-based or community-engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum, and offers students' academic credit for the learning that derives from active engagement within the community and work on a real-world problem. Reflection and experiential learning strategies underpin the learning process, and the service is linked to the academic discipline. It brings together students, scholars, and the community, whereby all become teaching resources, problem solvers, and partners. In addition to enhancing academic and real-world learning, the overall purpose is to instil in students a sense of civic engagement and responsibility and to work towards positive social change within society. (Source: <https://www.eoslhe.eu/>)*

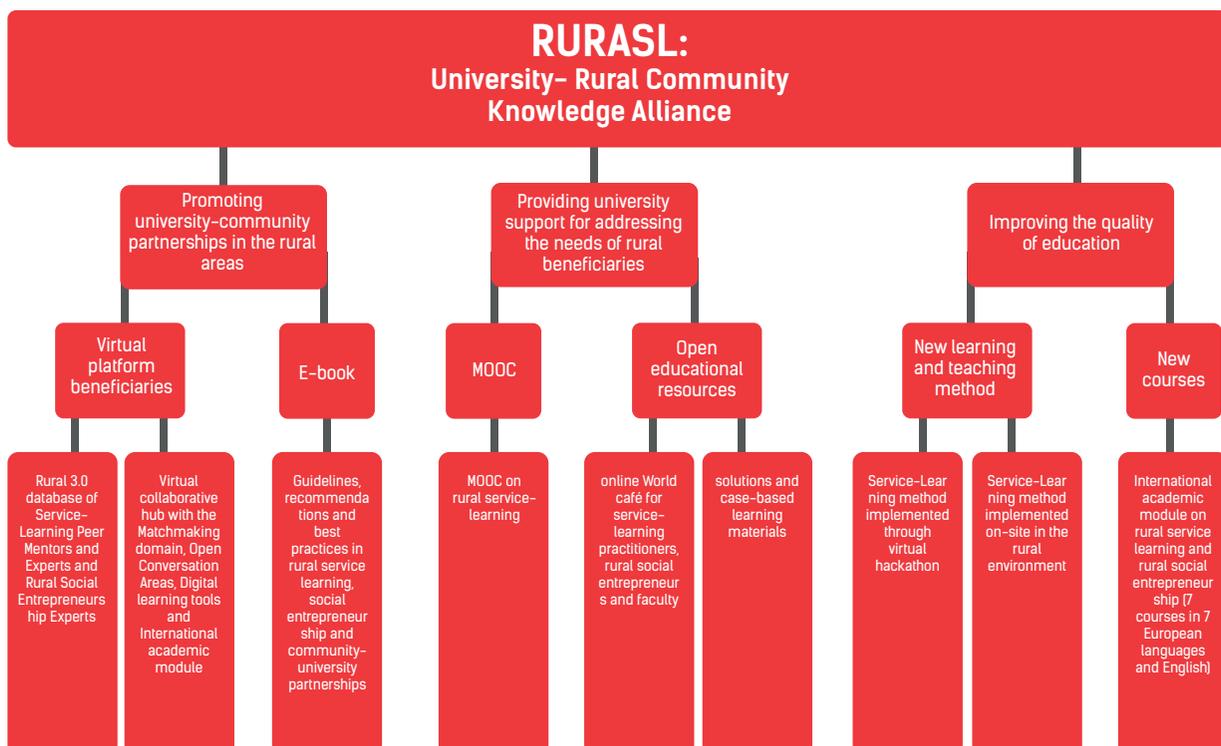
Objectives of the RURASL Knowledge Alliance:

- bring HEIs and community enterprises together to work on a common issue - the development of the necessary knowledge and skills needed to make a change in rural communities;
- support the modernisation of Europe's HE through the transnational curriculum based on the innovative service-learning approach to teaching and learning that brings students, scholars and community together to jointly develop solutions for challenging issues, product and process innovation;
- stimulates social entrepreneurship of HEI teaching staff and rural entities through transnational cooperation between HEIs and rural partners, jointly developing and implementing new learning and teaching methods;
- facilitate the exchange, flow and co-creation of knowledge through a collaborative virtual HUB, where rural entities (public and private partners from the rural territory that are representatives from different socio-economic sectors) and HEIs will collaborate on the creation piloting and evaluation of Open Educational Resources (OERs).

The main benefits of the project were to:

- create an international university-rural community alliance that promotes the education and entrepreneurship of people in rural areas, bringing HEIs and rural community enterprises together to work on the common issue – the development of the knowledge and skills needed to make a change in rural communities;
- strengthen the skills and the innovative capacity of adult rural social entrepreneurs (SE);
- provide practical service-learning and social entrepreneurship experiences to university students in specific rural settings;
- develop core skills and rural SE amongst the high potential rural community in a sustainable, ecological and socially sound way.

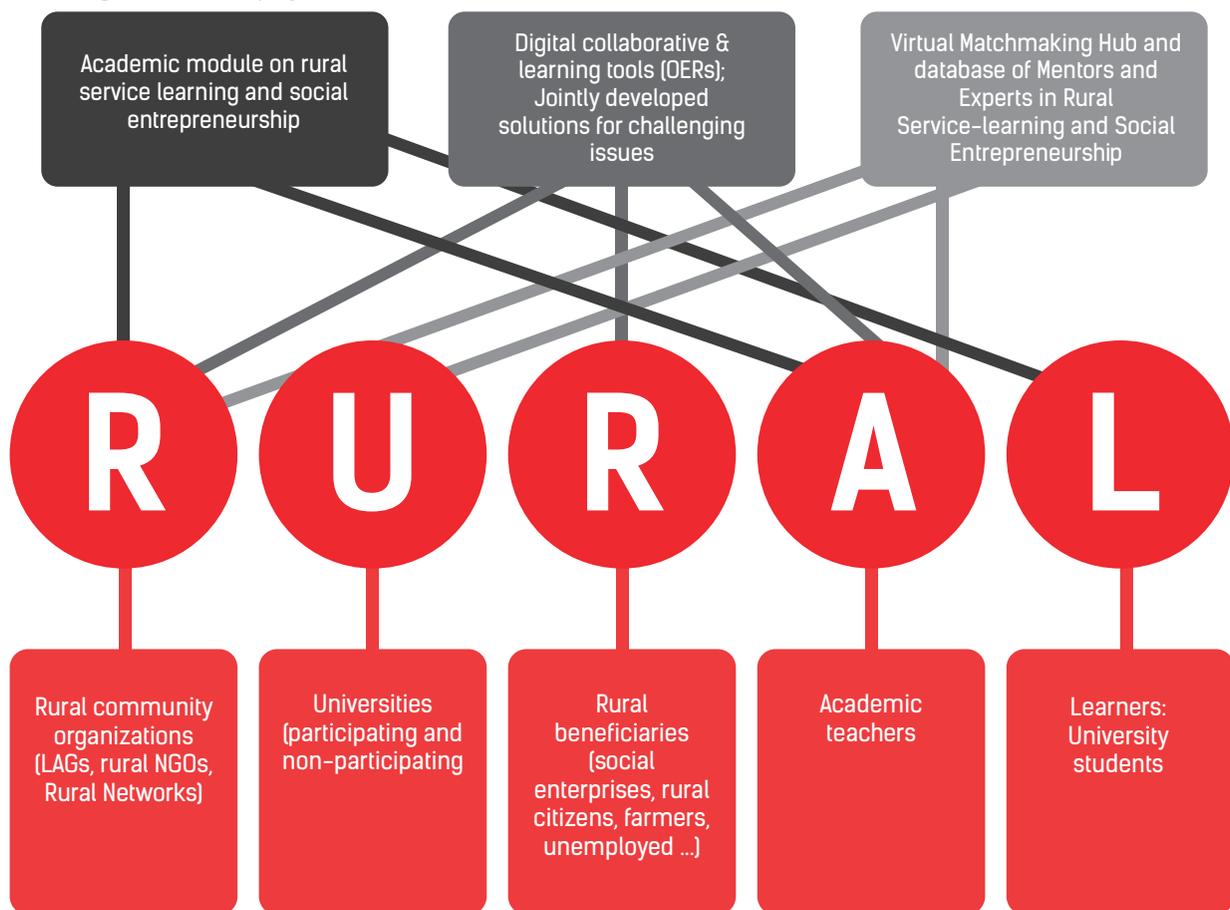
Figure 1. RURASL Knowledge Alliance's purpose



Direct project outputs:

- Report on needs and gaps of the main target groups, set of rural SL case studies for each participating country and “State-of-the-art of rural SL education” Report, creating a common body of knowledge of all stakeholders and enabling the identification and transfer of best practices;
- Implemented module with courses on rural SL and rural SE, improvement of the community relevance of academic courses and opening of new learning opportunities for adults in rural communities through the application of transversal, digital and entrepreneurial skills. Each course was co-mentored by community organisations that familiarised students and faculty with community needs and facilitated collaborative creation, management and knowledge sharing;
- Training programmes and OERs for LAGs and rural SE practitioners as well as Massive Open Online Course (MOOC) for HE teachers on rural SL providing community organisations with mentoring skills and knowledge on how to effectively utilise students, while faculty learned how to structure meaningful student involvement, lay the groundwork for SL activities, assist students with the activity plan and provide the follow-up to help the community implement the plan;
- Digital collaborative and learning tools (Hub, Online World Café) and SL Hackathon (as part of the students’ virtual mobility), facilitating the growth of new knowledge-sharing processes and tools between rural stakeholders and HEIs.

Figure 2. RURASL project



1.2.

IMPACT OF THE PROJECT ON TARGET GROUPS

The RURASL project established connections between HEIs and rural communities as well as their beneficiaries.

Therefore, four main target groups were identified:

1. University students;
2. Academic teachers involved in service-learning (SL) courses in the participating countries/ teachers and authorities from any university interested in rural SL;
3. Rural organisations: e.g., LAGs, NGOs, rural agencies, and associations interested in community-university partnerships;
4. Beneficiaries of the services provided: rural entrepreneurs, farmers, unemployed youth, retirees, rural homemakers and rural businesses in need of skills and solutions that students can provide.

University students preferred SL placements close to campus (which is usually in an urban area), frequently because of longer travel times and the cost of transportation to rural communities (Stoecker and Schmidt, 2008). However, with the advancements of technology, today's students could engage in SL activities that involve serving the communities through online civic action called Service-eLearning (Waldner, McGorry & Widener, 2012), which brings a potential for students to use SL in rural areas, and this can be considered an SL Hackathon.

The Hackathon was a part of the new transnational academic module with courses on rural social entrepreneurship (SE) and rural SL that satisfy rural community needs. Courses in the module and the Hackathon were implemented, assigned ECTS and nationally accredited.

This module improved also the community relevance of academic courses provided by teachers of the consortium.

In rural SL, **academic teachers** needed to revisit their approach to working with communities and allow for differences between rural and urban settings (Lapping, 1999). Therefore, "training materials and teaching guidelines for HE teachers on rural SL" were developed and integrated into MOOC on rural SL.

Rural organisations served as brokers between rural beneficiaries and students but might lack direct experience working with students. Therefore, 'Training materials for rural partners' were developed and integrated in the Online World Café. The collaborative HUB bridged the gap between rural organisations that aim to connect rural entities to improve rural development (but lack access to SL) and universities that aim to connect students, faculty and local community (but rarely address rural issues). It allowed users to list their needs and offer their expertise. They could browse the collaborators database and the projects database.

Rural businesses received the student solutions developed in the Hackathon, tested and evaluated them, and reported directly to the rural partners. Along with the solutions, students also published learning materials in a dedicated step-by-step implementation guide.

Benefits for students :

- developing a sense of appreciation and care for the rural communities,
- building confidence,
- building communication, leadership, critical thinking, and collaboration skills,
- having an opportunity for socio-cultural learning,
- doing SL activities for successful rural businesses, also allowing students who do not possess social entrepreneurship skills to learn and apply such skills,
- being better prepared for post-higher education,
- becoming more employable and more competitive in the market.

By taking the opportunity of SL placements in rural areas, students play a vital role in bringing new ideas to these areas, enhancing rural development, linking urban and rural culture, and developing a deep understanding of rural issues and communities as the backbone of society.

Benefits for academic staff/teachers:

In rural areas, governments and community groups are less formal and bureaucratic (Holton et al., 2017), which may allow for greater flexibility in building productive campus-community partnerships. Teachers helped community organisations lay the groundwork for each SL activity, assisted their students with their activity plan and provided their follow-up to help the community implement it.

Benefits for rural organisations (e.g., LAGs) interested in SL

Rural organisations, being representative of the existing local interest groups, are already highly integrated with their local communities. As anchor institutions, they provided a common ground for multiple service points throughout a long-term commitment to bring about community development. They can bring together rural beneficiaries to choose the issues and direct the abilities of universities to access knowledge about those.

With the support of HE partners, these organisations can leverage and increase the social capital in the community, bonding similar people and bridging between diverse people with norms of reciprocity. They can provide support for their beneficiaries before and after the students' civic engagement period.

Benefits for beneficiaries of the services provided

These stakeholders were able to define needs not just for students participating in SL activities but for the actual community development. Students from each partner university (with their specific set of skills and knowledge) helped communities manage local issues and contribute to community development through rural SL.

Figure 3. Benefits of RURALSL

TARGET GROUPS	LOCAL LEVEL	REGIONAL LEVEL	NATIONAL LEVEL	EUROPEAN LEVEL
STUDENTS	transversal and citizenship competences, social entrepreneurship	professional portfolio for future employment, social commitment	Employability, market competitiveness	intercultural awareness, virtual mobility
TEACHERS	improved competences, raised awareness of rural needs	exchange of experience	networking, joint research access to OERs	networking, joint research access to OERs
UNIVERSITIES	new academic courses, improved social commitment	regional models of good SL practice	recognized as a force for social innovation and community-based scholarship	supporting the modernization of Europe's HE
RURAL COMMUNITY ORGANIZATIONS	additional human resources for addressing needs of rural beneficiaries	enhanced relations with university	networking with similar organizations and HEIs	membership in the international community-HEI network
RURAL BENEFICIARIES	having their needs addressed by highly skilled students	improved quality of life and enhanced socio-economic development	development of the rural communities	international exchange and co-creation of knowledge and solutions

RURASL aimed to achieve the following impact:

Participating in academic staff:

The international collaboration boosted the exchange of experience and joint research, while the involvement with community partners raised awareness of rural needs and improved their competencies. Other academic staff had access to OERs, MOOC, and other tools, and got the opportunity to create networks of collaborative work.

Participating students:

Students acquired new learnings through Rural SL and virtual mobility and developed professional, transversal, and citizenship competencies, social entrepreneurship, intercultural awareness, social commitment and English language skills.

Participating organisations:

All eight universities improved their social commitment and gained new courses integrated into the existing curriculum. The Rural organisations got university support for addressing the needs of their beneficiaries and became part of the international community-university network promoting citizen participation, equity, and social justice and creating entrepreneurial opportunities.

Service beneficiaries:

(rural entrepreneurs, businesses, farmers, unemployed youth, retirees, homemakers) were given a chance to express their needs and have their needs addressed by highly skilled students

Local and regional impact:

RURASL addressed the needs of the rural communities, creating community-university partnerships as part of the Hub. Each SL practice involved a variety of stakeholders, responding to the needs of the most deprived collectives and enabling an exchange, flow and co-creation of knowledge. All partner universities already represent regional SL centres, and by extending their civic engagement to the rural communities they may become regional good practice models.

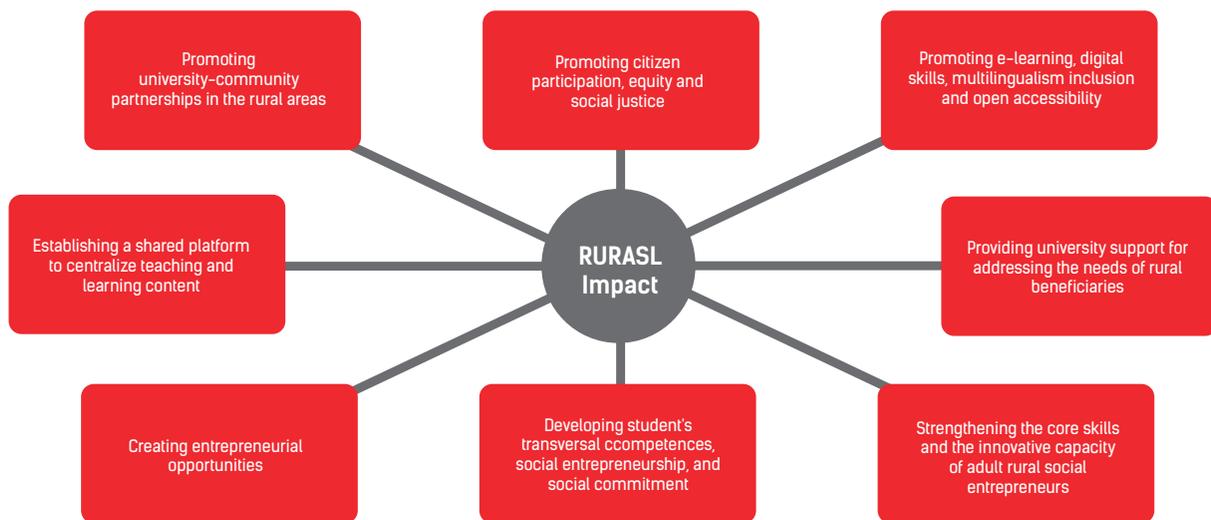
National impact:

The national HE strategic objectives, according to the operational programmes, are to improve students' key competencies and apply ICT in teaching and learning, particularly in the less developed areas with lower levels of education, to improve the quality, relevance, and effectiveness of HE and to improve the cooperation of HEIs and community organisations, educating socially responsible citizens and thereby contributing to the overall development of the community. All of these priorities were directly addressed by RURASL.

European and international impact:

RURASL addresses challenges defined in several EU strategic documents (Social Inclusion, Rethinking Education Strategy, e-Skills Strategy, Europe 2020 New Skills and Jobs and Digital Agenda) by bringing HEIs and rural organisations together to work on the development of the knowledge and skills needed to make a change in rural communities, supporting the modernisation of Europe's HE through the transnational curriculum based on the innovative approach and OERs.

Figure 4. Impact of the RURASL Project



1.3.

PROJECT PARTNERS

The RURASL consortium involved 16 partners from 8 EU countries, where Higher Education Institutions (HEI) and rural community organisations were equally represented.

This consortium was selected with three things in mind:

- the competence of partners relevant to our project (the main criterion was whether the partner teaches service-learning and brings significant field-related expertise to the project);
- the presence of highly motivated individuals from the earlier successful EU project;
- the presence of rural organisations from each partner country (that are representative of the existing rural interest groups) are highly integrated with their local communities and eager to provide a common ground for multiple points of service, throughout a long-term commitment aimed at community development.

It was composed of:

- 8 Higher Education Institutions with expertise in service-learning and/or social entrepreneurship. Together with the community partners, they defined new rural SL and SE courses and guided their students during the implementation and evaluation of the new academic module;
- 6 Local Action Groups (LAGs) that deliver the EU LEADER programme to support rural development projects initiated at the local level to revitalise rural areas and create jobs. LAGs function as multi-stakeholder organisations encompassing private, public and the civil sector, aiming to support the diversification of entrepreneurial activities in rural areas and improve the quality of life and biodiversity protection; they were grassroots and work with the rural population on developing innovative and environmentally benevolent entrepreneurial activities; the rural population on developing innovative and environmentally benevolent entrepreneurial activities.
- 2 NGO foundations that shared the experience and expertise in preparing action plans for the rural development, including many stakeholders: public administration, village council, politicians, residents, and civil society.

The partners were:

1. IPVC ESE (Instituto Politécnico de Viana do Castelo – ESCOLA SUPERIOR DE EDUCAÇÃO), Portugal, Coordinator, <http://www.ipvc.pt/escola-educacao>

www.esse.ipvc.pt

The role of Escola Superior de Educação **ESE-IPVC** was to reinforce the quality and increase the volume of cooperation between Higher Education Institutions and rural communities, by providing joint service-learning activities in the disciplines of art and education and by solving problems through service-learning projects, promoting social entrepreneurship and the creation of jobs in deficit areas. As coordinator, IPVC led the Management and was the main contact with the EC Project Officer, the contractor and the one responsible for chairing the Project Steering Committee. Together with its rural partner, IPVC performed a needs assessment of the rural target groups in Portugal. Based on the needs assessment and state-of-the-art, IPVC developed a course on rural service-learning. IPVC also led the development of case-based learning materials from the solutions to the rural issues created by students during the Hackathon. IPVC coordinated also this eBook's content production.

2. PHWIEN (Pädagogische Hochschule Wien), Austria,

<https://phwien.ac.at/en>

In the RURASL project, PHWIEN and its rural partner performed the needs assessment of the rural target groups in Austria. Based on the needs assessment and state-of-the-art, PHWIEN developed a course on rural service-learning and participated in the SL Hackathon. PHWIEN was the leader in developing the concept of the Online World Cafe for community members interested in community-university partnerships and led community training via the Online World Cafe.

3. FFZG (Faculty of Humanities and Social Sciences at the University of Zagreb), Croatia,

<https://web2020.ffzg.unizg.hr/international/>

FFZG and its rural partner performed a needs assessment of the rural target groups in Croatia. Based on the needs assessment and state-of-the-art, FFZG developed a course on rural service-learning, part of a newly developed international academic module. FFZG participated in a virtual Hackathon. Given its expertise in ICT and ICT education, FFZG was the leader of the development of the Massive Open Online Course (MOOC) on service-learning and the virtual HUB, as well as the coordinator of the development and implementation of the RURASL database that allowed for community-university partnerships, matching rural organisations seeking particular solutions and skills with universities across different disciplines. Thanks to FFZG's staff, RURASL was recognised as an innovation in social sciences at the 19th International Exhibition of Innovations ARCA 2021.

4. RSM (Erasmus University Rotterdam School of Management), Netherlands,

<https://www.rsm.nl/>

In this project, RSM led the needs assessment of the target groups and the analysis of the existing service-learning curricula. RSM produced a survey instrument, while all other consortium members conducted and analysed surveys among three target groups via online and offline questionnaires. Together with its rural partner, RSM performed also a needs assessment of the rural target groups in the Netherlands. The categorisation of the results of all partners and the final version of the report were performed by RSM and co-leader SSA. Based on the needs assessment and state-of-the-art, RSM developed a course on rural social entrepreneurship.

5. SCE (Strascheg Center for Entrepreneurship GmbH, Munich University for Applied Sciences), Germany,

<https://www.sce.de/en/home.html>

SCE contributed to the RURASL project with its widespread and detailed knowledge base on entrepreneurial processes, creative idea management, (social) innovation research and business models. As one of Europe's leading institutions in the venture-based concept of 'Education for Social Change' and 'Responsible Entrepreneurship', SCE invested and contributed with its knowledge in training and evaluation tools for entrepreneurship education and offered social and entrepreneurial innovation training. SCE helped to identify and train entrepreneurial skills and the potential for start-up social innovation in rural areas. Together with its rural partner, SCE performed the needs assessment of the rural target groups in Germany. Based on the needs assessment and state-of-the-art, SCE developed a course on social entrepreneurship that was implemented at the Munich University for Applied Sciences. SCE provided all university partners with course outlines to plan a course on social entrepreneurship focusing on rural community needs. SCE developed evaluation forms, distributed them to HEI partners, collected them and

wrote the evaluation report for newly developed courses on social entrepreneurship focusing on rural needs.

6. UAM (Universidad Autónoma de Madrid), Spain,

<http://www.uam.es/UAM/Home.htm?language=es>

UAM's experience in promoting and supporting service-learning in European universities and creating a European network contributed to the consortium's efforts to accomplish the project's objectives. Extending the "Europe Engage" project experiences to the rural entrepreneurship context, UAM and its rural partner performed a needs assessment of the rural target groups. Based on the needs assessment and state-of-the-art, UAM developed a course on rural service-learning, part of a newly developed international academic module. UAM also participated in a virtual Hackathon. UAM led all evaluation tasks, wrote all the evaluation reports on the developed digital learning tools (MOOC and Online World Café), and developed a tool for the internal project evaluation at each of the six project meetings.

7. VMU (Vytautas Magnus University), Lithuania,

<https://www.vdu.lt/en/>

With its rural partner, VMU performed a needs assessment of the rural target groups. Based on that and state-of-the-art, VMU developed a course on rural service-learning, part of a newly developed international academic module. VMU also participated in a virtual Hackathon. VMU provided all university partners with course outlines to plan a course on service-learning focusing on rural community needs. Finally, VMU developed evaluation forms, distributed them to HEI partners, collected them and wrote the evaluation report for newly developed courses on service-learning focusing on rural needs.

8. UniBO (University of Bologna,) Italy,

<https://www.unibo.it/en/homepage>

Having previous experience with service-learning, UNIBO was the leader in developing both the theoretical and service-learning part of the courses in the new international academic module. UNIBO ensured that all HEI partners delivered the theoretical part of the course based on the data obtained from the rural community partners, administration and businesses in the rural areas. UNIBO was also the co-leader of the design and implementation of the RURASL database and organised the 1st Social Hackathon on Rural Service-Learning.

9. Local Action Group – LAG 5, Croatia,

<http://www.lag5.hr>

LAG 5 activities and experiences relevant to this project were: developing human resources in the rural area, capacity building in vocational skills (traditional craftsmanship, services and agriculture) and dissemination. LAG 5 was actively involved in the needs assessment of the rural target groups in Croatia, the development of the community training materials on rural service-learning and social entrepreneurship, the evaluation of the project sustainability and creation of the dissemination plan and tools, the participation in university-business forums and the exploration of project results. Using different tools, LAG 5 led dissemination and communication activities and promoted the project and its results among targeted audiences. LAG 5 led the

project dissemination at national and international level, created the dissemination plan and the project identity set, and tailored dissemination materials for each target audience: rural entities, national rural networks and universities. Thanks to the excellent dissemination activities, the RURASL project was recognised by the European Network for Rural Development (ENRD) and the European Commission as a set of innovative models contributing to the vision of rural development in the EU.

10. Local Action Group – LAG Ammersee, Germany,

<http://www.lagammersee.de/>

LAG Ammersee contributed to the RURASL Knowledge Alliance with its experience on rural development under an European programme and brought in experience and concepts of its BIGHub project. LAG Ammersee was also actively involved in the needs assessment of the rural target groups in Germany.

LAG Ammersee prepared the Quality Plan in the early stages of the project, detailing how the monitoring and evaluation of the project would proceed. It had identified a set of procedures and metrics to ensure that all project processes were used effectively, to ensure that the project met objectives and that all results conform to the project quality requirements. LAG Ammersee prepared also the Quality Assurance Survey for the project results, to provide an opportunity for all partners to comment on the outputs and key indicators identified for monitoring purposes.

11. Local Action Group of Kaunas district – LAG Kaunas, Lithuania,

<http://www.kaunorvlg.lt>

LAG Kaunas District activities and experiences were building entrepreneurial skills (NGO's enterprise, traditional crafts and services) and developing human resources in the rural area. LAG Kaunas District was actively involved in the needs assessment of the rural target groups in Lithuania, the collection of data from other community partners in the project to assess their educational needs, the dissemination of RURASL's virtual HUB to the rural community and the preparation of the quality assurance survey for the project's results. LAG Kaunas led the development of the community training materials on rural service-learning and social entrepreneurship.

12. Local Action Group – LAG Galsinma, Spain,

<https://www.galsinma.org/>

LAG GALSINMA contributed to the RURASL Knowledge Alliance with its experience in diverse activities on rural development and entrepreneurship and was actively involved in the needs assessment of the rural target groups in Spain. It also led the development of the strategy to manage the intellectual property of the project results and ensured broad access to the explorable outputs for a wide pool of target users in participating and non-participating countries (exploration plan). LAG GALSINMA was the co-leader of the evaluation of the RURASL virtual Hub that allowed partners to improve the materials and adapt them as needed.

13. Associação Juvenil de Deão – AJD, Portugal,

www.associacaodeao.wix.com/ajdeao

AJD had skills in local development and civic intervention, and collaborated to collect information for the RURASL database, write the evaluation report on the virtual HUB and digital learning tools. AJD, given its experience in local development and civic intervention in rural communities, played an essential role in the project implementing skills of design, implementation and evaluation of projects in rural contexts at national and international level

14. Stichting Schutsluis Alblasserdam– SSA

Netherlands, <https://schutsluisalblasserdam.nl/>

With the RURASL Knowledge Alliance, Stichting Schutsluis Alblasserdam, in collaboration with students and educators of eight universities, got a chance to develop an integrated urban vision for the Alblasserdam lock, including a cost-benefit analysis and a multi-functional analysis – heritage, social, economic, ecological/biodiversity, sustainability. Stichting Schutsluis Alblasserdam (SSA) provided a needs assessment of the rural target groups in the Netherlands.

15. Plenum (Gesellschaft für ganzheitlich nachhaltige entwicklung gmbh), Austria,

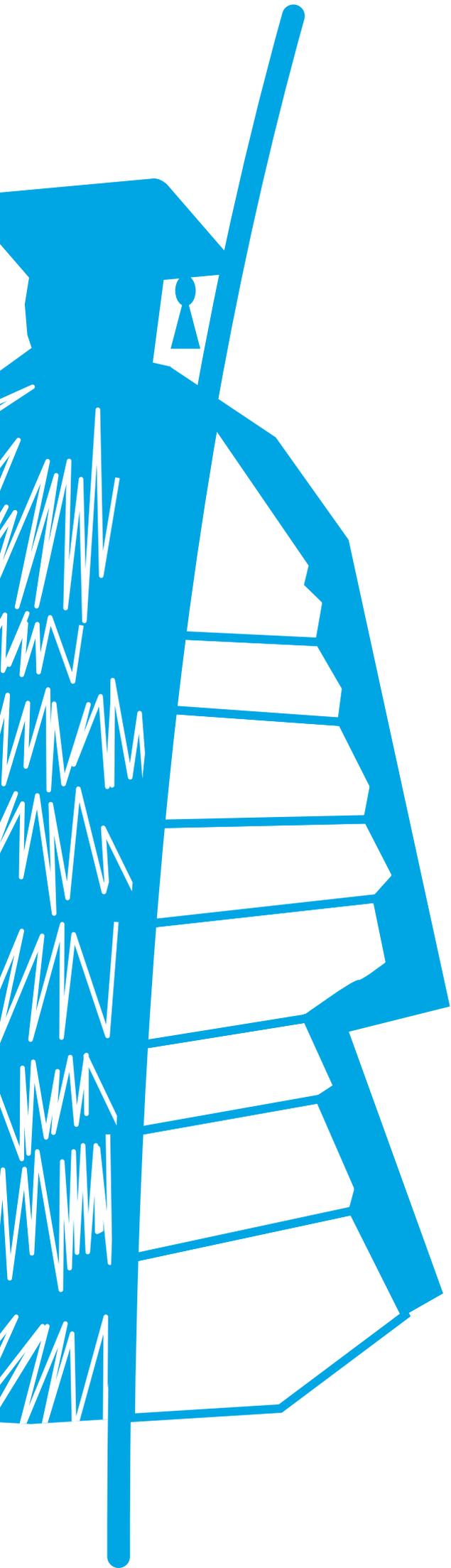
<http://www.plenum.at>

Plenum´s activities” and experiences developed human resources to build creative and innovative skills (mainly through contemporary arts). Plenum reached the rural area around St. Pölten (capital of Lower Austria) and cooperated with the rural beneficiaries to detect their needs. Plenum was co-leader in developing the community training materials on rural service-learning and social entrepreneurship. Together with the leader LAG Kaunas, Plenum collected data from other community partners in the project to assess their educational needs. Plenum was also involved in community training via the online World Cafe.

16. LAG L’Altra Romagna (Local Action Group L’Altra Romagna), Italy.

<http://www.altraromagna.it/en/the-group>

L’Altra Romagna contributed to the RURASL Knowledge Alliance with its experience in diverse rural development and entrepreneurship activities. Their staff were actively involved in the needs assessment of the rural target groups in Italy, the outlining of the educational needs of the community organisations, the evaluation of the digital learning tools, the implementation of the Quality Assurance Plan, the filling in of the Quality Assurance Survey for each of the project results, and the filling in of the Quality Review of the project results.



Chapter 2

Investigation of stakeholders' needs rural social entrepreneurship and rural Service-Learning education.

The report was written by Lucas Meijs, Philine van Overbeeke, Afrodite Dobreva (RSM, Netherlands) and Arie den Boer (SSA, Netherlands) in cooperation with the project RURASL HEI partners: Rolf Laven and Wolfgang Weinlich (PHWien, Austria); Nives Mikelic Preradovic (FFZG, Croatia); Wolfgang Stark (SCE, Germany); Cinzia Albanesi, Irene Barbieri, Christian Compare and Antonella Guarino (UniBO, Italy); Natalija Mažeikienė (VMU, Lithuania); Anabela Moura, António Cardoso, Carlos Almeida, Joana Padrão, José Escaleira, Linda Saraiva and Manuela Cachadinha (ESE-IPVC, Portugal); Paula Lazaro, Pilar Aramburuzabala and Rosario Cerrillo (UAM, Spain); and the project RURASL community partners: Sylvia Brenzel (Plenum, Austria); Marijeta Čalić (LAG 5, Croatia); Detlef Däke (LAG Ammersee, Germany); Mauro Pazzaglia (L'Altra Romagna, Italy); Kristina Kazlauskaitė-Zumariene and Kristina Svedaite-Damase (LAG Kaunas, Lithuania); Ana Paula Dias (AJD, Portugal); Cristina Sánchez (GALSINMA, Spain)

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2.1.

INTRODUCTION

In this chapter, we aim to create a common body of knowledge regarding the rural social entrepreneurship (SE) and rural Service-Learning (SL) of all stakeholders (university students, rural community organisations, their beneficiaries and teachers). We identify the knowledge and skills needed to pursue rural SE and rural SL. We provide an overview of the rural SL in Europe to produce guidelines for developing an academic module and identify innovative practices in rural SE and rural SL that will underpin the academic and community training and teaching. Moreover, we recognise the needs of community partners' beneficiaries (farmers, unemployed, retirees, rural homemaker, rural entrepreneurs and social businesses) of all participating countries in training and development.

2.2.

DISPOSITION AND METHODOLOGY

The geographical scope of this study consists of eight European countries: Austria, Croatia, Germany, Italy, Lithuania, Portugal, Spain and The Netherlands. First, country-specific information on community organisations, local communities and state-of-the-art in rural SE and rural SL education is provided. This is followed by a section on the needs of higher education institutions (HEI) students regarding (rural) SL courses about (social) entrepreneurship. Finally, we draw sub-conclusions along with an overall conclusion.

Community Organisations

Community organisations can be Local Action Groups (LAGs), non-profit organisations, foundations, associations, etc. Depending on the country, an online questionnaire was sent out or interviews/focus groups were held. The results of this research were also used as an input for the rural database.

We created a list of questions that could be translated to an online survey (input for the rural database) or used as an interview/focus group guide. Between February and June 2019, participants were asked to provide general information about their community organisations, such as their type of organisation and target group. They were asked to describe their most significant challenges for the coming years and how students could help solve those. We also asked them to describe their organisation's domain, focus area and rural development priorities. The list of questions can be found in appendix 1.

Local communities

Local communities are the beneficiaries of the local community organisation. Depending on the country, an online questionnaire was filled in, or interviews/focus groups were held.

We created a list of questions that could be translated to an online survey or used as an interview/focus group guide. Between February and June 2019, participants were asked to provide general information about themselves (e.g., how long they have lived in their area) and how they think their area could be improved. They were also asked how they believe a local community organisation and/or students could help. The list of questions can be found in appendix 2.

State-of-the-art in rural SL and rural SE education

All partners performed desk research to explore HEI's current SL and SE courses in their respective countries. We used the following search terms (translated into local language if needed):

- Social Engagement;
- Civic Education;
- Global Citizenship Education;
- Rural Service-Learning;
- Rural community-based learning;
- Rural community-engagement learning;
- Rural social entrepreneurship;
- + course;

Needs of HEI students

A questionnaire was created using Google Forms. Every partner translated (when necessary) this questionnaire to their local language and context. HEI students in each country were asked to fill in the survey. The aim of this questionnaire was twofold. First, to find out what students think is important to learn about (social) entrepreneurship. We used statements based on the Entrecomp¹ conceptual model and asked students how important they thought it was to learn about these entrepreneurship descriptors during a course about (social) entrepreneurship. This was measured using a 1-5 Likert scale (not important – very important). Second, we asked students about previous SL courses and the positive and negative aspects. The survey can be found in appendix 3. In total, more than 1300 students responded to the survey. After cleaning the data, reliability tests were performed to ensure the different statements measured the same competence. As expected, since the Entrecomp model has been tested, this was true in most cases. After this, the average per item, per competence (multiple items) and area (multiple competencies) were computed. We also analysed the open answers of students who already took an SL course to determine what strong and weak points should be considered.

2.3.

COUNTRY-BY-COUNTRY RESULTS

Needs of community organisations

Three organisations responded to the needs assessment in Austria. These organisations are all active in the domains of women, tourism, natural resources, sustainability and networking. Other domains include social inclusion, rural SMEs, youth, elderly, stakeholder involvement and rural services. They mainly focus on local development, innovation and cooperation, lifelong learning and vocational training, and diversification and job creation. The priorities for these organisations are support for LEADER local development, knowledge transfer, technical assistance and restoring agricultural production potential that was damaged by natural disasters. They pointed out seven main challenges they will face in the coming years: demographic changes, strategic funding, financial challenges, building vacancy, preservation of exceptional cultivated landscapes and biodiversity, infrastructure, and stakeholder exchanges (with volunteers). Students can help these organisations by doing basic research about the development and initiation of new ideas, supported by monitoring valuable areas (nature protection), working on rural challenges and co-developing solutions. Table 1 presents the most useful disciplines for students that can help with the challenges.

Table 1: The most useful disciplines to overcome the challenges – Austria

Architecture and town planning	Electricity and energy	Horticulture
Database and network design and administration	Environmental protection technology	Software and applications development and analysis
Economics	Forestry	Management and administration
Natural environments and wildlife	Philosophy and ethics	Religion and theology
Sociology and cultural studies	Journalism and reporting	Travel, tourism, and leisure
Work skills		

Needs of local communities

Fourteen interviews were conducted with local community members (private persons, private companies, entrepreneurs, associations, farmers, schools and municipality) in the St. Pölten-Land county, mainly in the municipality of Woelbling. Around 40% had already collaborated with students and/or schools and have less than ten employees/volunteers

The main challenges pointed out by the interviewees were:

- Financing and fundraising for educational, agricultural projects;
- Marketing and communication;
- Climate change (drought, water shortage, variations in temperature, extreme weather events; etc.) > developing a masterplan for drought;
- Acquisition of projects (without being part of a political party) and finding new customers;
- Human resources development of employees (pedagogical and other) employees.

Other challenges mentioned include work-life balance, developing entrepreneurial know-how, very diverse educational levels and political convictions, networking in the rural area, decrease of bees (e.g., because of pesticides), lack of awareness of sustainable agriculture, and small farms disappearing.

Students could help with public relations and marketing of entrepreneurial ideas (e.g., developing marketing material, updating the website, etc.), future ideas generation (e.g., regional food trends), project development (research, surveys, concepts, etc.), being change agents and catalysts in awareness raising for sustainability (e.g., knowledge transfer of best practices from other rural areas, healthy soil, regional food, healthy animals, protection of natural resources like wood), and event planning and management (e.g., organising the first forest conference). In addition, market research, soil analysis, social work, renovation, general research and consulting and other ideas were mentioned.

State-of-the-art in rural SL and rural SE education

Service-Learning or “education through responsibility” is a form of university learning that is still relatively uncommon in German-speaking countries, where students engage in voluntary projects of non-profit organisations and, at the same time, integrate this project work into their studies. At the Vienna University of Applied Sciences, there are undoubtedly good approaches in various areas for taking a closer look at Service-Learning and, possibly, anchoring it systematically as an initiative at the institution. Examples of this are numerous student projects using digital media, which have also been done with external partners. In particular, the Centre for Multilingualism and Migration (K.O.M.M.) is involved in numerous initiatives that promote the voluntary involvement of students.



Needs of community organisations

The LAGs covered by this research come from different areas of the Republic of Croatia with diverse experiences in cooperation with higher education institutions. Primarily, this cooperation is based on implementing joint projects from various fields of science where LAGs provide local support for HEI. Many LAGs carry out education or work assignments at local primary or secondary schools.

The three most significant challenges for LAGs in Croatia are the insufficient human capacities induced mostly by difficulties in funding sources, which reflects on the development and implementation of new projects. Croatian LAGs have shown interest in Service-Learning where students could participate in the day-to-day activities, from general affairs to the preparation and implementation of various development projects. Inclusion of students into the association’s work is more than welcome, and every LAG can offer good working conditions and several hours of mentoring. Academic disciplines that would be helpful to cope with LAGs’ challenges are shown in Table 2.

Table 2: The most useful disciplines to overcome challenges – Croatia

Accounting and taxation	Architecture and town planning	Audio-visual techniques and media production
Biochemistry	Biology	Business administration
Computer use	Database and network design and administration	Economics
Education science	Electronics and automation	Environmental protection technology
Environmental sciences	Fashion, interior and industrial design	Finance, banking and insurance
Fisheries	Food processing	Forestry
Handicrafts	History and archaeology	Horticulture
Hotel, restaurants and catering	Journalism and reporting	Language acquisition
Law	Management and administration	Marketing and advertising
Mathematics	Natural environments and wildlife	Political sciences and civics
Secretarial and office work	Sociology and cultural studies	Software and applications development and analysis
Sports	Teacher training with subject specialisation	Travel, tourism, and leisure
Veterinary	Work skills	Other

Needs of local communities

The researched area belongs to the southernmost region of Croatia, the Dubrovnik-Neretva County, and includes the Peljesac peninsula and three islands: Korčula, Mljet and Lastovo. Most of the area is coastal, and all parts have the same or very similar geomorphological and climatic characteristics, as well as economic, social, cultural, and historical features. The region has a surface area of 5166 km² with 28,578 inhabitants. The population inhabits mainly the Adriatic coast and is oriented to fishing, mariculture, and olive and vine growing. There is a long tradition with tourism, a growing sector in the last decade, disproportionate to transport infrastructure development and local food production.

The territorial isolation results in a more difficult transportation of goods as well as more formidable management of water, energy and waste. This increases living costs, triggering migration or the abandonment of rural areas, especially among young population. At the same time, the once dominant agriculture is now replaced by mass tourism as the only but short-term source of income.

The local population covered by this research had no experience with SL and SE. Respondents were mostly farmers, pensioners and homemakers over 50 years old. Their interest in SL and SE is largely tied to meeting basic living needs and closely related everyday activities, such as primary and specialised health care or education and help in agricultural work. Younger respondents (less than 50 years old) came from the cultural and tourism sectors that reflect their needs too.

State-of-the-art in rural SL and rural SE education

Currently, in Croatia, there are 119 higher education institutions: 8 public universities, 2 private universities, 68 faculties and art academies and 1 university centre at public universities, 4 private polytechnics, 11 public polytechnics, 22 private colleges, and 3 public colleges¹.

The terms used for desktop about courses on rural SE were: *ruralno društveno poduzetništvo*, *ruralno socijalno poduzetništvo* (i.e., rural social entrepreneurship), *društveno poduzetništvo u ruralnim sredinama/područjima/krajevima* (i.e., social entrepreneurship in rural environments / areas / regions) and *socijalno/društveno poduzetništvo i ruralne zajednice* (i.e., social entrepreneurship and rural communities). Although some courses on SE offer topics on SE in rural areas², we found no evidence of rural social entrepreneurship courses in Croatia.

Courses on social entrepreneurship are offered at the University of Zagreb (Faculty of Economics, Faculty of Law and Faculty of Organisation and Informatics), Juraj Dobrila University of Pula (Faculty of Economics and Tourism), University of Osijek (Faculty of Economics), VERN' Polytechnic and Zagreb School of Economics and Management. (Detelj et al., p. 462) as well as at the Faculty of Agriculture (University of Zagreb) and University College of Economics, Entrepreneurship and Management Nikola Subic Zrinski.

The terms used for desktop research about courses on rural SL were: *ruralno društveno korisno učenje* (i.e., rural Service-Learning), *ruralno učenje zalaganjem u zajednici* (i.e., rural community-engaged learning), *društveno korisno učenje u ruralnim sredinama/područjima/krajevima* (i.e., Service-Learning in rural environments/areas / regions), *učenje zalaganjem u zajednici u ruralnim sredinama/područjima/krajevima* (i.e., community-engaged learning in rural environments/ areas / regions) and *društveno korisno učenje i ruralne zajednice* (i.e., Service-Learning and rural communities).

¹ <https://www.azvo.hr/hr/visoko-obrazovanje/visoka-ucilista>

² E.g. http://www.agr.unizg.hr/hr/ects/agrobiznis_i_ruralni_razvitak/12/0/sociologija_odr%C5%BEivih_zajednica/719

The research revealed courses that offer topics on SL in rural areas as pilot projects, such as:

- Faculty of Teacher Education in Osijek - Dislocated Study in Slavonski Brod (Early and pre-school education)
- Polytechnic "Nikola Tesla" in Gospić (studies Road Transport and Economics of Entrepreneurship)
- College of Agriculture in Križevci (study Management in agriculture - Rural Development)
- Polytechnic "Marko Marulić" in Knin (studies Food Technology and Karst agriculture)

The analysis shows that polytechnics located in rural areas or dislocated studies of faculties from urban areas offer students a chance to participate in rural SL since university students appear to prefer SL placements close to campus.

Finally, although the development of rural Service-Learning projects as part of the existing academic courses seems to provide a chance for new ruralisation, we found no evidence of full-fledged rural Service-Learning courses in Croatia.



Needs of community organisations

For the next two to three years, the biggest challenge for many German LAGs will be preparing the next funding phase and the continuity of their activities. Big topics for a wide range of rural areas are local development and services, regional markets, jobs and demographic change, support for older residents and public transport. The experience with collaborations between rural regions and HEIs is different. Only a few have already collaborated within joint projects. LAGs usually deploy students as trainees or student apprentices in the framework of the standard LAG activities, looking for specific skills currently unavailable in the team. Usually, LAGs have the necessary infrastructure for local collaboration.

Needs of local communities

LAG Ammersee is an association of 16 communities/villages with approximately 75 thousand residents living in our region. The number of residents per village varies between two and ten thousand. The region is a rural area neighbouring the booming cities of Munich and Augsburg and covering parts of 4 different administrative districts. This means that the needs of Ammersee's beneficiaries are very diverse. The activities for rural development steered by the administrative districts are diverse as well, not synchronised and not focused on the region. This is already the greatest challenge for Ammersee.

The region is known as a leisure and recreation/holiday area for the booming area and is an attractive living space for people working in bigger cities. Residents' view is different: they want to keep the rural character of their region, strengthen local business and the quality of life.

Regional challenges and needs common to all local communities are:

- High pressure on settlement development and the prices of living spaces;
- High pressure on the mobility infrastructure due to a huge number of commuters during the week and the number of daily visitors on weekends and holidays;
- Lack of public transport;
- Migration of young and highly skilled employees to the big companies in the cities;
- Support for elder residents in smaller villages.

State-of-the-art in rural SL and rural SE education

SL has a young yet strong tradition since 2006 when the first Service-Learning seminars were taught in German universities (University of Mannheim). In 2009, the German Service-Learning Network in Higher Education³ was founded with six founding members. Since then, SL proliferated in German (and Austrian) HEI. Today, the German SL Network has as active members thirty-eight German universities, five universities from Austria and five members from civil society⁴. If one considers that there are 429 accredited HEIs in the German university system (federal, church-based and private universities), around 10% of them are active members of the SL network. This is a reasonably

³ <https://www.bildung-durch-verantwortung.de>

⁴ <https://www.bildung-durch-verantwortung.de/wer-wir-sind/mitglieder/>

high rate which allows for some impact on HEI politics in Germany. A survey conducted in 2013 (Backhaus-Maul et al. 2013) identified that 106 HEI Service-Learning seminars have been conducted and some of the HEI helped to develop the SL HEI Network in Germany.

The debate on SL in HEI in Germany has triggered (1) a lot of changes in how teaching (and research) is understood (enhancing transfer between HEI and society, more practically oriented, social responsibility and sustainability-driven); and (2) several R&D programmes (both federal and foundation-based) to support innovative teaching and learning. The latest federal programme is called 'Innovative University' and offers grants with a total budget of 500 million Euros to 48 universities to develop and test new programmes linking the academic world to societal challenges. This rather large programme is triggering a lot of change not only within single universities but initiates a debate about the 'future of universities, which is led and inspired by a group from the German SL Network together with other universities – both on a local and a global scale⁵. A growing number of universities are building an infrastructure for Service-Learning as part of their university services.

Many universities are developing special SL programmes in different departments and subjects (medicine, law, teacher education, economics and entrepreneurship, educational science, social work, psychology, engineering, journalism/public relations, sociology). A growing number has developed special faculties/departments for Service-Learning (Frankfurt, Mannheim, Duisburg-Essen, Eichstätt), and a few have developed special master programmes on Service-Learning (i.e., in teacher education – Duisburg-Essen, Frankfurt, Cologne). Many universities maintain campus-community-partnerships between academic and regional partners (municipalities, civil society institutions, community initiatives).

Germany is one of the big hubs in entrepreneurship education in Europe. Since the first entrepreneurship course was created 20 years ago, several entrepreneurship programmes have started. The latest numbers show that there are 141 Entrepreneurship courses in 79 Universities and 62 Universities of Applied Sciences (UAS) in Germany⁶. Compared to population, Germany has as many entrepreneurship courses as the United States. Although 'Social Entrepreneurship' is part of Service-Learning's DNA in Germany, there is a long tradition of 'responsible entrepreneurship' in many programmes. One of the earliest and most prominent programmes is with the Strascheg Centre for Entrepreneurship at UAS Munich⁷, which was founded as one of the first entrepreneurship programmes 18 years ago. SCE's REAL PROJECTS and APE-Programmes are a blueprint for many other HEI entrepreneurship programmes. The newly developed masters programme features an entrepreneurship MOOC⁸, which can be accessed for free. Based on national grants⁹, some universities and UAS in Germany have been nominated as 'Entrepreneurship Universities'. They form their network on advancing entrepreneurship education¹⁰. All universities and UAS in Germany are part of a larger 'Entrepreneurship Eco-System' of start-ups and young entrepreneurs¹¹, which are linked to networks of venture capitalists specialising in a rich portfolio of industries¹².

Social Entrepreneurship in Germany, in many ways, is an offspring of entrepreneurship programmes collaborating with social institutions and/or schools. The Munich-based Social Entrepreneurship Academy is part of SCE and started 15 years ago as a joint venture of the four major universities in Munich. They have formed their social entrepreneurship ecosystem partnering with national and international networks¹³, and feature several programmes, among others the 'Global Entrepreneurship Summer School', which has been running for ten years in Munich, Mexico, Shanghai and Kapstadt and is based on a free social entrepreneurship MOOC.

5 <https://presencing-institute.mn.co/groups/951393>

6 please see full list here: <https://www.fgf-ev.de/wp-content/uploads/2019/03/E-Professuren-06-03-2019.pdf>

7 <https://www.sce.de/en/home.html>

8 <https://www.deepdive.school>

9 https://www.exist.de/EN/Home/home_node.html

10 <https://www.denkfabrik-eu.org/>

11 <https://deutschestartups.org/en/>; <https://www.germanaccelerator.com>

12 <http://www.german-startups.com/index.php/about-us/>

13 <https://seakademie.org/en/about-us/our-partners/>

In addition to these, there are several related programmes in German HEIs, for example at the University of Vechta, the Catholic University Eichstätt-Ingolstadt, the UAS Darmstadt, the Cusanus UAS Bernkastel-Kues, the Technical University Dresden and the Alanus UAS Art and Society.

In the meantime, many programmes on Rural Development in universities and UAS in Germany focus on entrepreneurial approaches. We can identify more than 60 universities and UAS programmes on rural development¹⁴. Despite the widely developed networks on Service-Learning, (social) entrepreneurship and rural development in Germany, few programmes and papers link rural development, Service-Learning, and (social) entrepreneurship. There are few approaches in Service-Learning¹⁵ and linking it to social entrepreneurship.

14 <https://www.master-and-more.de>

15 <http://www.common-mission.de/>



Needs of community organisations

Ten LAGs located in different areas of the Italian peninsula participated in this research. The domains of the organisations are rural services, rural business, rural SMEs, nature conservation, tourism short supply chains and local markets, and young farmers. They focus mainly on innovation and cooperation, local development, biodiversity, diversification and job creation, agri-food chain integration and quality, and diversification and job creation. Their rural development priorities include support for LEADER local development (CLLD- community lead local development), farm and business development, basic services, and village renewal in rural areas.

Eight out of nine LAGs in Italy surveyed were in favour of starting a Rural Service-Learning collaboration. They agreed that students' contribution is fundamental as they are bearers of innovative ideas since, thanks to existing and/or past collaborations, they have shown to be interested and sensitive towards environmental sustainability issues and the ethics of production systems. Above all, they considered the participation of students useful to promote awareness and involvement of youth groups through the implementation of activities and initiatives dedicated to them. Students can also offer LAGs support for existing activities and programmes, develop and enhance activities in the social field, create services in rural areas, assist local farms, help in networking, cataloguing, inventory and census activities, and do research to develop programmes related to the needs of the reference territory. The LAGs have already considered collaborating actively with the universities and institutes of the territory. In the first case, especially regarding research and participation in European-style tenders and projects, in the second case for environmental education programmes (both respect for the territory and knowledge of local specialities such as food and culture) and type of teaching, especially concerning European citizenship, of typical themes and existing policies. The LAGs participating in the project can offer students good working conditions and (depending on the LAG) daily and weekly tutoring hours. In addition, they are willing to engage in knowledge transfer of good practices and know-how in the field of European projects and local stakeholders, knowledge of strategic instruments and territorial policies, relational and managerial skills, and analysis of macroeconomic issues. Table 3 shows the disciplines that LAGS see as most beneficial for their organisation.

Table 3: The most useful disciplines to overcome challenges – Italy

Business administration	Management and administration	Economics
Marketing and advertising	Computer use	Journalism and reporting

Needs of local communities

To assess their community needs, three local communities were selected within the macro area of Appennino Emiliano-Romagnolo covered by the LAG (Sarsina, Santa Sofia and Riolo Terme). Focus groups were conducted to explore which organisations act in each local community and allow participants to express the community needs from the perspective of their organisation.

In the first local community, the major problems reported by the representatives of the local municipality were lack of services (especially for women and children), lack of employment opportunities (especially for young people but also for women), and low accessibility of social, cultural and health services, which is related both to the lack of public transportation and to the extension of the community. Services and employment opportunities are seen as critical to make people decide/desire to stay. Efforts should be made to support people's willingness to stay. Despite these challenges, participants recognise their community as a welcoming one, mainly due

to the quality of the interpersonal relationships. They define Sarsina as an inclusive community that welcomes migrants and places people at ease, and have a certain sense of belonging. They also recognise their community's cultural and historical richness that could be exploited in entrepreneurial terms.

The second local community expressed the need to strengthen the local networks to support existing activities/services and a concern related to the lack of human and economic resources needed to develop and enhance local services. A apprehension related to young people emerged also: they are mostly "disconnected" from the local community life and only some organisations seem to be able to involve them in an active way. Migrants are recognised as an "issue" in the community, even if they represent a significant part of the community (12-13% of the population). Although most of them have lived in the community for a long time, many inhabitants have negative attitudes toward them, making integration a challenge. Many people have material needs, facing economic hardship. However, in such a context, volunteer and local organisations are vital and do their best to support residents in need.

In the third community, specific needs were related to the fact that a significant part of the Park of Vena del Gesso is in private hands. This would require the development of a network of rural companies that could value local products (also with the support of web and social networks) and keep people in the rural area, continuing the tradition of inhabitants who take care of the territory they live in. As such, they would also have a social function. However, participants identified the elderly and migrants as key resources of their community (and not as a challenge). Migrants allow rural enterprises to survive, have a positive attitude towards work and are not afraid of 'getting their hands dirty', unlike native young people. The elderly are the keepers of rural memory and traditions- they know ancient secrets and their heritage should not be dispersed.

Overall, the three communities share some challenges and priorities.

- Rural and socio-cultural development;
- Community development;
- Farming and local products innovation and development;

For the most part, the three communities expressed a positive attitude toward the project and recognised the potential benefits of a rural community-university partnership: conceptual inputs, ideas and a new mindset to be acquired/developed. Most people recognised that students could offer time, competencies and ideas. Some organisations viewed students mainly as "material" resources, while others recognised that students could also contribute ideas and innovation. Some organisations would like to have students with specific backgrounds (to benefit from specific professional competencies that match their specific needs, e.g., translations, website design, etc.), while others are less worried about students' backgrounds and are more concerned about their willingness to be actively involved. In most cases, private and volunteer organisations expressed a desire to host SL students, public services (e.g., municipality, public library) said their worries mostly related to the fact of not having enough resources for mentoring/tutoring students in the field. They also identified what they could offer to students: authentic relationships, transformational experiences, genuine food, hospitality and a special environment (e.g., beauty, natural resources and cultural heritage).

State-of-the-art in rural SL and rural SE education

We ran an online research with all Italian universities, considering 79 universities 12 of which are private.

The terms used for our research on rural Service-Learning and Social Entrepreneurship were *Service-Learning* (idem), *Service-Learning rurale* (rural Service-Learning), *imprenditoria sociale* (social entrepreneurship), and *imprenditoria sociale rurale* (rural social entrepreneurship). Italy presents a very modest development in Service-Learning, with only two universities implementing any sort

of action, in particular formal courses included in the curricula. The University of Bologna has implemented mandatory courses for students enrolled in Psychology Master's degree (Clinical Psychology and School and Community Psychology), along with an optional course offered to max 25 students¹⁶ to develop their transversal skills. Next year this last course will be offered to 50 students¹⁷.

The optional course of the Chemistry master's degree "La Chimica incontra la città" (Chemistry meets the city) in the academic year 2020-2021 was confirmed for the next year as well. The University of Florence allows its Psychology students to substitute the hours they would dedicate to their curricular internship with a set amount of time dedicated to developing and implementing Service-Learning projects. The LUMSA University in Rome has hosted many Service-Learning experiences¹⁸ as well as the first international convention on Service-Learning in Lucca in May 2019¹⁹. ETH Milan has proposed the POLISOCIAL project, in which social responsibility goes side by side with teaching and research. This programme manages to reformulate the relationship between the university and the territory in which the university operates, filling the gap between higher education and the area's social needs. Polisocial intends to build new skill areas based on field and practical experiences to prepare professionals and researchers to create social change and wellness²⁰. The Cattolica University of Brescia is starting to talk about SL²¹. Students can have internships and training experiences through 'social services'. Students from the Political and Social Sciences faculty in the University of Brescia have Service-Learning experiences named 'experimental training'. During the 2016-2017 academic year, SL officially became part of the formal curriculum of the Psychology Department of the University of Turin, with the introduction of the laboratory 'Service-Learning: territorial analysis and intervention proposal' aimed at students in the master's degree Work Psychology and Well-Being in Organisations. Students enrolled in the third-year course of Modern Languages and Cultures and students from the master's degree programme in languages for the UKE intercultural communication (UNIKORE) School of Languages and Cultures of the UKE may choose to carry out their internship activities in SL mode, which consists of teaching the language in schools located in multicultural contexts or in those where there is a presence of Chinese native speakers. Other universities have also recognised the importance of Service-Learning, although without fully implementing it in practice yet. The University of Padua has a mentoring project named MentorUp, which puts university students in a mentoring position towards minors (8 to 12 years old) who are facing school-related or personal problems. This way, mentees receive help while mentors can get a complete experience in the field.

The University of Verona has proposed an open competition to implement a programme aimed at using Service-Learning as a training method for future teachers. The same university has created an announcement for a support and research position in the programme above while also selecting a research assistant for the 'Systematic review of instructional practice on the Service-Learning' programme. In collaboration with the University of Verona, the University of Suor Orsola Benincasa has launched a call for an abstract paper in which Service-Learning is proposed. The University of Venezia Ca' Foscari has released a publication on the importance of Service-Learning and its usefulness for teaching English. The University of Calabria recently hosted a series of seminars focusing on Service-Learning.

Rural Service-Learning, however, is yet to be considered if only from a merely academic point of view. Also, in this case, there are some interesting experiences that adopt some SL principles which, however, are not framed in the methodology. In Bologna, the Degree on Ornamental Plants and Landscape Protection (Department of Agricultural and Food Sciences - DISTAL) offered its students the opportunity to obtain credit when participating in the project 'Green together'.²²

As for Social Entrepreneurship, more universities have paid attention to this subject. The University of Cagliari has started the Unica Creative Lab – a workshop-based course that intends to

16 <https://www.unibo.it/it/didattica/insegnamenti/insegnamento/2018/439223>

17 <https://www.unibo.it/it/didattica/insegnamenti/insegnamento/2018/378514>

18 https://www.lumsa.it/servizi_alternanza_Service-Learning

19 <https://eis.lumsa.it/esperienze/esperienze-di-Service-Learning>

20 <https://www.polimi.it/il-politecnico/progetti-di-ateneo/polisocial>

21 <https://www.unicatt.it/eventi/evt-Service-Learning-to-strengthen-student-civicdemocratic-competences>

22 <https://www.leggilanotizia.it/2015/10/28/smart-city-un-progetto-per-riqualificare-il-parco-delle-acque-minerali/>

bring together territory, enterprises and cultural institutions. The University of Cagliari has also hosted a conference on Social Entrepreneurship's future perspectives and opportunities in rural locations²³. The University Parthenope of Naples' Magistral Course in Marketing and Management offers lectures on Business Ethics and Corporate Social Responsibilities with a strong focus on Social Entrepreneurship²⁴. The Sant'Anna di Pisa School hosted a workshop on methods, tools and project proposals for its course on the creation of a project focused on sustainable development for rural territories. ETH Milan has a project entitled 'includi.mi' aimed at improving public-private partnerships (PPP) to develop social innovation policies. The project proposes a new approach to policymaking in order to highlight and measure the results of social innovation projects and renew current collaboration dynamics between public administration and social entrepreneurship, benefitting both sides²⁵. ETH Turin has an 'Entrepreneurship and innovation' course focused on non-profit, profit and hybrid organisations²⁶.

23 <http://old.unica.it/UserFiles/File/Direzioni/Dirinnova/settore3/lariso2010.pdf>

24 <https://www.uniparthenope.it/ugov/degreecourse/25554>

25 <https://www.includimi.polimi.it>

26 https://didattica.polito.it/pls/portal30/sviluppo.guide.visualizza?p_cod_ins=01RMMLZ&p_a_acc=2017&p_lang=IT



Needs of community organisations

The Local Action Group of Kaunas District is an association that works in the Kaunas district municipality. The target groups are residents of rural areas in the Kaunas district and rural organisations. The Kaunas District LAG has not collaborated with schools or higher education institutions. In the coming years, the three biggest challenges for the Kaunas District LAG are preparing the new strategy for the years 2021-2027, launching social business projects and uniting the rural community for activities creating better living conditions in the Kaunas District municipality. Students could help in making SWOT analysis of the Kaunas district territory. They could also help unite the rural community for activities creating better living conditions by volunteering and investigating the needs of specific rural communities. Students are required to possess certain skills: be able to make SWOT analyses, communicate with various stakeholders, have skills in cultural events and design, and work with computer programmes. The Kaunas District LAG could offer students good working conditions in their office, which is easily reached by public transport or by car. In addition, the Kaunas district LAG could give students 2-4 hours of support.

Keywords that describe the LAG’s domain are rural proofing, rural business, rural services, rural SMEs, youth and networking. They focus mainly on local development, diversification and job creation, and innovation and cooperation. The rural development priorities are the support of LEADER local development, cooperation, farm and business development, basic services, and village renewal in rural areas. Academic disciplines that would be helpful to deal with the challenges mentioned are presented in Table 4.

Table 4: The most useful disciplines to overcome challenges – Lithuania

Business administration	Political sciences and civics	Sociology and cultural studies
Management and administration	Sports, travel, tourism and leisure	

Needs of local communities

A survey was sent to a total of 80 entities and organisations from different areas, which are currently present in 24 elderships of the Kaunas district. From the 80 surveys sent, a total of 46 responses were received. This implies a high level of participation in the survey and means that nearly 60% of the entities representing important population groups in the Kaunas district completed the survey.

Results indicate that the most important areas for improvement are:

- youth;
- culture and art;
- tourism with;
- infrastructure;
- education, sports and nature/wildlife;

According to the registered respondents, the Kaunas District LAG could develop projects to consult on projects, organise capacity building activities and provide financial support. Talking about the most frequent suggestion – to develop projects, there were projects mentioned in these areas: sustainability, sports, creation and development of small and social business, culture, and infrastructures. Most of the respondents pointed out that the LAG already helps to improve rural areas.

In terms of specific recommendations on how students can contribute, the analysis revealed the following: 34.8 per cent of the respondents pointed out that students could volunteer with event planning and execution; 17.4 per cent pointed out that students could help analyse the local community's needs; 9 per cent suggested that students could help make youth participate more in community organisations' activities.

State-of-the-art in rural SL and rural SE education

Service-Learning within Lithuanian higher education is generally concentrated in two universities, namely the Vytautas Magnus University (VMU) and the Šiauliai University. It is noticed by authors analysing the development of SL in Lithuania (Mažeikienė, 2019; Preradovic & Mažeikiėnė, 2019) that Service-Learning was first introduced in Lithuania through multiple projects funded by the government of the U.S.A.

In 2006-2008 the Šiauliai University implemented the KOOPERIA project, financed by the EU Structural Funds (European Social Fund) programme. Eight hundred students participated in the project, 60 teachers were trained, 44 courses were improved by introducing Service-Learning and 200 organisations were involved (organisations database, institutional agreements). Since the academic year 2013-2014, Service-Learning has been incorporated in some bachelor (e.g., Philosophy and Civic Education, Socio-Cultural Anthropology, Lithuanian Philology, Education, Special Pedagogy, Social Pedagogy, Economics, Landscape Design, Public Administration and Mechanical Engineering) and master programmes (e.g., Intercultural Education and Mediation, Cultural Studies) offered by the Šiauliai University. However, for the last three years (2017-2019), the university has reduced the overall volume of study programmes, which cascades down in a corresponding decrease of Service-Learning disciplines.

In 2014-2017, the Vytautas Magnus University participated as a partner in the Europe Engage project with 11 European partners. The project created a European network of institutions and tested Service-Learning teaching/learning and assessment strategies. Service-Learning is included in several study programmes at the Vytautas Magnus University:

- Since 2010, the study course 'Participatory Action Research' (MA programme on Social Work, Department of Social Work, Faculty of Social Sciences): this course combines elements of blended learning (face-to-face learning, Moodle courses, videoconferencing with an analogous course in Loyola Chicago University) and Service-Learning (carrying out Participatory Action Research in the local social services agencies and local communities). About 15 students every year.
- Since 2012, the study course 'Sociology of Civil Society: E-Citizenship' (MA study programme on Applied Sociology, Department of Sociology, Faculty of Social Sciences), 10-15 students every year
- Since 2012, the study course Gender in Social Work (later Critical Social Work) (BA on Social Work, Department of Social Work, Faculty of Social Sciences). 25-45 students every year. The course 'Gender in Social Work' was delivered in the 3rd year of studies and was synchronised with a course on 'Placement'. These courses were delivered during the same semester and were combined by performing placement and service in 2 courses and allowing students to recognise, understand and describe gender issues in communities and social service sectors.
- Since 2014, the study course 'Management of Communication Projects' (BA programme on 'Public Communications', Faculty of Political Sciences and Diplomacy). The number of students was of about 200 in the 2014-2015 academic year and of about 60 every year from 2016 to 2019.

Researchers in Lithuania highlight the lack of education on social entrepreneurship. J. Greblikate (2016) writes: "Lithuania lacks elementary information for society about social entrepreneurs. Even in the academic circle, the conception of phenomena is still a 'dark zone'. Modules about entrepreneurship are among others taught in Business or Management study programmes. Sometimes teaching about entrepreneurship is in the content of some teaching courses, for example, Sports and Tourism Management (Lithuanian Sports University)".

Some universities have single courses on social entrepreneurship in their study programmes. The Vytautas Magnus University, for instance, has a course on Social Entrepreneurship and Organisation of Social Services, in the BA programme on Social Work.

In 2011, in Lithuania, entrepreneurship education programmes were offered at master and doctoral levels. Private university ISM University of Management provided programmes at both levels. Out of 778 Master level programmes, which existed at university level, only one course was fully dedicated to the management of innovation and entrepreneurship, at the University of Mykolas Romeris. According to researchers, entrepreneurship was not previously part of the HEI curricula and only entered it in the last ten years. This tendency might be related to the growth of innovative enterprises and foreign investment.

The Review (OECD/EU, 2019) mentions that the Kolping University of Applied Sciences is the only university offering a Bachelor programme specifically on social business. In partnership with the European Institute for Social Entrepreneurship and Innovation, the Kaunas Technological University offers a one-semester programme on social business open to students from different disciplines. In 2017, Enterprise Lithuania signed an agreement with KTU and the European Social Entrepreneurship and Innovative Studies Institute to promote social entrepreneurship in Lithuania. Based on this agreement, the first social entrepreneurship hackathon ChangeMakers'ON and social innovation ChangeMakers'ON Camp in Lithuania were organised.

Since 2017-2019, Lithuanian universities and colleges have been implementing the EU Structural Fund project 'Development of social entrepreneurship and creativity of students of Lithuanian higher education institutions by improving their correspondence to the needs of the labour market and society'. The project is coordinated by the Lithuanian engineering industries association LINPRA. Project partners: Lithuanian Colleges, Kaunas University of Technology and Klaipeda University. This project deals with entrepreneurship education for students from biomedical, physical, social and technological sciences, with the aim of promoting an innovative and socially oriented business. The development of social entrepreneurship skills is performed in the form of informal learning initiatives and projects. One of the examples could be the Erasmus+ project 'More Than Money: Social Entrepreneurship Heroes', which was implemented with a Lithuanian partner in 2014.

"At lower education levels, interesting efforts are currently being developed, but these are still occasional and not rooted in a long-term approach. For example, the British Council developed a 'Social enterprise package for schools', including pedagogical and methodological material used in ten schools in 2017. Junior Achievement Lithuania also launched in 2018, in partnership with the Ministry of Social Security and Labour, a social entrepreneurship programme for schools including lectures and a business project competition joined by 80 schools" (OECD/ EU, 2019, p. 20).



Needs of community organisations

The organisations that responded to this survey are local grassroots associations that work on a daily basis with local populations. One of the major roles of local grassroots associations is to support the development of the communities which they are part of, seeking to improve their living conditions while responding to the needs felt by them within the specific context of the territory. The organisations covered by this research come from different regions of Portugal with different experiences and spheres of action in the community. These organisations aim to enhance, promote and strengthen local development, active citizenship, equality and social cohesion as pillars of a fairer, more equitable, supportive and sustainable society. In this diversity of organisations, it is recognised that local development does not follow a single model since there are multiple, arising from the diversity of territories and contexts of action. Their main challenges are: their sustainability, due to the scarce funding to develop their activities and the difficulty in bearing costs with human resources; their capacity to promote integrated local and social development; and the weak organisation of social diagnosis (it is through accurate and concrete knowledge of the problem situation that the social agents can intervene). They consider the introduction of students in their daily activities (social diagnosis, social work, direct contact with people, reflection and research groups, communication) as an added value to achieve the desired goals. They emphasise the students' main competencies, the capacity to carry out case studies, be an entrepreneur in personal relationships, the collaborative spirit, good communication skills, and social and artistic skills. In general, all can receive students in their daily work: this interest in the work performed by students and their inclusion in the daily activities reflects the appreciation of Service-Learning. Table 5 presents the names of disciplines that the organisations consider the most useful to meet their challenges.

Table 5: The most useful discipline to overcome challenges – Portugal

Handicrafts	Music and performing arts	Journalism and reporting
Fine arts	Psychology	Management and administration
Library	Sociology and cultural studies	Marketing and advertising
Information and archival studies	Audio-visual techniques and media production	Accounting and taxation
Education science	Architecture and town planning	Database and network design and administration
Work skills	Computer use	Political sciences and civics
Teacher training without subject specialisation	Environmental sciences	Law
Training for pre-school teachers	History and archaeology	Economics
Philosophy and ethics	Religion and theology	Fashion
Sports	Software and applications development and analysis	Natural environments and wildlife

Needs of local communities

A focus group was conducted with 20 participants representing nine organisations and the community. Participants were asked what challenges they see in the future and the community's needs.

The main concerns were summarised, reflecting the interventions of the majority of those present, namely:

- environmental sustainability;
- relationship between the population and the river;
- problem fixing for young people;
- school maintenance; (v) improvement of basic sanitation;
- house rent; (vii) integration of people with disabilities;
- populations lack of claim;
- lack of sports promotion;
- lack of understanding about social entrepreneurship;
- lack of knowledge of the value of volunteering;
- lack of civic participation;
- economic entrepreneurship, such as production, consumption and sale of endogenous products, towards economic sustainability.

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It was suggested to start fulfilling these needs by, for instance, developing population's awareness of the importance of the river, valuing the landscape as a factor of economic promotion of the territory and the population's settlement. Other ideas were to address environmental issues as a challenge, not a threat, to create value and wealth, and encourage actions to promote voluntary/proactive prevention of deviant behaviours. Participants also saw this as an opportunity to encourage more future discussions with these entities to find adequate collaborative action methods.

State-of-the-art in rural SL and rural SE education

In September 2018, academic activities began to confront the BA Degree of Basic Education students at the Higher School of Education (Teacher Training Course) with the new concept of SL, which involved them in community projects and encouraged them to think actively about community engagement. Nevertheless, regarding SL, there is almost nothing nationally and in the context of Polytechnic institutions. At the Viana do Castelo Polytechnic, the concept was introduced in 2015 by Pilar Rovira- a member of the Europe Engage Project coordinated by Pilar Aramburuzabala, a liaison of the International Project 'Europe Engage'. Her paper on 'Innovación educativa: difusión de proyectos APS' (Educational innovation: dissemination of SL projects) in the XII International Conference of Arts in Viana do Castelo was the beginning of a process of learning of such concept. In 2016 a new option entitled 'Community Activities' was created in the BA of Arts and Cultural Management, and during 2018 and 2019, some Art subjects of the BA Degree of Basic Education (Teacher Training undergraduate course) introduced the concept of Service-Learning, tested it out and evaluated it. Pilar Aramburuzabala visited Viana do Castelo Polytechnic twice between 2016 and 2019.

Currently, there is one Social Engagement course, 14 Global Citizenship Education courses, three Rural Service-Learning programmes and 14 Rural Social Entrepreneurship programmes in Portugal.



Needs of community organisations

The organisations included in this report are non-profit organisations linked to many other associations formed by public and private sector representatives, responsible for local development strategies in different areas such as tourism, culture and arts, agriculture, etc. These organisations aim to implement local development strategies, making decisions about allocating available funds and managing funds for rural development. They also carry out policies or projects to facilitate entrepreneurship in their regions, such as active employment policies, new technologies, etc. The organisations discussed in this document come from different entities with different experiences. Therefore, it is recognised that local development does not follow a single model but will depend on different factors (in Spain, there are currently 252 Local Action Groups spread throughout the national rural territory, and 3 of them are in the Madrid region). The three main challenges LAGs face today are: sustainability, depopulation (settlement of the population) and job creation. In general, the mentioned entities consider that the introduction of students will be helpful in these three challenges because students could contribute to their region with innovation, new ideas, entrepreneurship skills and daily activities, such as social diagnosis, social work, direct contact with people, reflection and research groups, and communication. The students' main competencies are versatility, entrepreneurship and sociability, with a collaborative spirit and good communication skills. In general, the LAG would be able to receive students during part of their working hours. These organisations' areas of interest for rural development are farm performance, restructuring and modernisation, integration and quality of the agri-food chain, diversification and creation of employment, local development, information and communication technologies (ITC), rural development priorities of your organisation, support for local development LEADER (CLLD – community led local development). The disciplines that the organisations consider to be the most useful to meet their challenges and needs are presented in Table 6.

Table 6: The most useful disciplines to overcome challenges – Spain

Business administration	Economics	Environmental sciences
Architecture and town planning	Crop and livestock production	Software and applications development and analysis
Teacher training with subject specialisation	Traditional and complementary medicine and therapy	Travel, tourism and leisure
Transport services	Veterinary	

Needs of local communities

A survey was sent to a total of 158 entities and organisations from different areas, which are currently present in 44 municipalities of the North Mountain range of the Madrid region. From the 158 surveys sent, a total of 54 responses were received. This implies a high level of participation in the survey and means that nearly 35% of entities representing important population groups in the Northern part of the Madrid region (where there are around 26,500 inhabitants among the 44 municipalities) completed the survey. It should be underlined that the initiative to assess (through this survey) the different aspects of the reality and needs of the population in GALSINMA's area has been well received and positively valued by the respondents in general.

Results show that among the aspects that respondents have answered they would improve in their area are as follows (in order of importance):

- **Public transport:** this has been a concern for decades. The inhabitants of the northern highlands of Madrid have been demanding this since the area is only accessible by private vehicle or by bus;
- **Employment:** the possibility of finding a job in rural environments is even more difficult than in urban areas. Unemployment rates are higher in rural areas than in cities;
- **Education and Training:** gaining access to good quality education in small municipalities (mainly higher education) with few services is challenging. This is even worse when we talk about higher education, since its availability in the northern highlands of Madrid is scarce;
- **Telecommunications:** they are scarce and of low quality;
- **Proximity services and sanitary services:** access to these services is limited. They hardly exist in many small municipalities, and the population must travel by private vehicle to larger municipalities to access them;
- **Security:** at present, it appears to be an aspect that does not particularly worry the population of this area;
- **Housing:** there is a significant shortage of houses for rent and sale in the area.

According to respondents, considering whether GALSINMA could help improve the living conditions of their environment, we can see how 'SMEs' and the 'agriculture-food industry' are expected to be supported by the LAG. 'Proximity services (health, cultural, educational, sports and leisure or environmental partners)', 'Information and Communication Technologies (ICT)', and 'Tourism' are the following aspects that interviewees believe the LAG could contribute with to improve the living conditions of their environment. Finally, 'Training and Promotion' as well as 'Diversification towards agriculture and livestock or renewal of the heritage of the municipalities' are other aspects chosen by the respondents.

The most mentioned type of students that could make improvements via an SL course are 'Economics and Business Sciences students' (30%), as they can promote entrepreneurship, employability, and support SMEs and self-employed making business plans; 'Tourism students' (17%), as they can promote the touristic resources of the North Mountain range as well as encourage the preservation of the historical, natural and cultural heritage; 'Environmental Sciences students' (15%) and 'Education Studies students'.

State-of-the-art in rural SL and rural SE education

The search terms used in the desk research were: Compromiso Social (Social Engagement), Educación Cívica (Civic Education), Educación para la ciudadanía global (Global Citizenship Education), Aprendizaje-Servicio Rural (Rural Service-Learning), Aprendizaje basado en la comunidad rural (Rural Community-based Learning), La comunidad rural se compromete con el aprendizaje (Rural Community-engaged Learning), and Emprendimiento social rural (Rural Social Entrepreneurship).

We carried out a general search for Rural Service-Learning in Spanish universities without success. In Spain, rural Service-Learning is not integrated in the official curriculum of the universities. What we found in the curricula are mentions of Service-Learning. Even though some SL projects include service actions that are developed in rural environments, they are not defined as Rural SL. For this reason, we focused the search on the syllabi that include Service-Learning without specific mention to the rural environment in order to get an idea of the situation of SL in Spain.

For the analysis of the syllabi, we focused on the public universities of Madrid. A search was done based on the teaching guides of the degrees of these universities using the term 'Service-Learning'. In Madrid, there is an agreement between the City Council and the eight public universities (Autonomous University of Madrid, Complutense University, Polytechnic University, Carlos III

University, UNED, Rey Juan Carlos I University, Alcalá de Henares University, and Menéndez Pelayo International University) to promote Service-Learning in their institutions. SL is integrated in the curriculum of all these universities, but it only appears in the syllabi of some of them.

As an example, at the Autonomous University of Madrid we found 11 official subjects that mention SL in the syllabi. There are about 60 students per course, which represents approximately 660 students involved in SL projects. These courses appear in the curricula of, for example, education and physical activity and sport sciences. We also found two universities that are in the process of integrating SL in some syllabi of different degrees. That is the reason why currently SL is only mentioned in some subjects. This represents the general situation of public universities in Madrid.

At the Complutense University, we found one official subject that mentions SL within the syllabus. The subject is 'Sociocultural Animation Methodology', which belongs to the Degree in Social Education in the School of Education. At Carlos III University, we found one official subject that mentions SL in the syllabus. The subject of the course is 'Legal Clinic' (3 ECTS), which is integrated in several degrees of the School of Social and Legal Sciences: Degree in Law, Double Degree in Law and Business Administration, Double Degree in Law and Political Science, and Double Degree in Law and Economics. In addition, at the Pontifical University of Comillas, a private institution, we found a subject called Service-Learning taught in the four degrees of the School of Economic and Business Sciences during the 4th year. One of the projects involves working with entrepreneur women in rural areas.

We carried out a general search for Rural Social Entrepreneurship in Spanish universities without success. In Spain, Rural Social Entrepreneurship is not integrated in the official curricula of the universities. What we found in the curricula are mentions of Entrepreneurship. For this reason, we focused the search on the syllabi that include Entrepreneurship without specific mention to the rural environment in order to get an idea of the situation of SE in Spain.

For the analysis of the syllabi, we focused on the public universities of Madrid. A search was done based on the teaching guides of the degrees of the universities using the term 'Entrepreneurship'.

As an example, at the Autonomous University of Madrid, we found 3 official subjects that mention Entrepreneurship in the syllabi. There are about 60 students per course, which represents approximately 180 students in total. The courses belong to the fields of Business, Aeronautical Management and Tourism.

Needs of community organisations

Four organisations in the rural part of South Holland participated in this part of the research. The domains of these organisations are water management, public goods, social services, stakeholder involvement, tourism, networking, market development, natural resources, nature conservation, renewable energy and rural business. They focus mostly on innovation and cooperation, farm performance, restructuring and modernisation, biodiversity recovery, preservation and enhancement, and water management. Their rural development priorities are knowledge transfer and information action, investment in physical assets, consultancy (advisory services, farm management and farm relief services), Natura 2000 and water framework directive payments, and cooperation. The biggest challenges for the coming years are related to funding, volunteers, knowledge gathering, stakeholder management, learning, regional transitions (building, sustainable agriculture), stimulating sustainability, extending assistance for more participation in sustainability, and reaching a level of maturity in the organisation.

Three organisations have already been working with higher education institutions in the past and would like to continue or start to do so again. The disciplines they find most useful for this are presented in Table 7.

Table 7: The most useful disciplines to meet challenges - The Netherlands

Architecture and town planning	Building and civil engineering	History and archaeology
Travel, tourism and leisure	Mechanics and metal trades	Biology
Environmental protection technology	Natural environments and wildlife	Marketing and advertising

Needs of local communities

The survey was sent to local communities in the Alblasserwaard-Vijheerenlanden region. This region includes seven rural municipalities in the South Holland province of the Netherlands and houses about 100,000 inhabitants. Most inhabitants are over 40 years old, and the amount of practically educated people here is higher than in the rest of the Netherlands. Unfortunately, the response rate was much lower than expected, so our results are probably not representative of the broader population. Most participants have lived in the area for more than 40 years already, some for the more significant part of their lives.

When asked what focus areas would improve their community, they mentioned:

- Innovation and collaboration;
- Water management;
- ICT;
- Efficient use of water and energy
- Local development;
- Biodiversity;
- Citizen initiatives.

2.4.

NEEDS OF HEI STUDENTS

Respondents think the government, non-profit organisations and citizens must work together to make these improvements. They also believe that students can help via SL programmes but are not sure in what way.

State-of-the-art in rural SL and rural SE education

The Netherlands' HEIs include 13 universities (aimed at providing scientific or academic education and conducting scientific or academic research) and 60 schools of applied sciences (aimed at providing practice-oriented higher professional education).

For this research, we used the terms: Service-Learning, Social Entrepreneurs, Social Entrepreneurship, Rural, Community Service-Learning, *Sociale ondernemer* (Social Entrepreneur), *Sociale onderneming* (Social Enterprise) and Civic Engagement, combined with the course (*vak in Dutch*).

We have not found any courses offered about rural SL or rural SE. Nonetheless, we found universities and applied science schools offering courses about (social) entrepreneurship. We found that a small number of schools of applied sciences offered SL activities in the past; however, in 2019, they only provided social internships and community service. There are three universities in the Netherlands that offer SL courses (Erasmus University, VU Amsterdam and Leiden University). The courses are part of the Business Administration, Law and Education Studies.

An important note is that we know (through our personal network) that SL is happening in more courses, they are just not called SL officially, which makes it difficult to find out what the current state-of-the-art is.

Needs of HEI students

This part describes the needs of HEI students regarding (rural) SL courses on (social) Entrepreneurship.

Entrepreneurial competences

Below are two tables that show the results of the entrepreneurial competence part of the survey. Table 8 shows the area, competencies and descriptors. It shows the number of respondents per item and the mean and standard deviation. The lowest mean is 3,99 for 'Inspire and enthuse relevant stakeholders', and the highest mean is 4,53 for 'Reflect and learn from both success and failure (your own and other people's)'.

Area	Competence	Descriptor	N	Mean	Std. Dev.
Ideas and opportunities	Spotting opportunities	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.	1303	4,23	0,801
		Identify needs and challenges that need to be met.	1302	4,39	0,749
		Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.	1296	4,08	0,841
	Creativity	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.	1301	4,35	0,770
		Explore and experiment with innovative approaches.	1300	4,35	0,775
		Combine knowledge and resources to achieve valuable effects.	1297	4,40	0,736
	Vision	Imagine the future.	1297	4,17	0,922
		Develop a vision to turn ideas into action.	1294	4,31	0,789
		Visualise future scenarios to help guide effort and action.	1294	4,11	0,846
	Valuing ideas	Judge what value is in social, cultural and economic terms.	1301	4,12	0,891
		Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.	1299	4,26	0,804
	Ethical and sustainable thinking	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.	1294	4,13	0,861
		Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.	1295	4,22	0,838
		Act responsibly	1300	4,52	0,758
	Re-sources	Self-awareness and self-efficacy	Reflect on your needs, aspirations and wants in the short, medium and long term.	1296	4,16
Identify and assess your individual and group strengths and weaknesses.			1299	4,31	0,811
Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.			1297	4,32	0,856
Motivation and perseverance		Be determined to turn ideas into action and satisfy your need to achieve	1297	4,31	0,808
	Be prepared to be patient and keep trying to achieve your long-term individual or group aims	1298	4,33	0,796	
	Be resilient under pressure, adversity, and temporary failure	1298	4,45	0,775	
Mobilising resources	Get and manage the material, non-material and digital resources needed to turn ideas into action	1296	4,20	0,794	
	Make the most of limited resources	1295	4,16	0,988	
	Get and manage the competences needed at any stage, including technical, legal, tax and digital competences	1298	4,10	0,870	
Financial and economic literacy	Estimate the cost of turning an idea into a value-creating activity	1292	4,11	0,884	
	Plan, put in place and evaluate financial decisions over time	1293	4,18	0,853	
	Manage financing to make sure my value-creating activity can last over the long term	1293	4,26	0,829	
Mobilizing others	Inspire and enthuse relevant stakeholders	1289	3,99	0,950	
	Get the support needed to achieve valuable outcomes	1290	4,15	0,829	
	Demonstrate effective communication, persuasion, negotiation and leadership	1292	4,33	0,796	

Area	Competence	Descriptor	Mean	Cronbach's alpha	If deleted	
						Into action
Ideas and opportunities (alpha = 0.897, mean = 4.265)	Spotting opportunities	Initiate processes that create value	1290	4,05	0,844	
		Take up challenges	1292	4,20	0,848	
		Act and work independently to achieve goals, stick to intentions and carry out planned tasks	1290	4,03	0,945	
	Planning and management	Set long-, medium- and short-term goals	1290	4,29	0,795	
		Define priorities and action plans	1291	4,38	0,756	
	Ideas and opportunities (alpha = 0.897, mean = 4.265)	Spotting opportunities	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.	4.235	0.726	0.604
			Identify needs and challenges that need to be met.			0.683
			Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.			0.623
		Creativity	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.	4.465	0.706	0.618
			Explore and experiment with innovative approaches.			0.620
			Combine knowledge and resources to achieve valuable effects.			0.607
		Vision	Imagine the future.	4.194	0.743	0.695
			Develop a vision to turn ideas into action.			0.695
			Visualize future scenarios to help guide effort and action.			0.624
		Valuing ideas	Judge what value is in social, cultural and economic terms.	4.191	0.653	-
Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it.			-			
Ethical and sustainable thinking		Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.	4.291 (4.176)	0.692	0.565	
		Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.			0.521	
		Act responsibly			0.696	

Resources (alpha = 0.908, mean = 4.231)	Self-awareness and self-efficacy	Reflect on your needs, aspirations and wants in the short, medium and long term.	4.265	0.727	0.688
		Identify and assess your individual and group strengths and weaknesses.			0.623
		Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.			0.630
	Motivation and perseverance	Be determined to turn ideas into action and satisfy your need to achieve	4.631	0.751	0.668
		Be prepared to be patient and keep trying to achieve your long-term individual or group aims			0.630
		Be resilient under pressure, adversity, and temporary failure			0.702
	Mobilizing resources	Get and manage the material, non-material and digital resources needed to turn ideas into action	4.155	0.645	0.488
		Make the most of limited resources			0.647
		Get and manage the competences needed at any stage, including technical, legal, tax and digital competences			0.517
	Financial and economic literacy	Estimate the cost of turning an idea into a value-creating activity	4.184	0.825	0.792
		Plan, put in place and evaluate financial decisions over time			0.737
		Manage financing to make sure my value-creating activity can last over the long term			0.746
	Mobilizing others	Inspire and enthuse relevant stakeholders	4.161	0.730	0.659
		Get the support needed to achieve valuable outcomes			0.595
		Demonstrate effective communication, persuasion, negotiation and leadership			0.674

Into action (alpha = 0.910, mean = 4.238)	Taking the initiative	Initiate processes that create value	4.095	0.702	0.597
		Take up challenges			0.590
		Act and work independently to achieve goals, stick to intentions and carry out planned tasks			0.648
	Planning and management	Set long-, medium- and short-term goals	4.372	0.758	0.684
		Define priorities and action plans			0.595
		Adapt to unforeseen changes			0.741
	Coping with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes	4.139	0.698	0.641
		Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing			0.590
		Handle fast-moving situations promptly and flexibly			0.590
	Working with others	Work together and co-operate with others to develop ideas and turn them into action	4.291	0.737	0.648
		Network			0.661
		Solve conflicts and face up to competition positively when necessary			0.648
	Learning through experience	Use any initiative for value creation as a learning opportunity	4.317	0.748	0.709
		Learn with others, including peers and mentors			0.615
		Reflect and learn from both success and failure (your own and other people's)			0.667

Strong and weak points of Service-Learning courses

Strengths:

- Openness to the topics;
- Building a project away from 0;
- Social commitment, cooperation and teamwork;
- Holistic models of the value of quality of life in the area of future care for a liveable planet worth living on for all;
- Experiencing the reality of my career;
- Being able to live my first experience as a teacher, despite being in the first year of school;
- It being an incredible experience;
- The fact of starting to work with children in a classroom and helping them to perform tasks, in addition to establishing certain ties with them;
- Contact with the students and everything they have taught me;
- Going into the educational environment;
- Helping the children of the Mother Unit to develop and contributing to the expansion of their affective bonds;
- Being able to be in contact with students and being included in the environment of a class;
- Learning to understand that everything happens in due time, there is no hurry.

Weaknesses:

- Not being able to stay longer due to lack of time;
- It could have been organised better;
- Losing 3 hours in the round trip and having to study or do university work;
- In the school there was sometimes bad organisation;
- What I found most difficult was starting, since the boys and girls were a bit reluctant towards the new volunteers;
- Sometimes the demotivation.

2.5.

CONCLUSION

Needs of Community Organisations

Needs of Local Communities

Comparing the different countries' data, we again see that local communities have very different needs. These do not only vary between countries but also within the rural areas themselves.

State-of-the-art in rural SL and rural SE education

Rural SL and rural SE courses seem to be very scarce across the research countries. Even though SL courses are up and running, they usually do not focus on the rural areas or do not focus on (social) entrepreneurship.

Needs of HEI students

When we consider all students that participated in the research, it turns out that they think learning about all three areas is 'important' to 'very important'. The difference in means is very small, with 'ideas and opportunities' scoring 4.265, 'action'- 4.238 and 'resources'- 4.231. Zooming in on the competences for entrepreneurship, students think that learning about motivation and perseverance, creativity, and planning and management are most important, while mobilising resources, coping with uncertainty, ambiguity and risk, and taking the initiative, score somewhat lower (see Table 10).

Table 10: Needs of HEI students

Competence	Mean
Motivation and perseverance	4.631
Creativity	4.465
Planning and management	4.372
Learning through experience	4.317
Ethical and sustainable thinking	4.291
Working with others	4.291
Self-awareness and self-efficacy	4.265
Spotting opportunities	4.235
Vision	4.194
Valuing ideas	4.191
Financial and economic literacy	4.184
Mobilising others	4.161
Mobilising resources	4.155
Coping with uncertainty, ambiguity and risk	4.139
Taking the initiative	4.095

The strengths mentioned are mostly related to being able to be in the field and experience real cases that were previously only studied in the classroom. This is inherent to SL but should, of course, be considered while building a course. Weaknesses seem to be poor organisation, distance to the organisation, and time at the project. This means it is very important to make sure the course is well organised (and prepared for uncertainties). It could also mean that projects should not be too far from the university, which might prove difficult with rural projects. Another aspect to keep in mind is the time the student spends on the project.

Overall conclusion

It appears that rural SL and rural SE courses are scarce across the scope of countries. Even though SL courses are up and running, they usually do not focus on the rural areas or on (social) entrepreneurship. Therefore, it is essential to create more courses using this innovative learning method in HEIs.

From our research, it can be concluded that local community organisations vary a lot when it comes to domains and focus areas. There is also a wide range of challenges and useful disciplines for HEI students to come and offer their help through an SL programme. The same is true for the beneficiaries of these organisations. The needs and ideas for improvement vary a lot between countries, but also within the countries themselves. Students' needs seem to be fairly equal everywhere- we see that almost every aspect of the Entrecomp framework is important to learn during a rural SL course about (social) Entrepreneurship.

These results were not unexpected. When creating an SL course, it is important to start with this unpredictable needs of the community organisations and their beneficiaries. It seems almost impossible to know in advance what the needs are. A distinction should be made between the content level (the playing field) and the process level (the rules). It is impossible to create one equal playing field for the whole EU because needs and circumstances are different. However, it is possible to have an equal process for all countries. This mainly means that we can create a system to set up these SL courses, where we all adhere to the same rules regarding, for example, the learning goals.

From the student survey, it can be concluded that it is important to include in the course all competences necessary for being a good entrepreneur. The focus could be on the competences receiving the highest overall scores like 'motivation and perseverance', 'creativity', 'planning and management', 'learning through experience', and 'ethical and sustainable thinking'. Especially these last two fit very well with the concept of SL and rural areas.

2.6.

APPENDIXES

Appendix 1: Question list for local organisations

*This list was used as an input for the rural database, as well as a guide for interviews.

Introduction

Thank you for participating in our research by the recently established Knowledge Alliance **Rural 3.0: Service-Learning for the Rural development** (<https://rural.ffzg.unizg.hr/>). This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To create the community-university partnerships it is our aim to develop a database where community groups and higher education institutes can find each other to collaborate on Service-Learning and/or Social Entrepreneurship.

The following questions will serve as a way to fill the community side of the database, this way higher education institutions can contact you for potential collaboration. Your response will be recorded in the public database.

*Service-Learning combines social commitment ("service") with the education of students' professional, methodological and social competences with all its technical and interdisciplinary skills ("learning").

All participants in the survey will be granted a free access to training programmes and open educational resources on rural SL and rural SE, MOOC and other digital collaborative & learning tools (Hub, Online World Café).

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General information

- A. Name of LAG
- B. Country and Area/Municipality/County
- C. Type of organization
- D. Target group of LAG
- E. Number of employees/volunteers in LAG
- F. Website/contact
- G. Have you collaborated with schools / higher education institutions before?
(If yes, please describe the collaboration.)

2. In the coming years, what are the three biggest challenges you see for your LAG?

3. How could students help with these challenges?

- A. What kind of skills do students already need to have?
- B. Other ideas - open

4. What can you offer students?

- A. Do you have an office/workspace for them to work from?
- B. How many hours of support can you give them?
- C. What are the local working conditions like?
- D. How can they physically reach your organisation (e.g., public transport or is a car needed)?

5. KEYWORDS that describe the DOMAIN of your organization:

(Choose one or more from the drop-down list of KEYWORDS)

6. Focus Area of the Rural Development of your organisation:

(choose one or more from the drop-down list)

7. Rural development priorities of your organization:

(Choose one or more from the drop-down list)

8. If applicable, please, select one or more academic disciplines that students study and that would be helpful to cope with your challenges?

(Choose one or more from the drop-down list)

9. I give permission to share my response in the public database.

[Checkbox]

Appendix 2: Question list for local communities

Introduction

Thank you for participating in our research on Service-Learning* for the Rural Development. This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To make a good contribution to the development of rural areas, we want to explore what the needs are that can boost innovation in your area.

*Service-Learning combines social commitment (“service”) with the education of students’ professional, methodological and social competences with all its technical and interdisciplinary skills (“learning”).

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The following question will help us understand more about your rural area and the needs in the community.

1. General information

- A. Where do you live (area/neighbourhood)?
- B. How long have you lived here (born & bread, moved (back) here xx years ago)?
Age / gender / occupation etc.
- C. Are you a member / part of any local action group?
(If yes, ask further information.)

2. What could your area need to improve / have better living conditions?

Focus Area of the Rural Development of your organisation:

(choose one or more from the drop-down list)

3. How could a LAG help you improve your area?

4. How could students help you improve your area?

Appendix 3: Survey for HEI students

Introduction

Thank you for participating in our research on Service-Learning* for the Rural Development. This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To create an academic course that combines Service-Learning and Social Entrepreneurship we want to research the skills that are important in such a course and the current social engagement of students in higher education institutions.

*Service-Learning combines social commitment (“service”) with the education of students’ professional, methodological and social competences with all its technical and interdisciplinary skills (“learning”).

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ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

- 1. The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 – 5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.**
- 2. Identify and seize opportunities to create value by exploring the social, cultural and economic landscape**
- 3. Identify needs and challenges that need to be met**
- 4. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value**
- 5. Develop several ideas and opportunities to create value, including better solutions to existing and new challenges**

- 6. Explore and experiment with innovative approaches**
- 7. Combine knowledge and resources to achieve valuable effects**
- 8. Imagine the future**
- 9. Develop a vision to turn ideas into action**
- 10. Visualize future scenarios to help guide effort and action**
- 11. Judge what value is in social, cultural and economic terms**
- 12. Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it**
- 13. Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment**
- 14. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen**
- 15. Act responsibly**

ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

- 1. Reflect on your needs, aspirations and wants in the short, medium and long term**
- 2. Identify and assess your individual and group strengths and weaknesses**
- 3. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures**

4. Be determined to turn ideas into action and satisfy your need to achieve

5. Be prepared to be patient and keep trying to achieve your long-term individual or group aims

6. Be resilient under pressure, adversity, and temporary failure

7. Get and manage the material, non-material and digital resources needed to turn ideas into action

8. Make the most of limited resources

9. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences

10. Estimate the cost of turning an idea into a value-creating activity

11. Plan, put in place and evaluate financial decisions over time

12. Manage financing to make sure my value-creating activity can last over the long term

13. Inspire and enthuse relevant stakeholders

14. Get the support needed to achieve valuable outcomes

15. Demonstrate effective communication, persuasion, negotiation and leadership

ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important - very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

1. Initiate processes that create value

2. Take up challenges

3. Act and work independently to achieve goals, stick to intentions and carry out planned tasks

4. Set long-, medium- and short-term goals

5. Define priorities and action plans

6. Adapt to unforeseen changes

7. Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes

8. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing

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9. Handle fast-moving situations promptly and flexibly

10. Work together and co-operate with others to develop ideas and turn them into action

11. Network

12. Solve conflicts and face up to competition positively when necessary

13. Use any initiative for value creation as a learning opportunity

14. Learn with others, including peers and mentors

The following questions are about civic/community engagement.

1. Did you volunteer for an organisation in the past 12 months?

- A. If yes, how many hours a week?
- B. If yes, what type of organization (dropdown list)

2. In the past 12 months, did you donate money to an organisation?

- A. If yes, what type of organization (dropdown list)

3. Did you informally volunteer for the community / your family in the past 12 months?

- A. If yes, how many hours a week?

4. Are you a member of an organization (e.g., sports, scouting)?

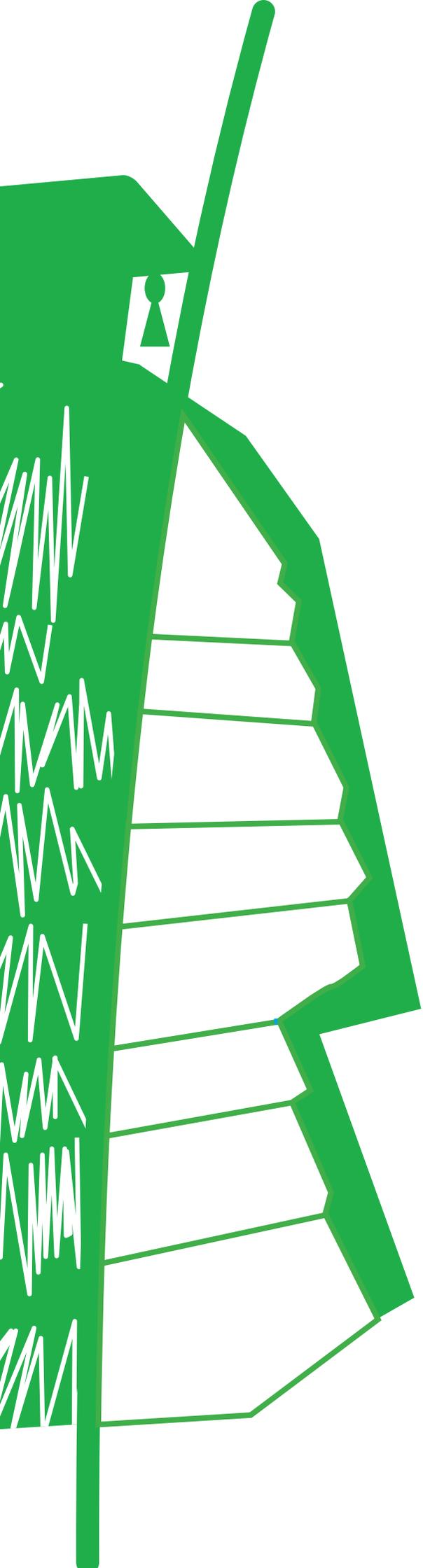
- A. If yes, what type or organization (dropdown list)

5. Have you participated in a Service–Learning course before?

- A. If yes, what discipline (dropdown list)
- B. If yes, what were strong points of the course?
- C. If yes, what were weak points of the course?

General questions:

1. What is your nationality? (Dropdown list)
2. In which country do you study? (Dropdown list)
3. What is your study discipline (Dropdown list)
4. What is your age?



Chapter 3

Community Organisation Guide on Service- Learning and Social Entrepreneurship

The Community guide was written by Kristina Švedaitė (LAG Kaunas, Lithuania) and Sylvia Brenzel (Plenum, Austria) in cooperation with the project RURAL community partners: Marijeta Čalić (LAG 5, Croatia); Detlef Däke (LAG Ammersee, Germany); Mauro Pazzaglia (L'Altra Romagna, Italy); Arie denBoer (SSA, Netherlands) ; Ana Paula Dias (AJD, Portugal); Cristina Sánchez (GALSINMA, Spain)

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3.1.

ABOUT RURAL SL AND THIS COMMUNITY GUIDE

What is Rural SL?

Rural SL: Service-Learning for the Rural Development is a Knowledge Alliance between eight higher education institutions and eight community organisations that have experience with Service-Learning and Social Entrepreneurship in rural areas. The Alliance aims to contribute to rural areas' development, meet their needs, and boost innovation in these areas through an. About this Guide

About this Guide

This community guide aims to help community organisations to engage in Service-Learning or social entrepreneurship projects in rural areas with HEIs, serving university students as mentors during these projects. Since community organisations serve as brokers between rural beneficiaries and students but may lack direct experience working with students, this guide aims to help as training material for community partners to provide them with mentoring skills and knowledge on how to effectively utilise students. As representatives of community organisations, LAG Kaunas and Plenum have collected data from other community partners in the Rural SL project to assess their educational needs. Together with HEI partners, they have developed this guide based on these needs, to help other community organisations structure meaningful student involvement and assist students in implementing their activity plans. Rural partners in the Rural SL project collaborated with HEI partners and the local community to ensure that the grassroots development needs are answered with the knowledge set produced by HEIs.

As a direct result of the Rural SL project, this guide contains customisable material and suggestions for community organisations to improve their mentoring skills and knowledge on how to utilise students in community-university partnerships effectively.

This guide will help community organisations to:

- define rural needs to be included in the university course on Service-Learning or Social Entrepreneurship;
- prepare for the discussion of student orientation, activity plan, clarification of responsibilities and risk management issues;
- explain students their organisation's mission and goals;
- assist in developing opportunities for rural Service-Learning activities that are significant and challenging to students and that build on their knowledge and skills;
- facilitate student reflection on their rural Service-Learning experience;
- participate in the evaluation process at the end of the course;

This guide is an open educational resource that is publicly available for all community organisations interested in community-university partnerships.

Also, it is linked to the World Cafe event of the RURASL project, which is designed based on this community training material, implemented online as a community training webinar and recorded for future use by community organisations.

What are Service-Learning and Social Entrepreneurship approaches in learning?

Service-Learning, according to the definition of project *Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe* (sometimes referred to as *community-based* or *community-engaged learning*), is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum. It offers students academic credits for the learning that derives from active engagement within the community

and work on a real-world problem. Reflection and experiential learning strategies underpin the learning process, and the service is linked to the academic discipline. Service-Learning brings together students, scholars and the community, all becoming teaching resources, problem solvers, and partners. In addition to enhancing academic and real-world learning, the overall purpose of Service-Learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society.

Social Entrepreneurship is an approach that recognises social needs and uses entrepreneurial principles to create and organise innovative ways to foster social change.

Clevenger-Bright et al. (2012) explain that community-based service activities are paired with structured preparation and student reflection. What is unique about Service-Learning is that it offers a direct application of theoretical models. Proponents of academic Service-Learning believe that the real-world application of classroom knowledge in a community setting allows students to synthesise course material in more meaningful ways.

Common goals achieved through Service-Learning (adapted from Clevenger-Bright et al., 2012)

The Rural Service-Learning and rural Social Entrepreneurship approaches represent extremely flexible and mobile study systems that combine specific lectures, classroom seminars and targeted work in a rural community.

What is a rural community partner?

A rural community partner is a rural organisation (e.g., local action group, a non-profit organisation, foundation, association, municipality, etc.) that collaborates with students during Service-Learning studies. Rural community partners define their rural needs and explain them to students. Students attend academic lectures and classroom seminars, engage in reflection on defined rural needs and try to solve specific rural problems/needs/challenges. For students, the rural community has the role of a co-educator.

The following graph illustrates the benefits of Service-Learning for a rural community partner:

- [Benefits of Service-Learning for rural community partners \(Bender, 2014\)](#)

3.2.

GUIDELINES FOR RURAL COMMUNITY PARTNER ORGANISATIONS

Forms of implementation and organisation of rural Service-Learning or Social Entrepreneurship

Rural Service-Learning (SL) and Social Entrepreneurship (SE) can be implemented in three different forms.

Rural community organisations have different responsibilities as well as structural and logistics obligations in organising these three types of activities.

Implementation of rural Service-Learning (SL) or Social Entrepreneurship (SE) in the immediate vicinity of higher education institutions

HE institutions that reside in rural communities (i.e., in the immediate vicinity of rural community organisations) draw on students who reside in the rural community. Compared to HE institutions from urban areas, in this form of implementation, one can expect less complex bureaucracies; these institutions are more accessible to community organisations and, consequently, more customised university-community partnerships may be formed. Students can better understand the importance of the rural community, as well as the opportunities and limitations of their community. Students and academic teachers from HEIs may live next door to rural beneficiaries receiving services provided by a community organisation that mentors students.

Still, the implementation of rural SL or SE activities requires student training from community organisations regarding rural needs, existing resources, and/or lack thereof.

In the Rural SL project, we have examples of this form of implementation from Portugal, Lithuania, and the Netherlands

In Portugal, 21 students from Viana do Castelo (Higher School of Education – Polytechnic Institute of Viana do Castelo- IPVC) went to the rural area – Deão (about 15km from the city centre of Viana do Castelo) to participate in a rural Service-Learning project supervised by the local action group AJD: 'Steps for a Better Society'. This project aimed to paint the walls of the facilities of AJD with drawings depicting the traditions, history and cultural heritage of Deão. 'Steps for a Better Society' was the academic response of a group of Primary Teacher Education students from Viana do Castelo Polytechnic to the needs of AJD (Rural LAG) regarding its local heritage.

Also, in another project, four undergraduate students from Higher School of Education (3rd year students of IPVC) participated in a Service-Learning project, 'Right to Play', supervised by AJD and the local group Amnesty International. This SL project aimed to draw the attention of AJD's children to other realities where children do not have the right to play as they do. The other projects ('Refoios em movimento – Moving Towers' and 'Reforestation of common lands of Refoios do Lima') were implemented with undergraduate students of Agronomy (1st year students of IPVC).

Since the IPVC (HEI partner) was close to AJD (rural partner) and other rural community organisations, they were able to organise and implement more than one project in the rural area, which is the real benefit of immediate vicinity between university and community partners.

Implementation of Rural Service-Learning or Social Entrepreneurship in areas that are remote from higher education institutions

HE institutions that are urban and do not reside close to rural communities have different daily life experiences and might struggle to recognise rural needs and provide Service-Learning that is truly beneficial for rural beneficiaries.

Also, these communities might not be easily accessible by public transportation, and it might also take a lot of time for students to reach them. So, if a community organisation plans a face to face 1-hour meeting with students, it needs to be aware that it might take 3 hours in total for students. Online meeting apps might reduce such issues.

Apart from travel, it is necessary to emphasise that these projects require more advanced planning, significant support from community organisations, and higher structural and logistics demands. Finally, students have regular class schedules during the semester, and it imposes another limitation regarding multiple trips to remote rural areas.

In the Rural SL project, we have examples of this form of implementation from Spain and Germany

In Spain, rural Service-Learning was implemented through collaboration between Universidad Autónoma de Madrid (UAM) and Local Action Group Galsinma, formed by 45 municipalities of the North Mountain range of Madrid. Nine first-year students of Primary Teacher Education Bachelor study from UAM went to 2 municipal toy libraries of GALSINMA (Talamanca de Jarama and El Berrueco - the rural area in the northern mountains of Madrid region about 50 km from the UAM university) and implemented their service-learning project «SL Assistance to the child population» that lasted four months (30 hours in total). The main objective of the service was to organise and implement activities that facilitate awareness of the situations experienced by people at social exclusion risk in rural settings.

Implementation of Rural Service-Learning or Social Entrepreneurship as a summer/winter school

If implemented as a residential summer school, rural SL and SE projects allow students to reside in the rural community during the service instead of travelling back and forth to their universities. However, students and community organisations in this scenario must commit to full-time availability and be prepared to work in the evening or during the weekend. Students need meals and housing and have to implement rural SL and SE within a shorter period than their peers in the other two forms of implementation.

This might constitute an additional workload for community organisations, since the role of the mentor is to provide students with not only intellectual but also logistical support (meals, housing, materials and equipment for the work, etc.). They become hosts for students, apart from being their mentors.

Finally, rural community organisations may not consider summer or winter as the optimal time to implement rural SL and SE projects, since they might experience reduced staffing due to summer/winter vacations.

In the Rural SL project, we have examples of this form of implementation from Italy, Austria, and Croatia

In Croatia, 11 students from the country capital (University of Zagreb) travelled 600 km to the rural area - the island of Korčula to participate in service-learning projects supervised by the rural partner, local action group LAG 5.

Their SL projects dealt with:

- introducing robotics (micro: bit and Mbot) to school children in rural schools;
- teaching rural entrepreneurs how to design free websites;
- developing digital skills for (cultural) rural tourism;
- digitising the heritage of the museum of Korčula (especially the latest findings from the Marco Polo House).

All students were graduate students of Information Sciences, a study with programmes in: Informatics (teaching and research-oriented studies), Library Science, Museum Studies and Heritage Management.

Finally, more examples of all three implementation types are available in RURASL MOOC (<http://193.198.214.48:8080/course/view.php?id=7>). The testimonies from students, teachers, rural community organisations and rural beneficiaries are available at the RURASL YouTube channel:

https://www.youtube.com/channel/UCEOWS_yvg6PiOoCb_6NLWhg/featured

How to define rural needs and explain them to students?

It is essential to clearly define the rural needs of rural beneficiaries that participate in a Service-Learning or Social Entrepreneurship project. Rural community needs depend on various circumstances, such as location, number of community members, social and economic environment, characteristics of the activities of the rural organisation, etc. Also, rural needs depend on the characteristics of rural communities (e.g., sports clubs, educational centres, etc.) and their members (e.g., farmers, homemakers, tourist workers, retirees, cultural workers, etc.). The fulfilment of a particular rural need and suggestions of the potential solution depend directly on how clearly the rural needs were defined. Our suggestion is to discuss the rural needs with rural beneficiaries.

The second, also very important stage, is to explain these rural needs to students.

Students might attend HE institutions located in rural communities. These HE institutions often draw on students from the community/region where the college is located.

On the other side, there are students attending HE institutions that do not reside in rural communities. Here both students and faculty have urban life experiences, and the gap between these students and rural beneficiaries can be significant.

You have to pay special attention if students are not members of your rural community or do not have a rural background. What seems clear and comprehensible to you might not be understandable for students. It is then of the utmost importance to explain the rural needs in detail to them, if possible, with practical examples.

The following example/table can be helpful to provide students with the initial overview of rural needs and structuring of students' activities:

Context	Initial needs	Participating organisations	Rural SL objectives	Rural SL activities	Number of students
Students coming from urban areas	Need to cope with the ageing population	Elderly residence	Improve elder's cognitive functions	Animation	2
Students residing in rural areas	Lack of content for children	Primary school	Bring STEM closer to children through informal learning	Robotics	5

In the Netherlands, the Rotterdam School of Management (RSM) of the Erasmus University has taught a minor course, *Learning by Doing: Consulting Social Entrepreneurs*, from 2019 to November 2019. In this minor, students have formed teams to consult small social organisations on tackling contemporary challenges. One of their rural partners (these social organisations) was Stichting Schutsluit Alblasserdam (SSA).

Student orientation

As mentioned before, it is important to define rural needs clearly. It is easier to discuss student orientation when you know exactly which needs could be satisfied with the help of students. Secondly, it is important to have sufficient information on students: what subject they are studying, if they are from a rural area or not, what educational needs and competencies they have, what kind of skills they need to have to engage in Service-Learning, etc.? You also have to define what your expectations are towards students and their expectations regarding their rural Service-Learning or Social Entrepreneurship project.

The discussion of student orientation will be successful, and your collaboration with students will produce the expected results if this part is well prepared. You should remember that your goal is to facilitate learning experiences for students in rural community surroundings and let them work as freely and independently as possible.

The following are some suggestions provided by Susan Bender (2014) that you may want to include in student's orientation:

1.	Rural Community Partner Information	Inform students about your organisation: What are your objectives? Who do you serve? What are your services/activities? What are the local demographics? How are you financed/funded? What is your mission? What is your philosophy?
2.	Staff	Who is your staff, and what are their positions? Is there any jargon or language generally used by staff that students would want to know?
3.	Provide a List of Contacts/Numbers	List people/agencies that will be useful for students in doing their work.
4.	Responsibilities	What is expected from students? Describe the role students play in your organisation. How will students' performance be appraised?
5.	Policies	Sign-in/out, dress code, official rules.
6.	Training	If any training is needed, what kind and when?
7.	Final Product	What is the final goal to be reached and the final product to be created by students by the end of service?
8.	Scheduling	What are your organisation's hours of operation? When should students complete their service? When will you meet with students during the semester to review the work they have done independently?

9.	Mentoring	All rural Service-Learning or Social Entrepreneurship students must have a contact person at the rural community site who will mentor them. The amount of time each student will need mentoring depends on the project or service activity. Students may be allowed to work independently without specific activities assigned at each visit. In that case, supervision time can be more effectively used for questions and feedback. Should the assigned site mentor not be available for any reason, please make sure the student has another site representative available if needed. Additionally, throughout the assignment, the site mentor should help the student interpret the experience he/she is gaining and the organisation's work and others. It is important to remember that students are not volunteers. Students need to meet rural community needs, but they are also using this experience to enhance their learning of the academic course material. Students are receiving academic credit for learning through their service efforts. Your assistance is needed to help students reflect on what their experience means to them and how it relates to their coursework, and that
10.	Sign-In Procedure	Students might be required to have a sign-in time log completed every time they come to your organisation. Students might ask their rural site mentor or someone from your organisation to initial their time log during each visit.
11.	Identification	You can ask students to have their HE institution identification available.
12.	Modelling	The rural site mentors become part of the student's image of what it means to be a professional. Often the interpersonal relations that develop between a rural mentor and a student are among the most significant parts of the student's experience. Taking an interest in the student, his/her activities, and sharing feelings and interests beyond the work situation can be very helpful.
13.	Student Documentation	Your rural Service-Learning or Social Entrepreneurship students may ask you to verify service hours spent at your organisation. If a student requests that, please do so for any hours that you can verify.

Well-coordinated communication

Collaboration will only be successful if communication between you, students and teachers is well coordinated. It means that you should designate a mentor in your organisation that works with students during the semester while completing their tasks.

HE institutions also designate supervisors for Service-Learning or Social Entrepreneurship students. You should communicate with these HE institutions' supervisors about Service-Learning or Social Entrepreneurship issues that may arise. According to R. Schramm (2016), HE institutions' supervisor's role is to work with the community partner to define the project and put together the team of students to carry out the project.

An activity plan on communication is recommended.

It is also important to have at least one 'live' conversation between the rural mentor, HEI supervisors and students.

It is recommended for each partner to use the following chart created by Duncan & Kopperud (2007) to prepare for an initial meeting.

The following graph illustrates the well-coordinated communication implemented in the rural Service-

Learning course in Spain. Students of the Autonomous University of Madrid (UAM) did their Service-Learning in the municipal toy libraries of rural municipalities belonging to Local Action Group GAL SINMA.

Student
Learning Objectives
Skills
Talents
Interests
Experience
Rural Community Partner
Mission
Skills of Staff Members/Volunteers
Skills/Talents of Rural Beneficiaries
Interests of the Organization
The experience we can provide

How to deal with the clarification of responsibilities and risk management issues?

As mentioned before, community partners should have a mentor for issues arising during the Service-Learning or Social Entrepreneurship activity. The mentor's main task is to clarify responsibilities and risk management issues. It is recommended to talk about all issues related to students' service. Students should be provided with information about the community partner's location, the office/workspace for them to use, the number of hours of support you can offer them, local working conditions, and the ways to reach your organisation (e.g., by public transport or by car). Community partners should consider that some students can only work part-time on the Service-Learning or Social Entrepreneurship project. It is also important to emphasise that students' service in a rural community organisation must meet the requirements of national law. You have to pay special attention to the requirements of social insurance, labour law, volunteering, etc.

It is important to emphasise that rural Service-Learning and Social Entrepreneurship projects do not represent an internship or volunteering, although students can help rural community partners to a great extent.

A key role of the rural community partner is to establish links with three aspects of rural Service-Learning and Social Entrepreneurship - community needs, HE institutions' requirements and an educational environment for students.

According to the Community Partner Guide to Service-Learning (2016) by the University of Vermont, the following table can help clarify the responsibilities of rural organisations and risk management issues.

Provide students with adequate training for assigned tasks:

Set appropriate tasks;
Be realistic about the time commitment and student expectations;
Be visible and available as a mentor for students;

Provide a safe work environment and reasonable hours for students to perform their service:

Transport information;
Workspace;
Work schedule and flexibility;
Staff, beneficiaries, and other workers;
Contact information in case of questions or concerns;
Office protocol and norms.

Provide students orientation and explain to them your mission and goals, enabling them to better understand the

Mission and goals;
The functioning of your organisation and individual roles.

Provide ongoing feedback:

Communicate, evaluate and reflect;
Say "thank you" to students for their work.

A Memorandum of Agreement/Understanding between the rural community organisation and the HE institution is recommended. You can find the suggested example in Appendix No. 1.

The following figure describes issues that the Local Action Group GALSINMA and the UAM (Spain) were facing while planning their rural Service-Learning project. These findings can be useful to have in mind to prevent the risk of becoming issues while preparing for rural Service-Learning and Social Entrepreneurship project implementation.

How to explain the organisation's mission and goals to students?

The organisation's mission and goals describe the end-point toward which activities are aimed. In most cases, students are likely to become familiar with your organisation's goals when choosing it. It is important for them that the activities of the chosen organisation are related to their academic rural Service-Learning or Social Entrepreneurship studies. The chosen organisations should help students perform activities that address real community needs.

Our recommendation is to discuss issues related to the organisation's mission and goals with students in the first meeting. You should know how students understand the goals of your organisation. Is their perception the same as yours regarding the mission and goals?

Students working at the rural community partner organisation should reflect its mission and goals, and this reflection should be important to the organisation. As Schramm (2016) points out, the project needs to be important to the organisation and of an appropriate type and scale for student teams. There also needs to be a good 'fit' between the project and the team. These aspects guarantee sufficient involvement of both sides to rural Service-Learning or Social Entrepreneurship projects. The best results are achieved when individual student skills (e.g., writing, interviewing, photographing, ICT skills, etc.) and knowledge (e.g., law, business, economics, psychology,

sociology, education, environment, agriculture, etc.) reflect rural community partners' needs.

The Service-Learning or Social Entrepreneurship project may take many forms. According to Schramm (2016), students may perform indirect services - gathering information, analysing and making recommendations about a problem or topic of interest to the organisation. This can include evaluations with students examining a past or ongoing programme or activity to assess its effectiveness or efficiency. Students may also perform direct service, helping an organisation put a programme, procedure or operation in place, getting something started, or helping make an existing programme run better.

How to assist in developing opportunities for rural Service-Learning or Social Entrepreneurship activities?

The assistance of a designated mentor from your organisation for students, during the Service-Learning or Social Entrepreneurship project, is significant. Only competent assistance creates satisfying collaboration in rural Service-Learning or Social Entrepreneurship activities that build students' knowledge and skills.

You should know that in this case, student learning is not only about the content but also about the process. This active process develops students' autonomy and ability to apply their learning; it develops the knowledge and skills needed to foster changes in rural communities.

To develop solutions for challenging rural issues, as well as product and process innovation, a mentor should constantly communicate with students and help them as soon as possible if they are facing problems related to the service for your organisation.

Tips for Building and Maintaining an Effective Partnership, according to Community Partner Guide to Service-Learning (2016) by the University of Vermont

How can a rural partner facilitate student reflection on their rural Service-Learning or Social Entrepreneurship experience?

According to the Service-Learning Toolkit (2015) developed by Michigan State University, reflection is an important part of rural Service-Learning and Social Entrepreneurship, enabling connections between community engagement activities and classroom learning. Student participation in rural Service-Learning or rural Social Entrepreneurship activities is an active process. The reflection has a significant value for students and HE institutions.

According to Bringle & Hatcher (1999), "*Reflection activities provide the bridge between community service activities and the educational content of the course. Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted*".

Student reflection has three main steps (Clayton and Day, 2003):

In the first step, Description, students should create mindful and attentive descriptions of their rural Service-Learning or rural Social Entrepreneurship project. In the second step, Analysis, they analyse their experience identifying the links between the learning objectives and objectives of the service they perform, which allows them to make meaning out of their project. In the final step, **Learning**, they transform their experience into applicable learning.

The main principle of reflection is unbiasedness. What does that mean?

Students should unbiasedly describe their experience during the rural Service-Learning or rural Social Entrepreneurship project. Furthermore, their reflection should be goal-oriented, and they need to analyse the impact that their experience made on their personal growth, civic engagement and academic enhancement. The last step of the reflection is to summarise what and how they learned, how important their new knowledge is, etc.

These are reflections of rural partners (AJD) in the project from Portugal, 'Steps for a Better Society' (a collaboration between IPVC and AJD):

Hello, my name is Jerusa; I am the project technician at AJD; I think it is extremely important to talk about the impact that the Rural 3.0 project has had on our community, namely this specific activity. The cultural reality and tradition of each place and the way we treat it have a very important role in our society. What we can and cannot do with all the past testimony influences the continuity and how this community can spread. It is extremely important to speak then of the impact that this activity had on the AJD community that is inserted in the community, in fact, where AJD is inserted, which goes far beyond the historical and social reality. It also passes through the material and immaterial values of AJD and how it empowered other people who probably were unaware of these AJD detailed stories in space and time, helping them understand a little more about the history of this community and this region.

Jerusa Lopes (project technician at AJD)

Hello, my name is Angélica; I'm working in the socio-cultural animation sector of AJD. This work that was carried out here was very important. It also had a significant impact on our children and young people since they are the ones who attend our space here. And above all, having put the children in contact with these students who came to do this work was very important because they made it possible for children to idealise the whole issue of culture and values and their social identity here in this community.

Angélica Neves (socio-cultural animation technician at AJD)

These are reflections of students in the project from Portugal, 'Steps for a Better Society':

"The challenge was to paint a wall in Deão at AJD's facilities; a completely blank wall (...) I believe that the benefit of this project, of service-learning, was the fact of taking us out of the box. I think we're from a generation used to taking classes always in the classroom. Therefore, I believe this context was positive for everyone."

Student 1 of the Higher School of Education – Polytechnic Institute of Viana do Castelo

"Each group would have a theme and transpose the assigned theme to the wall. Through drawing, each group could draw typical things, such as 'caroças', party arches, their traditions and the legend (...) At first, it may seem that it is something very hard and complicated, but in the end, all that effort was worth it. Go for it, because in the end, it is worth it."

Student 2 of the Higher School of Education – Polytechnic Institute of Viana do Castelo

"I think the most challenging thing was trying to reconcile the whole story on paper. Going from paper to wall it's hard, but it all went well. (...) School children came to help us and also contributed with their creativity to paint both the container and the wall. Enjoy the time! The work itself is magnificent! You will love to participate, to paint, to have the most fun!"

Student 3 of the Higher School of Education – Polytechnic Institute of Viana do Castelo

"Enjoy it! If you participate in an SL project, you will have contact with many people, many communities, which in my case were the children, and I loved it. We had direct contact with the people of Deão."

Student 4 of the Higher School of Education – Polytechnic Institute of Viana do Castelo

Finally, we provide here two examples of formats of reflexive journals that students might use to document their reflection and learning.

Rural community organisations are usually not required to create or evaluate student reflection

activities, but they can facilitate student reflection on their rural Service-Learning or Social Entrepreneurship experiences and their learning if they encourage students to produce their reflexive journals and if they understand the importance of reflection.

The example is provided by RURASL partner Vytautas Magnus University (VMU) from Lithuania.

How to participate in the evaluation process at the end of the course?

Last but not least, rural Service-Learning and rural Social Entrepreneurship activities need to be evaluated. As it is written in the Community Partner Guide to Service-Learning (2016) by the University of Vermont, evaluation of a rural Service-Learning and rural Social Entrepreneurship experience is an essential element ensuring the ongoing success of the partnership of students community partners and HE institutions. Evaluation can be implemented in many different forms: interviews, surveys, and questionnaires. The evaluation process usually involves the representatives of the HE institution, students, and rural community partners. When evaluating and assessing the partnership, it is important to estimate how and if rural needs were met. Additionally, the evaluation process should include both internal and external aspects.

The external aspect of evaluation comprises recommendations or suggestions to the HE institution for future student collaboration with your organisation. The internal aspect relates to the evaluation of the relationship between the organisation and students and what should be changed in the future regarding the role of the community organisation.

The following questions, prepared according to Community Partner Guide to Service-Learning (2016) by the University of Vermont, can be helpful in the evaluation process:

1 How could you improve your role and the effectiveness of rural Service-Learning or rural Social Entrepreneurship partnership?

2 How did students respond to the rural Service-learning or rural Social Entrepreneurship activity? How did your organisation respond to this collaboration? Are you both benefiting from the collaboration?

3 How did the HE institution feel about the collaboration?

4 What was learned about the relationship your organisation has with HE institutions and with students? How could these relationships be improved?

Where to find an academic partner?

Rural community organisations that want to participate in rural Service-Learning or apply a rural

3.3.

ADDITIONAL INFORMATION FOR RURAL
COMMUNITY
PARTNER ORGANISATIONS

Social Entrepreneurship approach and collaborate with higher education (HE) institutions might look for potential HE partners through the **RURASL Matchmaking domain** (link: <http://hub.rural.ffzg.unizg.hr>).

RURASL Matchmaking domain is a place where rural community organisations may find solutions to their rural issues and collaborate with universities across different disciplines. The domain is open for registration for both rural organisations and academic experts that can join and collaborate, whether offering their expertise to an existing project, browsing the repository of best practices or finding the expert in their field.

Users are provided with keywords to identify the Students' **Field(s) of education**, which is useful for community organisations to find the academic partner that could respond to their needs in the most professional way.

How to offer expertise to the academic partner?

Rural community organisations can join the database of rural entities and universities interested in community-university partnerships, which forms the basis of the virtual Hub. The database aims to collect information on rural community organisations that work on rural development (but lack access to Service-Learning) and universities that aim to connect students, faculty and local community but rarely address rural issues. By joining the database, rural community organisations can list their needs and offer their expertise.

Link to the database: <http://theta.ffzg.hr/ruralhub/Survey/LAG>

Where to find out more about Service-Learning and rural Service-Learning?

Rural community organisations can take the Rural SL Massive Open Online Course.

Link: <http://learn.rural.ffzg.hr:8080/course/view.php?id=7>

Participants in this MOOC, community organisations either based in rural areas (like local action groups) or fulfilling needs of rural areas, will learn key characteristics of rural service-learning (SL), differences between urban and rural SL, examples of good practices from diverse study fields, curriculum design options, mentoring of students by rural organisations and student assessment design. They will also learn how to effectively utilise students in community-university partnerships.

The MOOC is based on the needs assessment from 8 countries (Portugal, Spain, Italy, Germany, Austria, Netherlands, Croatia and Lithuania) and training materials developed by academic teachers and community organisations from these countries.

Rural community organisations can find all additional information on the RURASL website:

<https://rural.ffzg.unizg.hr/>

The testimonies from students, teachers, rural community organisations and rural beneficiaries about rural Service-Learning and Social Entrepreneurship are available at Rural SL YouTube channel:

https://www.youtube.com/channel/UCe0wS_yvg6Pi0oCb_6NLWhg/featured

Appendix No. 1 Service-Learning Agreement Form

3.4.

APPENDIX

Service-Learning Agreement Form

Student's Name: _____

Student's E-mail Address: _____

Student's Mailing Address: _____

Student's Phone Number: _____

Mentor's Name: _____

Name of Organisation: _____

Mentor's E-mail Address: _____

Mentor's Phone Number: _____

Mentor's Address: _____

Brief Description of Service-Learning: _____

The term of this Service-Learning begins on _____ and ends on _____

Student's Agreement:

I agree to fulfil the objectives of my work plan (which will be created until _____). I agree to meet regularly with my mentor, to perform my duties to the best of my ability, and to fulfil the required number of hours (_____). I agree to make every effort to connect this Service-Learning with the concepts I will learn in class, and to share these reflections with the course facilitators and students, and my Service-Learning mentor. I will ask questions when I need more information and deal with challenges as efficiently as possible by contacting the appropriate support person. I will obey the policies, rules and regulations of the Organisation.

Student's Signature: _____

Date: _____

Mentor's Agreement:

I agree to coordinate this student in an educationally and professionally appropriate manner: I will help him/her to develop a set of goals and objectives and meet regularly with the student to provide clear and consistent feedback on his/her work. I will help the student to understand the organisation with the time that I have available and create opportunities for the student to be involved in organisational functions beyond the specific projects he/she is working on. I will also provide feedback to the course facilitator at least once during the semester and once after the semester. I will maintain contact with the course facilitator should any challenges or concerns arise. I understand that the student is pursuing academic coursework concerning this Service-Learning and will do my best to help the student to make meaningful connections between these two experiences.

Student's Signature: _____

Date: _____

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3.5.

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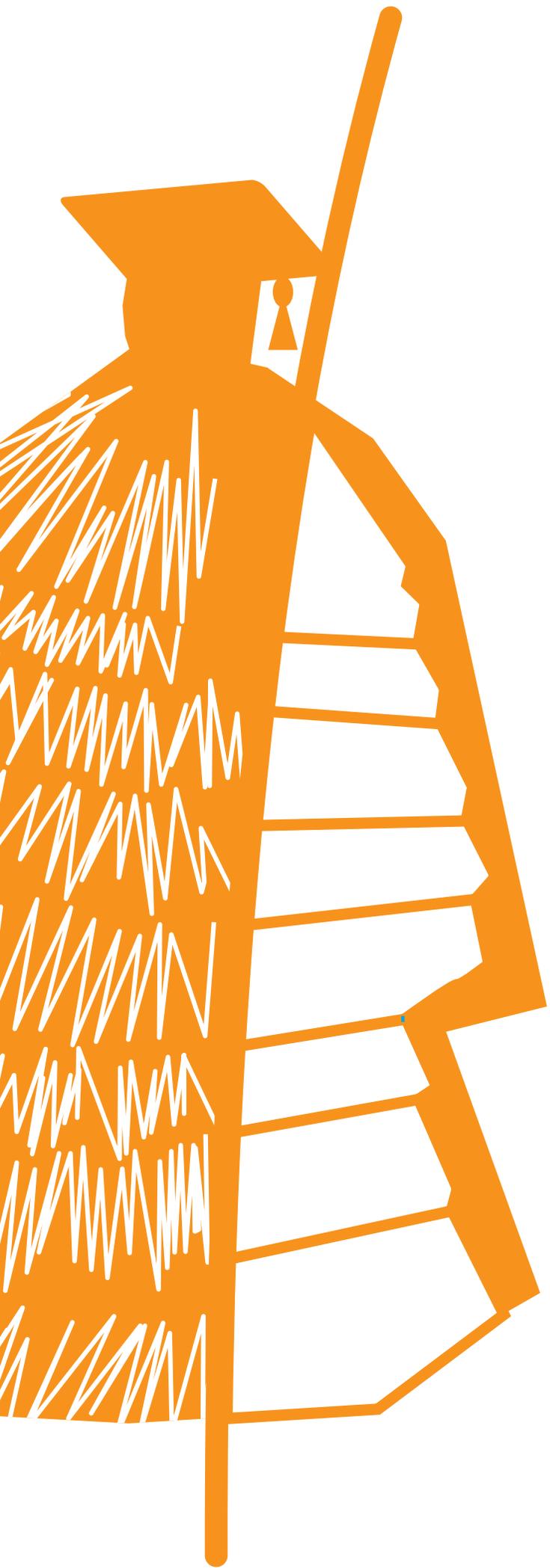
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Chapter 4

Academic module on rural service-learning and social entrepreneurship

This chapter is dedicated to an international academic module with 8 courses (in eight European languages as well as in English) on rural service learning (SL) and social entrepreneurship (SE). Each course was co-mentored by rural community partners how would familiarize students and faculty with community needs and facilitate the collaborative creation, management and sharing of knowledge. With this tool HEI partners of RURASL project designed and deliver a novel method of education in rural areas that combines the strengths of service-learning (SL) strategy (teamwork, critical thinking, networking, initiative) with social entrepreneurship (SE).

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4.1.

ART & DIVERSITY

AUSTRIA

Wolfgang Weinlich, Rolf Laven,
Ingrid Salzman-Pflege, PHWien

TITLE OF STUDY PROGRAMME: BA In Primary Education
COURSE TITLE: Abschlussprojekt Kreativität (Final Project Creativity)
ECTS VALUE: 4
ACADEMIC YEAR: 4 Semester: 1/2

General Framework:

Theoretical and methodological introduction meeting

Service-learning (SL): principles and methods

Introduction to rural organisations and the SL projects

Meet some rural stakeholders, share objectives, aims and general rules

Democratic competences: collaboration between two universities (University College of Teacher Education Vienna/ PH Wien and BOKU Wien/ University of Natural Resources and Life Sciences Vienna)

Creative meetings, model building meetings, presentation meeting

Communication and Collaboration with Moodle, Slack or Zoom.

Going rural*

Engaging with the rural community for a 'Bird Saving Project' (as wished by the local community)

Creating and delivering art-oriented projects with the local community and stakeholders in the rural area of Wölbings/ Lower Austria

Public presentation of created artworks, accomplished actions or work with the rural community within the art project.

Sharing the experiences and the documentation with international students and community stakeholders (hackathon)

Description of the course

This course is designed to mediate and teach students the concepts of how to work on artistic and with artistic research-based methods for biodiversity issues (Bird Saving Project). Students will be confronted with different artists' concepts in various art topics and techniques. They will learn in the fields of artistic research, biodiversity and art, graphic design, fine arts, applied arts, textiles, music and performance: The potential of art should motivate students to take their life seriously, reflect about their lives and use it for social and world change. This course will help students understand why they should do artistic projects and how they can change world views. This course will use Moodle and/or Slack (to stay in contact, focus and retain learning steps).

Main Contents:

- Introduction to the 'Service-Learning' concept and the related attitude;
- Reflection-related and event-related projects in cooperation with external educational institutions;
- Introduction to 'Service-Learning' as a concept (learning through engagement), as an attitude, contacting personal pedagogical theories, service-learning in school and teaching;
- Planning an art-based 'Service-Learning Project' (including an introduction to the basics of project management, brainstorming with cooperation partners and which of a concept).

Students work on a concrete problem (biodiversity and birds in an art context) that has been identified, discussed, problematised and agreed upon by the organisations in the university community partnership. They implement activities, carry out the agreed activities, and offer analyses, findings and insights. At the end of the course - with the power of art and critics - students will be able to understand problems in a rural context and reflect on, critically discuss and apply with life reference the values and meaning of democratic competences in their personal and professional development.

This teaching activity contributes to the achievement of the Sustainable Development Goals of the UN 2030 Agenda (4 Quality Education 17 Partnerships for the goals)

Student Profiles

Students are asked to be flexible, open to non-foreseen situations, and ready to experience the opportunities and the challenges of going rural.

Students ...

... understand the basic ideas of service-learning and recognise the importance of acting responsibly.

... can develop ideas and plans for projects and critically reflect on their feasibility, practicability and social benefits.

... can visualise and transform their ideas into artwork and recognise and describe art and environment dimensions.

... are actively involved in a project group and carry out the work tasks independently.

Students will develop strategies for creating artistic projects connected to biodiversity and thus acquire procedural knowledge during the course.

Learning Outcomes

After successful completion of the course, the students should be able to:

- use Service-Learning as a method connected with artistic projects for social engagement (especially in rural areas);
- use and apply creative methods, document their artist works, participate and manage to collaborate in artistic projects, have learned how to do project management, have some professional skills, including careful design work, skilful use of materials, tools and construction techniques, know about biodiversity and bird issues;
- disseminate ideas about sustainability and biodiversity in creative ways and manners;
- recognise, reflect and understand the challenges and problems of rural communities - all in the context of the social aspects of art.

Indicative content and description of the 'Social Entrepreneurship Activities:

The art teacher will make a performative introduction with sunflower seeds based on an art project of AiWeiWei, interactive projections, packing paper, bird stickers, birds from the organic collection, a few bird books... to stage the first meeting.

The second meeting begins with Empowerment bingo. A method to mix the people of different institutions with their different backgrounds and approaches.

Work in groups: at least two creativity methods (from 12-13) (stimulus picture, Walt Disney, Morphological Box, Ecriture Automatique or Elfchen, six thinking hats, kaleidoscope, ABC List, contrast reversal, starbursting, time travel brainstorming, limited edition, four ear model method, scamper, (6-3-5), use and thus the first consult ideas .

Start with a Mindmap (to LINK IDEAS) of the group's ideas, then document each method on a Floorchart. © WW

STRUCTURING AND DESTRUCTURING (coordinate panel system on the blackboard).

Fields of ideas: vertical -> structuring by topic _ Biodiversity area Vogel. Nest, feed, ... content level, Horizontal (horizontal: material / technology / artistic reference: 1st level: subject, 2nd level: techniques)

At the third meeting, we use the elevator pitch method to have a student present their core ideas: Group identification, project identification and project selection.

Assessment:

Students must complete a reflexive journal on the activities carried out, a project portfolio written and in pictures as well as designs, and a documentation report of the activity they did for the art project. The final exhibition leads to the assignment of a grade. Students have to finish, present and document their projects to pass the exam.

Your grade is based on your performance in course exercises.

There are two types of exercises in the course:

- Concept Checks
- Self-Assessments

These exercises are module-specific and are spread throughout the course; there are no exams. A full list of exercises is shown below.

There are no specific due dates.

You have until the course closes to complete the exercises. 50% of the final grade is based on the student's individual SL journal; 50% of the final grade is based on the collaborative artistic project work/assessment

Readings

Sleipness O., Ryan K., Krikac R., Gomez S. (2016). Rural interdisciplinary service-learning projects: Frameworks for engagement within regional rural development centres. *Landscape Research Record*, 5(1).

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4.2.

URBAN AND RURAL SERVICE-LEARNING

Croatia

Nives Mikelic Preradovic, FFZG



TITLE OF STUDY PROGRAMME: Master
COURSE TITLE: Urban and Rural Service-Learning
ECTS VALUE: 6
SEMESTER: Summer

General Framework:

Course status: Elective course

Duration: 1 semester

Prerequisites: none

Language: Croatian

Number of contact hours: 1 hour of lectures + 3 hours of seminar & fieldwork per week + eLearning

Total number of presence hours: 15 per lecture + 45 per seminar & fieldwork

Total number of self-study hours: 90

Teaching method: lectures, seminar, online learning, fieldwork, project work

Level of application of e-learning: 2nd

Student Responsibilities: Participate in the SL activity/project, submit a group project application and give a final presentation of the SL project

Description of the course

The course aims to provide graduate students of humanities and social sciences with the opportunity to apply academic knowledge and skills to meet the real needs of the local community through rural and urban service-learning experience. Students will participate in service-learning projects addressing the specific needs determined at the beginning of the course. The part of the course on rural service-learning is strongly underpinned by a selected corpus of relevant rural issues and needs of the rural communities investigated in the RURASL project (<https://rural.ffzg.unizg.hr/>), as well as publications on the current state-of-the-art in rural SL.

Contents of the course:

Lectures (1 hour per week)

Week 1. Definition of urban and rural SL, urban and rural communities, territorial and rural development.

Week 2. Levels and ways of using territorial capital for rural and urban development in the EU.

Week 3. Territorial facts and trends in EU rural areas 2015-2030. The needs of urban and rural communities.

Week 4. Service-learning in the STEM field

Week 5. Critical writing and SL.
Week 6. Instructional design and management of the SL project/activity
Week 7. Analysis of the students' needs, their plan for the SL project and project teams.
Week 8. Video logs/video journals in SL projects.
Week 9. Benefits of Service-Learning benefits.
Week 10. SL Quality Standards: urban and rural context.
Week 11. Levels of SL projects.
Week 12. Evaluation of learning, results of the project and evaluation of SL experiences.
Week 13. Writing SL Project Reports.
Week 14. Service-learning Hackathon.
Week 15. Presentations and evaluation of SL projects.

Seminars and fieldwork (3 hours per week):

participation in the on-site SL activity/project and online collaborative activities.

Student Profiles

Students are expected to be ready to learn on-site, work in a team setting and with interdisciplinary teams.

Students will gain hands-on experience, transversal competencies: critical and innovative thinking, active citizenship, interpersonal and intrapersonal skills, multi-literacy and ICT skills

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Learning Outcomes

After successful completion of the course, the students should be able to:

- write an application of the service-learning project;
- analyse the needs of the urban and rural communities;
- compare the needs of the urban and rural communities;
- manage the small SL projects;
- produce a project documentation report;
- evaluate the SL projects by formulating arguments and counterarguments.

Indicative content and description of the Service-Learning Activities:

According to their interests, students will work on the mandatory project (SL activity) that helps their community partner (urban or rural) find solutions and satisfy their needs. These service-learning projects aim to solve specific issues discussed in the course and represent the seminar part of the course. Seminars (in the form of project and fieldwork - 45 hours in a semester) will be combined with lectures on rural and urban service-learning, SL instructional design and project management, teamwork and critical thinking.

Examples of the possible placements and the possible projects are available here:

- <https://inf.ffzg.unizg.hr/index.php/en/service-learning-projects>
- <https://www.eoslhe.eu/resources/>
- <https://theta.ffzg.hr/ruralhub2>

Assignments

1. 0. Student journal (individual assignment)

Each student journal needs to include the personal experience of each student, used knowledge and skills and newly acquired knowledge and skills, a list of relevant literature resources used in the project, specific contributions a student made to the rural or urban community, connections between their SL experience and their study, etc.)

Learning Outcomes:

- to understand and analyse literature about different types of service-learning activities between urban and rural SL;
- to critically think about their projects, forming arguments and counter-arguments;
- to participate in team projects;
- transversal competencies: critical and innovative thinking, active citizenship.

2.0. collaborative assignments

2.1 project application (the assessment includes evaluating the project's title, time-frame, goals - SMART criteria), selection of the partner, team members' skills, explanation of the community needs, the structure of the project and the backup plan)

2.2 final project report (the assessment includes evaluating the work packages, project's activities, outputs: milestones & deliverables, Gantt chart, etc.)

Learning Outcomes:

- to write the project application, the project plan, evaluation forms and the final project report
- to understand the project management procedures

2.3 final in-class oral presentation of the SL project (the assessment includes the evaluation of each student's presentation skills, time frames, contact with the audience, etc.)

Learning Outcomes:

- to develop presentation skills: verbal (voice, vocal variety) and non-verbal (gestures, facial expressions, pauses);
- transversal competences: to develop inter-personal skills and intrapersonal skills.

2.4 E-portfolio as a showcase on a Google site (summative assessment of learning: the site has to be informative, relevant, readable and well-designed)

Learning Outcomes:

- to use the appropriate tools to create the e-portfolio and website of the project;
- transversal competences: to develop multi-literacy and ICT skills.

2.5 Prezi presentation (the assessment includes the evaluation of the presentation's structure, use of keywords and content).

Learning Outcomes:

- to develop presentation creation skills (ability to make effective, high-level presentations that are needed for effective communication of complex ideas);
- transversal competencies: to develop inter-personal skills, ICT skills and intrapersonal skills.

Anticipated timeline:

Deadlines for finding a service site: 2nd week in the semester

Assignments to be completed:

- individual assignment (end of the semester);
- collaborative assignments: project application - 4th week of the semester; final project report & e-portfolio as a showcase on Google site & Prezi presentation- end of the semester; final in-class oral presentation- last week of the semester;
- Deadlines for evaluation to be carried out: end of the semester.

Assessment:

- 60% of the final grade is based on the student's individual SL journal;
- 40% of the final grade is based on the collaborative assessment (10% = the SL project application, 10% = the final SL project report, 5% = final oral presentation of the SL project, 5% = presentational e-portfolio on Google pages, 10% = Prezi presentation).

Readings

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- Holton, N. (2004) *Rural service-learning: Turning Special Challenges into Great Opportunities*.
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4.3.

RURAL MOBILITY

CHALLENGES AND INNOVATION STRATEGIES AT
LAKE AMMER (MUNICH METROPOLITAN AREA)

Germany

Mirko Franck and Wolfgang Stark, SCE Munich



TITLE OF STUDY PROGRAMME: Entrepreneurship Studies (Certified) – open to all students (BA and MA)
COURSE TITLE: Rural Mobility Challenges and Innovation Strategies at Lake Ammer (Munich Metropolitan Area)
ECTS VALUE: 5 ECTS
TIME NEEDED:
IN-PRESENCE TIME: 48 hours
INDIVIDUAL LEARNING AND STUDY TIME: 102 hours
TOTAL: 150 hours

Description of the course

The course aims to tackle and analyse a real-life problem in the Munich Metropolitan Area and develop entrepreneurial solutions based on societal responsibility. Projects will be developed in close contact with the regional community, business members and local politicians.

Lake Ammer and the 16 communities surrounding the lake is one of the most favourite recreational areas for the Munich Metropolitan Area. Many employees of the area are working within the city boundaries of Munich but are living with their families close to the lakes in the countryside, which results in heavy commuting traffic on the streets and railways – the Munich Metropolitan Area is the number one commuting area in Germany (450,000 commuters/day).

Challenges for inhabitants, communities, commuters and urban people looking for leisure areas will be addressed. Together with students from all faculties and local people, we will develop innovation strategies based on responsible entrepreneurial solutions.

General Framework

Thursdays, 2 p.m. – 5 p.m.

Creative Hall R 0.119, SCE, Hess Str. 89, 80797 Munich (Germany)

Some meetings will take place at Lake Ammer (50 km southwest of Munich)

Significant parts will be in German, some parts will be in English

Partly creditable for your study programme

Fully creditable for MUAS Entrepreneurial Certificate

Expected Student Profile:

Your Profile

- You are a student at Munich University for Applied Sciences;
- You know the Lake Ammer region, or you are interested in entrepreneurial solutions for rural areas;
- You are open-minded for creative and innovative processes;
- You love to work in interdisciplinary teams;
- You read and speak English;

What you will gain:

- You will develop innovative ideas and entrepreneurial solutions for real-world problems;
- You will collaborate with local politicians, activists and citizens from the Lake Ammer region;
- You will work with local and international coaches;
- You will develop your entrepreneurial mindset;
- You will enjoy lots of creative freedom of design.

Learning Outcomes

After successfully completing the course, participants will gain deep learning via action-based learning in 'Real Projects'. The focus is to facilitate entrepreneurial thinking and learn to act responsibly for and in society. Working in interdisciplinary teams and groups, engaging in real-life projects with business people, employees, civic activists, community members, teachers and students, will enhance an entrepreneurial mindset that will act responsibly for society and the environment. As a result, all students will experience how to develop a business model based on societal responsibility.

Indicative content and description of the Course:

This entrepreneurship course will blend theoretical and practical learning to enhance entrepreneurial competences and an entrepreneurial mindset based on societal responsibility. Students will work in (interdisciplinary) teams to understand and experience dynamic innovation processes based on tools like 'Real Time Innovation' and 'Innovation Strategies for Rural Areas'. They will analyse on-site real-world challenges, generate ideas with community members, design and evaluate prototypes, and finally, develop dynamic business models for socially responsible solutions. Students will experience deep learning in design thinking, creativity and dynamic business modelling, and will strengthen their competencies by working in teams, communicating and presenting ideas and solutions. The projects will be developed in close exchange with community members, on-site experts, politicians and business members, and feature an interdisciplinary approach.

Assessment:

Multiple evaluations of step-by-step presentations (pitches); critical self-assessment component

Readings

Gottwald, F.-T., Sailer, K., Sprinkhart, K.-P. (2013): *Fair Business - Wie Entrepreneurs die Zukunft gestalten*, Regensburg: Walhalla

Ries, E. (2011): *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*, Crown Business, New York

Sailer, K.; Stark, W.; Eder, S.; Leonavicius, E. & Weber C. (2018): *Real Time Innovation – Change Your Patterns, Change Your Thinking*. SCE and Pattern Publishing, Munich and Essen

Sarasvathy, S. (2008): *Effectuation: Elements of Entrepreneurial Expertise*. Edward Elgar Publ., Cheltenham, UK

Stark, W. & Eder, S. (2019): *Erfolgsmuster für Innovationen in ländlichen Regionen*. Pattern Publishing, Essen

4.4.

ENGAGING WITH RURAL COMMUNITIES: STUDENTS' DEMOCRATIC AND TRANSVERSAL COMPETENCES AT STAKE

Italy

Cinzia Albanesi, Antonella Guarino,
Irene Barbieri, UniBO



TITLE OF STUDY PROGRAMME: BA (open to all programmes)
COURSE TITLE: Engaging with rural communities: students' democratic and transversal competences at stake
ECTS VALUE: 3 – 5

General Framework:

This is an intensive course, organised in the form of 'residential' summer school plus preparatory classes (late spring) and final classes (fall), and consist of several phases:

1.0. Theoretical and methodological introduction

- 1.1 Service-Learning: principles and methods
- 1.2 Democratic (civic) and transversal competencies: general frameworks and how they are dealt with in higher education
- 1.3 Rural communities: characteristics, challenges, needs and resources
- 1.4 Assessment and evaluation (reflexive journals, tools)

2.0. Introduction to the rural organisations and the SL projects

- 2.1. Meet the rural stakeholders, share objectives, aims and general rules

3. 0. Going rural*

- 3.1 Settlement in the rural community
- 3.2 Engaging with the rural community
- 3.3 Reflexive meetings in the field
- 3.4 Creating and delivering documentation of the experience
- 3.5 Public presentation of the experience to rural community stakeholders (optional)

4.0. Sharing the experience and the documentation with international students and community stakeholders (hackathon)

**This is an intensive residential programme: students will stay in the rural community for a full week. 'Basic' accommodation will be provided to students free of charge.*

Description of the course

In this course, students will have the opportunity to train their transversal competences and engage with the rural communities, using their capacities to support local organisations. Service-Learning projects have been designed based on the needs of community organisations and the added value that students may bring to the organisations. Students will work on a concrete problem identified by and agreed with the organisations in the university-community partnership, implement activities, do the agreed activities, and offer their analysis and insights. At the end of the course, students will be able to understand problems in a rural context and to reflect and discuss critically the values and the meaning of democratic (civic) competences in their personal and professional development; they will also have the opportunity to train their transversal competences, in a rural context.

This teaching activity contributes to the achievement of the Sustainable Development Goals of the UN 2030 Agenda (4 Quality Education 17 Partnerships for the goals).

Student Profiles

No study-specific background is needed for this course. Participation of students of different disciplines is encouraged. Students are asked to be flexible, open to unforeseen situations, and ready to experience the opportunities and the challenges of going rural (magnificent nature, frugality, essential services, no wi-fi connections, a variety of people and environments).

Please note that an intensive residential programme requires 'full time' availability and openness to work eventually in the evening or during the weekend.

All preparatory classes are mandatory, as well as participation in the hackathon (that will be in English).

During this course, students will:

- become familiar with concepts of experiential learning, community engagement, transversal and democratic (civic) competences;
- develop and strengthen their creativity, teamwork, communication, engagement in real-life situations;
- develop reflective skills through onsite supervision;
- gain experience from the challenges and opportunities of working with rural communities/ stakeholders;
- gain experience in using their personal and professional skills (including project development, research and evaluation) to respond to rural communities' needs.

Learning Outcomes

After successful completion of the course, the students should be able to:

- **Have a clear understanding** of democratic (civic) and transversal competences, how they may affect their profession and their personal and societal impact;
- **Have a clear understanding** of rural communities' needs and resources;
- **Manage** the different steps of small-scale project management (design, implementation, evaluation);

- **Produce** a documentation report;
- **Train** transversal competences;
- **Develop** reflective skills.

Assessment:

Students must complete a reflexive journal on the activities carried out and a task assessment questionnaire, a bibliographic note concerning the specific service-learning experience, and a documentation report of the activity they performed for public sharing. The final exam leads to the assignment of a grade. To pass the exam, students have to obtain at least 18/30. The grade will be assigned as follows:

The grade will be assigned as follows:

- up to 14/30 for the service (based on frequency, commitment, active participation);
- up to 6/30 for the reflexive journal (higher score will be assigned to deeper reflection on the experience, on context analysis and consequences of the experience on learning);
- up to 4/30 for the bibliographic note (relevance of the articles, analytical and argumentative skill, compliance with APA standards);
- up to 6/30 for the documentation report and participation involvement in the monitoring activities;
- Honours (Lode) will be awarded to students obtaining the maximum score in all the assigned tasks and distinguishing themselves for their reflexive skills.

References

- Aramburuzabala, P., McIlrath, L., Opazo, H., (Eds.) (2019), *Embedding Service-Learning in European Higher Education. Developing a Culture of Civic Engagement*, 1st Edition. London: Taylor and Francis.
- Guarino, A., Albanesi, C., Zani, B., & Compare, C. (2019). *Quality of participation in Service-Learning projects. PSICOLOGIA DI COMUNITA'*, 90-110.
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4.5.

SERVICE-LEARNING

Lithuania

Auksė Balčytienė, Natalija Mažeikienė, VMU



TITLE OF STUDY PROGRAMME: BA programme in Public Communication

COURSE TITLE: Management of Communication Projects (Komunikacijos projektų valdymas)

ECTS VALUE: 6 ECTS

YEAR:2019

Semester: Autumn

General Framework:

Course status: Obligatory course

Duration: 1 semester

Prerequisites: none

Language: Lithuanian

The course includes in-class activities (number of contact hours – 16 hours of lectures, 14 hours of seminars, group discussions, consultations and PowerPoint presentations of students' projects), teamwork activities (students work in teams developing communication projects for communities), services in communities (at least 40 hours of volunteer work). There's a total number of 100 hours of independent and teamwork.

Teaching method: lectures, seminars, online (Moodle) learning, fieldwork, project work.

Level of application of e-learning: 2nd

Description of the course

The course aims to provide students with professional skills to implement communication projects in real-world settings. It is designed to improve students' understanding of the peculiarities of communication and public relations in non-profit organisations, design thinking and project management. The main learning strategy applied in the course is service-learning, when students identify problems, design and develop real-world team projects and communication products by performing volunteer work in organisations and communities. The course focuses especially on service-learning in rural communities. Students will learn about the peculiarities of communication and social development processes in rural areas and particular ways of solving those problems and issues. They will develop personal and civic engagement skills through a combination of volunteer experiences, personal reflection and in-class discussion. The course is expected to foster students' personal growth through service-learning in communities. The service component includes at least 40 hours of volunteer work.

Intended Learning Outcomes

After successful completion of the course , students will::

- Learn about the management of communication projects and acquire practical skills to implement small-scale communication projects in real organisations and communities;
- Learn to identify problems, make and negotiate proposals with communities, design and develop communication products;
- Learn how to apply social theories and concepts in communication to implement projects in real organisations;
- Learn about communicative empowerment of vulnerable and marginalised groups and practice it in small-scale projects in the communities and organisations;
- Learn to identify target audiences, carry out communication audits and set up a communication plan in a real organisation;
- Improve skills and develop attitudes of civic engagement (involvement with and commitment to the community);
- Improve reflexive and critical inquiry skills.

Indicative content and description of the service-learning activities:

Contents of the course:

Lectures (2 hours per week, seven weeks/topics), seminars (1 hour per week, seven weeks/ topics)

Topic 1. Introductory lecture. Learning outcomes, schedule of the course, assignments. Topic

Topic 2. Definition of SL in urban and rural communities. Interactive learning methods: data-walking, photo-voice, digital storytelling.

Topic 3. Analysis of internal and external communication of organisations. Communication audit. Planning strategical organisation in the organisation.

Topic 4. Project management. Project cycle (identification of the problems, formulation of the project, implementation; evaluation/audit). The logic of the project. Methods of problem identification: a problem-tree approach, SWOT, PEST.

Topic 5. Social theories and concepts in communication: change and risk management, risk society (Ulrich Beck), diversity and communication action (Jurgen Habermas), globalisation, ethics and social responsibility (Robert Putnam), feminist approach, mediatiation (Stig Hjarvard, Andreas Hepp), etc.

Topic 6. Communication and marginalised groups. Media and social exclusion. How to stop stereotyping, invisibility, and silencing. How to give voice to vulnerable and marginalised groups. Citizen participation through communicative action.

Topic 7. Effective communication. Target audiences. Setting up a communication plan.

General description of the course

The course is delivered to 4th study year students of the BA programme in Public Communication (journalism, public relations, public communication). During the course, students carry out service in non-profit and charitable organisations and in communities which provide social services and solve social problems (e.g., day-care centres for children and/or people with disabilities, Caritas, Women's and Men's crisis centres, Food bank, Blood bank, animal shelters, communities of people

with disabilities, etc.) and deal with civic processes (political parties, human rights organisations, NGOs). The duration of the community service is of about 30-40 hours per semester. The service in communities is a mandatory element of the course, and students themselves find and choose communities and organisations. In organisations and communities, students implement group projects on communication. The course focuses specifically on service-learning in rural communities. Students will learn about the peculiarities of communication and social development processes in rural areas, and particular ways of solving those problems and issues.

During the semester, students attend classes (seven lectures and seven seminars) covering relevant topics, namely service-learning, design thinking, project management, social action, social change and democracy, social capital and inclusion (Putnam), empowerment through communication action (Habermas), internal and external communication in organisations, social theories on communication, how to plan strategic communication, performing a communication audit, etc.

While carrying out community service, students identify social and communication problems faced by communities/organisations (the written assignment of the course is devoted to setting up the problem-tree of the community and carrying out SWOT and PEST analysis).

The second assignment in the course is devoted to developing reflexive skills: students write a reflexive diary entry after every visit to the community and a reflexive log on the service in the community throughout the semester.

Students create products and provide services that help communities solve social and communication problems during the course. Students' contribution is reflected in the final assignment – a written report on the students' group project. Examples of products and services performed by students' teams and groups in the communities: carrying out a communication audit of the organisation, setting up a communication strategy, providing a set of advice and measures aiming to improve internal and external communication in an organisation/community, assistance in maintaining the community's website and/or Facebook account, production of films/leaflets/social advertisements, working on the visual identity of the community, helping to organise events, and other services.

During the seminars, students' groups present their service to other students and teachers and receive feedback and advice from the teachers and other students. At the end of the course, students make PowerPoint presentations to the teachers and other students on their projects in the communities. Students send their written reports to the teachers during the exam session for evaluation.

Timeline of the course:

Students are asked to find communities and organisations during the first month of the semester. The following three months of the semester are dedicated to service in the community and the completion of study and service tasks. The first assignment, on analysis of social and communication problems (setting up the problem tree and providing a written description of the problems faced by communities), is completed by students at the end of the second month of the semester and after one month of service in the organisation. Students write their reflexive diaries throughout the semester (a diary entry is written after every visit to the community). They summarise their service experiences and reflexive observations in the reflexive log at the end of the semester. The final written reports on service and products created in the communities are presented at the very end of the semester (during the exam session).

Assessment:

Evaluation Structure

20 % - group work assignment on the identification of problems in communities, including the use of analytical tools – SWOT and PEST analysis, setting up the problem-tree of social and communication problems;

30 % - individual written work assignment including reflexive activities (the reflexive log is submitted to teachers at the end of the semester; it contains sections on analysis of personal, organisational and other problems faced and tackled in the communities, correspondence between service and the university curriculum and study subject, reflection on connections between academic achievement, civic engagement, personal growth, development, etc.). The reflexive log contains a summative presentation of reflexive diary entries written by students after every visit to the community.

50 % - group work assignment on the community's service-learning project, including a description of social and communication problems in an organisation/community and description of the products created and services provided in the community.

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4.6.

LEARNING BY DOING: CONSULTING FOR SOCIAL ENTREPRENEURS

Netherlands

Lucas Meijs & Philine van Overbeeke,
RSM-Erasmus University



TITLE OF STUDY PROGRAMME: BA (open to all programmes)

COURSE TITLE: Learning by Doing: Consulting for Social Entrepreneurs

ECTS VALUE: 15

YEAR: 2020–2021

SEMESTER: 1st Trimester, September – November

General Framework:

This course has a 10 weeks duration and consists of several phases:

1. Introduction to substantive theoretical areas and formation of project teams
2. Introduction to the client organisations and the intervention requests
3. Preparation of a contract & expectations
4. Carrying out an intervention (the consultancy project)
 1. Literature review
 2. Conducting empirical research
5. Presentation of recommendations

Description of the course

In this minor, you will work as consultants for (Rotterdam based and Rural) social entrepreneurs and non-profit organisations. This course is intended to strengthen students and provide a very practical experience.

Instead of working with fictitious cases, you will be working with real, existing organisations. This will allow you to apply the knowledge that you have gained thus far to a real-life situation. In addition, the work you will be doing is intended to benefit both your client organisation and the larger community. Interesting cases are pre-selected by the instructors, but we are open to any suggestions from students.

Student Profiles

There is no study-specific background needed for this course. We highly encourage students of different disciplines to take part in this course. An interest in or experience with (business) administration and (project) management is suggested. We will provide additional literature resources for students with non-business backgrounds.

Please note that working with social organisations might require availability outside of 'regular' course hours.

All lectures are mandatory, so in case a student misses a class a replacement assignment must be made.

During this course, you will:

1. become familiar with important issues and theories involving consultancy, social entrepreneurship and the non-profit sector;
2. develop skills in the application of theoretical concepts to real-life situations;
3. gain experience with actual issues that arise in the course of a consultancy project;
4. be guided through: your first meeting with the client, how to write a consultancy contract and report, the actual process of consultancy and how to present your recommendations to your client;
5. gain experience in finding, evaluating and applying relevant literature to the specific situation of a client organisation;
6. develop and strengthen your creativity, teamwork, project, communication, research, writing, interview and presentation skills.

Learning Outcomes

After successful completion of the course, the students should be able to:

- **describe** important issues and theories involving consultancy, social entrepreneurship and the non-profit sector;
- **apply** theoretical concepts to real-life situations;
- **manage** actual issues that arise in the course of a consultancy project;
- **find, evaluate and apply** relevant literature to the specific situation of a client organisation;
- **manage** the different steps in a consultancy process and **produce** a consultancy report.

Indicative content and description of the activities:

The course focuses on drawing connections between literature and practice, based on the philosophy of experiential or service-learning. **Experiential learning** is a credit-bearing educational experience in which students in this course consult for social entrepreneurs in an organised service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996).

In this minor, you will **design and execute a consulting project** with an organisation to resolve one or more concrete problems. This project will provide insight into several issues relating to management, including entrepreneurship, the non-profit sector, interaction between market, governments and civil society, and trends within the community. You will also develop your consultancy skills while having the experience of working for a real organisation as part of a team of consultants. You will also make an active contribution to your client organisation (and the community) in the form of actual research and making valuable recommendations.

Assessment:

Educational goals per course	Assessment formats						
	Essay	Pre-consultancy	Participation	Midterm test	Consultancy report	Final presentation	Total
after following this course the student is able to:							
describe important issues and theories involving consultancy, social entrepreneurship, and the non-profit sector	X	X	X	X			
apply theoretical concepts to real-life situations	X	X			X	X	
manage actual issues that arise in the course of a consultancy project					X	X	
find, evaluate and apply relevant literature to the specific situation of a client organisation		X			X	X	
manage the different steps in a consultancy process and produce a consultancy report					X	X	
Weighting factor	20%	10%	10%	20%	40%	Pass/fail	100%
Minimum grade required (4.5 or Pass)	4.5	4.5	4.5	Pass	4.5	Pass	5.5
Opportunity to resit within the academic year	Yes	Yes	Yes	No	No	No	
Form of examination (e.g. MC, Open-book, etc.)	Assignment	Assignment	Assignment	MC and open questions	Assignment	Presentation	
Group / individual	Individual	Individual	Individual	Individual	Group	Group	

References

- Anheier, H.K. & Toepler, S. (2020). *The Routledge Companion to Nonprofit Management*. Routledge.
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4.7.

SERVICE-LEARNING: BUILDING BRIDGES AND TRANSFORMING REALITIES IN A RURAL COMMUNITY

Portugal

Linda Saraiva & Joana Padrao, ESE-IPVC



SERVICE-LEARNING: Building bridges and transforming realities in a rural community

TITLE OF STUDY PROGRAMME: BA and MA (open to all programmes)

COURSE TITLE: Service-Learning: Building bridges & transforming realities in a rural community

ECTS VALUE: 5 ECTS

General Framework

Course status: Elective course

Prerequisites: none

Language: Portuguese

Number of contact hours: 64 h

Number of autonomous work hours: 71h

Description of the course

This course aims to enrich students' academic, professional and personal training by participating in social projects using the service-learning methodology. Based on a theoretical and conceptual basis, students will have the opportunity, together with the rural community partners, in a collaborative and critical-reflexive perspective, to diagnose a social problem in the community and to carry out the planning and implementation of a project that effectively responds to that need. In parallel, students will develop transversal skills such as problem-solving, communication, teamwork, critical and creative thinking, essential for active citizenship, commitment to the community and intercultural awareness, consistently articulating the knowledge and skills developed in the specific study plans. For this purpose, this course includes theoretical-practical classes (14h), seminars (10h) and a strong fieldwork component (40h).

Student Profiles

- Students are expected to be able to work as a team, learn in different contexts, present levels of motivation, openness and flexibility for unforeseen situations, and availability for intense involvement.
- The on-site SL activities will require students to apply their skills, knowledge and abilities to solve relevant issues of the rural communities.

Learning Outcomes

After successful completion of the course, the students should be able to:

- Have a clear understanding of the needs and resources of rural communities;
- Apply/transfer knowledge, content and procedures learned in their professional/academic training;
- Design, implement and evaluate an SL project;
- Develop reflective skills, critical thinking and creativity;
- Produce a project documentation report.

Indicative content and description of the Service-Learning activities:

The course includes a theoretical-practical part, the virtual Hackathon and the implementation of on-site service-learning activities. The design of the theoretical part will be strongly underpinned by a selected corpus of relevant rural issues and needs of the rural communities, and publications on the current state-of-the-art in rural SL.

Teaching methodologies: participatory (debate among students, teachers, researchers and rural communities), collaborative (group/teamwork), analysis of articles, videos, and innovative digital learning tools (MOOC, Online World Café, Hackathon) will be implemented.

The course will cover the following content and activities:

1. Theoretical and methodological introduction.

Definition of Service-Learning;

1.1. Service-Learning Project: step by step;

1.2. Rural communities: characteristics, challenges, needs and resources.

2. Service-Learning Projects – Design:

2.1 Meeting the Rural stakeholders;

2.2 Defining objectives and creative solutions for the needs of the community.

3. Going Rural:

3.1 Reflexive meetings with the community;

3.2 Engaging with the community;

3.3 Implementing the Service-Learning Project.

4. Creating and delivering documentation of the experience

4.1 Service-Learning Project Report

4.2 Service-Learning Hackatho

5.0 Final presentation and evaluation of Service-Learning Projects

Assignments:

Students must develop an e-portfolio with two components, namely:

Individual component:

Individual component: Students must perform a reflective synthesis resulting from seminars, contents, available and constructed resources. The portfolio should also contain a final critical-reflective report that covers the activities developed within the SL project, including the relationship established with community partners, diagnosis, planning, implementation and evaluation of these activities, their impact on the community, as well as the contribution of this process to the students' professional and personal development.

Group component:

All documentary support of the SL project (contextualisation, diagnosis, planning, chronogram, project management and evaluation).

Assessment

The evaluation will be distributed throughout the course and will include the following tasks:

- Individual component of the e-portfolio (40%) + active participation in classes, seminars and proposed tasks, as well as the ability to be involved in the SL project (10%);
- Group component of the e-portfolio (20%) and final oral presentation of the SL project (30%).

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4.8.

RURAL SERVICE-LEARNING

Spain

Paula Lazaro, Pilar Aramburuzabala
& Rosario Cerrillo, UAM



TITLE OF STUDY PROGRAMME: Bachelor's Degree

COURSE TITLE: Rural Service-Learning

ECTS VALUE: 3

YEAR: 2020-2021

SEMESTER: 1st and 2nd

General Framework:

In-contact hours:

- Introduction to the Service-Learning (SL) methodology: 8 h.
- Specific training about the entities and final beneficiaries of the service: 8 h.
- Evaluation and reflection activities: 9 h.
- Dissemination and celebration of the projects: 5 h

Non-contact hours:

- Direct service to the community: 70

Total number of contact/presence hours: 10 hours of lectures and practical exercises.

Total number of self-study hours: 20 hours.

Total number of hours in the community: 70 hours.

Teaching method: lectures, videos, readings, case studies, fieldwork and project tasks.

Students' Responsibilities: Participate in the SL project, submit a group project design and make a final presentation of the SL project.

Description of the course

The course is aimed at training UAM students on Rural Service-Learning. Students will be trained in this methodology and participate in Rural Service-Learning projects within the European project 'Rural 3.0: Service-Learning for the Rural Development' framework. The course has a practical character since 70 to 100 hours are devoted to direct service to the community, while the remaining are dedicated to theoretical training on the methodology, project planning, reflection, evaluation, celebration and dissemination of the experience.

In the theoretical part of the course, an introduction will be made about Service-Learning, explaining what it is, what its characteristics are and how it contributes to learning and to improving society. In addition, examples of experiences and phases of the SL project design, implementation and evaluation will be presented. Participants will do readings, analyse projects and watch videos about SL. They will also do practice in designing an SL project. In the practical part, students will do 70 hours of direct service to the community in one of the SL Rural projects that will be offered and will carry out tasks of reflection, evaluation, celebration and dissemination of their experience.

Student Profiles

Students are expected to be ready to learn on-site, work in a team setting and interdisciplinary teams.

Students will gain hands-on experience and transversal competencies: critical and innovative thinking, active citizenship, interpersonal and intrapersonal skills, multi-literacy and ICT skills.

Number of students

20-30 Students

Learning Outcomes

After successful completion of the course, students should be able to:

- Design a service-learning project;
- Analyse the needs of the urban and rural communities;
- Compare the needs of the urban and rural communities;
- Manage an SL project;
- Produce a project documentation report;
- Evaluate SL projects.

Indicative content and description of the Social Entrepreneurship activities:

Course contents:

- What is SL
- Examples of SL experiences in different careers
- Theoretical foundation
- The phases of an SL project
- Tools for conducting SL activities
- How to design and launch an SL project
- SL in the world
- Rural Context of the Community of Madrid
- SL in the Rural context
- Implementation of SL projects
- Evaluation of SL projects

Week	Content	Schedule	Teacher
Session 1	Welcome What is SL? Examples of SL experiences Phases of an SL project Tools for conducting SL activities	2 hours	
Session 2	Presentation of projects by community partners	4 hours	
<p>Specific training for each SL project provided by representatives of the social entities: 8 hours – Schedule to be announced</p> <p>SL projects: 70 hours of direct work in the community</p>			
Session 3	Theoretical foundation How to design and launch an SL project SL Mentoring	2 hours	
Session 4	Specific reflection on each SL project	2 hours	
Session 5	General reflection on the projects SL	2 hours	
Session 6	SL Seminar: Presentation of the projects by the students, teachers and representatives of the social entities. Final reflection & Evaluation Celebration	6 hours	
Session 7	Dissemination of the projects (Seminars for Doctorate in Education and other dissemination activities specific to each project to be defined with the coordinators of the projects)	4 hours	

Evaluation methods: Continuous assessment through:

- Participation in projects;
- Carrying out reading and reflection tasks;
- Final report.

References

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Para conocer experiencias de aprendizaje-servicio, se puede consultar la sección 2.
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Other Readings

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Webs and blogs

Asociación Aprendizaje-Servicio Universitario: <https://www.apsuniversitario.org>

European Observatory of Service-Learning in Higher Education: <https://www.eoslhe.eu>

European Association of Service-Learning in Higher Education: <https://www.eoslhe.eu/easlhe/>

Campus Compact: <http://compact.org/>

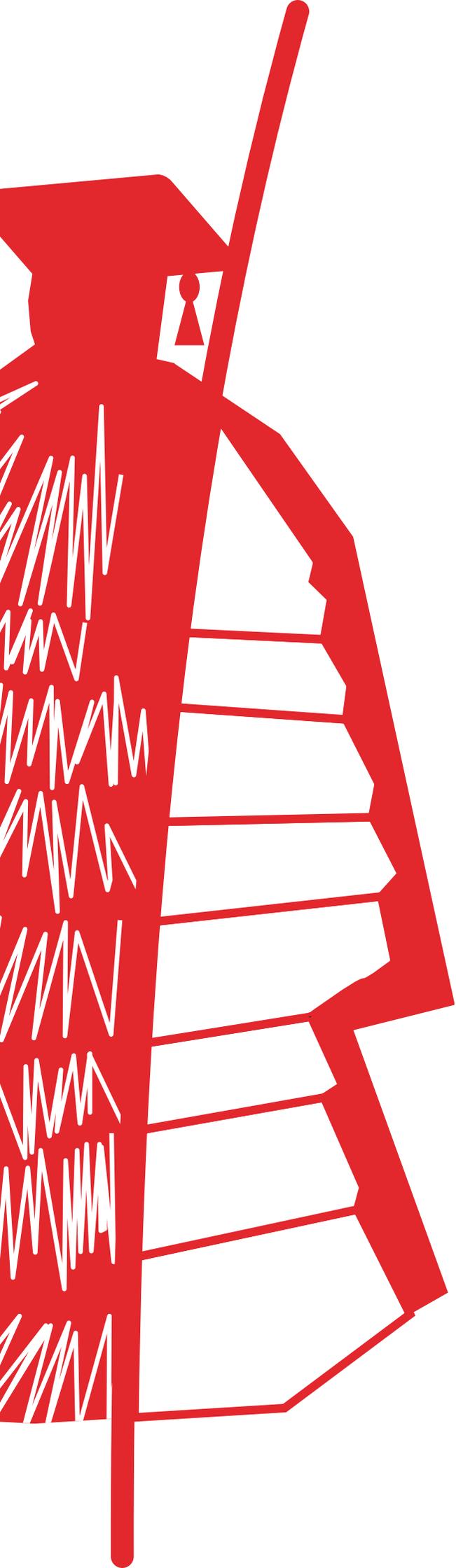
Talloires Network: <http://talloiresnetwork.tufts.edu/>

CLAYSS: D:\Usuarios\MC.5012172\AppData\Local\Microsoft\Windows\Temporary Internet Files\Charo\Documents\ApS\APS ESADE\Projecte COMUNICA\Estructura i organitzacio projecte\www.clayss.org.

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Red Española de Aprendizaje-Servicio: <http://aprendizajeservicio.net>



Chapter 5

Implementation of the courses
and community training

Case-based learning materials

This chapter offer examples of good practicies and the solutions to the rural issues created by students during implementation of courses in rural comunity and after the Hackathon on Service Learning and Social Enterpreunership.

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5.1

ARTISTIC BIRD SAVING PROJECT SERVICE-LEARNING THROUGH ARTS Austria

Rolf Laven (PHWien) & Sylvia Brenzel (Plenum)



Austria

SUMMARY	PROJECT DATA
<p>In Austria, we performed a transdisciplinary co-creation project with students of two different universities and disciplines: PHWIEN (University College of Teacher Education Vienna) and BOKU (University of Natural Resources and Life Sciences, Vienna) and representatives of two rural partners: PLENUM and EBI VEREIN. We started with two 'live' modules in March 2020 but were stopped by the lockdown in Austria due to the pandemic. This made the real conversion of the developed ideas impossible.</p> <p>However, students were innovative and developed an idea book with many creative works (e.g., children's book for biodiversity issues, podcasts, bird paths, birds dance, songs for children).</p> <p>The service-learning experience presented here is part of the Erasmus+ Project 'Rural 3.0: Learning through service for rural development' (Ref. 99382- EPP-1-2018-1-PT-EPPKA2-KA), a KA2 action (Cooperation for innovation and exchange of good practices - Knowledge alliances).</p>	Country
	Austria
	Name of the course of the academic module designed for RURASL related to the activity
	Art & Diversity
	Name of the activity
	Service Learning Bird saving Project - CREATIVE IDEAS FROM STUDENTS FOR BIODIVERSITY ISSUES
	Name of Higher Education Institution
	PH Wien, University College of Teacher Education and BOKU Wien, University of Natural Resources and Life Sciences of Vienna
	Person responsible for the project at the Higher Education Institution and email address
	Rolf Laven rolf.laven@phwien.ac.at
	Name of the rural organisation
	LAG Plenum and Verein EBI
Person responsible for the project at the rural organisation and email address	
Sylvia Brenzel, sylvia.brenzel@plenum.at	

<p>LINKS Link of the course of the academic module designed for RURASL. http://learn.rural.ffzg.hr:8080/course/view.php?id=4</p> <p>Links of videos, photos, testimonials, etc. https://medienarchiv.phwien.ac.at/ https://anyflip.com/qfww/cmpq/</p> <p>This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.</p> <p>THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS VIDEO DOES NOT CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS THE VIEWS ONLY OF THE AUTHORS AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.</p> 	<p>Number of participating Higher Education students</p> <hr/> <p>40</p> <hr/> <p>Degrees of the participating Higher Education students and course (1st year, 2nd year,...)</p> <hr/> <p>Bachelor course Primary Education 4th year and Master 1st year (Univ. BOKU)</p> <hr/> <p>Number of beneficiaries of the service</p> <hr/> <p>It was planned to offer students' service directly to the population of the town of Woelbling (Lower Austria, approx. 2,500 inhabitants). The mayor was very interested in spreading the service to the local school, interested public, sports clubs, etc.</p>
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Background of the project

BIODIVERSITY: THE BIRD SAVING PROJECT

The project was implemented in the course of the creative branch of the University College of Education, Vienna. In the course 'Final Project Creativity', many project partners from Lower Austria and the region were involved.

To better highlight the biodiversity aspect, we cooperated with the University of Natural Resources and Applied Life Sciences of Vienna. The Masters students of the University of Natural Resources and Applied Life Sciences of Vienna were able to contribute with their expertise in the fields of landscape planning, biodiversity, biology, landscaping and birds to the projects. A bird conservation project was the subject of the project.

The room was prepared for the aesthetic experience with sunflower seeds, birds and projections to represent the bird project.

In order to better network the students and initiate the artistic project ideas, the 'Empowerment Bingo-Method' was used in the course: 'Empowerment Bingo' - a bingo game where numbers are dealt with on entry and then drawn. You get a chocolate and a partner student from the other university. Methods have been adapted, and basically the following methods were used and were very supportive in the creative development of artistic project ideas: 6 Hats, Stimulating Picture Method (with art postcards and other stimulating postcards), Ecriture Automatique, Morphological Box, Contrast Inversion, Kaleidoscope, ABC Lists, Starbursting, Walt Disney Method, Elevator Pitch. The practical work on-site was stopped by Corona. The ideas that were created with the above-mentioned methods have to be changed remotely. After uncertainty about the duration of the contact block by Corona, the ideas will be kept more general and will be revised as a kind of supra-regional didactic concepts, i.e., more generally valid and not related to the planned location. This is to be a publication as a kind of compendium of artistic project ideas for rural communities regarding birds conservation.

Time of COVID-19 Pandemia. Distance and Home schooling in fine art projects? How should something like that get together? We need to switch to Service E-learning and were looking for digital strategies through the Corona time.

In Austria, we realised a transdisciplinary co-creation project with students of two different universities and disciplines: PHWIEN (University College of Teacher Education of Vienna) and BOKU (University of Natural Resources and Life Sciences of Vienna) and representatives of two rural partners: PLENUM and EBI VEREIN. We started with two 'live' modules in March 2020 but were stopped by the lockdown in Austria due to the pandemic. This made the real conversion of the developed ideas impossible. However, students were innovative and developed an idea book with many creative works (e.g., children's book for biodiversity issues, podcasts, bird paths, bird dance, songs for children.)

General social needs addressed by the project

The combination of Service-Learning and Third Mission activities with the power of art is capable of creating impressive solutions.

Rural 3.0 is an international example of working for changes in rural areas and to develop and implement new learning and teaching methods. These digital learning tools have new qualities that can be used very well in times of COVID-19 and social distancing.

Creativity Methods and Methodology of Online World Café are new approaches and experiments to test out possibilities specifically for rural areas. We gave concrete examples of a biodiversity project and will work it out in a book publication for rural areas.

Ultimately, a merge between scientific approaches from the fields of Art, Art Education and Service-Learning is the goal.

Artistic projects are an impressive example that everyone can make a contribution, in the sense of the "Gesamtkunstwerk". This concept has been redesigned for contribution to the promotion of and participation in a democratic society and the background of educational theory.

Service and Learning objectives

The main problem that Rural communities have (that makeup over 90% of the EU territory and are home to more than 56% of the population) is the limited number of opportunities for establishing strong university-community networks. Problems of rural areas are focused on educational, social and cultural conditions or environmental problems. As a result, the labour force is affected by a lack of structure, diversity and capabilities, caused by the emigration of young people with appropriate skills and a high level of education. Previous research has concentrated mainly on economic and political issues in urban areas. There is furthermore no link between the academic context and rural communities.

The situation in Austria regarding the 'Third Mission' and presentation of our part in the EU project Rural 3.0. Subsequently, we will discuss the power of art (supported by Joseph Beuys and his 'Social Plastic') in relation to Service-Learning and give a concrete example of a biodiversity project. Due to the COVID-19 crisis, the project has also dealt with digital strategies (Service E-Education).

The project's objective was to collect ideas and projects to show possibilities for rural areas with the power of art.

“It is an excellent opportunity for young people to understand how they can use their knowledge in their community, in the development of our community.”

“Collaboration between HE institutions and Rural partners is a pathway to social transformation.”

“Covid19 challenge: old & young combination = preparing the future.”

“Online experiences give new opportunities for connecting and participation. To create more partnerships, it is important to work on internet connections and help to create online connections between students and rural areas.”

“Language of materials - if it is English, it is good for international dissemination.”

Link between the Sustainable Development Goals (SDGs) and its targets

By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, help maintain ecosystems, strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and progressively improve land and soil quality.

By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilisation of genetic resources and associated traditional knowledge, as internationally agreed.

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 culture's contribution to sustainable development.

<https://sdg.humanrights.dk/en/goals-and-targets>

Other organisations that participated in the project

EBI Verein, BOKU

Dissemination activities of the project

Dissemination: ‘Student Engagement in Higher Education Institutions’:

On the 3rd of April 2020, Rolf Laven and Wolfgang Weinlich were invited by the University of Maribor to present the research alliance ‘Rural 3.0 RuraSL: Service-Learning for the Rural Development’ at the online conference ‘ECOLOGY FOR A BETTER TOMORROW’ at Rakican/Murska Sobota (Slovenia)- Title of the speech: ‘Service-Learning with the Power of Art for Biodiversity in Rural Areas’.

At the online symposium ‘Student Engagement in Higher Education Institutions’ on September 24th 2020, Rolf Laven and Wolfgang Weinlich presented their papers on ‘Further research perspectives on Student Engagement - Paper Presentations’ and disseminated RURASL and the methodology of the Online World Café.

Human resources and materials needed

Art room, seven teachers and students

Celebration

Through Covid-19 only Newsletter Information, Production of digital and analogous catalogue.

All solutions were given through the service to the identified rural needs

The catalogue is full of ideas, spreading biodiversity issues. Because of Covid, the project cannot take place on-site as planned in Woelbing, but the materials would be very helpful for other rural communities to have new project ideas.

ACTIVITIES CARRIED OUT FOR ONE OF THE SOLUTIONS GIVEN TO ACHIEVE THE OBJECTIVES OF THE PROJECT TRANSFER OF THE SOLUTION USED IN YOUR PROJECT TO OTHER RURAL COMMUNITIES

Students and teachers' engagement:

Participation in an interdisciplinary training session with students/teachers from another university with other academic backgrounds and subsequent reflection (development of interdisciplinary teamwork skills);

Teambuilding amongst the students/teachers from two universities, who wouldn't normally meet;

Development of creative ideas, sensing into and responding to requirements from a rural area;

Reflection and exchange for adapting to the exceptional situation of confinement;

Participation in virtual meetings using Zoom and exploring digital opportunities to implement the project's idea;

Collaboration in the adaptation of teaching to the remote modality;

Design of activities and teaching materials;

Presentation of students' work;

Documentation of students' work (see e-book).

5.2.

RURAL SERVICE-LEARNING IN INFORMATION SCIENCES

Croatia

Nives Mikelić Preradović and Marijeta Čalić





Croatia

SUMMARY	PROJECT DATA
<p>In the course Urban and Rural Service-Learning, 13 graduate students of information sciences from the University of Zagreb (Croatia) had the opportunity to apply academic knowledge and skills to meet the real needs of the rural community on the island of Korčula and Pelješac through Service-Learning.</p> <p>The rural community partner was LAG 5, an NGO founded with the purpose of implementing the LEADER approach in south Croatia.</p> <p>The needs of the rural beneficiaries (i.e., local population) defined as digital skills in rural tourism – adult education (web advertising and web development) and robotics for primary school children, were met by university students. In addition, students of museology and archival studies worked on Service-Learning (SL) projects at the cultural heritage institutions: the City Museum in Korcula and the Archival Collection Centre Korcula – Lastovo.</p> <p>In total, five rural organisations participated as beneficiaries in rural SL projects: LAG 5, 2 primary schools (from Korčula and Pelješac), the City Museum in Korčula and the Archival Collection Centre Korcula – Lastovo. Students of information sciences spent five days (40 hours) on the implementation of their solutions on-site.</p> <p>The number of school children who participated in 4 workshops on robotics was 36 school children participated in 4 workshops on robotics and 10 adults participated in workshops on web advertising and web development .</p> <p>Students have devised solutions that meet the above-listed needs selected by a rural community, implemented them in the rural community on the island of Korcula and Peljesac, supplemented them with explanations and comments from rural partners and, as a result, compiled this manual with examples that are applicable to meet similar rural needs in other EU countries.</p>	Country
	Croatia
	Name of the course of the academic module designed for RURASL related to the activity
	Urban and Rural Service-Learning
	Name of the activity
	Rural Service-Learning in Information sciences
	Name of the Higher Education Institution
	University of Zagreb, Croatia, Faculty of Humanities and Social Sciences, https://web2020.ffzg.unizg.hr
	Person responsible for the project at the Higher Education Institution and email address
	Nives Mikelić Preradović, full professor, nmikelic@ffzg.hr
	Name of rural organisation
	LAG5, Croatia
Person responsible for the project at the rural organisation and email address	
Number of participating Higher Education students	
13	
LINKS	Degrees of the participating Higher Education students and course (1st year, 2nd year,...)

<p>Link of the course in the academic module designed for RURASL http://learn.rural.ffzg.hr:8080/course/view.php?id=6</p>	<p>1st and 2nd year of graduate studies of Information Sciences, Urban and Rural Service-Learning course.</p>
	<p>Number of beneficiaries of the service</p>
<p>Videos and testimonials: https://youtu.be/Qiz03ogk5q0 https://youtu.be/OS0DhZU9M4U https://youtu.be/AtPl_Zprj64</p>	<p>Type of beneficiaries: children and adults. Number of beneficiaries: - children who participated in 4 robotic workshops: 36; - adults who participated in computer workshops: 10.</p>
<p>This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.</p>	
<p>THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS PUBLICATION DOES NOT CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS ONLY THE VIEWS ONLY OF THE AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.</p>  <p>Co-funded by the Erasmus+ Programme of the European Union</p>	

Background of the project

SERVICE-LEARNING AND ROBOTICS

According to Mikelic Preradovic (2019)¹, jobs in natural sciences, technology, engineering and mathematics (STEM jobs) are paid 29% more than jobs in other fields. These statistics have been confirmed in both US and EU countries. Over the last ten years, job growth in the STEM area has also been three times higher than the growth of other jobs, and it is expected that in the next decade, the number of jobs in the STEM area will continue to grow faster than the number of other jobs.

Despite the demand for STEM graduates, it is difficult for companies to find qualified candidates for many jobs. Two main factors contribute to this problem: (1) insufficient student enrolment in STEM colleges and (2) lack of qualified teachers in the STEM field. In addition to the fact that many students never enter the STEM area due to inadequate school preparation and poor quality of teachers, many employees in the STEM area are approaching retirement, suggesting additional demand for this profile.

Service-Learning (SL) as a teaching strategy has a strong link with job readiness and civic engagement. Teachers are increasingly working to encourage girls and minorities, groups

traditionally neglected in STEM, to consider STEM as a future career. But there are three key factors for creating a STEM generation of students: engagement, motivation and exposure to STEM subjects. Each of these factors can be addressed by implementing Service-Learning in STEM. In a research on engineering projects that integrate SL, Lemons et al. (2011) write that expanding the core competencies of engineering students and incorporating skills important to SL (collaboration, customer awareness and ethics understanding) could result in a population of gender and ethnically diverse engineering professionals.

STEM industry groups and accreditation institutions have begun to place emphasis on key learning outcomes of academic courses, and it is SL that can help students achieve them. For example, accreditation bodies for engineering programmes state that a desirable learning outcome in engineering courses is an understanding of the impact of engineering in a global and societal context. SL projects that connect students with the community enable such learning. Lemons et al. state that “the positive effects of SL activities are attributed to the processing of experiences through critical reflection, discussion and interaction with other students and professors”.

It is important to note that the problem is not only the lack of STEM competencies among pupils and students, but also the outstanding lack of interest in STEM among many students.

The objectives of introducing SL in STEM are: (1) to contribute to a knowledge society consisting of active, educated and engaged citizens/STEM professionals and (2) to encourage behaviours that will create a sustainable future in terms of environmental integrity, economic sustainability, healthy community and just society for present and future generations.

An Intel and Change Equation survey from 2011² showed that teenagers’ interest in enrolling in one of the STEM colleges increases significantly when they hear in what ways their choice can be beneficial to the world.

According to the study, although 63% of teens have never considered a career in the STEM field, the social benefits of what engineers do (prevent disasters or create cleaner electricity) are of particular interest to them. Information about events such as rescuing Chilean miners, who were trapped for 69 days, motivated 52% of teenagers to think twice about their future careers.

SL enables students to understand how STEM competencies can benefit the community in which they live, as well as themselves.

Examples of the implementation of Service-Learning in technology and engineering in the US include mobile robots³, the Internet of Things⁴, gerontology⁵, rehabilitation engineering⁶ and intergenerational computing⁷.

In Croatia, the first example of the implementation of Service-Learning in the field of technology and engineering is the project ‘STEM revolution in the community’ (2018-2019), which enabled students to participate in the digital literacy education of primary school children transferring STEM competencies to them.

The coordinator of this project is the Institute for Youth Development and Innovation (IRIM), a non-profit organisation that organises educational and competitive activities in cooperation with educational institutions and by donating the necessary equipment for the development of STEM and digital competencies. Information Sciences students of the University of Zagreb participated in the project ‘STEM revolution in the community’ (2018-2019), implementing robotics workshops in elementary schools, with the support of school teachers and their academic mentor. Students were in charge of the material development, preparation and implementation of workshops.

Students were included in the programme development of new digital educational materials that they published in the educational portal Create! (<http://izradi.croatianmakers.hr/>). These materials are used as a basis for the implementation of robotics workshops, the organisation of the competition and for children who want to work on more complex tasks. Students created materials in the form of presentations, tutorials, graphics and video instructions. After the successful implementation of the ‘STEM revolution’ in 2019 in the urban environment (City of Zagreb), information science students tried to implement robotics workshops in the rural environment in 2020 as part of the RURASL project in the course ‘Urban and Rural Service-Learning’.

Service-Learning and adult education

Recent results of research on digital skills of adults in adult training and development programs in Croatia (Pavić, 2019)⁸ from open public universities in seven Croatian cities show a relatively low level of digital skills.

According to statistics in the Curriculum for the Development of Basic Digital, Mathematical and Reading Skills of Adults (2019)⁹, 20 to 25% of European adults between the ages of 16 and 65 have a low level of digital literacy (ability to solve problems in technology-rich environments). Furthermore, CEDEFOP (2019)¹⁰ provides data that 37.4% of adults (25 - 64 years) in Croatia have a low level of digital literacy. Regarding the adoption of digital skills, the motivation to use lifestyle technologies is emphasised (social networks, watching videos, informal communication, etc.), while a low level of competence in workplace-related skills was observed (problem-solving in a complex technological environment-related primarily to work tasks, knowledge of technologies such as Excel, PowerPoint, web design, etc.). The computer is rarely used to run a personal website (Pavić, 2019).

Research recommendations (Pavić, 2019) are that training and development programs must contain elements of teaching digital skills at the level of contextualised problem solving related to a particular profession.

Two teams of students from the course Urban and Rural Service-Learning decided to develop workshops for adult education, more precisely, the development of more advanced digital skills of adults that involve solving problems in a complex technological environment related primarily to work tasks.

In the workshop “Web for Rural Entrepreneurs”, students had the task to teach participants what a website is, how it is maintained, what it consists of and finally, how to create and publish it. The platform they chose was Wix because it is very easy to use and requires no prior knowledge, and is free of charge. At the workshop “Online Advertising for Rural Entrepreneurs”, students taught adult participants online advertising in tourism. Participants were taught to work with tools and platforms such as Facebook, Instagram, Google My Business, Airbnb and Booking.

The participants of the workshops were adult members of various associations in the rural area covered by LAG5, who still do not have a website of their association and who, as small entrepreneurs, are engaged in tourism and apartment rental and need to acquire knowledge and skills of advertising on various online platforms.

General social needs addressed by the project

The rural needs were defined as: digital skills in rural tourism - adult education, development of STEM competencies of primary school children and the promotion of rural cultural heritage.

Service -Learning objectives

Service objectives:

1. provide conditions for the development of STEM competencies of primary school pupils in rural areas, using the principles of robotics as tools for entering the world of programming and STEM;
2. promote the development of more advanced digital skills of adults that involve solving problems in a complex technological environment.

Learning objectives:

1. develop and implement software solutions for micro: bit and mBot robots;
2. develop and implement websites and solutions for advertising on the web and social networks;
3. develop an extracurricular plan of robotics for elementary school students;

4. elaborate a curriculum plan for the development of digital skills in adult education;
5. formulate and prove a hypothesis about how the approach and ability to work with technology affects education; and
6. effectively teach pupils and adult users of different cultural and educational backgrounds.

Link between the Sustainable Development Goals (SDGs) and its targets

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Other organisations that participated in the project

Two primary schools (from Korčula and Pelješac), the City Museum in Korčula and the Archival Collection Centre Korčula - Lastovo.

Dissemination activities of the project

All dissemination activities included: videos on YouTube, Facebook posts and students' radio interviews (Radio Korčula).

Human resources and materials needed

Resources needed were: teachers, students, didactic resources: micro: bits and mBots (provided by the Institute for Youth Development and Innovation IRIM, personal computers/laptops, and projector.

Celebration

The celebration of the project included a small party at the end of the project (limited due to specific covid-19 restrictions) and presentation of the project's outcomes in RURASL Hackathon.

All Solutions provided through the service for the identified rural needs

The Service-Learning (SL) workshops described in this document aimed to satisfy the need for development of digital skills in rural tourism (which was part of adult education) and the development of STEM competencies of primary school children through robotics workshops. Service-Learning (SL) projects that are not described in detail in this document are the ones carried out at the cultural heritage institutions: the City Museum in Korčula and the Archival Collection Centre Korčula - Lastovo.

¹ Mikelić Preradović, N. (2019). *Implementacija društveno korisnog učenja u STEM području*. Institut za razvoj i inovativnost mladih. Zagreb: Hrvatska. <https://croatianmakers.hr/wp-content/uploads/2020/09/Implementacija-dru%C5%A1tveno-korisnog-u%C4%8Denja-u-STEM-podrucju.pdf>

² Exposure to Engineering Doubles Teens' Career Interest. 2011. <https://newsroom.intel.com/news-releases/exposure-to-engineering-doublesteens-career-interest/>

³ Bhounsule, P.A., Chaney, D., Claey, L., Manteufel, R.D. (2017). *Robotics service learning for improving learning outcomes and increasing community engagement*. American Society of Engineering Education Gulf-South West Section, Dallas, Texas, USA.

⁴ Watson, C. E. & Ogle, J. T. (2013). The Pedagogy of Things: Emerging Models of Experiential Learning. *Bulletin of the IEEE Technical Committee on Learning Technology*, 15, 3.

⁵ <https://eecs.wsu.edu/~cook/gt2/syllabus.pdf>; <https://eecs.wsu.edu/~cook/gt1/presentations/gtintro.pdf>

⁶ <http://www.ece.neu.edu/ece/undergraduate-studies/capstone>

⁷ Wexler, S. S., Drury, L. J., Coppola, J. F., Tschinkel B. J., Thomas, B. A. (2011). Service-learning computing courses assist with technology needs in community-based organisations serving older adults. *IEEE Long Island Systems, Applications and Technology Conference*, Farmingdale, NY, pp. 1-6.

⁸ Pavić, D. Digitalne vještine polaznika obrazovanja odraslih. 7. *Međunarodni andragoški simpozij* Biograd na moru, Hrvatska, 2019. Plenary lecture.

⁹ MZO (2019). Kurikulum za razvoj temeljnih digitalnih, matematičkih i čitalačkih vještina odraslih: Temeljne vještine funkcionalne pismenosti. http://obrazovanjeodraslih.hr/wp-content/uploads/2019/11/MZOSKnjizniBlokBros%CC%8CuraOO_WebOKr.pdf

¹⁰ CEDEFOP (2019). Adult population in potential need of upskilling: Croatia. Cedefop country factsheet. Dostupno na: https://www.cedefop.europa.eu/files/factsheet_hr.pdf

5.2.1

WORKSHOP: BBC MICRO:BIT

Eva Trstenjak and Vanja Vukman

INTRODUCTION

GENERALLY ABOUT THE TOPIC AND NEEDS

The STEM field (*science, technology, engineering & mathematics*) recently stood out as important for the development of the economy both worldwide and in Croatia.

However, the interest of young people in the STEM field in Croatia is not sufficiently developed, as evidenced by the fact that the Ministry of Science and Education has awarded 3,400 direct state scholarships in recent years to encourage young people to enrol in studies in this field. In addition to such initiatives, interest in the STEM field needs to be encouraged by providing access to technology and education from early school age. The school system in Croatia is currently in the curricular reform phase and progress is expected, but there is still a lack of formal education in the STEM field. Robotics is a great way to raise pupils' interest in the STEM area because the informatics curriculum is often very theoretical and the introduction of something so practical as micro:bit may induce the desired interest. It is important to introduce them to the micro:bit, and they will certainly continue to experiment on their own because it is a way of learning through play. Associations such as IRIM greatly improve the situation, such as the *Croatian Makers* movement, by donating equipment, organising activities, training educators, developing teaching content and training websites. Educational robotics workshops for primary school children serve not only to acquire knowledge in STEM areas but also to develop competences such as cooperation in group work, communication, learning skills, creativity, curiosity, and many others. It is extremely important to initiate trends in such education in rural areas as well, where access to equipment and extracurricular education is much more limited than in urban areas.

2.0. BBC MICRO: BIT

BBC micro:bit is an open-source microcomputer. This is a microcomputer developed in the United Kingdom and specifically supplied to schools to raise pupils' interest for robotics and increase the number of engineers in the technology sector. In addition to teaching computer science, BBC micro:bit can be used in other subjects (e.g., mathematics, technical culture, geography, nature and society, etc.).

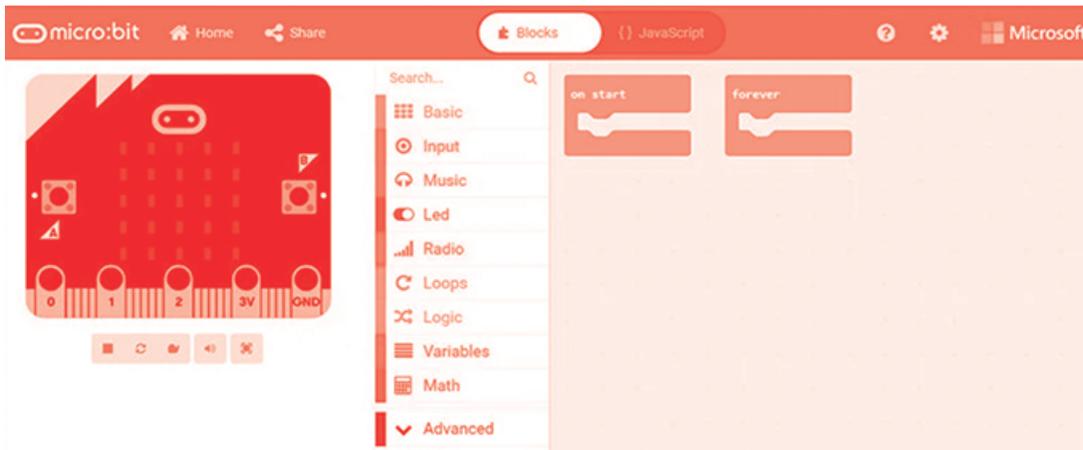
Educational materials for various subjects are available on the website of the IRIM association: <https://izradi.croatianmakers.hr/edukacija/>.

Figure 1: Parts of micro: bit \



As can be seen in Figure 1, BBC micro:bit has a processor that runs the programmes we create, 25 LEDs that make up the 5x5 network, 2 input buttons (A and B) that can also be used in combination (A + B), an R (*reset*) button for restarting micro:bits, compass, accelerometer, input-output pins P0, P1 and P2, wireless connection (*Bluetooth*) that allows sending and receiving information via radio and micro-USB port for wired connection of micro:bits and computers. The micro-USB port is used to send programmes from a computer to the micro:bit via a USB data connection.

Figure 2: Make code for the micro: bit



The easiest way to bring programming closer to pupils is to use the *Make code* page for micro:bit (Figure 2): <https://makecode.microbit.org/>. This page offers the possibility of programming with the help of blocks that are attached to each other, and a pupil can also see the JavaScript code. The site also offers guides for several micro:bit games.

3. 0.SKILLS THAT STUDENTS NEED WHEN ENTERING THE SL PROJECT:

1. Basic computer skills
2. Basic knowledge of English
3. Knowledge of basic programming concepts
4. Basic pedagogical skills

4.0. SKILLS THAT PUPILS NEED WHEN ENTERING THE SL PROJECT:

1. Basic computer skills
2. Basic knowledge of English

5. WORKSHOP

5.1. Workshop Preparation

No later than one week before the workshop, it is necessary to get acquainted with the micro:bit device and the *Make code editor* and to have ready assignments, *worksheets* and an introductory presentation. The day before the workshop, it is a good idea to go through the tasks again and practice explaining step by step. It is extremely important to be in contact with the community

partner organisation and to emphasise that it is important for pupils to bring their laptops with them if they have them. However, in the event that pupils do not bring their laptops, you should be prepared to hold a workshop with the resources at your disposal and divide the pupils in groups (Figure 3).



Figure 3: Division of pupils into groups

5.2. Introductory Part

At the beginning of the workshop, it is necessary to:

- Ask pupils what prior knowledge they have and what their interests are
- Explain to pupils what micro:bit is
- Explain which parts make up the micro:bit
- List some possibilities of micro:bits
- Distribute micro:bits, cables and batteries to pupils
- Provide pupils with worksheets
- Show pupils how to connect the micro:bit to a computer and batteries

During the introductory presentation, it is a good idea to give pupils a few theoretical assignments on a worksheet that they can solve to make sure they pay attention to the workshop, but also to have some notes that they can bring home. For example, a fill-in-the-blank task with parts of micro:bit (Figure 3).

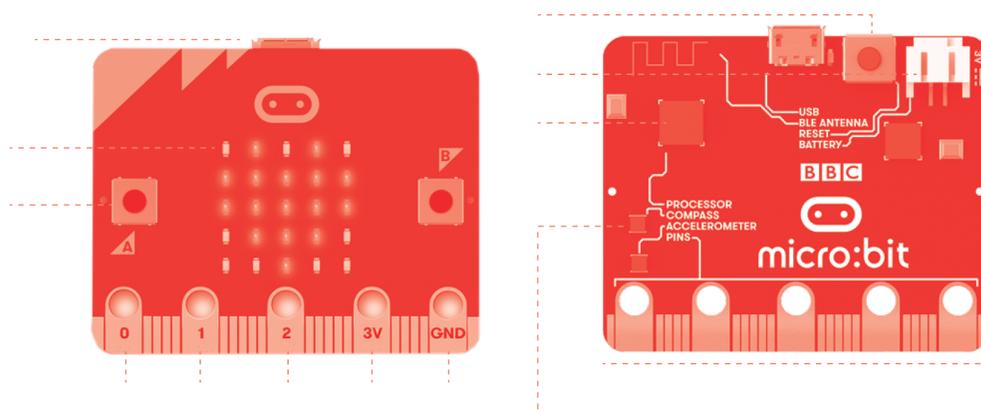
Figure 4: Theoretical tasks on the worksheet

Radionica: BBC micro:bit

Ime i prezime: _____

Datum: _____

1. Dopsite dijelove micro:bita!



2. Otvorite stranicu <https://makecode.microbit.org/>. Napravite novi projekt naziva "Projekt1"

a) Kojim naredbenim blokom se određuje što se događa kad se pokrene micro:bit?

b) U kojoj kategoriji se nalaze naredbeni blokovi koji određuju što se događa kad pritisnemo određeni gum ili potresemo micro:bit _____

c) IF THEN I IF THEN else blokovi su _____ i nalaze se u kategoriji _____

d) Kako se izrađuje varijabla u MakeCode editoru?

5.3. Exercises and Tasks

Depending on the available time, pupils need to be given several tasks after a short theoretical introduction. Depending on their age and level of prior knowledge, it is necessary to assess whether pupils can solve all tasks independently or if it will be necessary to do a guided exercise (showing step by step on a projector). If pupils are encountering a micro:bit for the first time, they will probably need help switching the programme from the computer to the micro:bit itself. The following are a few exercises and tasks arranged from the simplest to the most demanding. In case the pupils do not have any prior knowledge, it is necessary to first do the exercise together with them and then ask them to solve the following tasks independently. All tasks, together with the steps, must be written on the worksheet. This is important because pupils are likely to have different levels of prior knowledge and skills and work at different paces.

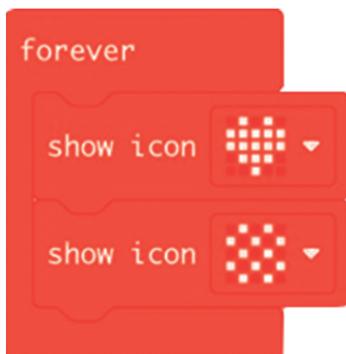
Exercise 1.

A heart that flickers

We will create a programme called 'heart'. From the *Basic* group, we will select the *forever* command block. We will nest the *show icon* command block from the same category. Select the heart icon. Put another icon below that command block. Save the programme to your micro:bit and watch your heartbeat <3.

- Required command blocks: *forever*, *show icon*

Figure 5: A trembling heart



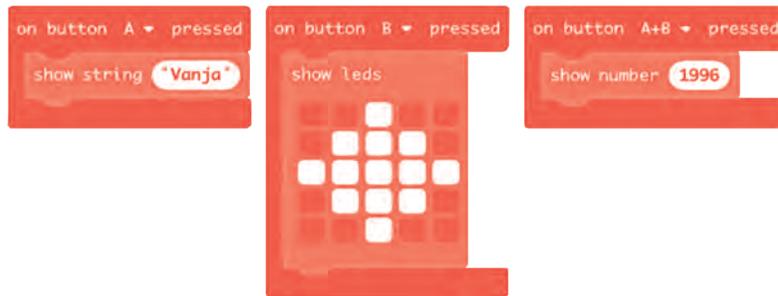
Task 1.

Identity card

Display your name on the micro:bit screen by pressing the A button. Pressing the B button should display the icon you drew. Press both buttons to display your year of birth.

Required command blocks: *on button _ pressed, show string, show leds, show number*

Figure 6: Identity card



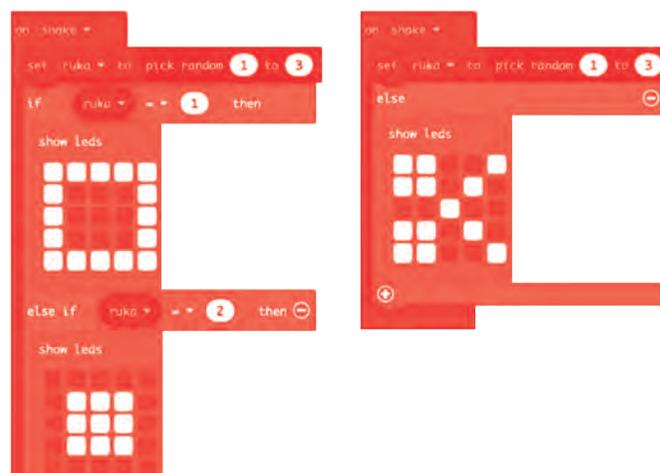
Exercise 2.

Stone-scissors-paper

From the Input group, select the on shake command. Let's create a variable 'hand'. Within the group Variables, we now have the command block set hand to 0. Then from the group Math, we select the command pick random 0 to 10 and drag it to place 0 in the command block set hand to 0. Instead of 0 to 10, we enter 1 to 3 because our goal is for the micro:bit to randomly choose between three numbers - one representing a stone, the other scissors, and the third paper. From the Logic group, we select the IF-THEN condition and place it inside the on shake block. Within the conditions, we then insert a logical comparison $0 = 0$ from the Logic group. In the place of the right 0 within the logical comparison, type 1. Then select the show leds command from the Basic group. Using this command, we will display stone, scissors or paper depending on the number that is randomly selected. By left-clicking on the field representing the LED light in the command with how leds we will draw the paper. By clicking on the plus within the IIF-THENblock, we can add the ELSE condition. Within the ELSE conditions, we add the show leds command and draw scissors. Within the ELSE conditions, we insert the show leds command and draw a stone. Each time we shake the micro:bit, a stone, scissors or paper will randomly appear

• Required command blocks: *on shake, set _ to _, pick random _ to _, IF THEN, =, show leds*

Figure 7: Stone-scissors-paper



Task 2.

A bottle of truth

Let's play! We will sit in a circle and take turns asking the questions, "Who will pass the class with the best grade next year?" It is up to you to create a programme that will show the arrows in 8 directions on the micro: bit when the micro: bit shakes.

- Required command blocks: *on shake*, *show an arrow*, *pick random _ to _*

Figure 8: A bottle of truth



Exercise 3.

Compass

Micro:bit can even serve us as a compass. We will create a new project called 'compass'. We will delete the command block *on start*, and we will use it *forever*. The compass must be in function at all times, so the command block *forever* is our best solution. In the category *Logic*, we will take the IF-THEN condition and place it inside the *forever* block. Then we will take the logical operator OR from the same Logic category. We will place this logical operator in the logical condition between IF and THEN. After that, we place the logical comparison $0 = 0$ in the first place of the logical operator OR, and then we put the block compass heading ($^{\circ}$) from the category *Input* in the first place of this comparison. We repeat the same for the second place of the OR operator. We extend the condition twice more by using the plus sign. We put logical comparisons into these new conditions. In addition, we will take the *show string* command block and place it under each condition. Under the first condition, we will put 'N' for North as a string. Under the second condition, we will put 'E' for East; under the third, we put 'S' for South, and under the last 'W' for West. Now we have to set the compass heading ($^{\circ}$) for 'N', i.e., the north to be less than 45 (OR), the compass heading ($^{\circ}$) to be greater than 315. We will take these two numbers because the north is roughly between these two degrees. For the next condition that will apply to our east, we have to put that our compass heading ($^{\circ}$) is less than 135. So, the east will be between 45 and 135 degrees. The next condition applies to the south, and we will put the compass heading ($^{\circ}$) at less than 225 for it. And we will not put anything for the west because everything else will be covered by the ELSE condition - from 225 to 315 degrees.

- Required command blocks: *forever*, *IF THEN*, *=*, *OR*, *compass heading ($^{\circ}$)*

Figure 9: Compass



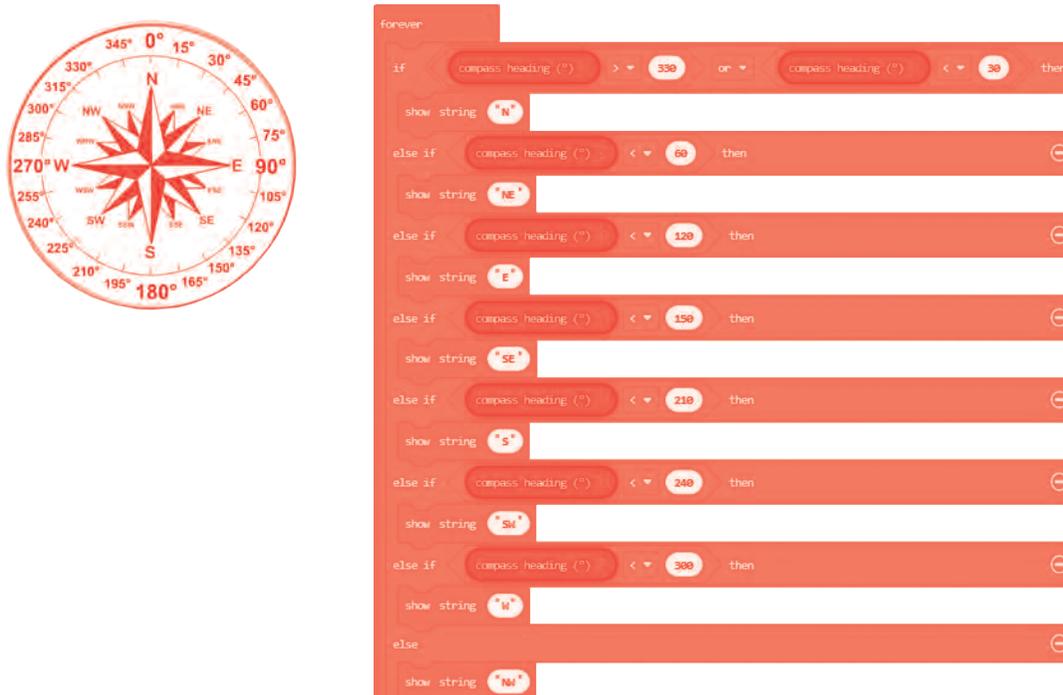
Task 3.

A more accurate compass

Now that we have made a relatively inaccurate compass, try to make a more precise one that will include the four intercardinal directions. We will assume that the cardinal directions are in the range of 60 degrees and the intercardinal directions are in the range of 30 degrees, e.g., the north will be between 330 and 30, and the northeast between 30 and 60.

- Required command blocks: *forever*, *IF THEN*, *_=, _OR_*, *compass heading (°)*

Figure 10: More accurate compass



Exercise 4.

Simon Says

'Simon Says' is a game where you listen to Simon's instructions. The person playing the role of Simon will send instructions via the micro:bit, and everyone else will listen. The one who completes the task last - falls out ☐.

First, in the workspace, we will drag the command block *on start* from the *Basic* group, and then command block *radio set group* from the group *Radio*. We will all set the same group - 1. First, we will tell the micro:bit to send messages - so we will insert command block from group *Radio* - *radio send string* into the blocks from the group *Input* - *on button A pressed*, *on button B pressed*, *on button A + B pressed*, *on pin PO pressed* and *on shake*. In the blank space, we will write commands that you can design yourself - e.g., 'get up', 'say A', 'touch your nose'. We will now enable the micro:bit to receive commands. From the *Radio* group, we will drag the command block *on radio received_receivedString* to our workspace. We will now tell micro:bit to display the received message, so we will nest the *show string* command block from the *basic* group inside that block and drag the *received string* variable to the empty space.

- Required command blocks: *on start*, *radio set group*, *on button A pressed*, *on button B pressed*, *on button A+B pressed*, *on pin PO pressed*, *on shake*, *the radio sends a string*, *on radio recieved_receivedString*, *show string*.

Figure 11: Simon Says



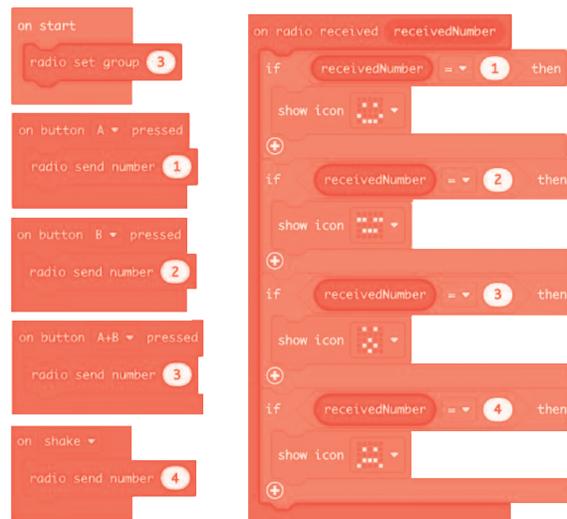
Task 5.

How are you?

It is important to ask friends how they are doing. Divide yourselves into pairs. Create a programme that will allow you to ask a friend how he is doing, and he will answer it with a suitable smiley, and vice versa. e.g., :) :(|

- Required command blocks: *on start, radio set group, on button A pressed, on button B pressed, on button A+B pressed, on pin PO pressed, on shake, radio send number, on radio recieved, receivedNumber, IF THEN, show icon.*

Figure 12: How are you?



5.4. Evaluation

An evaluation can be very helpful at the end of the workshop, especially if you plan to hold the workshop more than once. This way, you can see if the workshop was interesting and useful for the pupils and if you could do better next time. It is possible to do this orally or with written evaluation questionnaires (Figure 12).

Figure 13: Evaluation questionnaire

Datum: _____

Evaluacijski upitnik

Naziv radionice: _____

Molimo Vas da na skali od 1 do 5 ocijenite zadovoljstvo navedenim komponentama, pri čemu je: 1 - nedovoljno, 2 - dovoljno, 3 - dobro, 4 - vrlo dobro, 5 - izvrsno.

Kako ocjenjujete zanimljivost teme radionice?	1	2	3	4	5
Omogućuje li radionica razvijanje vještina i primjenu znanja u praksi?	1	2	3	4	5
Ocijenite način izvedbe i pripremljenost radionice.	1	2	3	4	5
Kako ocjenjujete metodičke/predavačke sposobnosti predavača?	1	2	3	4	5
Ocijenite jasnoću i razumljivost prezentiranja predavača.	1	2	3	4	5
Konačna ocjena radionice u cjelini:	1	2	3	4	5

Ako imate neke dodatne komentare ili prijedloge kako bismo mogli napraviti ovu radionicu još boljom, molimo Vas da nam to napišete:

Hvala!

5.2.2

WORKSHOP: INTRODUCTION TO MBOT

Hana Josić, Denis Gaščić

1. INTRODUCTION

The use of digital technologies is increasingly used in teaching. Since we live in a time that is evolving at a rapid pace, students are expected to know digital technologies but also to know how to use them. The importance of acquiring digital skills is also shown by the increasingly frequent campaigns to promote the STEM area.

One of the important items of modern technology is certainly robotics. And apart from the fact that knowledge of robotics is something that is very useful for pupils, they show great interest in it (as the authors of this manual were convinced by holding workshops in primary schools). By dealing with robotics, pupils not only acquire the knowledge and skills needed for life in the digital age but are motivated for further development in the fields of mathematics, informatics and other natural and technical sciences.

The idea of this part of the manual is to introduce teachers to mBot robots and their functions, and to educate them on how to transfer their knowledge to pupils. Although the manual is primarily intended for teachers of upper primary school students, it can be used by other educators, even those who do not belong to the field of education.

The manual's examples and tasks were used during workshops on Orebić and Korčula, held in cooperation with LAG 5.

2. A little about MBOTS

mBot is a robot created by the Chinese company Makeblock as a learning tool. Its hardware is based on Arduino, while its software is based on Scratch 2.0, a programme that you can connect to an mBot device using Bluetooth or 2.4GHz wireless mode. Along with mBot, Makeblock became known also for its micro:bit plates.

Since, in addition to the basic parts, additional parts can be purchased and even created, the robot has almost unlimited possibilities. It is assembled very quickly, and thanks to the mBlock application, it is very intuitive and easy to programme. That is why it zealously fulfils its goal - to bring robotics but also the entire STEM field (science, technology, engineering and mathematics) closer to children and young people.

mBots became popular in Croatia thanks to Croatian Makers, a project of the Institute for Youth Development and Innovation (IRIM), as well as its founder, entrepreneur and innovator Nenad Bakić. IRIM focuses on the donation of robotics and automation equipment and new technologies in general to schools and other organisations working with young people, as well as on the development of knowledge related to new technologies (IRIM, 2020).

Thanks to IRIM, it is possible to find materials and ideas for working with pupils on the "Izradi" portal (<https://izradi.croatianmakers.hr/>).

3. Parts and functions of MBOTS

The mBot educational robot consists of about 40 parts. The mBot can communicate with a computer via Bluetooth or using a wireless module. It is guided by two wheels driven by electric motors. In addition, the robot has several sensors: a light sensor, an ultrasonic sensor, a line tracking sensor, etc.

Parts:

A board (mCore) represents the 'brain' of an mBot. The plate is very similar to the Arduino Uno plate and is designed specifically for mBot. The board has a buzzer, light sensor, button, RGB lamps, leads for mBot engines, etc.

The Bluetooth module connects directly to the board. The module allows you to control an mBot computer or mobile device via Bluetooth.

Battery housing. In order for the mBot to work, it needs a power source. Four AA batteries are required for power, being placed in the battery case.

Ultrasonic sensor – the 'eyes' of the robot. Using an ultrasonic sensor, the robot detects obstacles in front of it.

Line tracking sensor with which the robot can monitor the line.

The robot consists also of some physical parts that connect all the listed components, and two motors that allow the robot to move. Apart from Bluetooth, it is possible to control the mBot using the remote control, the Makeblock application on a mobile device or simply by storing the programme on the board. We can create mBot programmes using the mBlock programme. Before programming the mBot itself, some of the programmes stored on the mBot can be tested. The first programme allows you to control the mBot using a remote control. The second programme allows the robot to move so as to avoid obstacles, and the third programme allows the robot to follow the line drawn on the floor. Programmes are changed by pressing a button on the plate.

The ultrasonic sensor on the robot's front works by emitting sound, which is then repelled by various obstacles and returned to the robot. Depending on how long it takes the sound to get back to the robot, it can deduce how far it is from the obstacle.

4. Work on examples

Activity 1:

Turning the mBot on and connecting it to the computer

Pupils should first be taught how to connect the mBot to a computer. This is done as follows:

We open the mBlock programme.

Using a USB cable, we connect the mBot to the computer.

In the left pane of the window, in the 'Devices' category, we select *add*. In the pop-up window, we select *mBot*.

With the help of a switch on the mBot, we turn it on.

Then we select *Connect* in the mBlock interface.

If necessary, by selecting the option *Setting - Update Firmware - Firmware version - Factory firmware, Mode - Upload*.

Activity 2: Using RGB diodes

Since mBot contains RGB diodes, which are the easiest to use, we will start programming by using them. RGB diodes can create any colour, which pupils choose in the mBlock menu by combining basic colours. The colour can be selected manually, but also by entering the RGB value.

Switching on the RGB diode

Events *when mBot starts up* > Control *forever* ?

Show LED (*all*) *shows colour* > Devices *Upload*



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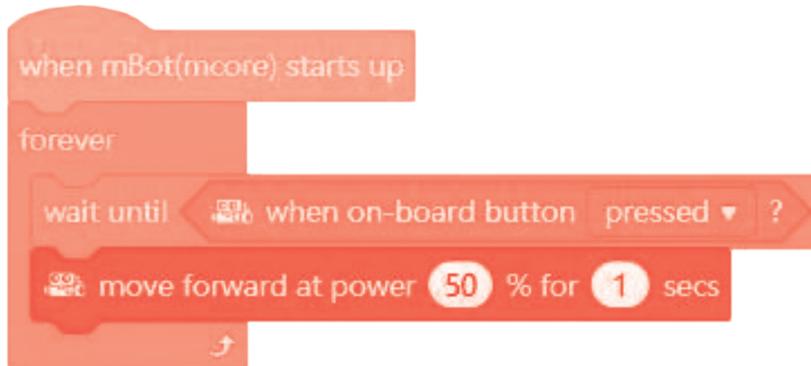
Changing the colours of RGB diodes

Events *when mBot starts up* ? Control *forever* ? Show LED (*all*) *shcolouolor X* ? Control *Wait (1) seconds* ? Show LED *all show colour Y* ? Control *Wait (1) seconds* ? Devices *Upload*



Task 1:

Set the mBot LEDs so that each of the diodes (both left and right) light up in a different colour and change to a different colour after two seconds.



Activity 3:

Make mBot move by pressing the button

mBots move using the rear two wheels, and they turn using the wheels on the front. It is possible to adjust the speed of their movement.

Events *when mBot starts up* Control *forever* Control *wait until* Sensing *when on-board button (pressed)*
Action *move forward at power (50%) for (1) secs* Devices *Upload*

Task 2:

Write a code that will cause your mBot to move forward at the push of a button for 3 seconds at the speed you specify, turn 180° and continue to move backwards for 3 seconds at a speed slower than when moving forward.

Activity 4:

Blackline tracking

The robots follow (trace) the black line using two sensors located on the front. These sensors tell mBot if there is a black or white background above each sensor. Looking for differences between them, the robot recognises whether it is following the line or if it is off the line. Black is defined by the binary number zero, and white by one.

Since it has two sensors, they can show four combinations. When both sensors are in black, we have a binary record of 00, which is 0 in the decimal system. The robot is following the line and the command we give it, in this case, is 'go forward'.

If the left sensor is black and the right is white, the combination in binary notation is 01, which is also binary number one. As the robot fell off the line on the right side, it can be concluded that the line turns left, so the command we give is: 'drive left'.

In the reverse situation, the sensor combination gives a binary number of 10, which is 2 in the decimal system (when converting from binary to decimal, we add the powers of number two at the places where there are ones in the binary notation while omitting zeros).

As the robot has now jumped off the line on its left side, we can conclude that the line turns to the right, so the command we give is: 'drive to the right'.

In the latter case, the sensors show 11, which means that the robot is on a white background. The binary record 11 in the decimal system is 3. In order for the robot to return to the line, we give it the command to drive back.

As soon as the mBot returns to the line, it will come to one of the remaining three positions and thus drive in a circle.

Let's write a programme.

Events *when mBot starts up* > Control *wait until* > Sensing *when on-board button (pressed)* > Control *forever* > Control 4x *if-then* > Operators *equality operator* > left side of the equation:

Sensing *line follower sensor (the port to which the mBot line sensors are physically connected)*

1. *if-then* loop – right side of equality value 0 – the left and right line sensors are located above the black background > Action *Move forward*
2. *if-then* loop – right side of equality value 1 – the left line sensor is above the black background, the right above the white background > Action *Move left*
3. *if-then* loop – right side of equality value 2 – the left line sensor is located above the white background, the right above the black > Action *Move right*
4. *if-then* loop – right side of equality value 3 – the left and right line sensors are located above the white background > Action *Move backwards* Devices *Upload*

Task 3:

While tracing a black line on a white background, let the mBot respond by signalling with the right LED, if its direction of movement changes to the right, or the left LED if its direction of movement changes to the left. Let it give a green signal with both LEDs when moving forward.

Activity 5:

Object detection and avoidance

With the help of ultrasonic sensors, the robot can recognise an obstacle at some distance in front of it. We can define what to do in case it is recognised. If we want to avoid it, we will set it to turn a certain (short) number of seconds to the left or right when recognising the obstacle. This will redirect it, after which the mBot will continue to drive straight (first command) until it recognises the obstacle.

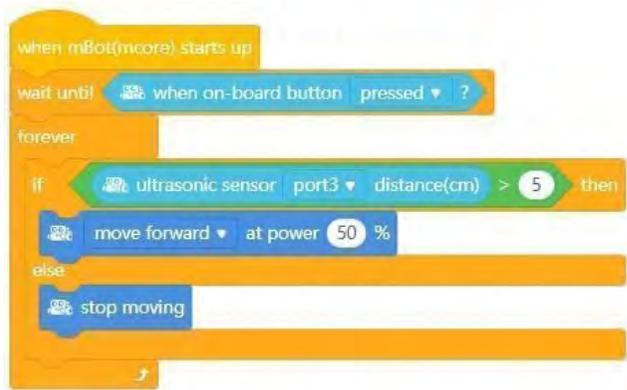
Detection

Events *when mBot starts up* > Control *wait until* – Sensing *when on-board button (pressed)* > Control *forever* > Control *if-then-else* > Operators *operator greater than* > left part of the operator: Sensing *Ultrasonic sensor (the port by which the mBot is physically connected to the ultrasonic sensors)* > right part of the operator: the final distance of the object, e.g. 10 cm > if: Show *LED all shows colour (green)* > else: Show *LED all shows colour (red)*



Avoidance

Events when mBot starts up Control wait until – Sensing when on-board button (pressed) Control forever Control if-then-else Operators operator greater than left part of the operator: Sensing Ultrasonic sensor (the port by which the mBot is physically connected to the ultrasonic sensors) right part of the operator: the final distance of the object, e.g. 10 cm
if: Action Move forward (50%) else: Action Stop moving



Task 4:

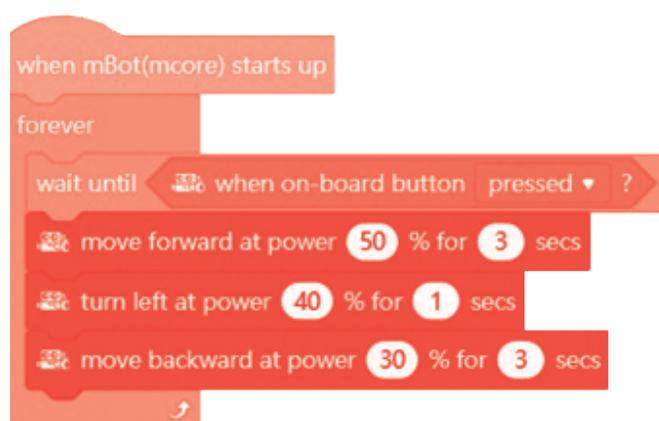
Detect an object that is in the path of your mBot. After detection, have the mBot change direction to avoid it and at the same time give a light signal to change direction.

Task solutions

Task 1.



Task 2.



Task 3.

```
when mBot(mcore) starts up
wait until when on-board button pressed ?
forever
  if line follower sensor port2 value = 0 then
    move forward at power 50 %
    LED all shows color
  if line follower sensor port2 value = 1 then
    turn left at power 50 %
    LED left shows color
  if line follower sensor port2 value = 2 then
    turn right at power 50 %
    LED right shows color
  if line follower sensor port2 value = 3 then
    move backward at power 50 %
```

Task 4.

```
when mBot(mcore) starts up
wait until when on-board button pressed ?
forever
  if ultrasonic sensor port3 distance cm > 10 then
    move forward at power 50 %
  else
    turn right at power 50 %
    LED right shows color
```

5. Final Tips

For pupils under the age of 13, binary numbers are too abstract and therefore incomprehensible, so it is important to pay attention to how line tracing is explained to them.

Also, not all pupils are the same, and some have prior knowledge while some even intuitively get along better with robots. We therefore advise you to try to come up with additional tasks on the go for those who are more advanced, so that the whole group can start again at the same time with the next lesson.

Many pupils accept very well when you praise them in their work, so they put in more effort and thus motivate themselves to work more. Some of them will prefer if you direct them to show their knowledge by explaining and helping their colleagues. That way, they build self-confidence, learn team spirit and practice social and communication skills, which is why we can conclude that, in addition to robotics, we do not necessarily have to develop only school pupils' STEM, but also other soft skills.

5.2.3

WORKSHOP: WEBSITE DESIGN

Dominik Betti, Maja Mikac

1. Website design – the theoretical part

Nowadays, websites are a powerful marketing tool. You can use them to promote yourself or your business, to improve your business or to show your hobby to the whole world. Absolutely every reason is a good reason, more importantly, to successfully breathe life into your site. For those a little less skilled in programming and computer skills, there are platforms where you can very easily get the desired website. The only knowledge that workshop participants and all those who want knowledge need is the most basic related to the use of computer technology. They will learn everything else with the help of manuals and workshop leaders.

Students who enter such a project should have developed IT knowledge and, above all, the desire and motivation to lecture.

In order to better and more easily focus attention on important parts, the content is organised into the following content units:

1. Basic elements of a website
2. Website maintenance
3. What problems occur when you neglect maintenance
4. Wix - main features
5. 8 steps to successfully create a page
6. Tips for making a website
7. What to avoid
8. Elements to be processed in a workshop or for practice

1.1. Basic elements of a website

Speaking of websites in general, it is important to know what prerequisites need to be met for a site to exist.

These are the three elements that every website you have ever opened has: domain, hosting and platform.

A domain is a nicer and simpler name for an internet address. Each internet DOMAIN address is unique and consists of a series of numbers ranging from 0 to 255. Just as we have street names so that we do not have to remember their coordinates, we have a domain instead of an internet address. A domain is what we need to type in a web browser to visit a page.

The domain consists of the whole name together with the part that comes after the dot - some of the better-known domains are .eu, .com, .net. The domain needs to be purchased and renewed annually. Price varies depending on its popularity.

Hosting indicates the place where the website is actually located. Web hosting is a server (or computer) on which the website is stored and from where it is displayed to users/visitors. These servers are physical devices, and usually one server contains several hundred smaller web pages. There are also large websites that require several devices to function properly. One such site is the famous Facebook, that requires a lot of processing power and a lot of memory, which is why several hundred servers work just for it and are located in the Arctic.

Hosting is also paid for, and it is recommended to choose to host in the country for which the website market is intended.

A platform is a place where you can create your website if you don't want to or don't know how to make it yourself and programme it from scratch. One of the better known and more popular platforms is WordPress, as well as Wix, which was chosen to work with in our case. Although you don't have to have a platform, you do need to have a domain and hosting. Without hosting, there would be no place for a website, and without a domain you would not be able to find it.

1.2. Website maintenance

Once you have created a website, it needs to be maintained. What does that mean?

- adding new products
- adding services
- updating images
- updating information
- design refreshing

Think of your website as your company's digital ID. In order to meet the expectations for which it was made, you need to take care of it. This means almost daily care of existing and new products and services that need to be harmonised. It is important to replace existing images when you change some services, your own space or anything else that would be interesting to your visitors and potential customers. It is also important to make major or minor design changes from time to time. Pay attention to design when creating the page itself, because you do not want a page made in 2020 to look like it was made 5, 6 or more years ago. It is certainly a long-term process but important for business. Maintenance needs to be carried out in order for the site to remain functional but also well positioned on search engines, which is the ultimate goal for the business to grow.

1.3. What problems occur when you neglect maintenance?

If you neglect your website, numerous disasters may occur. It takes a long time to load it, and we all know that if we have to look at a spinning circle for a while and never load the page, we will give up visiting it and look for another site with the information we need. The next consequence is a lower position on the search engine: if the page is not high among the search results it is not visible, and that is the same as if you are not available on the market. We all know that we rarely clicked on the second, let alone the third page, in search results when we were looking for something. And your page may only be on page nine. As a result, there is less traffic, less sharing, and you become invisible, which has negative consequences for your business.

1.4. Wix – main features

Wix is one of the leading web development platforms chosen for its simplicity and intuitive design. Storing data on the cloud is a great advantage because there is less chance of stored information disappearing. On Wix, it is possible to create a website for any purpose: for personal entertainment, for showing portfolios, for advertising jobs of any kind and similar.

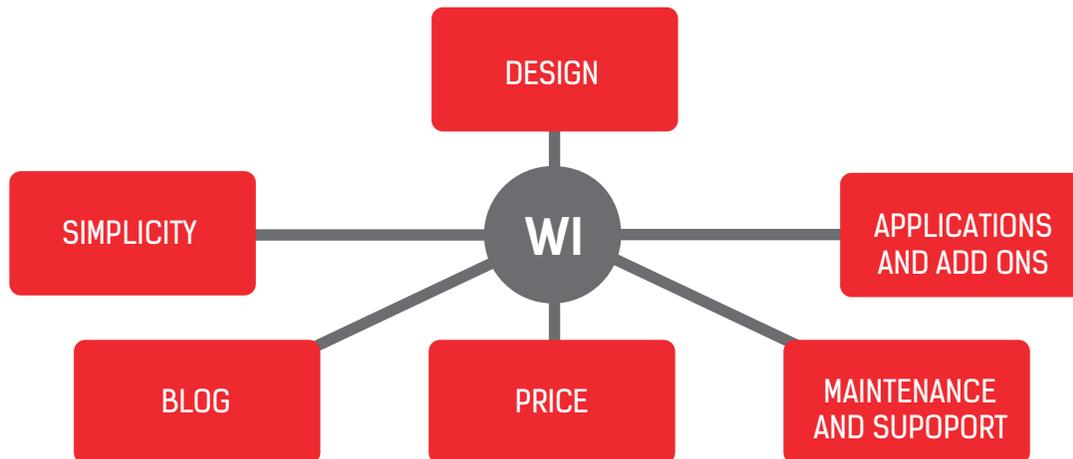
One of the specificities is the ability to use a blog, which means you can write articles according to your interests. You can customise the Wix page, and most importantly - it's free. However, because it is free, you can only partially influence the appearance or domain name. The domain in the name has a *website*, and if you develop a serious and successful business through the site, it is possible to buy a domain in which it is always worth investing. Also, the free version, as tempting as it may sound, is limited, i.e., you don't have access to all the options. There are seven different plans for a wide range of prices, and you will surely find one that will suit your needs.

When a page is created on Wix, it is also easier to maintain. All aspects of the platform and updates are controlled, and if you get stuck somewhere, there is a support team with organised video guides available to you.

It is also possible to use a number of apps and add-ons that Wix itself contains, that they claim are regularly monitored with their functionality regularly tested.

1.5. Eight steps to successfully create a website

To make a website as easily as possible, there are some guidelines to follow.



Step # 1:

Discover the purpose of your website

Think about why and for whom or for what you are creating a website, what its purpose is. When you crystallise your goal, you'll find it easier to focus on the important parts during the design, so you don't get stuck halfway and wonder what you want to achieve.

Step # 2:

Identify the end users. Decide what kind of audience you want to attract to your site, because you will create content and design accordingly. The site will certainly not look the same if it is intended for the younger population, business people, parents with children or the elderly.

Step # 3:

Sketch the layout of the page. With the old-fashioned approach, take a pen and paper and really draw or sketch how you envisioned at least one part of your page. Sketch the position of a menu, where the pictures, titles, descriptions, toolbars, navigation bars and similar will appear. Once it's on paper, it's a lot easier to implement an idea in a platform.

Step # 4:

Create keywords. Every aspect of an action or a text can be reduced to a few keywords that are at the centre. Think about what your keywords are, what makes up your page, and once you determine them, use them when you create content. Keywords help to better link your content and make the page more searchable.

Step # 5:

Collect your own material. Depending on the page's purpose, make sure you have as much copyrighted, authentic material as possible to put on the page: from your own photos and texts to links to your own social media profiles.

Step # 6:

Meet the prerequisites listed at the beginning of these instructions: get a domain, hosting and platform. If you work on Wix, you've already done that.

Step # 7:

Start designing the page. Introduce all the ideas from the beginning to the real page and design it at your own discretion and style.

Step # 8:

Pay attention to SEO. Wix has the option (paid) to make SEO of your site or to link it to Google and thus increase the visibility and searchability of your site, which is always in your interest if it is a business page. An opportunity worth exploring and investing in.

1.6. Tips for creating a specific webpage

It is important to keep a few things in mind when creating a webpage. One of them is the mobile version: Wix offers you the possibility to open your page and see how it looks like on your mobile phone. It is important to check that version at the end of the production or sporadically during it. It is very likely that most users will get to your site right through their smartphone because they remembered to book accommodation for their vacation while riding the tram. You want the webpage to look good on all devices.

The next important item is a clickable object. Once you have attracted someone to your site, you want them to stay on it for as long as they can and, if possible, subscribe to receive news or perform any action, ideally one that will benefit you. So right next to the top, at eye level, a noticeable button should be placed that says "click me and buy / view/book / subscribe".

The website should also have key information about you or your company, depending on who is in the spotlight. It must contain a section that contains basic information such as a description of the company, name and location. A user is always interested in who is behind a project or idea, especially when it is good.

Similar to a clickable object is the output pop-up. We are all annoyed when this window pops up when leaving a page, forcing us to read it because, if we choose the wrong button, we will have to repeat the whole process of clicking X to exit. At that point, we promise ourselves that we will never open that page again - as easily as possible and true, but research has shown that pop-ups bring in significantly more clients. The thing is, the one who has strayed to your site or isn't really interested in it won't visit it again anyway, but there's a relatively large group of those who are interested in something but are hesitant and leave. This is where a pop-up appears and gives them a small incentive to stay on the page, and you get one more user. This pop-up can be a persuasion to sign up for a mailing list, thus agreeing to receive promotional emails from your site or some offers, which is a win-win situation.

When you visit a website, you want to be clear about what is happening on it and where all the important parts are. You may have come for specific information that is not immediately visible. Make sure you organise good, meaningful, logical and visible navigation.

Connect with your own social networks, connect with those social networks you collaborate with, highlight them and thus promote both yourself and them. Write a blog, put links and make collaborations. This makes you noticeable and visible, which means better retrievable.

Be specific and recognisable; if the page is for a company that has a logo put it on the page, make it visible.

If you don't have it, you can always make it. A logo is a visual accessory that means a lot in the world of marketing.

1.7. What to avoid?

After all the advice on what would be good to do for your website to strive, sometimes even more important is that advice that tells us what to avoid.

Avoid:

- inconsistency in design and fonts;
- music that starts when the page loads;
- links that do not work.

You don't want a visitor to get a seizure when he opens your webpage just because you couldn't decide between 7 fonts and 12 colours, and you took advantage of them all. Do not do that. The golden rule is 'less is more'. According to the same rule, do not set music that starts automatically when the page opens. There are people who have 20 windows open at the same time in the same browser. Once they discover where the melody is coming from, whatever it is, they will remember that they are no longer visiting that page.

And last from these general tips - make sure all the links that exist on the site work and lead exactly where you planned. It is a reminder regarding the maintenance of the website mentioned at the beginning. If you neglect the posted links, horror can happen. Imagine that some of these sites have been sold in the meantime and have now become the headquarters of sexual services or something absolutely inappropriate, and you have directed your users there. Embarrassing, isn't it? So, check the content of your site regularly.

1.8. Tasks for the workshop:

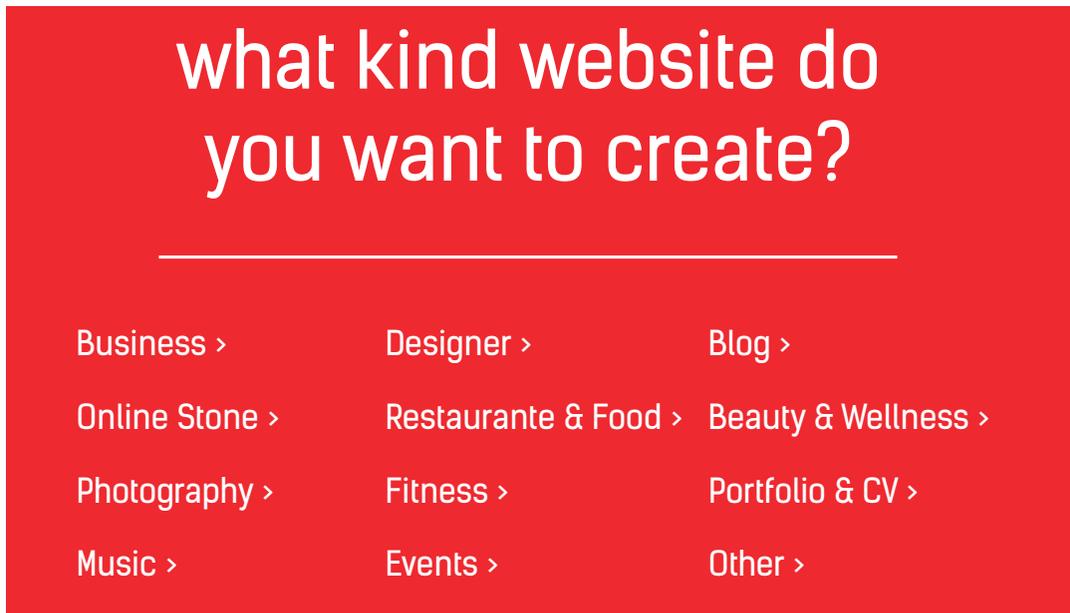
- Design selection
- Simultaneous moderation of the mobile version
- Selecting and adjusting the background
- Inserting subtitle, job description
- Adding a clickable button
- Uploading your own photos
- Editing sections about yourself, contact information, location
- Setting up navigation
- Setting up internal links
- Connecting with social networks
- SEO settings
- Blog
- Publishing the site

2. WEBSITE DESIGN – THE PRACTICAL PART

2.1. Choose the theme of the website

After registration and *login* on to the Wix platform, it is necessary to select the type or theme of the website (Figure 1). Some of the offered are Blog, Music, Fitness...

Figure 1

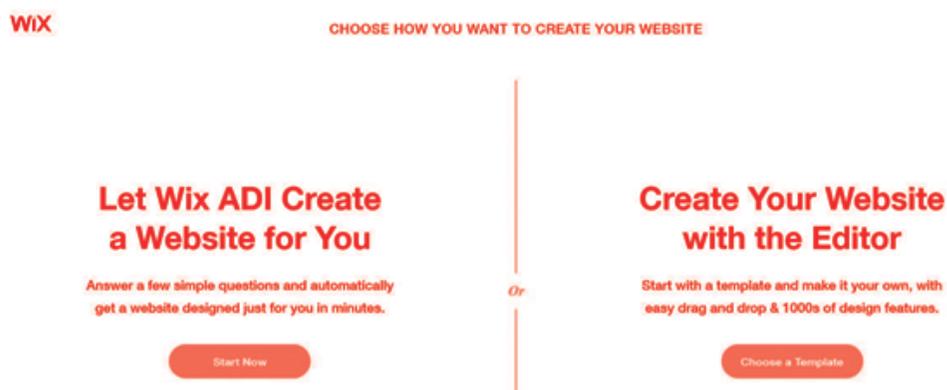


2.2. Choose how to create a website

Wix offers two options here (Figure 2). The first option is for Wix to automatically create a web page after you answer a few questions, while the second option is to select a template and continue working on it.

For a better understanding of the Wix platform, the second option is recommended.

Figure 2



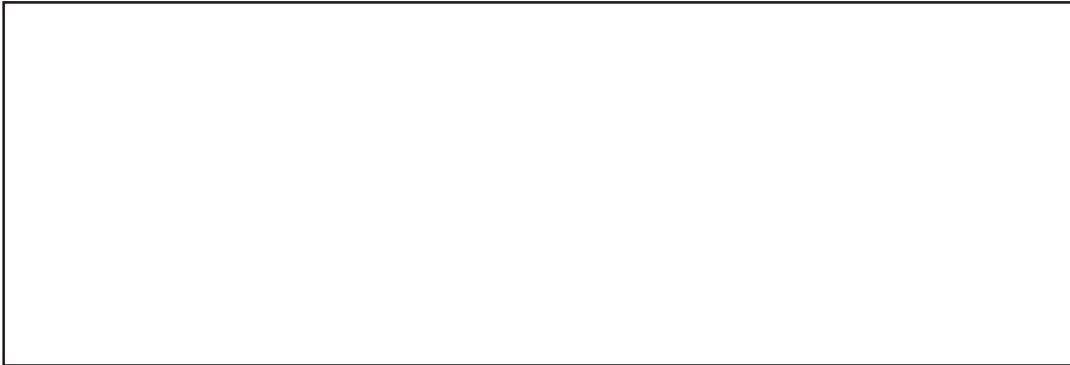
2.3. Select a template

The next task is to choose a template, and the options are many. Wix offers over 150 different templates, and it is up to you to choose the one that best suits the idea of your website so that you can modify it as easily as possible later.

2.4. Toolbars

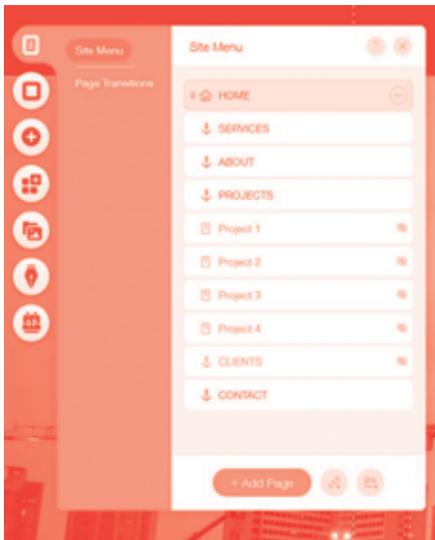
After selecting a template, you need to become familiar with the toolbars, which are the horizontal and the vertical toolbar (Figure 3).

Figure 3



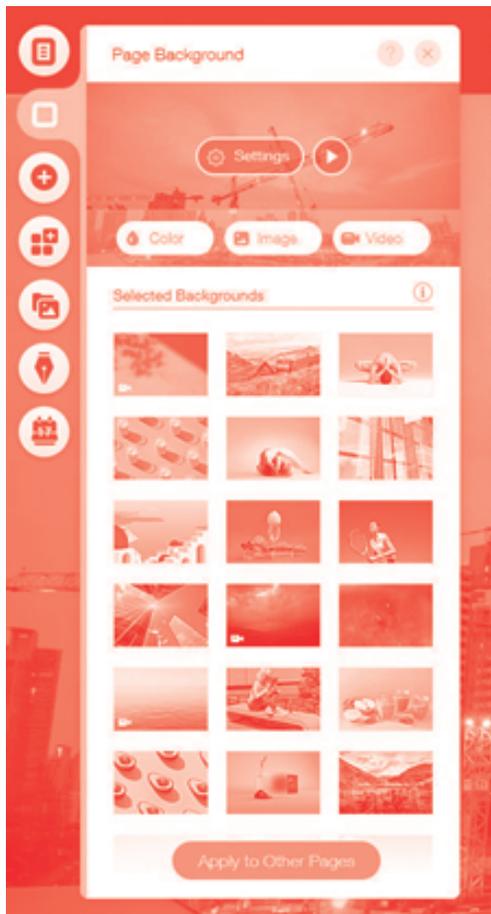
The horizontal toolbar makes it easy for you to navigate between your pages and view the web page on your mobile device. With the 'Site' button, you can save your page, view what it looks like, publish it and similar. With the 'Settings' button, you can connect to your domain if you have one, and you can improve your Wix page (this option involves payment). With the 'Tools' button, you can select the tools you want to use in creating your website (Toolbar, Layers, Rulers, Gridlines, Snap to Objects). You can create a professional web application by clicking on the 'Dev Mode' button. The 'Help' button is used to help create the website, while the 'Upgrade' button provides the option to improve the Wix page (a paid option). The vertical toolbar is used to manage the content of the website.

Figure 4



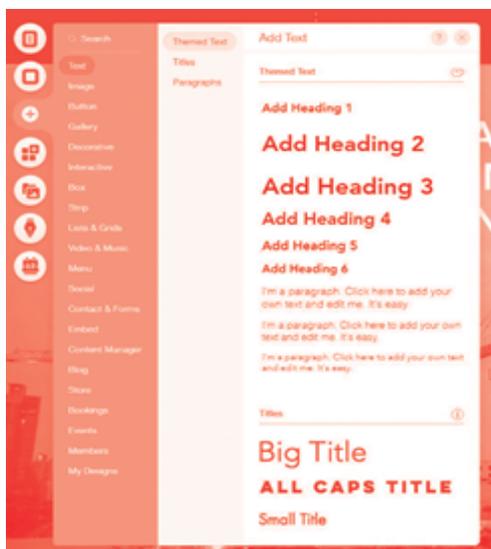
The first item of the vertical toolbar (Figure 4) is used to view, delete or add new pages to your website.

Figure 5



With the next item (Figure 5) on the vertical toolbar, you can change the background image of your website.
You can add a colour or video instead of an image.

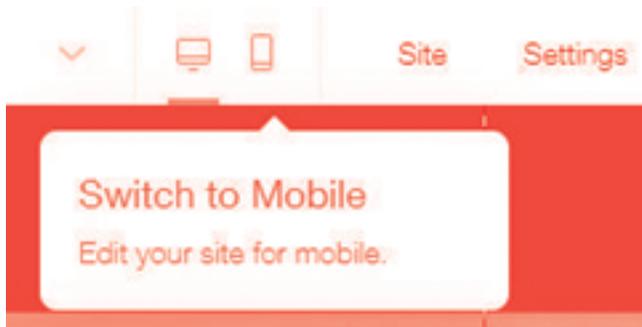
Figure 6



2.5. Website design

Once you are familiar with all the options that Wix offers, take the time to create a quality website for yourself and your business. Once you have finished creating the website, it is important to check what its mobile version looks like, and you can do this using the vertical toolbar (Figure 7).

Figure 7



While you are viewing the mobile version of your website, the goal is to arrange all the content in the most appropriate way. If you are happy with the look, you can publish the page. Publishing a website can be done by clicking Site -> Publish on the vertical toolbar. Once published, the URL of your website will contain the email you used to sign up for Wix in case you did not connect to your domain or do not have one. If you do not plan to pay for the domain, keep in mind the name of the e-mail with which you registered on the Wix platform.

3. TIPS

Before you implement this workshop, make at least one detailed webpage in Wix to try out all its possibilities, especially the ones you plan to use during the hands-on part of the workshop. Organise a guided exercise and keep in mind that participants will be of different ages, have different skills and abilities. Therefore, it is necessary to present the content clearly, meaningfully and logically connected. Be prepared to answer even those questions to which you do not know the answer!

5.2.4

WORKSHOP: ADVERTISING IN TOURISM

Gordana Kiseljak, Karolina Poljak, Nevenka Tolj

1. INTRODUCTION

Generally about the topic and needs

In tourism, advertising is the basic way of communication and mediation between products (i.e., individual entrepreneurs, tourist attractions, events...) and tourists, i.e., potential clients. Older methods such as the use of physical leaflets or newspaper advertisements nowadays are simply not adequate for the modern and technologically supported world popularly called 'the global village'. The world of Web 2.0 has enabled a variety of advertising methods that are widely used nowadays and are used to make people from different parts of the world hear and visit all the existing corners of the world. From such a perspective, it is important to note that not all people from all parts of the world possess a high level of information skills or are familiar with all possible ways of advertising. The use of these new ways of advertising has become one of the crucial factors for making money in the field of tourism. The above statement remains the main reason for teaching people from rural areas about all the new existing ways of advertising, because they must get the opportunity to promote their own business (but also its successful continuation). The way in which this can be achieved is through short-term educational programmes (e.g., workshops) on possible advertising techniques in tourism.

2. Skills that students need when entering a project

Students should have the skills:

- information and information education;
- awareness of the change and fluidity of this field;
- knowledge of the most current methods of advertising in order to avoid obsolescence of the material being taught; and
- developed interpersonal and public communication, since the purpose of this project is to further develop and improve them.

3. Skills that workshop participants need when entering a project

Participants should have the skills:

- intrinsic motivation to acquire new skills; and
- basic knowledge of the use of computer technology.

4. Teaching materials – what and how?

We first determine the appropriate advertising tools according to the needs and desires of the participants by asking these questions:

What population or group of people are they targeting? > Will it be foreign or domestic tourists, younger or older, families with children or pets, etc.?

- How much money do they (or not) want to use for advertising?
- What exactly do they want to advertise? > Will they rent an apartment/room/house?
- What are their needs?
- What advertising techniques have they (or not) used before? Which ones do they know best? How often and what was their performance with them? How satisfied were they with them?

Specific goals (i.e., what we want the participants to learn after our workshops; general goals that should be flexible enough with regard to the specific needs of different participants):

- knowledge of modern advertising opportunities;
- selection of appropriate tools depending on individual needs;
- successful independent advertising in tourism using computer technology.

The best known and most effective types of advertising with key features:

- <https://ads.google.com/home/> - charged, but a large number of users can be retrieved;
- <https://www.facebook.com/business/ads> - charged, effective for retrieving specific users (target group);
- <https://www.instagram.com/> - similar to Facebook, the creation of the profile itself is free, but the promotion of the created profile is charged. Useful for reaching a younger population;
- <http://booking.hr> - this is not an advertising service such as Google Ads, but a website where users search for apartments, rooms, hotel rooms, etc. It is very easy to use and provides contact with potential guests;
- <https://hr.airbnb.com> - Airbnb works on a similar principle as booking.hr, except that in the Republic of Croatia booking.hr is better known;
- Further advertising sites: TripAdvisor, Trivago, Yahoo Local, Google Local, Yelp, etc.

Tips for using Facebook:

FACEBOOK – (<https://www.facebook.com/business/ads>)

- PAGE, NOT Profile!
- Use vanity URL - pin that new, simpler, more memorable, more accessible URL on your web, Booking.com, poster, any other way of communication.
- Share relevant information with your followers 2-3 times a week to stay interesting and worth following.
- Use Facebook Places - a location can be set up on Facebook so that people can search for you there as well <http://www.facebook.com/help/?topic=places>
- Create a database of followers who may be interested in your apartment - take into account the age of previous visitors, their data - send a Facebook page invitation to people who have already been to your apartment.
- Create QUALITY photos and interesting descriptions.
- Describe what is offered near your apartment and why people should choose yours! (close to the sea, WiFi, close to the airport, close to popular places, shops...).
- Create a cover photo - it would be best to represent the whole picture of what you are offering.
- Fill in all information about your apartment: address, website, phone, description, parking...
- Use videos.
- Post when most people are online.

- Use emoticons in posts to get closer to the audience.
- Use humour in posts!

The above tips for effective use of the Facebook page can also be applied to the Instagram platform. Next, you can read detailed instructions and examples of tasks for using the Facebook page to promote the desired objects, and immediately after that the tips for the Instagram page.

Facebook

USEFUL FOR:

- reaching a large number of guests from all countries and from all age groups;
- the most used social network and thus the largest number of potential guests;
- promoting accommodation through paid advertisements and sharing the accommodation business page;
- targeting the age groups in which your ads will appear;
- frequent publication of photos, and videos and text - various types of documents can be published at any time and in any issue.

Basic steps for setting up a renter account:

1. on the Facebook page, there is an option "Create" - "Page";
2. the page of the apartment/room is connected to the personal profile of the person creating the page so that it is not necessary to remember new passwords or names;
3. it is necessary to state the name and category of the site (e.g., Rose apartments) - the categories must be somehow related to the theme of the site (e.g., hotel, hotel and accommodation...), and there can be a maximum of 3;
4. in the "Description" part, the person describes the accommodation (e.g., two-bedroom apartment near the beach);
5. it is better to write in English or at least in one foreign language in addition to Croatian in order to attract as many guests as possible;
6. after step 5, the page is edited in the "Set up your page" section, where images are added (optional but highly desirable) - without pictures, a potential guest cannot create a visual impression of the accommodation, so the rule is to publish as many pictures as possible - especially profile and cover pictures;
7. now it is necessary to publish as many pictures of apartments and rooms as you can and, if possible, arrange them in folders with the name of each room/apartment - the more pictures, the better (they must be high quality - have in mind that those taken with a mobile phone are rarely high quality);
8. it is always good to publish varied information to potential guests - e.g., indicate if you have refurbished something in the house (painted the rooms a different colour, tiled the parking lot...) and accompany each post with a picture;
9. every post can be promoted, but it is always better to promote the whole page;
10. it is necessary to add as much information about the apartment/room (e.g., working hours, location, name of the owner, number of rooms/apartments...) as possible - this can be done on "Edit information about the page";
11. it is always good to link the site to other accommodation websites (e.g., Booking or Airbnb);

12. ads related to the site may be published in the “Ad Centre”;
13. first, determine what is being promoted - it is best to promote your own site;
14. and then the conditions for the ad are set - e.g., duration of advertising, how detailed the ad should be, what the target audience is, how much you want to pay, etc.;
15. it is also important to stay in touch with potential guests and answer all possible questions - there is a “Messages” option for this;
16. on that page, you can follow all inquiries and messages, but also all comments from the Facebook page, as well as from the Instagram page;
17. Instagram can be linked to a Facebook page, so you can promote both pages at the same time to attract as many guests as possible.

INSTAGRAM

USEFUL FOR:

1. promoting accommodation mostly to younger generations, as mostly young people and teenagers use Instagram;
2. visual presentation of the accommodation (on Instagram, the focus is mostly on photos and videos, and less on the text);
3. allowing guests to tag your accommodations in their posts, and thus you can attract other guests for free (but this can also go in the wrong direction, if guests post negative photos or if people who were not your guests take the opportunity and negatively promote your accommodation - which rarely happens).

Basic steps for setting up a renter account:

1. the easiest way to connect Instagram and Facebook is by creating a new Instagram profile. This can be done with a personal profile (so you don't have to come up with a new password), but you can also create a separate account with a special password;
2. to create a new Instagram account next to the existing account, you need to go to the personal account settings and click on “Add account”, and then click on “Create a new account”;
3. after that, as with all other pages, personal data such as the name, location and description of the page are added; and finally,
4. if you connect to Facebook, there is an automatic option “Create a new Facebook page”, so you do not have to create a separate page on Facebook.

GOOGLE MY BUSINESS

(https://www.google.com/intl/hr_hr/business/)

Google My Business is a great way to increase your presence in Google search results and make it easier for users searching for accommodation to find what's best for their needs. When a user searches for services on Google, Google My Business results are in the first place in the list of search results.

Tips for using Google My Business:

- Once an advertiser already has a profile set up on Google My Business, reviews are paramount! To begin with, reviews of people who have already been guests of the accommodation can be requested and that way you can collect good points, i.e., excellent reviews.
- Advertisers need to constantly respond to reviews because they show a willingness to improve their service and care about guests' opinions, which contributes to the development of trust.
- Renters must add the accommodation location on Google Maps and link it to the Google My Business ad.
- On average, 42% more visitors visit and search Google Maps for locations based on images, so posting photos and descriptions is recommended.
- Renters are encouraged to create their website and link it to a Google My Business ad.
- Renters receive monthly information on the analysis of user behaviour via e-mail: data on the number of people who saw their business and the number of people who clicked on the company's website and requested instructions for the location of the business.
- Advertisers can also use Google Posts, a service on Google My Business, to promote special events, promotions and benefits.

Basic steps for setting up a renter account:

- Login and verify your account;
- Set the business name and location of the accommodation;
- Add contact and working hours;
- Select the category of activity that describes the business (e.g., renting an apartment);
- Add a panoramic photo or a short virtual walk through the apartment (video) - to make guests feel the atmosphere of the place in the best possible way even before they get there;
- Verify business via e-mail.

BOOKING.COM

<https://join.booking.com/?lang=hr>

Booking.com is a website that connects millions of travellers each year with a variety of accommodation facilities, from holiday homes to hotels and more. During the creation of the ad on Booking, the user provides a variety of information about their accommodation and allows potential guests to access this information. This reduces the need for direct contact with potential guests, as they see everything that might interest them in the ad of the accommodation facility. As one of the world's largest markets for accommodation, Booking.com allows them to reach potential customers around the world, thus developing their business. Booking.com is available in 43 languages and offers more than 28 million accommodation units, of which 6.2 million are just holiday homes, apartments and other unique accommodation.

Tips for using Booking.com:

1. Guests can use the messaging system and contact the host before booking to make sure all expectations are met;
2. When you are ready, open your facility for bookings (in some cases, you will need to confirm your location before you can receive guests);
3. Describe in your own words what makes your facility and your neighbourhood unique and add a welcome message to all future guests;
4. 'About the object': here, you can describe what makes your object unique - you can add information about the design, facilities, equipment and history of your facility;
5. 'About the host' / 'About the company': compose a short message about yourself or your company, and allow your future guests to get to know you or your brand;
6. 'About the neighbourhood': add some tips on touring the area and local attractions;
7. Add a photo of the host or company logo;
8. You have 24h support and the possibility of reporting in case guests break the rules;
9. Set conditions and criteria that guests must meet;
10. You can make a deposit in case of damage and provide yourself with greater security;
11. Upload as high-quality and as many images as possible, so that the user can have a visual impression of your facility;
12. You can update your calendar and prices and confirm that the information about the facility is correct - keep track of your booking calendar: you can use it to display the time slots in which your facility is occupied or free.

USEFUL FOR:

- performing the entire process of renting accommodation in one place;
- reaching a very large number of potential guests through a very detailed filtering option, by which potential guests determine what they are looking for in accommodation , editing the entire accommodation occupancy schedule and linking it to other calendars;
- preparation of special promotions and discounts for, for example, the off-season period;
- talking to guests and Booking.com employees;
- a secure payment process, as money is paid directly to your account and there is no cash exchange, and for leaving feedback and guest reviews;
- Booking.com offers a very detailed and extensive way of filtering that allows tourists to very easily find exactly what they are looking for.

AIRBNB.COM

(<https://hr.airbnb.com/host/homes>)

Today, Airbnb has over 800,000 private accommodations and activities in 33,000 cities and 192 states. The platform is designed to encourage communication between renters and the guests as much as possible. Airbnb is therefore also considered a social network for renting accommodation. Renters can connect their profile with profiles on other social networks, again with the same goal - to build the trust of the guest in their accommodation, but also to strengthen the trust in the service itself. No matter what kind of space or room it is, Airbnb is promoted as a simple and safe rental tool. Renters decide when their accommodation is available, what the price is, what the house rules are and how they contact guests. In addition to accommodation, hosts can offer special activities that are an opportunity for tourists to feel like local population at any destination.

Tips for using AIRBNB:

1. Please note that the process of advertising on Airbnb is free, i.e., there is no registration fee.
2. Renters can specify their calendar, prices and conditions for guests.
3. Airbnb offers global 24h customer support.
4. When guests arrive at the accommodation, money is paid via Paypal, direct payment to the account or in some other way.
5. The calendar on Airbnb may be linked to other calendars to avoid receiving bookings for periods when it is not possible to receive guests or when renters already have pre-arranged bookings on other advertising platforms.
6. Renters can enter the house rules that guests must accept before booking accommodation.
7. Airbnb charges 3% of the total price guests pay to renters.
8. The host can add an accommodation cleaning fee to the accommodation price by dividing the fee by the number of days and adding that amount to the official price of the night.
9. Hosts (renters) should encourage guests to leave reviews and try to respond to all guest comments. On each host profile, you can see its previous response rate. The frequency of responses to guest comments can increase but also decrease renters' popularity.
10. Airbnb offers free accommodation photography by a professional photographer if such a person exists in the local area. Photography must be ordered in advance.

Basic steps for setting up a renter account:

1. registration by e-mail, Facebook or G+ profile;
2. selection of the type of accommodation;
3. setting up a calendar of accommodation availability;
4. determining the price of the offered accommodation;
5. uploading photos;
6. editing the address of the accommodation that the guest finds out only after booking the accommodation;
7. defining the payment method.

5. Final remarks

It is the intention of the authors of these guidelines to facilitate future workshops dealing with this or a similar topic. To facilitate such a process, the work is redirected to specific tools and examples with instructions for their processing. Also, it is worth referring to the year of writing these instructions and that due to their fragile nature, as Internet platforms, they are subject to possible changes. It is their duty to check the operability of these tools before conducting specific workshops. Changes can occur by changing the way platforms operate (both rules and existing services), binding laws, platform activities and similar.

5.3.

INNOVATIVE RURAL MOBILITY AN
ENTREPRENEURIA, REAL PROJECT' AT LAKE
AMMER (AMMERSEE) IN RURAL / GERMANY
(INSTEAD RURAL BAVARIA)





Germany

For **'Innovative Rural Mobility'**, 20 students from diverse programs in Tourism, Design, Architecture and Economy met (due to COVID-19 restrictions) in a weekly online academic module from March to the end of June 2020. The overall goal: find innovative ways for rural mobility beyond car traffic.

The students (Teachers: Mirko Franck, Klaus Sailer from SCE) have been seconded by up to ten citizen activists, entrepreneurs, and mayors from 16 communities and four counties situated around Lake Ammer (50 km south of Munich, Germany). They have been linked by LAG manager Detlef Daeke and Wolfgang Stark from SCE, both living in the Lake Ammer area.

In four steps (a. understanding the challenge; b. observing and analysing rural mobility in the area; c. ideation and project ideas; d. prototyping business models and evaluating), the students analysed facts and figures about rural mobility; talked to citizens, municipal representatives and entrepreneurs in the area; and finally came up with three impressive project prototypes on rural mobility in the area which aims at reducing individual car traffic:



'Mobili.me' Car(e)free Travelling offers a device for people travelling to and around Lake Ammer which combines all public transport facilities with special tips on where to travel and with information about capacities on weekends



'Nuaaboats' developed an e-boat-shuttle service for Lake Ammer to reduce the use of private cars for tourism at the lake and commute to Munich (Munich area has about 400.000 commuters/day).



'FoxBike' developed an online *application for bikers*, including an e- bike-rental service to travel around the lake. The app offers daily individualised travel tips and capacity-oriented route planning. It will be scalable for other locations in the future.

Stakeholders from the area, especially local mayors, reacted enthusiastically to the highly professional presentations of the students. Projects will be presented at the regular official 'meeting of the mayors' in July 2020.

5.3.1

INNOVATIVE RURAL MOBILITY

Oliver May Beckmann, Klaus Sailer, Wolfgang Stark (SCE,
Munich)

ABOUT REAL PROJECTS

Real Projects is the undergraduate teaching format of the Strascheg Center for Entrepreneurship (SCE) and the Munich University of Applied Sciences. The format teaches entrepreneurial thinking and acting through interdisciplinary practical projects. Real Projects offer access to excellent entrepreneurship education in theory and practice for students of all disciplines. Real Projects is a training format for the 'entrepreneurs of tomorrow' - equipped with the skills to help shape the future responsibly. Projects within this format can include product and service ideas and aim for monetary success and social innovation. The prerequisite for a project is its entrepreneurial character. This means that the task is open-ended and can be implemented in an interdisciplinary manner, the project has innovation potential, is relevant to practice, and a viable business concept is developed at the end of the semester.

Project sponsors can be students and/or, professors, as well as companies. The SCE is the contact and collection point for the projects and mediates between all participants. Professors from the departments of technology, economics, social sciences and design combine their project seminars and thus lead their interdisciplinary student teams to realisable results within one semester. In addition to the supervising professors and the project sponsor, the student teams are supported by an entrepreneurship coach from the SCE.

At the end of the semester, the results are presented, and the further course of action is determined together with the project sponsor.

Who - Target Audience

Real Project courses are designed for Undergraduate students, usually in the fifth or sixth semester of their studies, in all four disciplines of engineering, economics, social studies and design. Some professors that get engaged in the courses bring in students of Master degree programmes. Offering our courses to more experienced students relates to our Real Projects approach that is more based on experiential learning through teamwork and less on theoretical inputs. While SCE delivers inputs on innovation process methodology and tools, specific knowledge and methods of engineering or economics are either provided by the professors or are presumed. A typical Real Projects course is taught by one to two professors and one SCE staff member to a combination of up to 50 students, depending on the number of students each professor brings into the interdisciplinary courses.

How - Pedagogy

It is widely agreed that the best way to teach entrepreneurship is through action-based learning, experiential learning and problem-based learning pedagogies (e.g., Gorman, et al., 1997; Klandt and Volkmann, 2006). These pedagogies are classified as student-centred constructivist approaches - in contrast to teacher-centric objectivist methods (Brown, 2009).

Traditional teacher-centric methods involving reading, memorisation, lectures and tests, are deeply entrenched throughout the EU. While these methods might be appropriate for acquiring knowledge, they are weak at developing skills and competences (e.g., teamwork, communication, leadership and problem-solving) or attitudes (e.g., self-efficacy and internal locus of control) (Löbler, 2006). Many EU educators thus have been relatively unfamiliar with student-centric teaching pedagogies. There are many ways to add these pedagogies to a degree programme, such as consulting projects (Solomon et al., 1994), case studies (Katz 1995), student entrepreneurship clubs (Gartner and Vesper, 1994), simulations (Hindel, 2002), role-playing (Low et al., 1994), and business plan writing courses (Carrier, 2005).

Experiential learning is the most intensive student-centric teaching approach (Kolb, 2014; Kolb and Kolb, 2005). The deeper the emotional involvement of the students, the deeper and more

transformational the learning can be (Shepherd, 2004). Students should care about their own learning, so Real Projects are designed to allow wider student choice and the ability to make an impact on society and achieve student values. Thus, Real Projects must be flexible to allow students to make a valuable connection with their projects and team members to accomplish more than they could on their own.

Learn online via DeepDive Entrepreneurship MOOC

In 2018, SCE started to develop a MOOC-based school for entrepreneurship. DeepDive is a cooperative project created by the Munich University of Applied Sciences (MUAS), 6 Academic Departments and its Entrepreneurship Center - Strascheg Center for Entrepreneurship (SCE). They all joined their strength and knowledge to offer an innovative, interdisciplinary and international Education Programme. The DeepDive MOOC offers two Open Online Courses, which are free of charge for everybody who wants to register:

1. Entrepreneurship and Digital Transformation
2. (<https://www.deepdive.school/course?courseid=digital-transformation-and-entrepreneurship>), and
3. Introduction to Entrepreneurship
4. (<https://www.deepdive.school/course?courseid=entrepreneurship-basics>)

Introduction to Entrepreneurship'

(<https://www.deepdive.school/course?courseid=entrepreneurship-basics>) is the backbone for the Real Projects concept and offers, in 10 practice-oriented and self-reflexive steps, learnings and insights about:

1. 'How to become an entrepreneur';
2. 'The power of StartUps';
3. The Entrepreneurial Way and Personality';
4. 'How to spot opportunities';
5. 'How to build and maintain a great entrepreneurial team?';
6. 'How to develop your idea using 'human-centred Design'-Tools';
7. 'Take a look into the future and design your own future';
8. 'How to build a business model';
9. 'All you need to know about Prototyping';
10. 'How to deal with failure';

The logo for DeepDive, featuring the word "DeepDive" in a bold, red, sans-serif font. The letter "D" in "Dive" is significantly larger and more prominent than the other letters.

Each step integrates insights from teachers and researchers on responsible entrepreneurship and many practical experiences from StartUps and serial entrepreneurs. Each step is also framed with practical tasks, exercises and certificate questions, leading to the acquisition of a voluntary online course certificate. The programme is framed by an introductory overview and a detailed self-reflective assessment at the end.

For all students enrolled in a Real Project like 'Rural Mobility', the 'Introduction to Entrepreneurship' course is mandatory. Finishing the online course is the basis for working on your entrepreneurial project.

In designing Real Projects, SCE chose to focus on action-based experiential learning by introducing interdisciplinary team projects. We wanted the students to be able to experience an entrepreneurial project from idea generation to actually building something and interacting with customers or stakeholders. In addition to entrepreneurship knowledge, they train relevant entrepreneurial skills and competencies simply by being involved in the project.

SCE defines the innovation process as dynamic, including many dimensions that demand a holistic approach from our teaching activities (Sailer et al., 2012). The starting point of any innovation process can be either a new technology, an idea, a problem, or sometimes only a vision to change something. The most critical factor is actually the individual, within the team, and surrounded by various stakeholders. The impact of society is also essential to the success of innovative solutions and needs to be considered. Among various approaches to innovation processes, SCE has chosen and combined two prominent methodologies and tools as guidelines, i.e. human-centred design that emphasises the exploration phase and business modelling that asks for sustainability and profitability.

Our SCE approach to innovation processes provides a structure for students and teachers alike. This model was heavily influenced by the design thinking methodology (T. Brown, 2009) and also includes elements from the Effectuation theory (Sarasvathy, 2001) and the Lean Startup movement (Blank, 2013; Ries, 2011). Design thinking is an innovation methodology that encompasses a wide set of tools adapted from traditional design education, which are made available to a wider audience. It trains people in the mindset of creating new things which are desirable from a human-centred point of view (it needs to make people's lives better) with what is economically viable (it needs to have a working business model) and with what is technologically feasible (we need to be able to actually to build it) (T. Brown, 2009).



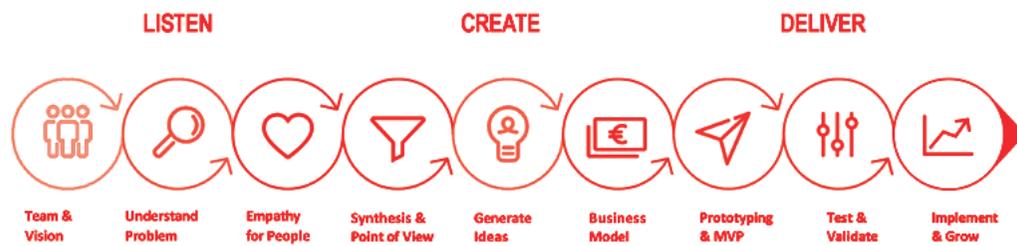
REAL PROJECTS TEACHING APPROACH

- “Action-Based-Learning” (Kolb 1984, Hauser 2008)
- Up-to-date methods and tools
- Rapid Prototyping, Business Modeling, Effectuation, Design Thinking
- Project as didactic instrument

One of the key success factors in applying this holistic and dynamic model is the concept of iteration (Grots & Pratschke, 2009). The phases should not be interpreted as a strictly linear ‘recipe for success but rather as a guideline for structuring each Real Project. It is possible to iterate between different steps to, e.g. test an assumption formulated with a quick prototype and business model, and then go back and use new insights from this to adjust the projected trajectory. Our process model also provokes the use of different modes of thinking by encouraging students to switch between divergent thinking (i.e. generating options/ideas to choose from) and convergent thinking (i.e. narrowing down choices and creating focus), which is crucial in trying to create (radically) new concepts or solve complex problems (T. Brown, 2009). Our experience so far

suggests that this model lends itself well for structuring multidisciplinary teamwork of students with little prior exposure to similar innovation models (cf. Seidel & Fixson, 2013).

INNOVATION PROCESS



What - Course Description

A Real Project takes place when two or more professors team up for an interdisciplinary course that incorporates entrepreneurial thinking and action. This process is often supported and mediated by the SCE project managers, i.e. they search for professors from complementary faculties bringing in their respective students in order to form teams of engineering, business, social, or design students. While the professors are responsible for their specific technical inputs and the grading of their students, the SCE coaches contribute to the course with innovation and entrepreneurship knowledge, methodology, and tools to the course.



Rural Mobility Course Description

In the RURASL Project, the Real Project was launched by two SCE teachers (Mirko Franck and Klaus Sailer) and the Coordinators of RURASL, Detlef Däke and Wolfgang Stark. The project was sponsored by the LEADER Project Lake Ammer (Southern Bavaria) and was prepared with the mayors from the 16 communities representing the LEADER Project (<https://lagammersee.de>).

In the *'Real Project on Rural Mobility'*, 18 students from three faculties of the Munich University for Applied Sciences (https://www.hm.edu/en/about_hm/departments/index.en.html) enrolled: Dept of Tourism, Dept of Design and Dept. for Business Administration.

In addition, about 8–10 stakeholders from the Lake Ammer (Ammersee) region participated as experts:

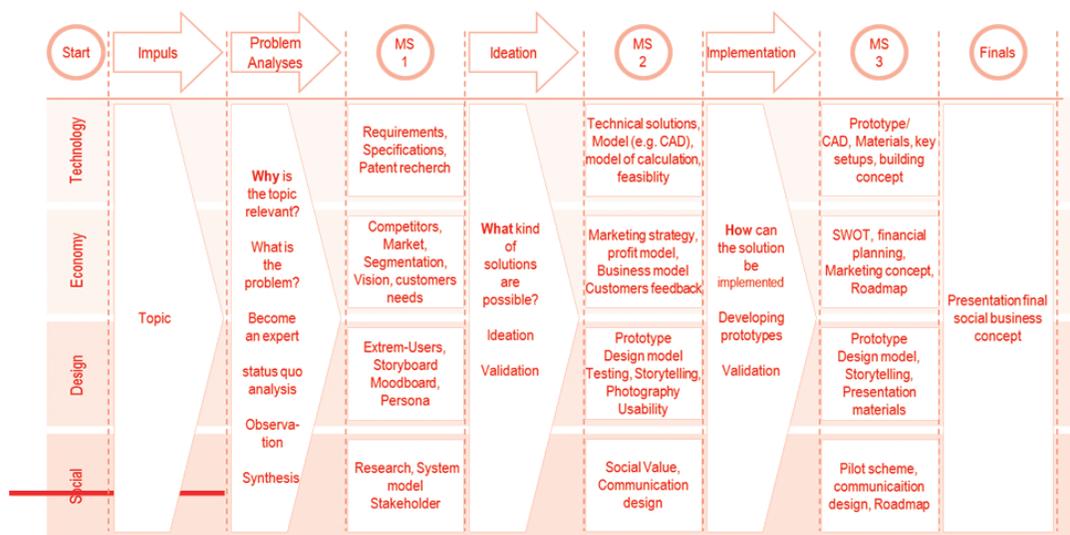
- local entrepreneurs and freelancers;
- local politicians and mayors;
- tourism managers;
- administrators;
- environment activists.



Real Projects Course Structure

The course structure is based on three stages with respective milestones to be presented by the student teams. In most Real Project courses - like in this case - students get the main topic as an impulse.¹ The sponsors (the LEADER community network and the mayors) set the framework for the main topic 'Rural Mobility' based on the local experience and their local political agenda.

¹The course structure is based on three stages with respective milestones to be presented by the student teams. In most Real Projects courses, like in this case, students get the main topic as an impulse.¹ The sponsors (the LEADER community network and the mayors) set the framework for the main topic 'Rural Mobility' based on the local experience and their local political agenda.



- In the first weeks, the teams develop a joint understanding of the problem or challenge they want to solve, which leads to a concise problem definition in the first milestone, including research on the needs of users, stakeholders and the market.
- In the next stage of idea generation, the teams develop as many ideas or solutions as they can in order to evaluate and then reduce them to one or two. Comparing them in terms of technology development, target groups, strategic partners, competitors and the business model behind brings student teams to assess the feasibility and profitability of the selected ideas. We use varying business models (e.g., the Business Model Canvas from Osterwalder, 2010) from literature and practice to illustrate the key components of a successful business that you need to think through to position yourself in the market. Depending on the chosen solutions and the iterative feedback on prototypes and concepts that are collected and incorporated throughout the innovation process, the components do change and get adapted. Thus, the second milestone includes (a list of max. 2-3) solutions that had been evaluated by the team, pointing out the one that proved worthy to continue.
- In the third stage of our Real Projects course, students eventually refined their prototypes and completed the business concept in terms of financial planning, marketing strategy and strategic road mapping.

The single courses close with the teams' final presentations, followed by a joint event of all Real Projects where participating professors and students present their courses and ideas to their fellows. There is a wide range of entrepreneurial education tools offered to be used in Real Projects:

REAL PROJECTS' METHODS

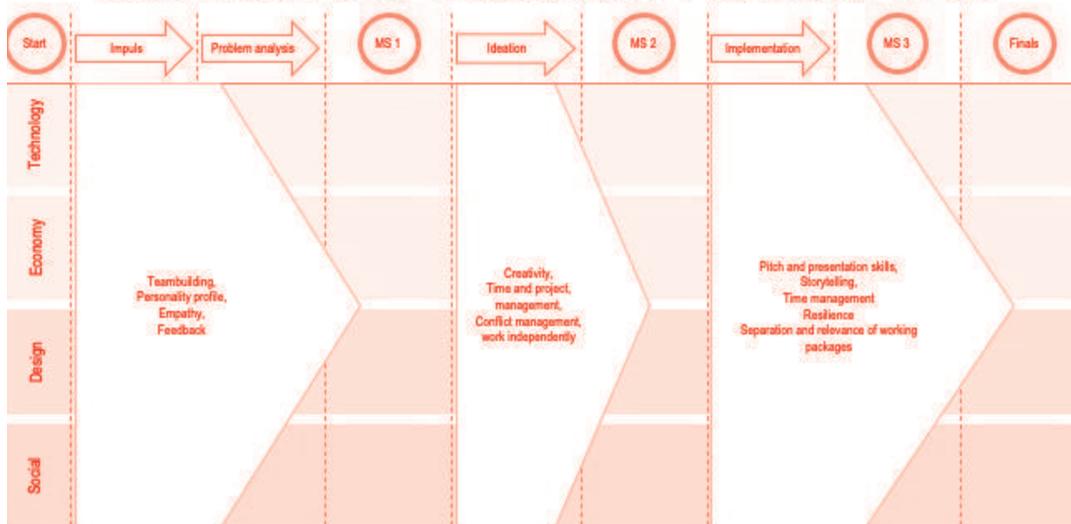


Team Building

Supporting team development, in the beginning, is critical to the teamwork process during the course. We normally restrict the team size to 5-6 students; however, one of our most successful Real Projects courses, in terms of continuing with their ideas in the aftermath, has had teams of eight to ten members (please follow special steps for team building in <https://www.deepdive.school/course?courseid=entrepreneurship-basics>)

Team Building and personal reflection on one's own role is also an important part of the Real Projects Personality Development towards an entrepreneurial mindset (see below).

REAL PROJECTS PERSONALITY DEVELOPMENT



Results – Learning Outcomes and Goals

We follow the Best Practices in Entrepreneurship Education Programme Objectives presented at the inaugural 3E ECSB Entrepreneurship Education Conference in Aarhus (Gedeon, 2013). These best practices implement the 'value add' or 'institutional impact' approach that makes student transformation the primary goal of the goal-setting framework (Tam, 2001; McMillan, 1988; Barnett, 1992). Primary goals are thus defined as student learning outcomes (e.g., knowledge, skills and attitudes), secondary goals are input factors that support student transformation (e.g., faculty qualifications, resources and facilities), and tertiary goals are output factors such as number of students, courses, awards, startups, community/society impact and student satisfaction (Gedeon, 2013).

Each professor brings his/her own domain-specific degree programme Learning Outcome goals to the course. In addition, each Real Projects course is expected to achieve certain overarching Learning Outcomes. In the Real Project courses, we are implementing the following educational evaluation measures based on the Kirkpatrick framework, which is the most accepted method (Eseryel, 2002). They include personal growth measures of knowledge, skills, attitudes and satisfaction (Kirkpatrick, 1975).

Knowledge ('Head')

- Domain-Specific knowledge (based on the collaborating faculties)
- Human-centred innovation process methods and tools
- Business Model Canvas

Skills and Competences ('Hand')

- Teamwork
- Creativity
- Problem Solving

Attitudes and Mindset ('Heart')

- Core Evaluation, Self-esteem and Internal Locus of Control
- Perceived Self-Efficacy
- Entrepreneurial Mindset
- Entrepreneurial Intentions

Student Satisfaction and Evaluation

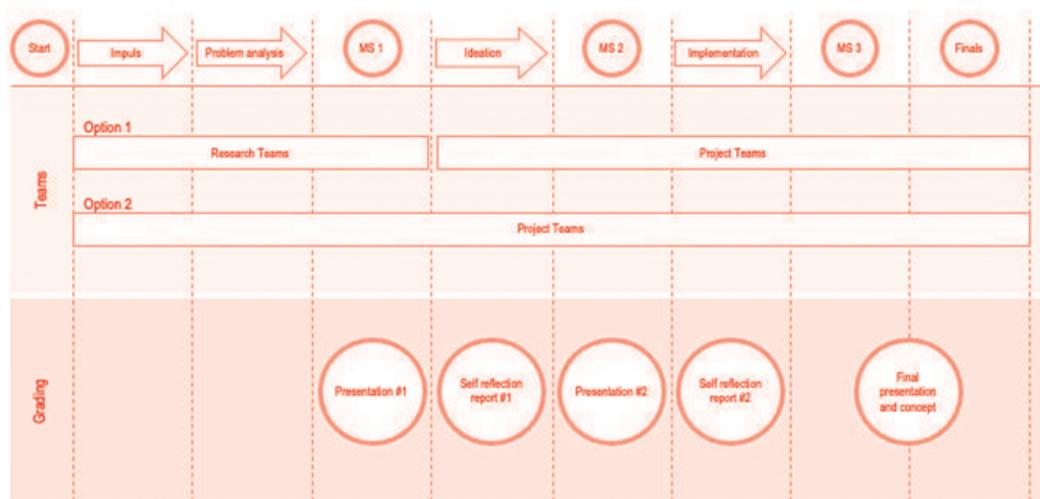
As for the Real Projects courses, we want our students to experience and train skills such as teamwork, empathy, dealing with uncertainty in the first stage of analysing the problem, followed by competencies such as creativity, time management, project, and often conflicts. In the last stage of the innovation process, we make students train their presentation skills, storytelling, and resiliency. Based on these learning goals are the requirements for the evaluation of the performance of the students' and the grading:

- two presentations during the process, following the milestones of the project
- two self-reflection reports; and
- one final presentation of the project and a project concept (see below).

SCE is a founding participant in the ASTEE-programme (Assessment Tools and Indicators for Entrepreneurship Education). This project was co-funded by the European Community, the Competitiveness and Innovation Framework Programme (CIP), to develop measurement tools for assessing entrepreneurial knowledge, skills, attitudes and mindsets (Mober et al., 2014). The ASTEE assessment tool begins with the EU framework for elements of entrepreneurship education (Heinonen and Poikkijoki, 2006) and thus also includes demographic information, experience, awareness of entrepreneurship as a career path, connectedness to education, and connectedness to future career (Moberg et al., 2014). Since 2018, SCE has used EPIC (<https://www.sce.de/en/epic.html>), the course assessment tool for 'Entrepreneurial Potential and Innovation Competences (EPIC)', which has been developed together with the OECD and EU Platform 'HEInnovate'. EPIC is available for free online at <https://heinnovate.eu/en/heinnovate-resources> and can be customised as a science-based evaluation tool for any kind of university-based course.

SCE is ISO 9001 certified and follows total quality management principles in delivering its educational programmes (Sun, 2000). There are three potential levels of results we can assess: (1) individual student grades; (2) group-level analysis (by project grade, course grade, department, drop-out rate, satisfaction...); and/or (3) overall programme-level analysis (Baker, 2001).

REAL PROJECTS TEAMS AND GRADING



5.3.2

INNOVATIVE RURAL MOBILITY: HIGH POTENTIAL RURAL VACANCIES

Theo Eberhard, Christina Kaufmann (Munich University of Applied Sciences)

Oliver May Beckmann, Wolfgang Stark (SCE Strascheg Center for Entrepreneurship, Munich)

Detlef Däke, Hannes Sander (LAG Ammersee, Diessen)



High Potential Rural Vacancies

Rural communities around Lake Ammersee have been struggling with store vacancies, empty buildings and abandoned farmhouses for some time. Students at the Munich University of Applied Sciences have addressed this challenge as part of a teaching project and developed ideas for vacancy management.

As part of the semester module 'Real Projects - Circular Society', five students from different faculties came together to initiate positive change. The team was made up of students from civil engineering, business administration, tourism and social innovation, so they looked at the issue from a variety of angles. The local contact was the Lokale Aktionsgruppe Ammersee e.V. (LAG Ammersee), which contributed with local knowledge and established contacts.

Using Space, Strengthening Communities

"A community is an active organism that wants to use its built environment in an effective and sustainable way" - this has been the students' approach to the urgency of the vacancy issue. When vacant spaces are actively used, they can help sustain communities and, more importantly, local culture. Active use of a built environment enables a shared identity and connects people to their region or community. In line with their applied approach, students conducted a survey among citizens in the region, contacted politicians and got an on-site picture of the situation.

How to use Vacancies?

From the citizens' point of view, there is an urgent need for action: 72.6 per cent of the respondents experience changes in their communities in a rather negative way: affordable housing, space for local shops and craft businesses are reduced. Many would like to see more space for culture, social projects, pop-up stores or a market for local products. After all, about 1/3 of the respondents are comfortable with concepts like participatory workshops for local communities and citizens.

Achieving results with workshops and a vacancy platform

Students concluded that a regularly held workshop with citizens and mayors should ensure that local vacancies in the regional community could be redesigned and used according to citizens' ideas.

The 'World Café' methodology is proposed to encourage dialogue among all stakeholders in the area. Similar to Town Hall Meetings, World Café is a well-known alternative to traditional conferences, meetings and committees, and encourages interaction among participants. Small groups are formed, which are seated in a café and independently develop new ideas and perspectives. Especially when it comes to the topic of vacant properties in the region, it is important that as many people as possible from diverse perspectives network to exchange ideas. Thus, creative and innovative projects that really meet the needs of the citizens can emerge.

After exhibiting and discussing the results of the Citizen's World Café, participants will learn about the second part of the students' solution approach: the Regional Vacancies Data Bank. As an online tool, the RVDBank can be used to display and manage vacancies between communities in a specific region. Providers and potential customers may network and take an active part in designing their community. So, in the potential future, vacant buildings may become 'meeting and networking places for young and old citizens', 'local pubs, innovative restaurants and shops' or something completely different. In any case, academic teachers at the Munich University of Applied Sciences are convinced and applaud this approach: the project work has been evaluated with top grades. Due to Corona and the semester break, the project was slowed down, but the project team is still in touch with LAG Ammersee to follow up on the project and implement the workshop with all stakeholders.

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5.4.

UNIBO CASE-BASED MATERIALS

Italy

Cinzia Albanesi(UniBO)



Community analysis

Community assessment is a strategy to identify local needs and resources of local communities. Needs and resources assessment allow a deeper understanding of the context also in terms of culture and social structure. Assessment will encourage community members to consider the community's resources and how to use them, as well as the community's needs and how to address them.

Connecting with rural communities

The best way to contact rural communities for the first time is through a local organization (local partner) that facilitates the connection between university and local stakeholders.

The first contact

The local partner maps stakeholders living and working in the community and potentially interested in the project.

The first meeting - community's needs and resources analysis

Community needs and resources assessment through the focus group technique.

Data analysis

Data is transcribed and analysed by qualitative methodology (thematic analysis, content analysis, discourse analysis, etc.), depending on the aim of the project.

UNIBO Case based materials

Community analysis

The consideration of the community's needs and resources can be the first step for stakeholders to learn how to use their resources to solve problems and improve community life, developing projects and interventions. Community assessment is a key process to involve community members from the beginning of the process. Full community participation in planning and carrying out an assessment also gives voice to those who may feel to be invisible and promotes leadership within the community.

The second contact

Once the results are obtained, a second meeting with stakeholders is convened. The aim is to give some feedback to the communities and discuss the development of a project.

The second meeting - showing results to the rural community

The university team and local partner share results of the community assessment. Results are discussed and commented with participants. The second part of the meeting is dedicated to developing projects.

Developing community -based projects into the SL Framework

The development of the RS -L projects could include one stakeholder or a collaboration of many depending on the common interests. The drafting of the project begins during the meeting, but it could be completed into some weeks.

Last meeting before action

During the last meeting, the final versions of the RS -L projects are presented and discussed. Finally, organizational aspects are discussed.

UNIBO Case based materials

Il Pagliaio - Sarsina

Consulta Giovani - Sarsina

Santa Sofia Library

Auser - Santa Sofia

Via Romea Germanica - Santa Sofia

3372 inhabitants

Province of Forli-Cesena, Emilia -Romagna region

Area with many agricultural enterprises, green fields, hills

Friendly and welcoming mindset

Case based materials

Rural Community: Sarsina



UNIBO Case based materials



UNIBO Case based materials



Il Pagliaio



Il Pagliaio



The organization

The owners aim at fostering a sustainable mindset in regards to humankind, nature and agricultural production. Their enterprise is based on multifunctionality: they breed farm animals, produce dairy products and jams, they work with children in a natural environment, they receive people in a holiday house and they organise various events for the whole community. Their donkeys are famous amongst children and adults alike for the emotional therapy they provide, within various activity packages.

Main objective

To gather information and turn it into new sharing opportunities with the community and the outside world.

Specific objectives

Summer camp: Support the planning of new educational projects

Promotion of local network: support the promotion of a territorial network to pursue cultural and touristic goals

The owners expressed their desire to gain a fresh perspective on their activities as well as novel ideas to implement within the community.

Il Pagliaio

Objectives

Participant observation

We have participated in the farm's daily activities to get a better perspective on their needs and mindset.

Ethnographic diaries

We have filled in daily entries reflecting on the activities and the relevance of the experience in the Service Learning framework.

Qualitative interviews

We have asked specific questions that could help us understand their perspectives, needs, strengths and contribute to novel ideas and proposals.

Methodology



Il Pagliaio



The Service Learning process

Into the field

Most of the activities we participated in were very practical. One of the challenges we experienced was how to converge such concrete activities into new proposals for the community.

Intensive everyday service

Working side-by-side to the owners of the farm allowed us to experience a farmer's everyday life and the obstacles this profession encounters. This also contributed to the creation of a common ground of trust and communication.

From the reflective practice

We had the opportunity to detect controversial practices as well as virtuous ones. We confronted each other on how we perceived certain dynamics opening a dialogue. We discussed the farm's vision and mission, we discussed what we perceived as sensitive topics and we brainstormed possible solutions for the community that they could implement.

Il Pagliaro

The promotion of local crops is essential to the process of raising awareness about the importance of sustainable models. The territory already seems to have strong predispositions towards non-intensive agriculture while respecting the environment.

Local identity

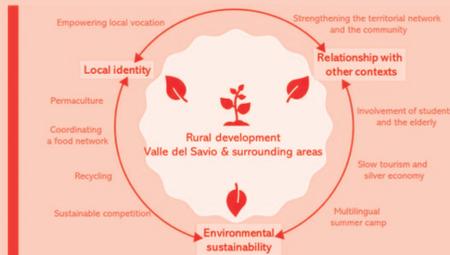
Empowering local vocation; Strengthening the territorial network and the community

To strengthen the opportunities of the territory by enhancing the local identity as part of the Romagna tradition. The goal is to remember and promote local customs which constitute a rich cultural potential, without eluding the need to open up to new horizons.

Il Pagliaro

2. Environmental sustainability

Permaculture;
Coordinating a food network;
Recycling;
Sustainable competition



3. Relations with other contexts

Involvement of students and elderly;
Slow tourism;
Multilingual summer camp

The collaborative effort between academia and the rural world that can be seen in the Rural 3.0 project can be made continuous by pursuing greater future connections with external actors. Growth and innovation are also the results of comparison and communication with realities other than the local one.

Three main pillars for innovation

La Consulta and Il Cammino di San Vicinio

La Consulta



The organization

Not only it is the birthplace of the Roman comedy writer Plauto, but it is also a famous destination of religious tourism because of the thaumaturge saint Vicinio. Laboratory of a cultural and multimedia marketing project for educational identity tourism based on traditional manual knowledge and the theatrical cultural heritage



Main objective

To promote a collective discussion about the scope and tools of rural development and agricultural policies

Specific objectives

Can the rural environment be at the forefront in the making of a sustainable future?



La Consulta

Objectives



Onsite qualitative research

La Consulta

Methodology



Video interviews

local citizens, farmers and peasants



We observed a deep and widespread hostility towards it. We realised that even if a large variety of organic food is sold we often have the perception that there are not enough industries to produce it

2. Industry

It is a matter of disseminating information about the organic production chains. It is essential to share data and statistics in order to defend those farmers as well as to give them the credit they deserve

• Wild animals

The reproduction rates of wild animals (mainly boars) grew considerably. Nowadays, there is still no arranged control therefore hunters represent the only solution farmers can count on.

we think it is necessary to stipulate guidelines together with citizens and veterinarians, to regulate the numbers of wild animals

3. "Being a farmer for a living"

Rural life conciliates with a frugal lifestyle because of desire or necessity. This mindset is inevitably associated with a political assertion

La Consulta

The refusal to accumulate could be dictated by the complexity to reach it through agricultural work or/and because the current process of accumulation is achieved in a way that contrasts agricultural work. It is also clear that whoever cultivates develops and maintains a strong connection with the land. Furthermore, those who for ethical reasons, decide not to use herbicides, pesticides and other chemical fertilisers firmly believe that it is time to safeguard and preserve natural resources.

Main challenges



Rural Community: Santa Sofia

UNIBO Case based materials

- around 4000 inhabitants
- Province of Forli-Cesena, Emilia -Romagna region
- Area with many agricultural enterprises, green fields, social and cultural organizations
- Social relations, traditions



The Library "Luciano Foglietta"

The Library



The organization

It is located inside the "Giorgi" Monumental Palace (since 2004), dating back to the XVIII century; it was founded in 1950 and includes a book heritage of around 9000 volumes. The Municipal Historical Archive is also part of its heritage, located outside the Library premises and located in the Municipal complex. The Library hosted the exhibition "The work of women in Giovanni Valbonesi's shots". The common thread of the exhibition has been women's work: women are portrayed while they are working in the fields, in farms, in forestry operations, in commerce, in the craft, in schools, factories and offices.



Main objective

To deepen the theme of female work conditions in the exhibition's historical reference period (between the 1950s and mid-1960s).

Specific objectives

- To analyze the theme among citizens living in Santa Sofia.
- To understand the meaning of female work conditions and its changes during the last 70 years.
- To make the Valbonesi archive known to a broader audience



The Library



Objectives



Methodology



Study of Giovanni Valbonesi exhibition

The Library

Context observation



Case study - Qualitative Interviews in the field

Local citizens, women working during the '50s -'60s



Non-structured interviews have been a winning strategy: people, feeling at ease, have told their story in a more authentic way. Moreover, it made the time more enjoyable for us and allowed us to better catch their feelings and emotions.

• Dissemination of the theme of women's work in S. Sofia: reflection on women's working condition

Since Valbonesi Archive is largely unknown outside of S. Sofia, students, instead of making a research, could focus on making it known to a broader audience by using Social media (Facebook, Instagram, Youtube...) or could create an App which illustrates the archive's story.

The Library

2. Connecting generations - strengthening social ties and sense of belonging

To give voice to the citizens;

To create a process: generation of shared history;

To involve local students in the process;

To promote participation and engagement among different generations through a common history

To use Social Media to connect young citizens to the topic of women's work conditions;

To create an App which illustrates the archive and makes the topic of women's work easier to see and consult;

3. Social Networks - community development

Involvement of formal and informal leaders, and stakeholders as well;

Development and strengthen of local social networks

Orfeo Amadori was very helpful for us, but I think that next time students should cooperate with the civil registry office if they decide to implement our project. Thus, they will precisely plan the sample of their research: how many people could be interviewed, make a more accurate selection of cases, select representative inhabitants.

Main challenges

AUSER of Santa Sofia



AUSER



The organization

The Centro Auser of S. Sofia has been operating since 1996 to support older people and the weaker local population both in times of need and socialization. It takes care of accompanying elderly people to health/rehabilitation facilities; provide telephone company and support services to the guests of the nursing home, organization of initiatives/events also in collaboration with other local voluntary associations, projects aimed at pupils of the Santa Sofia school and reception of migrants. Thus, it promotes the active ageing of the elderly and enhances their role in society. It is open to relations of dialogue between generations, nationalities, cultures.

Main objective

To help AUSER to rediscover grit and vitality.

Specific objectives

- To promote AUSER active participation in Santa Sofia context;
- To strengthen the connection between AUSER and the context of Santa Sofia;
- To promote a generational change into AUSER.



AUSER

Objectives



Active Participation to the AUSER activities - Participant Observation

AUSER

Methodology

Qualitative Field Interviews

Local citizens, AUSER volunteers, municipality workers, refugees, shops and bar owners



Final Meeting with AUSER volunteers - group interview



To renew and increase dialogue with other realities of the area and other Auser centers, to coordinate and organize activities in cooperation.

Lack of participation both at volunteers and service users levels

On one side, younger tend not to listen to mature organizations. On the other, mature organizations are less keen to welcome new proposals.

2. Immobility

To recreate a link with the community through activities open to all: visibility, new volunteers;

3. Subtle resistance to change

To understand the functioning of specific parties such as voluntary associations, public administration, and cooperatives;

To outline relational patterns of the community;

Community questioned itself - a consciousness exercise;

To identify key-organizations and create networks;

To renew and increase dialogue with other realities of the area and other Auser centers, to coordinate and organize activities in cooperation

More advertising: flyers, website, mailing list;

Publication of a book containing memories and stories of S.Sofia and its inhabitants

The presence of external observers made the associations curious and allowed the participants to question their situation and actions. Who are we? What do we do? How are we doing it? Why are we doing it?

Main challenges



AUSER

Via Romea Germanica

Via Romea Germanica



The organization "Via Romea Germanica" is an international association born to promote and enhance the walk traveled by the pilgrims that wanted to reach Rome from Stade (Germany). The walk follows the route that Abbot Alberto described in his Annales in the 13th century. The association, besides promotion, administrates the maintenance and cartography of the whole walk.

Main objective

Promotion of the Association and of the route itself

Specific objectives

- Promotion of the activities of the association and of the pilgrimage route itself;
- Development of new ideas to attract young people;
- Support for the communication strategy;



Objectives



Mapping internal activities and resources

Methodology

Field Interviews and Focus Group

With people inside and outside the organization; with the board and communication team



Objectives and Internal Structure Assessments

The organisation presents a high potential for development, but its structure based on volunteers hinders many actions and makes the administration more complex.

2. Work on the internal structure of the organization

Analysis of the organization (organization chart, social relations, roles, tasks, etc.);

Sustainability of the organization in terms of:

- work simplification (e.g. splitting tasks and delegate responsibilities);
- networking with local stakeholders (such as public institutions, civil society, enterprises etc.);

1. Strengthen communication

Internal and external communication with organizational units, partners, community, world;

To create efficient connections (social network) at the local and global level;

Promotion strategy.

Even in the area of Santa Sofia, where the Association was officially born, few people know the route

3. Engage young people

Social Media, Internet and Social Networks;

Mediation between young people and the organization.

We worked in order to design innovative ways to promote the route among young people.

Via Romea Germanica

Via Romea Service-Learning project

Main challenges



Knowing and understanding the context.

Collaborating with the rural community as a context, means to start a process of knowing and understanding the different assets and needs. It is articulated in starting from an observatory phase, proceeding with the preparation of the community to the researchers and students co-interventions, arriving to the students and community members proposals.

Identifying and recognizing tutors as a bridge between university and community.

Co-working with the community means to create a constructive relationship with the community tutor who can support the immersion in the rural community and create a dialogue with HEI.

Identifying key stakeholders: recognizing informal leaders.

Collaborating with the community means to recognize informal leaders as essential representatives of community life and relevant stakeholders.

Network construction.

Maintaining and developing existing networks at local, national and international level is a core objective of rural service learning projects

Giving voice to community members: involving community members.

The participation of community members before, during and after the implementation of rural service learning projects means to give voice and empower the local community.



Focus on assets, not just needs.

Find and emphasize resources as means to satisfy needs and promote community development.

Trustworthy relationships.

Develop and strengthen social relations with the community to create strong ties and mutual trust: better project participation.

Clear and context-related methods and techniques.

Identify methodologies and tools referred to a theoretical framework but also shared, developed and negotiated with the community that can also use them as an active subject of the project.

Creative mindset: to propose innovative solutions.

Flexibility, listening to the community, and bottom-up approaches are relevant for innovative ideas.

Considering risks, weaknesses, and stressful factors.

Individual and collective negative factors are always part of the project. It is important to recognize and manage them in order to not affect the project. Negative factors can also be a starting point for new questions and ideas.



10 tips for Rural Service Learning

10 tips for Rural Service Learning

Community analysis

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Prezza, M., & Santoneo, M. (Eds.) (2002). Conoscere la comunità. L'analisi degli ambienti di vita quotidiana. Bologna: Il Mulino.

Rural 3.0 MOOC

<http://learn.rural.ffzg.hr:8080/login/index.php>

Service-Learning

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References



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5.5.

EDUCATING RESPONSIBLE CITIZENS: SERVICE-LEARNING FOR FUTURE JOURNALISTS AND PUBLIC COMMUNICATION SPECIALISTS

Lithuania

Natalija Mažeikienė (VMU)





Lithuania

SUMMARY	PROJECT DATA
<p>The service-learning experience presented here is a part of the Erasmus+ Project "Rural 3.0: Service-Learning for the rural development" (Ref. 99382- EPP-1-2018-1-PT- EPPKA2-KA), within KA2 action (Cooperation for innovation and exchange of good practices – Knowledge alliances). During the project, the Vytautas Magnus University (Kaunas, Lithuania) delivered the service-learning course 'Management of Communication Projects' (6 ECTS) for 105 4th year students of the study programme 'Public Communication' (72 students in 2019–2020 and 35 in 2020–2021). Students were invited to choose a place and community for service. Twenty-five students taking the course chose rural areas as a place of service. The other 82 students chose an opportunity to perform service-learning in an urban area (city of Kaunas). While running the project, RURASL students from the Vytautas Magnus University and project partners from the Kaunas LAG (the Project partner), together with 12 organisations in rural communities, implemented the service-learning activities. University students assisted organisations in rural areas (animal shelters, libraries, elderly care homes, civic organisations located in rural areas) to address the needs of rural communities</p>	Country
	Lithuania
	Name of the course of the academic module designed for RURASL
	Management of Communication Projects (Komunikacijos projektų valdymas)
	6 ECTS
	Duration of the Course
	One semester (4 months)
	Distribution of contact hours of the Course
	14 hours of lectures, 7 hours of seminars and workshops
	Person responsible for the project at the Higher Education Institution and email address
	Natalija Mažeikienė Email: natalija.mazeikiene@vdu.lt
	Name of rural organisation
	Coordinator of activities – Kaunas LAG, Other organisations in rural areas: Two projects in animal shelters located in rural areas – the organisation 'Penkta Koją' (5 students), one project in the organisation Kaunas Pet Welfare Home 'Nojus' (3 students) in 1 project in the organisation 'Lėšė' (3 students) One project at the public library of the Kaunas region – Kauno rajono viešoji biblioteka (3 students), which unites branches in more than 30 small cities and villages; One project in Elderly care home in Rokai – Kaunas region senelių namai 'Rokų gerovė' Four projects in organisations operating on the national and regional level (including rural communities) – 'Nacionalnis Kraujo centras Kaunas' /National Blood Centre in Kaunas, 'Maisto bankas' / Food Bank, NVOs on political participation (Iniciatyva, Žinau, ką renku"/ Initiatives on empowering voters),
LINKS	
Link of the course of the academic module designed for the RURASL project: http://learn.rural.ffzg.hr:8080/login/index.php	
Link of videos and testimonials:	

<p><u>Video created by students</u></p> <p>This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.</p> <p>THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS DOCUMENT DOES NOT CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS ONLY THE VIEWS ONLY OF THE AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.</p>	<p>Kauno apskrities moterų krizių centras/ Kaunas region women's crisis centre, etc.</p>
	<p>Person responsible for the project at the rural organisation and email address</p>
	<p>Coordinator of activities at rural communities: Kristina Kazlauskaitė-Zumarienė, Kaunas LAG projektai.krvvg@gmail.com</p>
	<p>Number of participating Higher Education students</p>
	<p>During the autumn semester in 2019, 17 students participated in service-learning in rural communities. The number of 72 students participated in service-learning in rural and urban areas.</p> <p>During the autumn semester of 2020, 8 students participated in service-learning in rural communities. 35 students participated in service-learning in rural and urban areas.</p>
	<p>Degrees of the participating Higher Education students and course (1st year, 2nd year,...)</p>
	<p>4th year students</p>
	<p>Number of beneficiaries of the service</p>
	<p>At least 20 beneficiaries who directly participated in activities - community members, employees of organisations and volunteers At least 100 beneficiaries who indirectly benefited from the services (by using products and services created)</p>
	<p>Modality of the project (face-to-face, virtual, mixed and/or international)</p>
	<p>Mix learning. Face-to-face: 7 lectures (14 hours) and seven seminars/workshops (7 hours) - during Covid-19, this mode of studies changed to online learning. Online learning in Moodle environment (written assignments, course materials). On-site service and learning in communities (about 40 hours, including group work time to produce products and services).</p>



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

Background of the project

The Vytautas Magnus University has been implementing service-learning since the early 2000. In 2004-2006, the project 'Dialogue between universities and communities' (CIVICUS) was coordinated by the Vytautas Magnus University within the framework of the EU Leonardo da Vinci Programme, in cooperation with European partners (universities, research centres, NGOs and business institutions). In 2014-2017 the Vytautas Magnus University participated as a partner in the project 'EUROPE ENGAGE - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe' within the Erasmus+ programme. Together with partners from 11 European countries, teachers and students from the Vytautas Magnus University tested service-learning teaching/learning and assessment strategies. Participants of the Europe Engage project - teachers from the Department of Public Communication and the Department of Social Work have been teaching service-learning courses for future journalists, public communication specialists and social workers for eight years. While running European Project 'Rural 3.0: Service-Learning for the Rural Development (RURASL) within the framework of Erasmus+ programme KA2 (Cooperation for innovation and the exchange of good practices - Knowledge Alliances), the Vytautas Magnus University and community partners from the Kaunas LAG (the Local Action Group) and other communities implemented service-learning in rural areas.

General social needs addressed by the project

"(Service-learning addresses real community challenges. It is meaningful and relevant to community partners and students. Issues relevant to civic, cultural, economic, and political society are explored)"

In Lithuania, 30 per cent of the population lives in rural areas. In 2019, 67.1 per cent of the country's permanent population lived in cities and 32.9 per cent in rural areas. People living in rural areas are more likely to be exposed to poverty and exclusion risk. According to Ubarevičienė and Van Ham (2016)¹, Lithuanian people with higher socio-economic status are increasingly overrepresented in the largest city-regions, while the elderly and residents with lower socio-economic status are overrepresented in declining rural regions. In 2017, the unemployment rate was 5.4 per cent in urban areas and 11.0 per cent in rural areas (Kriaučiūna, 2018). Income inequality among rural and urban regions is significant. The average income of rural households accounts for only 67.9 per cent of urban households' income. Income inequality causes social tension and increases emigration (Social Report 2016-2017)². Additionally, depopulation processes have been increasing in rural areas. Internal migration leads to a redistribution of population from rural to urban areas (Ubarevičienė 2016). Population segregation occurs in rural areas when the concentration of older and lower socio-economic status increases in depopulated rural regions (Kriaučiūnas, 2018)³. So, in rural territories the unemployment rate is higher, and ageing and depopulation processes are increasing faster than in urban areas. Educational, cultural, social, health and public transportation services are less available for inhabitants living in rural areas.

According to another region differentiating method, in Lithuania, 8.6% of the population live in the rural area; 63.2% in intermediate areas (small towns and district settlements), and 28.3 % in urban areas. Lithuania belongs to the group of Member States (Bulgaria, Hungary, Lithuania) with the highest percentage of intermediate territory (around 70%). Researchers (Kriaučiūnas, 2018) notice a new tendency in Lithuania – the very rapid growth of the number of large city residents living in suburban rural areas. At present, suburban residents of big cities (Vilnius, Kaunas, Klaipėda) are treated as rural residents. In the formal country statistics, these suburban residents are treated as rural population. However, the living conditions and way of life in these districts differ significantly from conditions in remote and depopulated rural communities. According to Kriaučiūnas (2018), in suburban areas the population is growing and at the same time, in peripheral rural areas, an intensive depopulation is going on.

While implementing the project 'Rural 3.0: Service-Learning for the Rural Development' (RURASL), it has been important to take into consideration these new tendencies of development of big cities when surrounding rural districts become a living area for people working in Kaunas. Since many students from the Vytautas Magnus University decided to perform service-learning in rural areas

near Kaunas, it became crucial to recognise particular features of these communities and how their living conditions are influenced by the proximity of Kaunas city.

Students during their service in communities identified the needs of communities that are related to students' profile of study program (public communication and journalism). The students recognised communities' needs to improve public communication and self-representation to:

- become more visible, present better their identity, mission and activities, combat stereotypes on the group represented by the community;
- carry out public education and awareness-raising of broader public seeking to change citizens' attitudes and values;
- attract volunteers to the communities;
- ensure fundraising and financial support.

The analysis performed by the students revealed that organisations and communities don't have appropriate communication strategies and plans, staff appointed to the task, relevant competencies, and resources (both human and financial).

For instance, at pet shelters, students identified the need to educate society and raise awareness on homeless animals, animal rights, strengthen attitudes of moral behaviour and responsibility towards animals, mitigate animal abuse, and strengthen the protection of animals.

Students identified **a lack of human resources at organisations to perform their regular activities and services**. At animal shelters, community members experience problems due to a lack of volunteers. During their service, students helped organisations take care of animals (dogs, cats) by engaging in 'emotional labour' (communication with animals and walking with dogs).

During service at cultural and educational institutions (libraries, museums, educational centres) in rural areas, students identified the following needs:

- to improve ICT in information skills of community members, older adults;
- to attract young users who don't find activities of traditional cultural organisations attractive;
- to strengthen links and collaboration with external regional, national and international organisations and partners.

Service objectives

- To assist rural communities and organisations in delivering social, cultural and educational services by creating communication products and contributing as future communication professionals;
- To help rural communities and organisations to build social cohesion by strengthening internal and external communication;
- To perform volunteering and provide missing human resources

Learning objectives

- Students will learn about the management of communication projects and acquire practical skills to implement small-scale communication projects in real organisations and communities;
- Students will learn to identify problems, make and negotiate proposals with communities, design and develop communication products;
- Students will learn how to apply social theories and concepts on communication to implementing projects in real organisations;
- Students will learn about communicative empowerment of vulnerable and marginalised groups and will practice it in small-scale projects in the communities and organisations;
- Students will learn to identify target audiences, carry out communication audits and set up a communication plan in a real organisation;
- Students will improve skills and develop attitudes of civic engagement (involvement with and commitment to the community);
- Students will improve reflexive and critical inquiry skills.

Link between the Sustainable Development Goals (SDGs) and its targets

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target 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 culture's contribution to sustainable development.

¹ Retrieved from <http://ftp.iza.org/dp10160.pdf>, accessed on February, 23

² https://socmin.lrv.lt/uploads/socmin/documents/files/pdf/13545_social-report-2016-2017.pdf

³ Kriaučiūnas E. (2018). Lietuvos kaimiškų teritorijų apgyvenimas: erdvinės transformacijos ir gyventojų gerovė, *Geografijos metraštis* 51, 2018, 3-24.

SGD 3. Ensure healthy lives and promote well-being for all at all ages.

TARGET 3.8.

Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

Other organisations that participated in the project

Staff and volunteers of organisations in rural areas:

- Public organisations working on cultural and social services: Kauno rajono viešoji biblioteka/ Kaunas district public library uniting branches in more than 30 small cities and villages; senelių namai 'Rokų gerovė'/ Elderly care home in Rokai, Kaunas region.
- Animal shelters - 'Penkta koja', 'Lėsė', 'Nojus';
- Organisations operating at national and regional level (including rural communities) - 'Kraujo bankas'/ Blood Bank, 'Maisto bankas'/ Food Bank, NVOs on political participation (Iniciatyva, Žinau, ką renku'/ Initiatives on empowering voters), Kauno apskrities moterų krizių centras/ Kaunas region
- women's crisis centre, etc.

220

Reflection activities

Written reflections in the form of Reflective logs (diaries); Oral reflections with the course teachers at university and the communities; Group and intervention reflections.

Evaluation

The general strategy of evaluation included a combination of summative and formative approaches. The final evaluation by giving a grade (100%) was divided into three parts – 20% + 30% +50%. Assignments included individual and group activities, analytical tasks, written and oral reflexive practices, project-based and collaboration on-site activities in rural communities.

- **20%** - group work assignment on the **identification of problems in communities**, including the use of analytical tools – SWOT, PEST analysis, setting up a problem-tree of social and communication problems;
- **30%** - an individual written work assignment including **reflexive activities**. **Students submitted a reflexive log** to teachers at the end of the semester. The reflexive log contains sections on analysis of personal, organisational and other problems faced and tackled in the communities, relation of service to university curriculum and study subject, reflection on connections between academic achievement, civic engagement, personal growth and development, etc.). The reflexive log contains a summative presentation of **reflexive diary entries**, which are written by students after every visit to the community.
- **50%** - group work assignment on **the service-learning project** in the community, including a description of social and communication problems in an organisation/community and description of the products they created and services provided in the community. Products created and services provided during the service-learning are assessed too.

Dissemination activities of the project

These service-learning projects have been presented, and the experience was shared with colleagues from the Department of Public Communication and Social Work the Vytautas Magnus University.

Human resources and materials needed

- Project Coordinator: Natalija Mažeikienė
- Kaunas LAG
- Students of the Vytautas Magnus University
- University teachers: Auksė Balčytienė, Natalija Mažeikienė, Rūta Vainauskaitė, Valerija Možeika
- Community members and volunteers from the Kaunas region
- Moodle course as the main resource

Solutions provided through the service for the identified rural needs

Case study. Solutions provided to cultural services organisations (libraries, museums, rural tourism providers, etc.)

A group of students performed service at the Kaunas region public library situated in Garliava (a settlement 6 km away from Kaunas). This organisation has 30 branches in small towns and villages of the Kaunas region: Babtai, Batniava, Domeikava, Daugėliškės, Čekiškė, Eigirgala, Ežerėlis, Ilgakiemis, Lapės, Kačerginė, Karmelava, Kulautuva, Linksmadvaris, Liučiūnai, Neveronys, Padauguva, Pagynė, Panevėžiūkas, Piliuona, Ramučiai, Ringaudai, Rokai, Saulėtekis, Sitkūnai, Šlienava, Užliedžiai, Vandžiogala, Vilkija, Zapiškis). This organisation is undergoing a shift from the traditional role to the mission of the contemporary library. The new role includes new functions - to arrange cultural life in rural communities in terms of library, internet access and other services for inhabitants, international and national cultural events, art exhibitions, community events, and education (information and media literacy). In that regard, **the needs of the organisation and rural communities are:** to improve ICT and media literacy skills of community members (including older adults), to attract young users who don't find library activities and mode of communication attractive, and to strengthen ties and links with external regional, national and international organisations.

At the beginning of the service, students performed an analysis of the needs and issues faced by the library. The students carried out Assignment 1 (20% of final evaluation; group work assignment on the identification of problems in communities; including the use of analytical tools – SWOT, PEST analysis, setting up a problem-tree of social and communication problems). Students helped the library to enhance and promote external communication, improve communication through social media (FB, Instagram), and improve communication on events. Students helped to prepare a Communication Plan and produced FB and Instagram posts. During their service, students carried out individual written assignments, writing a reflexive log (30% of final evaluation). At the end of the semester, students presented a group project for evaluation (50% of final evaluation).

Case study. Solutions provided to animal shelters

Several teams of students in the autumn semester 2019-2020 and 2020-2021 performed service in animal shelters

the organisation '[Penkta.Koja](#)' (5 students), one project in the organisation Kaunas Pet Welfare

Home 'Nojus' (3 students) in 1 project in the organisation 'Lėšė' (3 students). These organisations are located in rural areas (for instance, 'Penkta koja' is located about 20 km from Kaunas) since it is cheaper to rent shelter housing in the village, and this territory is more suitable for shelters than urban places. At the same time, the proximity of Kaunas as a big town is important for the shelter – the majority of unowned dogs, future owners of animals, staff and volunteers are city inhabitants.

At the beginning of the service, students performed an assessment of the needs and issues faced by the animal shelters. Students carried out Assignment 1 (20% of final evaluation; group work assignment on the identification of problems in communities; including the use of analytical tools – SWOT, PEST analysis, setting up a problem-tree of social and communication problems).

Students identified these issues and needs of the organisation and rural communities:

- lack of human resources (staff and volunteers) and need to attract volunteers who would like to walk and communicate with dogs, clean facilities and communicate with visitors;
- lack of financial resources and need to raise funding (there are too many dogs in the shelters and too few financial resources to buy food, rent shelter facilities, provide medical treatment, sterilisation, etc.);
- need to perform efficient public communication and awareness-raising on animal welfare, animals' rights, responsible pet ownership and how to fight against animal abuse and cruelty;
- need to perform effective internal communication with volunteers who are not sufficiently informed about the organisation and work.

Students assisted the animal shelters in taking care of dogs (walking and feeding dogs, cleaning facilities, etc.). They helped pet shelters to enhance and promote external communication on the website and social media (FB and Instagram), by creating stories about dogs, and promoted their adoption by presenting success stories of animal adoption. Students created promotional videos and materials inviting citizens to donate money and adopt dogs and to work as volunteers (see [Video created by students](#)), initiated communication campaigns on Facebook and Instagram (for instance, inviting people to adopt senior (geriatric) dogs and announcing a 'Month of Adopted Dogs') and organised internal communication events for volunteers, seeking to integrate them better in the organisation). During their service, students carried out individual written assignments of writing a reflexive log (30% of final evaluation). At the end of the semester, students presented a group project for evaluation (50% of final evaluation).

5.6.

LEARNING BY DOING: CONSULTING

The Netherlands

Lucas Meijs & Philine van Overbeeke (RSM), Arie den Boer (Stichting Schutsluis Alblasserda), Rob Peters (Stichting Werelderfgoed Kinderdijk, Harry Wesseling (Herenboeren)



<p>SUMMARY In this minor from the Rotterdam School of Management (EUR), students work as consultants for several social entrepreneurs and non-profit organisations (NPOs) located in the Rotterdam and surrounding rural areas. The aim of the project depends on the organisation that participates; for students, the goal is to learn how to consult in the civil society sector. The participating number of students was 28 (4) in 2019 and 67 (12) in 2020. Rural projects included Stichting Schutsluis Alblasterdam, Werelderfgoed Kinderdijk, and Herenboeren.</p> <p>LINKS Link to Moodle https://www.youtube.com/watch?v=1ilV3jng1vg&t=100s This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.</p> <p>THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS VIDEO DOES NOT CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS ONLY THE VIEWS ONLY OF THE AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.</p> 	PROJECT DATA
	Country
	The Netherlands
	Name of the course of the academic module designed for RURASL related to the activity
	Learning by doing: Consulting for Social Entrepreneurs
	Name of the activity
	Giving advice to (rural) social organisations with challenges
	Name of Higher Education Institution
	Rotterdam School of Management, Erasmus University
	Person responsible for the project at the Higher Education Institution and email address
	Lucas Meijs & Philine van Overbeeke (vanoverbeeke@rsm.nl)
	Name of the rural organisation
	Stichting Schutsluis Alblasterdam, Werelderfgoed Kinderdijk, Herenboeren
	Person responsible for the project at the rural organisation and email address
	Stichting Schutsluis Alblasterdam: Arie den Boer (arie.den.boer@planet.nl) Stichting Werelderfgoed Kinderdijk: Rob Peters (petersrobj@gmail.com) Herenboeren: Harry Wesseling (infor@herenboeren.nl)
	Number of participating Higher Education students
2019: 17 (4) 2020: 67 (12)	
Degrees of the participating Higher Education students and course (1 st year, 2 nd year,...)	
3 rd year BSc students from different backgrounds	
Number of beneficiaries of the service	
1: Direct clients > 78 (the boards and paid employees of the organisations) 2: Direct stakeholders > about 350 (volunteers and participants of organisations) 3: indirect stakeholders > about 17.9 million (inhabitants, visitors, Dutch population [in cities])	

Rural case-based learning materials

Project description

Background of the project

In the early 2000, service-learning programmes were not offered in the Netherlands. This changed in the academic year 2003-2004 when staff at the Rotterdam School of Management (Erasmus University) introduced the first service-learning initiatives to their business students. Judith van der Voort, Lucas Meijs and Gail Whiteman grasped an opportunity to introduce service-learning in the Netherlands when they were invited to do research on 'can a USA educational approach involving non-profit organisations also work in a different non-profit regime'. A course was developed and research was conducted to show that the (perceived) USA concept of service-learning would also be valid and of value in a different institutional context. Interviews were conducted to evaluate the perceptions of Dutch students about this new form of education after participating in one of three different initiatives. The initiatives varied in degree of intensity to find out if the perception changed when involvement increased. Fortunately, the result supported our expectations. Since then, the Rotterdam School of Management has offered service-learning courses every year. This specific course focuses on giving consultancy advice to (rural) social organisations.

General social needs addressed by the project

The general theme is rural development; it is interesting to see in this course that rural development does not mimic city development. All clients have very local and unique challenges. For example, Stichting Schutsluis Alblasrdam focuses on cultural heritage preservation, more specifically connecting this topic better to the local community. Stichting Werelderfgoed Kinderdijk also works on cultural heritage, focusing more on showing this UNESCO sight to the world and, more specifically, how to make this work by involving younger volunteers in their organisation. Herenboeren is an organisation that wants to create a more local and sustainable food supply; their focus was on how to reach and engage customers.

Service and Learning objectives

This course is based on a combination of helping advance local communities while at the same time helping our students advance their knowledge and skills. Our learning goals are based on the Blooms Taxonomy

- **describe** important issues and theories involving consultancy, social entrepreneurship, and the non-profit sector;
- **apply** theoretical concepts to real-life situations;
- **manage** actual issues that arise in the course of a consultancy project ;
- **find, evaluate** and **apply** relevant literature to the specific situation of a client organisation;
- **manage** the different steps in a consultancy process and **produce** a consultancy report.

Link between the Sustainable Development Goals (SDGs) and its targets

Herenboeren: SDG2 (target 2.3, 2.4) & SDG12 (target 12.2, 12.3,

Stichting Schutsluis Alblasserdam: SDG11 (target 11.4)

Stichting Werelderfgoed Kinderdijk: SDG11 (target 11.4, 11.a)

Other organisations that participated in the project

Multiple consultancy firms to facilitate the students' work.

Dissemination activities of the project

Recurring and referred clients of projects, group presentations, articles in local newspapers, blogs.

Human resources and materials needed

Teachers, student assistants, Zoom, classrooms

Celebration

2019: festive luncheon in the rural area

2020: student presentation with clients via zoom (due to COVID-19 restrictions)

All Solutions given through the service for the identified rural needs

Students created consultancy reports for the social organisations. The reports can be found in the appendix.

ACTIVITIES CARRIED OUT FOR ONE OF THE SOLUTIONS GIVEN TO ACHIEVE THE OBJECTIVES OF THE PROJECT

TRANSFER OF THE SOLUTION USED IN YOUR PROJECT TO OTHER RURAL COMMUNITIES

Students need to:

- Attend informal lectures;
- Participate in workshops;
- Participate in reflective intervention sessions (reflect on own behaviour and learning) ;
- Perform a needs assessment;
- Become culturally adaptive;
- Develop intercultural and interdisciplinary teamwork skills;
- Talk to their client (a lot) ;
- Collect data from
 - o Interviews
 - o surveys ;
- Present their work;
- Write a report ;
- Write an essay about the matching scientific literature.

5.7.

STEPS FOR A BETTER SOCIETY

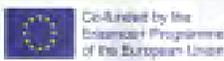
Portugal

Anabela Moura, Joana Padrão, Linda Saraiva (ESE-IPVC),
Ana Paula Dias (AJD)





Portugal

SUMMARY	PROJECT DATA
In Portugal, 21 students of the first year of the graduate studies of Basic Education by the Higher School of Education – Polytechnic Institute of Viana do Castelo (ESE-IPVC) went to the rural area – Deão (about 15km from the city centre of Viana do Castelo) to participate in a Service-Learning (SL) project Steps for a Better Society supervised by the local action group Youth Association of Deão (AJD) with the help of 18 children from the Primary School of Deão. This SL project aimed to paint the walls of the facilities of AJD depicting the traditions, history and cultural heritage of Deão, and the beneficiaries of the service were the 18 children attending AJD.	Country Portugal
	Name of the course of the academic module designed for RURASL Building bridges & transforming realities in a rural community
	ECTS credits assigned to the course 5 ECTS
	Duration of the Course 135 total hours of the course: 64 hours of direct contact with beneficiaries; 71 hours of autonomous work
	Distribution of contact hours of the Course 24 hours of the theoretical part of the course; 40 hours of the on-site implementation of the service-learning part of the course
	Name of Higher Education Institution Polytechnic Institute of Viana do Castelo – Higher School of Education
	Person responsible for the project at the Higher Education Institution and email address Linda Saraiva (lindasaraiva@ese.ipvic.pt); Joana Padrão (joanapadrão@hotmail.com); Anabela Moura (amoura@ese.ipvic.pt)
	Name of rural organisation Youth Association of Deão (AJD) Primary School EB1 of Deão
	Person responsible for the project at the rural organisation and email address AJD – Ana Paula Dias (assocjuvenileao@gmail.com) EB1 of Deão – José Manuel Leme (eb23s.lanheses@gmail.com)
	Number of participating Higher Education students 21
	Degrees of the participating Higher Education students and course (1st year, 2nd year,...) 1 st year of the Degree on Basic Education
	Number of beneficiaries of the service 18 Children attending AJD 18 Children from school EB1 of Deão who have participated in the project
	Modality of the project (face-to-face, virtual, mixed and/or international) Face-to-face
<p>LINKS</p> <p>Link of the course of the academic module designed for RURASL: http://learn.rural.ffzg.hr:8080/course/view.php?id=10</p> <p>Link of videos and testimonials: https://www.youtube.com/watch?v=TySy8MAEy5E</p> <p>This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.</p> <p>THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS VIDEO DOES NOT CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS THE VIEWS ONLY OF THE AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.</p> 	

Rurasl case-based learning materials

Project description

Background of the project

Within the scope of the RURASL project (*Rural 3.0: service-learning for the rural development*), students from the Basic Education course at ESE-IPVC developed an SL project to solve a concrete problem in the community of Deão. This is an old Portuguese parish in the municipality of Viana do Castelo with low demographic density, characterised by an ageing population, marked by emigration and a rich landscape, cultural and artisanal heritage. The main economic activity is still agriculture, followed by commerce and small industry, such as construction. In addition to the characteristics above, the focus group carried out with the leaders of AJD and various social and cultural organisations of Deão showed that young people do not have a strong identity with the local history and culture, jeopardising the preservation and continuity of this heritage capital. Based on this concrete problem, ESE-IPVC students and AJD developed an SL project that aimed to rescue the cultural and historical heritage of the Deão region through Art as an instrument of social transformation and sustainable development.

General social needs addressed by the project

Enhancement of the cultural and historical heritage of the community of Deão, which is at risk of being lost in younger generations.

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Service objectives

- To conduct historical research of the traditions and festivities of the community of Deão.
- To build a mural on the walls of AJD with images of the traditions, crafts and festivities of Deão.
- To strengthen the cultural identity of the rural community with the young population through art.

Learning objectives

- To reflect on the importance of culture and the arts in approaching the concepts of citizenship and critical pedagogy with ethical concerns.
- To develop an approach to cultural heritage, through activities of appreciation and artistic production, as a tool of social transformation and identity promotion.
- To develop artistic projects, using interdisciplinary and different media.
- To develop methods and techniques for the implementation of plastic expression activities.
- To develop transversal competences, such as pedagogical skills, critical and innovative thinking, inter-personal and intra-personal skills, active citizenship, self-confidence and social skills, creativity, and problem-solving skills.

Link between the Sustainable Development Goals (SDGs) and its targets

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:

Target 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 culture's contribution to sustainable development.

SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable:

Target 11.4.

Strengthen efforts to protect and safeguard the world's cultural and natural heritage

Other organisations that participated in the project

- - Pedagogic team of the school cluster ADLima
- - Parents' association
- - Union of Parishes of Geraz do Lima (Santa Maria, Santa Leocádia e Moreira) e Deão

Reflection activities

- Oral reflections with the community
- Group reflections with students and with teachers
- Written reflections

Evaluation

- Self-assessment of students
- Participatory assessment with AJD and teachers

Dissemination activities of the project

Video, Facebook

Human resources and materials needed

- Teachers
- Students
- Resources: paints, brushes with several sizes, paper, pencil, rubber, cutter, colour pencils, tape

Celebration

The celebration of the project was restricted to the presentation of the final work at the RURASL hackathon, due to the constraints of the covid-19 pandemic.

Solutions given through the service to the identified rural needs

To paint the walls of the facilities of AJD depicting the traditions, history and cultural heritage of Deão

ACTIVITIES CARRIED OUT TO ACHIEVE THE OBJECTIVES OF THE PROJECT

TRANSFER OF THE SOLUTIONS USED IN YOUR PROJECT TO OTHER RURAL COMMUNITIES

1. Theoretical and practical approach to the concepts of service-learning methodology: active engagement within the local community and work on a real-world problem;
2. Knowledge about the community of Deão and needs of identification (seminar with Ana Paula Dias from AJD);
3. Research about the traditions, history and cultural heritage of Deão;
4. Idealisation of drawings related to their groups' team (3 groups' themes: Deão legend, Carochas and Village feasts) - validation with minor corrections of drawings against real image by Ana Paula Dias from AJD;
5. Learning to transpose the drawings to a larger scale (lesson with artist Vasco Pimenta de Castro);
6. Planing the materials and quantities of ink to be used (by group) and construction of paper stencil moulds to be used by the Village feasts group (meeting with Ana Paula Dias from AJD);
7. Intervention in the community: painting the walls of the facilities of AJD with children of the Primary School of Deão: at the beginning of the intervention, Angélica Neves (socio-cultural animation technician from AJD) performed concentration and relaxation exercises with the higher education students, in which they had to envision what would be expected and, at the end of the intervention, Angélica Neves performed with them reflection exercises on what they had achieved and if it corresponded to what was expected;
8. Reflection on the SL project as a whole (testimonials, videos and participatory reflection with the community);
9. Presentation of the final report of the project (written work).

5.8.

DIGITALISATION OF CLASSES

Spain

Pilar Aramburuzabala (UAM), Cristina Sanchez (LAG Galsinma)



Spain

SUMMARY

The service-learning experience that is presented herein is part of the Erasmus+ Project 'Rural 3.0: Service-Learning for the rural development' (Ref. 99382- EPP-1-2018-1-PT-EPPKA2-KA), a KA2 action (Cooperation for innovation and exchange of good practices - Knowledge alliances)

During the confinement situation caused by the COVID19 pandemic, a need to adapt face-to-face classes to an online format in a very short period of time was detected in schools. In the specific case of rural schools, online teaching is complex due to difficulties with internet connection.

The aim of the SL project 'Collaboration with a Grouped Rural School (GRS) for its conversion to online teaching' is to help teachers in the process of organising and digitalising classes at the GRS in Lozoyuela, a village in the North of Madrid. The GRS has classes in three villages. By participating in this project, UAM students learned how to organise this process to respond to this especially critical situation in rural contexts.

LINKS

<http://learn.rural.ffzg.hr:8080/course/view.php?id=11>

https://www.youtube.com/channel/UCEDwS_yvg6PiOoCb_6NLWhg/featured

This project is part of the RURASL Knowledge Alliances project (<https://rural.ffzg.unizg.hr/>) funded by the Erasmus+ Programme of the European Union.

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PROJECT DATA

Country

Spain

Name of the course of the academic module designed for RURASL related to the activity

Digitalisation of Classes. This SL Project is linked to the curricular subject 'School Organisation.'

Name of the activity

Service-Learning Project

Name of Higher Education Institution

Autonomous University of Madrid

Person responsible for the project at the Higher Education Institution and email address

Pilar Aramburuzabala.
Email: pilar.aramburuzabala@uam.es

Name of the rural organisation

GALSINMA

Person responsible for the project at the rural organisation and email address

Cristina Sánchez. Email: europagalsinma@gmail.com

Number of participating Higher Education students

35

Degrees of the participating Higher Education students and course (1st year, 2nd year,...)

2nd Grade Teacher in Primary Education

Number of beneficiaries of the service

Twenty teachers from the CRA of Lozoyuela (rural school) received this Service-Learning project. The 20 beneficiary teachers teach children from 3 to 12 years old in the municipalities of Montejo de la Sierra, Lozoyuela and El Berrueco (in the Northern mountains of Madrid, Spain)

Project Description

Background of the project

The Autonomous University of Madrid has a long history in the use of SL, offering students the opportunity to practice this methodology working directly with real-life problems (Walker 2008). Students have the opportunity to carry out a solidarity action in the community to learn curricular content while developing social, civic, and academic skills (Berman, 2000; Florido and Opazo, 2014). In addition, social commitment is promoted in students to facilitate the development of attitudes and values focused on cooperation, solidarity and social justice.

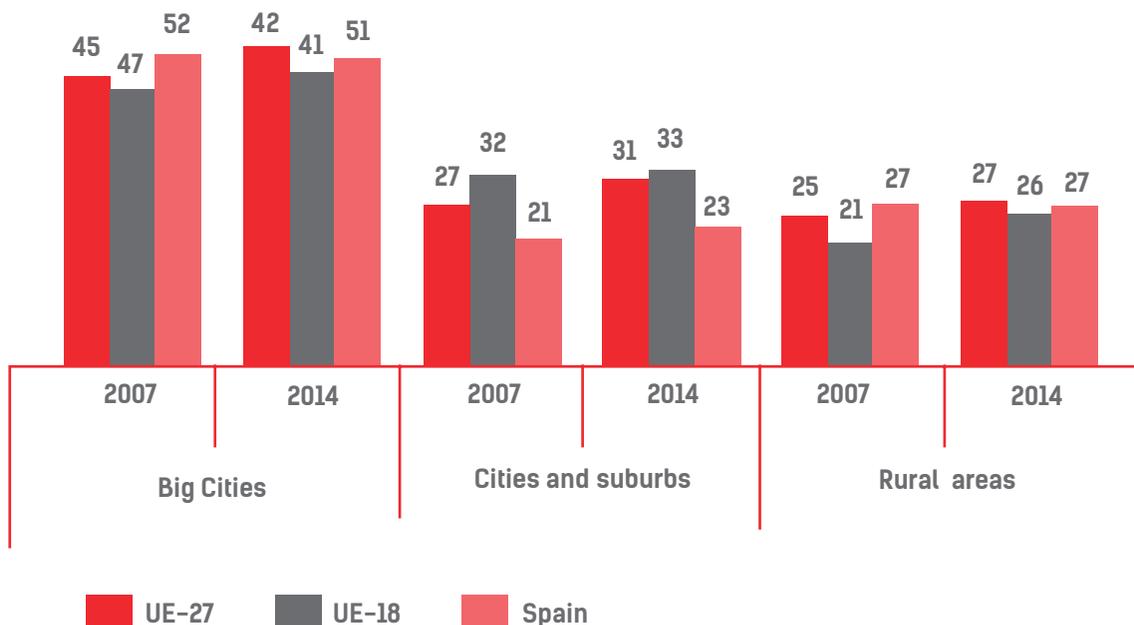
This project arises from the collaboration of the Autonomous University of Madrid with the Local Action Group ‘Galsinma’ within the framework of an European Project KA2 (Cooperation for innovation and the exchange of good practices - Knowledge Alliances). This project aims to promote the development of rural populations, which are suffering from serious neglect in recent years with the migration of the population to large urban centres, through Service-Learning.

General social needs addressed by the project

According to the report, “The rural environment and its social and territorial articulation” of the CES, the Economic and Social Council of Spain, number 01/2018, the rural environment in Spain corresponds to 85% of the territory and comprises around 20% of the population. This report highlights that according to the criteria defined by Law 45/2007, the Spanish rural environment in 2015 was made up of 6,673 municipalities, and there were 7,849,598 people living there, with an average population density of 18.7 inhabitants per km². In terms of evolution, in 2015 there were 25 fewer rural municipalities than in 2008, with 4.3% fewer people and a reduction of 0.5 person/km² in the average population density.

Like European society, Spanish society is characterised by its eminently urban nature (Graph 1). The municipal structure, made up of more than 8,000 municipalities, has almost 7,000 with a population of less than 5,000 inhabitants. Those with less than 10,000 inhabitants represent 91% of the total number of municipalities, while their population adds up to 23%.

Graph 1. Distribution of the population by the degree of urbanisation 2007-2014



Rural areas are facing a severe depopulation process due to the high concentration of work in urban centres. According to the National Institute of Statistics, in 2016 there were 3,225 population centres in Spain in which no one lived. This situation causes population reduction and ageing, geographic isolation, considerable difficulties of territorial integration with other regions, lack of transport and internet connections, absence of adequate social services, a traditional employment structure and a lack of resources in general, which makes the possibility of reversing the process particularly complex in rural areas.

Within the context of depopulation of rural areas that our country faces, we find a considerable number of families living in areas with few resources and services that directly affect the boys and girls of the families. These situations entail numerous difficulties for the care and development of minors with a direct consequence on their future.

In the framework of RURASL, a survey was sent to a total of 158 entities and organisations from different areas, which are currently present in 44 municipalities of the Northern *Cordillera* of the Madrid region, to detect the needs in these rural areas. Out of 158 surveys sent, a total of 54 responses were received, which implies a high level of participation, given that they constitute almost 35% of entities that represent important population groups in an area that houses a total population (between 44 municipalities) of almost 26,500 inhabitants in Madrid's northern highlands. It should be noted that the initiative to assess the different aspects of reality and the needs of the areas included in GALSINMA, through this survey, was well received and positively valued by the respondents in general.

The results of the survey allowed us to collect most significant information on the needs of the local community that lives in the Northern Mountains of Madrid, in order of importance:

1. Transportation: A claim that the inhabitants of the northern mountains of Madrid have been making for decades since this area can only be accessed by private vehicle or bus, as there is no train infrastructure.
2. Employment: The possibility of finding employment in rural settings is lower than in urban areas. Unemployment rates are higher than in cities.
3. Education and Training: Accessing good education (especially higher education) in small municipalities with few services is difficult. There are no higher education centres in the area.
4. Telecommunications: They are scarce and of low quality.
5. Health Services: Access to these is very complicated. These services are non-existent in many small municipalities, and population has to move to larger municipalities in private vehicles to be able to access them.
6. Security: Currently, this aspect is not a concern for the population of this area.
7. Housing: There is a significant shortage of homes for rent or sale in the area.

RURASL CASE-BASED LEARNING MATERIALS

Service and Learning objectives

Service objectives

- To contribute to the work carried out by the teaching staff of the GRS in the implementation of the Amara Berri educational model. • To collaborate with the teaching staff in the organisation of spaces, times and material resources.
- To organise and design training activities that respond to the needs of the educational community in the confinement situation caused by the COVID19 pandemic.

Learning objectives

- To recognise the value of teamwork as a necessary resource for solving problems, improving the school's social environment and professional development.
- To know what the relationship system is like between members of the educational community: how they participate and make decisions, what communication is like, how they resolve conflicts, what is the predominant leadership style, etc.
- To organise and manage material resources and time.
- To design and plan educational actions, taking into account the needs of the students of a rural environment and the difficulties caused by the confinement situation due to the state of alarm related to the COVID19 pandemic.

Linkage with the Sustainable Development Goals (SDGs) and its targets

Goal Description	Target
4.- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	<p>4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p> <p>4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p> <p>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.</p>
11.- Make cities and human settlements inclusive, safe, resilient and sustainable.	<p>11.1. By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums. 11.2. By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.</p> <p>11.a. Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.</p>

Other organisations that participated in the project

GALSINMA and, specifically, the municipalities of Montejo de la Sierra, Lozoyuela and El Berrueco.

Dissemination activities of the project

This service-learning project has been presented at the Department of Pedagogy of the School of Teacher Training and Education of the Autonomous University of Madrid en Educación para la Justicia Social, as well as the 3rd European Conference of Service-Learning in Higher Education.

Pro project results will also be presented at the 10th Spanish Conference of Service-Learning in Higher Education.

Human resources and materials needed

- Project Coordinators: Paula Lázaro and Pilar Aramburuzabala.
- GALSINMA
- Director and teachers of the CRA of Lozoyuela
- Students of the Autonomous University of Madrid.
- University teacher: Rosario Cerrillo.

Celebration

On 29 May 2020, a virtual celebration was organised with the stakeholders involved in the project: Project coordinators, GALSINMA, GRS of Lozoyuela staff, students and university teacher.

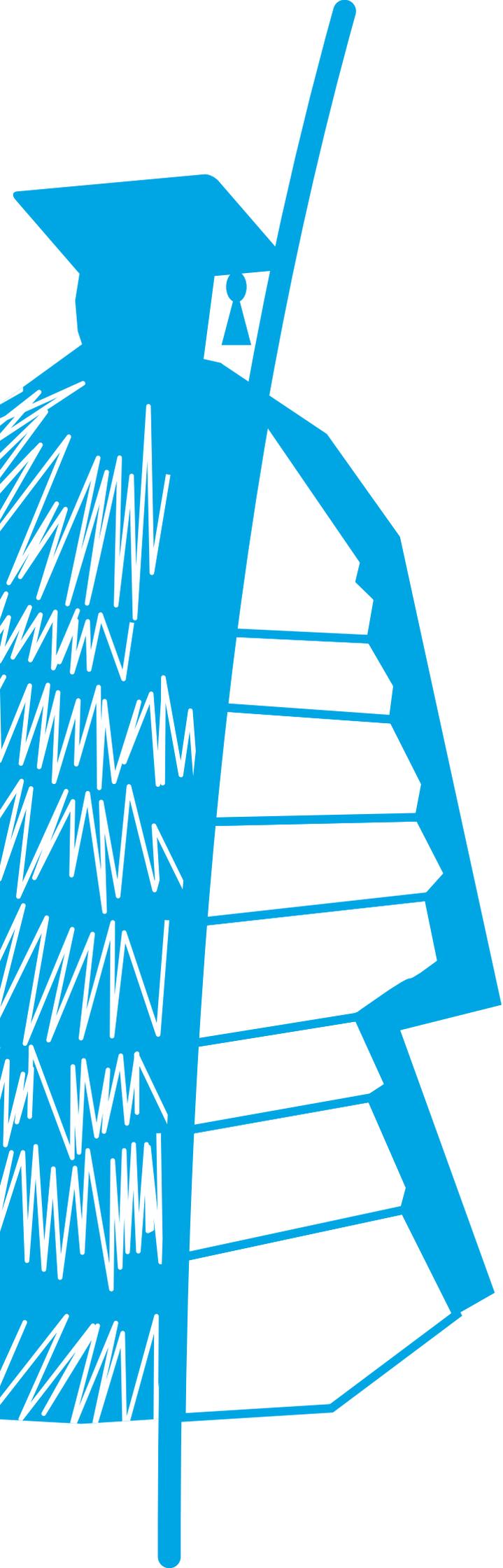
A certificate of collaboration in the European Project and a certificate of participation in the service-learning project will be delivered to university students.

All Solutions given through the service for the identified rural needs

The project addresses a need to adapt on-site classes at a rural school to online classes. For that, it was necessary to support teachers by creating teaching resources such as videos, tutorials and online teaching activities.

Activities carried out for one of the solutions given to achieve the objectives of the project transfer of the solution used in your project to other rural communities

- Participation in the training session on the organisation of the GRS and the Amara Berri System and subsequent reflection.
- Observation of the coordination meetings of teachers within the teaching departments of the GRS of Lozoyuela in adapting to the exceptional situation of confinement. Reflective journal entries by university students.
- Participation in weekly virtual meetings using Microsoft Teams.
- Collaboration in the adaptation of teaching to the remote modality.
- Reflection on the situation of educational centres during confinement.
- Design of activities and teaching materials.



Chapter 6

Digital collaborative and learning tools

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6.1.

METHODOLOGY OF THE ONLINE WORLD CAFÉ FOR RURAL SERVICE-LEARNING

Wolfgang Weinlich, Rolf Laven and Ingrid Salzmann-Pfleger
PH WIEN

1. Introduction & Short Description

This document, the methodology of the Online World Café for Rural Service-Learning, was created as an output of the RURASL project.

The methodology of the Online World Café was written to help rural community organisations (such as local actions groups) to effectively utilise students and provide them with meaningful involvement in the rural areas. This is the online report accompanying the Online World Café event that will utilise methods from face-to-face practices in a distributed environment.

1.1. What is Online World Café?

The World Café method was developed by Brown & Isaacs in 1995. It is a workshop method to create a safe environment where participants connect multiple ideas and perspectives on a topic by engaging participants in several rounds of small-group conversation. Attention is paid to creating a hospitable space. Hosts should create a spirit of welcome. You want to explore a clearly articulated topic or set of questions. A World Café usually has coffee tables with a tablecloth to intentionally scribble and draw ideas on it.

An Online World Café is the digital version of the World Café with some other requirements, in other forms and way of methodology, explained later.

1.2. Why and when to use Online World Café?

The World Café method is useful to explore a topic from multiple perspectives and to ensure that it is possible for everyone to participate and contribute to a conversation.

It is also useful to encourage participants to make new connections. The method can also be useful for gathering community level information for Service-Learning issues.

1.3. Summary explanation

Figure 1: Short Description of Online World Cafe

ONLINE WORLD CAFÉ	
<p>Netiquette: A warm welcome! As first step it is important to arrange netiquette</p> <ul style="list-style-type: none"> • Focus on what is important. • Contribute with own views and points of view • Speak and listen with heart and mind. • Listen carefully to really understand. • Connect ideas together. • Focus attention on new knowledge and in-depth questions. • Play, scribble and paint - writing on the 'online tablecloth' is expressly encouraged! • Have fun! <p>See also: http://www.worldevents.com/onlineworldcafe https://www.participedia.net/publications/the-farm-coachs-international-world-cafe</p>	<p>Rural Service Learning: Following RURAL, SL and community questions are important:</p> <ul style="list-style-type: none"> • What is meant by 'rural community partner'? • How to define the rural needs and explain them to students? • How should student orientation look like? • How to deal with the clarification of responsibilities and risk management issues? • How to explain the organization's mission and goals to students? • How to assist in developing opportunities for rural service-learning or social entrepreneurship activities? • How to facilitate student reflection on their rural service-learning or social entrepreneurship experience? • How to participate in the evaluation process at the end of the course? • What are the necessary requirements of the individual partners in rural areas?
<p>World Café Methodology:</p> <ol style="list-style-type: none"> 1) You have three turns on tables (each 10-20 minutes); 2) On each turn you switch the tables (breakout session rooms) randomly. 3) Each world cafe has a clear focus or topic. 4) You have a sequence of three clear cut questions (try to avoid open questions) on the focus - on each turn all tables are working on one question - question by to deepen the topic in each turn. 5) Each table has a table-host who welcomes the participants and shares results of the run before. 6) Participants are encouraged to scribble their ideas during each turn (padlet) eg. with the Starbursting method - the table hosts use the scribbles to summarize the results. (Shaw, W. (2005) World Cafe - the shared art. Boston - Harvard, unpublished paper) 	<p>Organization & Technical Prerequisites:</p> <p>There is a PC, MAC, or Mobile version, it is only necessary to have a webcam (and for a better experience a headset), it is also possible to participate only by audio! Sign up process can be done here: https://zoom.us/join?from=ref It is necessary to download Free Zoom Software called Zoom-Client for meetings https://zoom.us/download</p> <p>Anyone can consult the Web tutorial: https://support.zoom.us/hc/en-us/articles/201362193-joining-a-meeting</p> <p>Anyone can send text messages or files to all or one other participant. There is the possibility to share the screen or give the possibility to a participant.</p> <p>For example, there is the possibility to switch to padlet.com (e.g. my private: https://padlet.com/onlineworldcafe/02c444048b7c for a better visual way of World Café</p> <p>https://support.zoom.us/hc/en-us/articles/201362603-host-and-co-host-joining-a-meeting</p>
<p>ZOOM Link Online World Cafe</p> <p>PADLET Link Online World Cafe</p>	<p>Starbursting</p> <p>Starbursting is a form of brainstorming that focuses on generating questions rather than answers. It can be used iteratively, with further layers of questioning about the answers to the initial set of questions.</p> <p>"Who", "What", "Why," "Where," "When," and "How"</p> <p>https://www.starburst.com/ https://www.starburst.com/starbursting-101 https://www.starburst.com/starbursting-101</p>

2.0. PREREQUISITES

The results of *Investigation of stakeholders' needs, rural social entrepreneurship, and rural service-learning education* (Chapter 2) and *Development of the community training* (Chapter 3) and *academic module on rural service learning and social entrepreneurship* (Chapter 4) revealed the following, regarding the needs of local communities: comparing the different country data, local communities have very different preconditions and needs. These needs do not only vary between countries but also within the rural areas.

The results mentioned in Chapters 2 and 4 of this ebook revealed the following, regarding the needs of HEI students: all students who participate in rural Service-Learning gain relevant competences, like motivation, perseverance, creativity, planning, management, learning through experience, ethical and sustainable thinking and social behaviour, among others.

To indicate the above-mentioned needs, the Online World Café is made creatively to create knowledge exchange and discussion between rural partners and academic teachers.

How can collaboration between rural partners and HEIs work?

As explained in the 'RURASL: Community Organisation Guide on Service-Learning and Social Entrepreneurship', it is crucial to clearly define the rural needs of rural beneficiaries that participate in a Service-Learning (SL) or Social Entrepreneurship (SE) project. The Guide also points out that special attention should be paid to students who are not rural community members or do not have a rural background. In that sense, based on this Guide, context, initial needs, objectives and activities should be clarified.

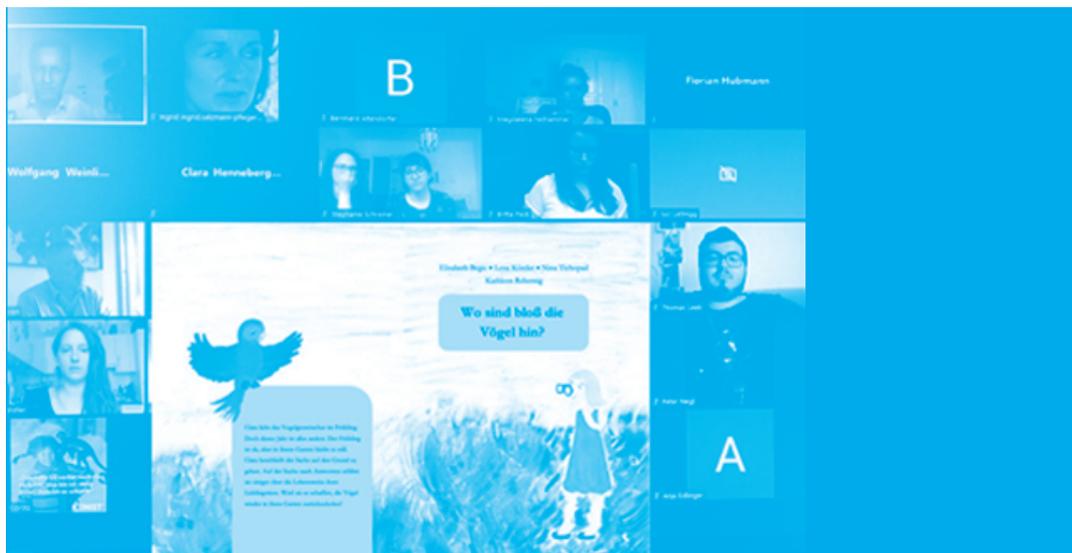
2.1. ORGANISATION & TECHNICAL PREREQUISITES

To participate in the Online World Café, it is necessary to have a PC, Mac or mobile phone with a webcam (and, for a better experience, a headset). A good internet connection is also required (if not, it is possible to participate with audio only!).

The sign-up process can be done here: <https://zoom.us/freesignup/>

For meetings, it is necessary to download the Free Zoom Software called Zoom-Client (<https://zoom.us/download>)

Figure 2: World Café Meeting via ZOOM



So, to participate in an Online World Café, one must click on the Zoom link. Then a browser window opens, and one must click on 'open zoom.us', enabling the setting to automatically join by computer audio. If needed, the Web tutorial can be found here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

After joining the meeting, one should check if the camera works and if the audio is on.

The In-Meeting Chat function allows sending chat messages to other users in a meeting (either a private message to an individual user or a message to an entire group). One can send text messages or share files in a meeting: <https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat>

It is possible to share the screen or enable other participants to share their screens. For example, it is possible to switch to padlet.com for a better visual representation and a virtual tablecloth for the World Café. (e.g., <https://padlet.com/wweinlich/7r2rkfreh558>)

Figure 3: Virtual tablecloth (padlet)



The Web tutorial to host the event can be found here:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

The Web tutorial to schedule a meeting can be found here:

<https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings->

The Web tutorial to Host/Co-Host controls can be found here:

<https://support.zoom.us/hc/en-us/articles/201362603-Host-and-Co-Host-Controls-in-a-Meeting> (e.g. how to mute other participants)

The free zoom account offers only up to 45 minutes of meeting for hosting. If an institution has a premium account, it is possible to have meetings longer than 45 minutes and up to 100 people.

The World Café can be automatically recorded for documentation purposes: <https://support.zoom.us/hc/en-us/articles/202921119-Automatic-Recording>

It is possible to choose a date and time for a meeting to start an Online World Café.

It is also possible to start a Breakout Session for smaller groups. Breakout rooms allow splitting Zoom meeting into up to 50 separate sessions: <https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Video-Breakout-Rooms>

Figure 4: Virtual Table - break out session

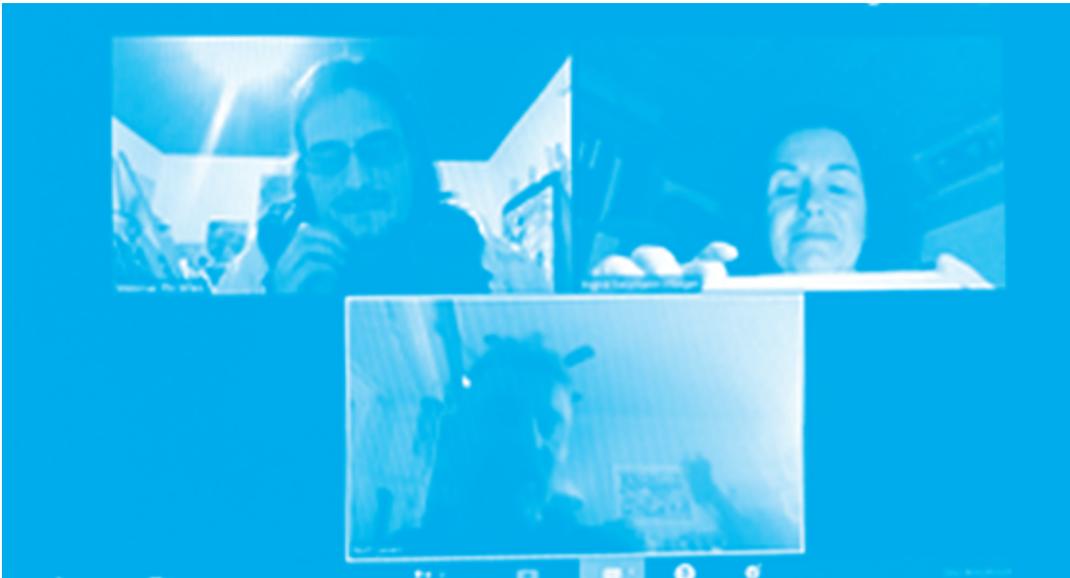


Figure 5: Screen sharing in a breakout session



3. Methodology of the World Café

A Café is a good and useful setting for meaningful conversations. The World Café method was conceptualised by Brown and Isaacs (2005). The World Café is a structured and creative conversational process intended to facilitate open and cooperative discussion and knowledge sharing and link ideas within a larger group to access collective intelligence in the room. This technique focuses on exploring and innovating on themes rather than problem-solving (Bache, 2008).

The World Café format offers a way for the creative process to emerge and give depth to participants' responses, as a structured methodology for dialogue and conversation among them, which includes an important assumption: that participants already have some experience and knowledge in their minds, as a kind of tacit knowledge (Kempnich & Costanzo, 2014).

According to Torres and Costa (2018), the methodology must comply with seven fundamental principles, namely:

- 1. Establish the context;
- 2. Create a welcoming space;
- 3. Explore meaningful issues;
- 4. Stimulate the contribution of all;
- 5. Promote cross-pollination and connect different points of view;
- 6. Listen together to discover patterns, perceptions and deeper issues;
- 7. Collect and share collective discoveries.

The following are instructions for the face-to-face World Café:

1. Have three rounds of conversation on tables (each round lasting 20 minutes);
2. In each round, switch the tables randomly;
3. Each World Café should have a clear focus or topic;
4. Each table should have a host who welcomes the participants and shares the results of the previous round;
5. Participants at the table should be given a sequence of three clear-cut questions during three rounds to build on and help deepen the exploration of the topic (try to avoid open questions);
6. All tables should discuss the same question;
7. After each round, the participants should move to a new table;
8. Participants are encouraged to scribble their ideas during each round - the table hosts use the scribbles for summarising the results.
9. World Café harvest round should take place after all question rounds are completed (Brown & Isaacs, 2005). Based on this methodology, a “blended” World Café was set up.

3.1 Blended World Café and the first steps

As a first step, convenient software (especially video chat software) was searched for, analysing tools like Adobe Connect, Google Hangouts, Zoom, Airbase, H5P Interactivity, etc. The final decision was to use the simplest tools available (open source). However, the first-line decision was to use Zoom's software tool to hold an online meeting.

Experimental Thoughts:

To innovate the character of the World Café and to perform some experimental steps, a new Blended Method (between virtual and real-life meeting) was tested out. The Blended World Café was tested with real post-it sheets on a pin wall and the tool 'note.ly' for the digital version of the post-it. Also, for getting attention and word cloud feedback, the Menti(meter).com was used, which proved to be very useful.

The following questions and ideas are helpful when planning a Rural Service-Learning World Café:

What should be achieved?

Work out different perspectives and new ideas regarding rural Service-Learning.

What is the main topic?

Think about particular aspects of rural Service-Learning and the requirements of the individual partners in rural areas.

What are the individual questions?

Who participates? Higher Education Institutions? Rural organisations?

Should participants be assigned to groups in advance and, if so, according to which criteria should they be divided? Chance or free choice?

If someone wants to ask more than one question in the World Café (which is usually the case), the recommendation is to use questions that build on one another and are still selective.

Open questions should be formulated to promote new thoughts and ideas.

Provocative questions and unusual combinations of words should be formulated to inspire participants to ask questions.

The first question should be open and analytical, and the second question should be narrowed and action-oriented.

4. Methodology of the Online World Café

Only a few publications mention the Online World Café. Ferguson-Patrick & Jolliffe (2018) describe that World Café can occur in either an online or face-to-face situation. The Online World Café should be a space for dialogue, a hospitable, safe and inviting environment that encourages everyone's participation and ideas. Graphic recording during the event helps to bridge the world of visual thinking and the World Café. With the use of Padlet, an online bulletin board displays information on any topic and documents the visual thinking during the World Café exploration. The method of professional learning suits well the cooperative experiences, where listening and accepting other's viewpoints is part of the democratic feel (cf. Ferguson-Patrick & Jolliffe, 2018, 151).

4.1. Methodology of the Online World Café for Rural Service-Learning

The first step is to sign up for a free Zoom account. Once logged in, one can schedule a meeting by sharing the invitation or link to join. Participants can join a meeting by clicking the link that the meeting host has provided. If participants do not have Zoom software on their device, Zoom should offer an installation link.

In Zoom.com, the first room is used for the warm welcome and sharing of information. It is essential to give a warm welcome! In that sense, here are some tips to ensure etiquette:

- Focus on what is important.
- Contribute with own views and points of view.
- Speak and listen with heart and mind.
- Listen carefully in order to understand.
- Connect ideas.
- Focus attention on new knowledge and in-depth questions.
- Play, scribble and paint - writing on the 'online tablecloth' is encouraged.
- Have fun!

See: <https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/world-cafe>

Helpful questions:

There are three kinds of questions for an Online World Café:

- **Questions for focusing collective attention** (e.g., what is important about this situation and why should we care?)
- **Questions connecting ideas and discovering more in-depth insight** (e.g., what is missing from the picture so far? What are we not seeing? Where do we need more clarity?)
- **Questions that create forward movement** (e.g., what needs immediate attention going forward?)

See: <https://www.greenworldtrust.org.uk/Welcome/WorldCafe.htm>

For preparation, it is crucial to have questions in the context of rural Service-Learning (SL). Also, at the main entrance (Zoom-Meeting), there could be some questions for all:

Title – 1st Coffee table:

For me, rural Service-Learning means....

For me, rural Social Entrepreneurship means....

For me, global citizenship is ...

Rural SL can make us stronger at ...

My perfect idea for our rural SL project would be/is.... that in the end ...

For harvesting, it is possible to use Zoom with a Webinar add-on, with open text questions to accommodate the different needs of the participants.

To have smaller groups, divide the participants into separate rooms and invite them directly. The administrator role represents also a kind of moderation role, since in traditional world cafés there is usually only one host. This role can only be tested in the following manner:

Smaller groups get into a so-called Breakout Room in Zoom.

Title – 2nd Coffee table:

The major themes are:

In academic Service-Learning, service activities are paired with structured preparation and student reflection. The unique thing about SL is that it offers a direct application of theoretical models. Proponents of academic SL feel that the real-world application of classroom knowledge in a community setting allows students to use the course material in more meaningful ways. Common goals achieved by SL include:

- **gaining a deeper understanding of the course/curricular content;**
- **a broader appreciation of the subject;**
- **an enhanced sense of civic responsibility.**

Rural SL combines lectures, classroom (face-to-face) seminars and targeted work in a rural community organisation.

(cf. RURASL: 'Community Organisation Guide on Service-Learning and Social Entrepreneurship' developed by Kaunas District Local Action Group and Plenum)

Academic SL And Real-World Application:

- Goals are ...
- The goal of our SL activity is...
- What would (does) it take to create change on this issue?

RURAL SL:

The following rural SL questions are essential:

- *What is meant by 'rural community partner'?*
- *How to define rural needs and explain them to students?*
- *How should student orientation be done?*
- *How to deal with the clarification of responsibilities and risk management issues?*
- *How to explain the organisation's mission and goals to students?*
- *How to assist in developing opportunities for rural SL or SE activities?*
- *How to facilitate student reflection on their rural SL or SE experience?*
- *How to participate in the evaluation process at the end of the course?*
- *What are the requirements of individual partners in rural areas?*

The 'Starbursting Method' can be used for these questions. Starbursting is a form of brainstorming that focuses on generating questions rather than answers. It can be used iteratively, with further layers of questioning about the answers to the initial set of questions. This method can be used with padlet.com (https://www.mindtools.com/pages/article/newCT_91.htm#:~:text=Starbursting%20is%20a%20form%20of,the%20initial%20set%20of%20questions).

The participants in these smaller groups must change tables so that everyone can work on all topics. Furthermore, a harvesting room can be installed. After participants change tables, it is vital to give a short overview of the results of the previous discussion! The host of the table should not moderate, but guide gently. Also, harvesting ideas can be merged in a kind of vernissage in 'note.ly' or 'webwhiteboard.com'.

Moreover, it is possible to use creative techniques that guarantee a structured result: the **Walt-Disney Method**, the **6-Hats Method**, or the **Starbursting Method**, which enable effective flow.

Individual Questions:

- What are your deep-seated concerns, fears, frustrations about the current state of your rural SL project?
- What are your hopes, dreams, desires for the future through rural SL?

Evaluation & End Café:

At the end of the World Café, a 'menti.com' with 'Mentimeter' can be set. All end thoughts should be saved in a 'Word Cloud'.

Furthermore, a 'Google Forms' questionnaire should be used to ensure participants' feedback to the Online World Café.

4.2. Roles in Online World Café

There are different roles in an Online World Café. The following is a list of short descriptions and identification of the roles in an Online World Café.

Host/convener

Hosts hold the space and explain what, why and how the World Café works. They also explain the topic and focus on questions. Technically they can do administration (mute mics, give rights to share screen...) and moderate zoom. They also open breakout sessions for the table hosts and prepare the possibility for scribbling (for example, with padlet) for breakout sessions.

table hosts (e.g. co-host role in zoom)

The table host is staying on the table (in the breakout session), is welcoming the group participants and summarising table results and encouraging them to scribble (on, e.g., pallet).

participants

Participants focus on questions, share their experiences and ideas, carrying on their results to other tables.

4.3. Multimedia Instructional Design and Learning

Design of the Online World Café:

The Online World Café should have a clear design and simple procedures without login, since most of the problems usually occur here, which may cause fears. For this reason, it is recommended to use Zoom with the help of other software.

It is technically recommended to use Zoom with 'Webinar Add-on' or, as an alternative, with 'padlet.com'. It is recommended to use the 'open text questions function' for the question prompt.

The chat can help form questions, conversations, or discussions (by video/audio) or set weblinks for gathering information (e.g. for note.ly, without registration of participants, this simplicity is important for the user experience).

'Note.ly' or tools like 'AWWAPP' <https://awwapp.com> and 'Webwhiteboard' <https://www.webwhiteboard.com/> are good for 'Breakout Sessions' with smaller groups (to get a better visual design like painting and writing on the tablecloth).

For visual thinking, there should be a graphic recording during the event. This will help bridge the world of visual thinking and the World Café, maybe using 'Padlet' or other 'Webwhiteboards'.

'Airtable' is the recommended tool for Database Collection since it is easy to share links.

5. Final remarks

The primary goals of the Online World Café on Rural Service-Learning are to find creative and open ways of learning through experience, to open discussions through digital means and to find solutions for rural needs and interests.

The final advice is to keep it simple for people who are not familiar with the technology.

For example, 'Padlet' is a very effective way to collect and connect ideas over a distance in a visual way.

In order to use the Online World Café method, it is advantageous to create a tutorial video or step by step explanation on how the method works and can be used for further issues (including all links and explanations of the tools).

6. Context

6.1. Context and objectives

Rural 3.0: Service-Learning for the Rural Development (RURASL) is a Knowledge Alliance between eight higher education institutions and eight community organisations that have experience with Service-Learning (SL) and Social Entrepreneurship (SE) in rural areas. The Alliance aims to contribute to the development of rural areas, meeting their needs and boosting innovation in these areas through an innovative methodology while creating community-Higher Education Institutions (HEI) partnerships.

The goals of the RURASL project are to:

- help develop the core skills and entrepreneurial capabilities of the rural community (for which such development is not easily accessible);
- improve the quality of education for sustainable development and promote community-HEI partnerships in the rural areas through the innovative SL methodology;
- increase the relevance of HEI as their students aim to fulfil a service that is in line with the demands of the rural businesses and social needs in rural areas;
- establish a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content (dedicated transnational academic module with courses on SL and SE, community training materials and digital collaborative & learning tools) and will promote interactions between HEI and rural community stakeholders.

The main benefits of the project are:

- creation of international HEI-rural community alliances that promote education and entrepreneurship for people in rural areas, bringing HEI and rural community enterprises together to work on the common issue - the development of the knowledge and skills needed to make a change in the rural communities;
- strengthening the skills and the innovative capacity of adult rural social entrepreneurs;
- providing practical SL and SE experiences to HEI students in the specific rural settings;
- development of the core skills and rural SE amongst the high potential rural community in a sustainable, ecological and socially sound way.

This project output, the methodology of the Online World Café for Rural Service-Learning, is based on the outputs of the *Investigation of stakeholders' needs, rural social entrepreneurship and rural service-learning education* (Chapter 2) and *Development of the community training* (Chapter 3) and

the Academic module on rural service learning and social entrepreneurship (Chapter 4) of the RURASL project.

In Chapter 1, the preliminary analyses of curricula at partner HEIs and 12 HEIs of the Europe Engage network, as well as the analysis of possibilities and obstacles for SL in rural areas, revealed the need for a module on rural SL that is currently not provided by any European HEI.

Survey of needs of target groups aimed to

- identify the knowledge and skills needed to pursue rural SL;
- provide an overview of rural SL in Europe and abroad to produce guidelines for the development of an academic module;
- identify innovative practices in rural SL that will underpin the academic and community training and teaching;
- identify the needs of community partners' beneficiaries (farmers, unemployed, retirees, rural homemakers, rural entrepreneurs and social businesses) in all participating countries, in terms of development but also of training;
- create a common body of knowledge of all stakeholders (HEI students, rural community organisations, their beneficiaries and teachers);
- discover if there is anything about rural SL that distinguishes it from the urban SL already implemented in partners' and other European HEI;
- develop a database of rural entities, rural national networks and HEI interested in community-HEI partnerships that will form the basis of the virtual SL Hub;

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Development of the community training and the academic module on rural service-learning and social entrepreneurship exploited the results of the *Survey of needs of target groups* to produce international educational and training content. The first aim of the *academic module* was to design a novel method of education delivery in rural areas that combines the strengths of the SL strategy (teamwork, critical thinking, networking and initiative) with Social Entrepreneurship (SE). Therefore, to build the SE skills, transversal (core) skills and competences, and enhance student employability, the Consortium designed an academic module consisting of eight courses (one in each of the partner countries) that took into account the data obtained from community partners and their rural beneficiaries (farmers, unemployed, retirees, rural homemakers, rural entrepreneurs, social businesses, etc.).

Although each HEI partner had already developed courses on SL in the past, the new rural setting required collaboration between different (and remote) stakeholders and brought a new teaching context with challenges that none of the partners had encountered in the urban context.

Each course was assigned ECTS credits according to the workload and predicted learning outcomes.

These courses were developed in national languages and translated to English (syllabi, learning outcomes, course objectives, assessment and evaluation). This enabled HEI to integrate the academic module into the existing curricula of their HEI and design new curricula by adding to this academic module.

The second aim of WP2 was to develop the materials for community training and teaching of practitioners in community partners' organisations.

6.2. Virtual Hub and innovative digital learning tools of the RURASL project

This report is part of the establishment of the Virtual Hub and innovative digital learning tools of the RURASL project. It brings the methodology of an Online World Café that can be used by academic professors and rural community partners to design, host and harvest World Café in the rural sector.

7. Sources

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9. Glossary

Airtable is a cloud collaboration service, a spreadsheet-database hybrid, with the features of a database applied to a spreadsheet. The fields in an Airtable are similar to cells in a spreadsheet, but with settings such as 'checkbox', 'phone number', and 'drop-down list', and reference file attachments like images. Users can create a database, set up column types, add records, link tables to one another, collaborate, sort records and publish views to external websites. <https://airtable.com/>

AWW App is a touch-friendly online whiteboard for real-time collaboration and collaborative brainstorming. Designed for any kind of business or educational institution, users can invite team members or clients to collaborate by sharing a single URL link and using the infinite, zoomable screen sharing to visualise ideas and concepts. Once complete, users can save them in a repository to be accessed and reviewed at anytime, anywhere. A built-in voice communication tool that facilitates seamless remote meetings. <https://awwapp.com/#>

Blended learning is an educational approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over

time, place, path or pace. Face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery.

Breakout Session is a session at a conference, where a small group of participants, drawn from a conference, discusses specific aspects of the broader theme of the conference.

Chat Room is primarily used to describe any form of synchronous conferencing, occasionally even asynchronous conferencing. The term can thus mean any technology ranging from real-time online chat and online interaction with strangers (e.g., online forums) to a fully immersive graphical social environment. The primary use of a chat room is to share information via text with a group of other users. Generally speaking, the ability to converse with multiple people in the same conversation differentiates chat rooms from instant messaging programmes, which are more typically designed for one-to-one communication. The users in a particular chat room are generally connected via a shared internet or other similar connection, and chat rooms exist for a wide range of subjects. New technology has enabled the use of file sharing and webcams to be included in some programmes.

Disney Method, developed by Robert Dilts in 1994, is a complex creativity strategy in which a group uses four specific thinking styles in turn. It involves parallel thinking to analyse a problem, generate ideas, evaluate ideas, construct and evaluate a plan of action. The four thinking styles are – *outsiders*, *dreamers*, *realisers* and *critics*. In the first thinking style, group members think as *outsiders* to gain an analytical, external view of the challenge. They then act as *dreamers* to brainstorm ideal solutions. They use divergent thinking to conceive creative and radical ideas. In the next mode, the group adopts a *realiser* viewpoint. They act as realists and use convergent thinking to review the ideas left by the dreamers. They select the best idea and construct a plan for it. The fourth viewpoint is that of *critics*. They review the plan made by the realists in order to identify weaknesses, obstacles or risks. They seek to improve the plan.

Mentimeter is a cloud-based software that enables users to create interactive presentations & meetings in real-time with input from remote teams and online students collected through live polls, quizzes, word clouds, Q&As, etc. Interactive presentations are easy-to-use.

<https://www.mentimeter.com/>

MOOC is a **Massive Open Online Course** (MOOC) aimed at unlimited participation and open access via WWW. In addition to traditional course materials, such as filmed lectures, readings and problem sets, many MOOCs provide interactive courses with user forums or social media discussions to support community interactions among students and their teachers, as well as immediate feedback to quick quizzes and assignments. MOOCs are the most recent and widely researched development of **open distance education**, firstly introduced in 2008. <https://www.mooc-list.com/>

Note.ly An Online Sticky Notes-Board. A Simple tool for taking notes on any web page directly from within the browser.

<http://note.ly/#>

Online learning is education that takes place over the Internet. It is often referred to as 'e-learning', among other terms. However, **online learning** is just one type of '(open) distance learning' - the umbrella term for any **learning** that takes place across **distance** and not in a traditional classroom.

Open educational resources (OER) are freely accessible, openly licensed text, media and other digital assets that are useful for teaching, learning and assessing, as well as for research purposes.

The term OER describes publicly accessible materials and resources for any user to use, remix, improve and redistribute under some licenses. The development and promotion of open educational resources are often motivated by a desire to provide an alternative or improvement.

Padlet is an easy-to-use tool that allows learners to collaborate online by posting text, images, links, documents, videos and voice recordings.

<https://de.padlet.com/>

Six Thinking Hats is a role-playing model written by Edward de Bono. It serves as a parallel thinking process for groups to plan thinking processes in a detailed and cohesive way, and in doing so, to think together more effectively. In 2005, the tool was used in the United Kingdom's innovation sector, where it was offered by some facilitation companies and had been trialled within the British Civil Service.

Webinar is an online meeting or presentation held via the Internet in real-time. It is an **online event** that connects individuals with viewers worldwide. The main feature of live webinars is interactivity, or the ability to discuss, send and receive information in real-time. Webinars are different from meeting tools, which are designed to let small groups meet and collaborate in real-time. They are also different from traditional streaming media like videos, which do not offer the audience a possibility to engage with the content.

Web Whiteboard is a touch-friendly online whiteboard app that makes drawing, collaboration and sharing easy. <https://awwapp.com/#>

Word Cloud (in visual design) is a novelty visual representation of text data, typically used to depict keyword metadata (tags) on websites or visualise free form text. Tags are usually single words, and the importance of each tag is shown with font size or colour. This format is useful for quickly perceiving the most prominent terms to determine their relative prominence. When used as website navigation aids, the terms are hyperlinked to items associated with the tag.

World Café is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a 'table host'.

ZOOM is a cloud-based video conferencing service with an easy and reliable cloud platform for video and audio conferencing, chat and webinars.

<https://zoom.us/>

6.2.

MOOC ON RURAL SERVICE – LEARNING

Nives Mikelic Preradović, Vedran Juričić FFZG

About RURASL

What is RURASL?

RURASL: Service-Learning for the Rural Development is a Knowledge Alliance between eight higher education institutions and eight community organisations that have experience with Service-Learning and Social Entrepreneurship in rural areas. The Alliance aims to contribute to the development of rural areas, meeting their needs and boosting innovation in these areas through an innovative methodology while creating community-university partnerships.

The goals of the RURASL project are to:

- help develop the core skills and entrepreneurial capabilities of the rural community (for which such development is not easily accessible)
- improve the quality of education for sustainable development and promote university-community partnerships in the rural areas through the innovative service-learning methodology
- increase the relevance of universities as their students aim to fulfil a service that is in line with the demands of the rural businesses and social needs in rural areas
- establish a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content (dedicated transnational academic module with courses on service-learning and social entrepreneurship, community training materials and digital collaborative & learning tools) and will promote interactions between universities and rural community stakeholders

The main benefits of the project are:

- creation of an international university-rural community alliance that promotes education and entrepreneurship of people in rural areas, bringing HEIs and rural community enterprises together to work on the common issue - the development of the knowledge and skills needed to make a change in rural communities;
- strengthening the skills and the innovative capacity of adult rural social entrepreneurs (SE); providing practical Service-Learning and Social Entrepreneurship experiences to university students in the specific rural settings;
- development of the core skills and rural SE amongst the high potential rural community in a sustainable, ecological and socially sound way

Massive open online course (MOOC) on rural service-learning

The **Massive Open Online Course (MOOC) on rural service-learning for educators and rural entities** is created in the Moodle Learning Management System (<http://learn.rural.ffzg.hr:8080/login/index.php>), and any user can access it from the RURASL Hub main page (Figure 1) as a guest without logging in (Figure 2).

Although there are MOOCs on service-learning available online, this is the first MOOC on rural service-learning.

Figure 1. Link to the MOOC in the RURASL virtual collaborative hub (a red rectangle)

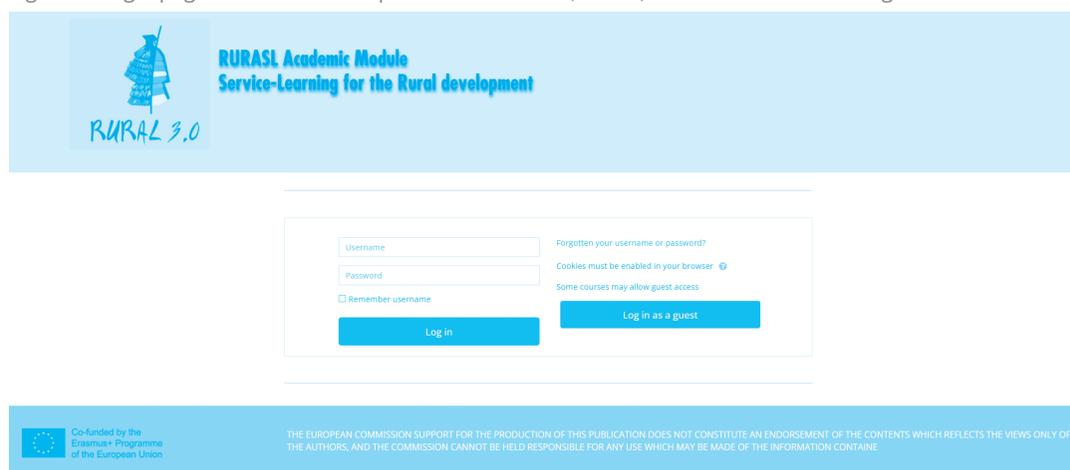


Purpose of the MOOC on rural service-learning

The MOOC is based on the needs assessment from 8 countries (Portugal, Spain, Italy, Germany, Austria, the Netherlands, Croatia and Lithuania) and training materials developed by academic teachers and community organisations from these countries.

Participants in this MOOC, academic teachers and organisations either based in rural areas (like local action groups) or fulfilling needs of rural areas, can learn key characteristics of rural service-learning (SL), differences between urban and rural SL, examples of good practices from diverse study fields, curriculum design options, mentoring of students by rural organisations and student assessment design. They can also learn how to design their own rural SL course (teachers) and how to mentor and effectively utilise students in the university-community partnerships (rural organisations).

Figure 2. Login page of the Massive Open Online Course (MOOC) on rural service-learning



Structure of the MOOC on rural service-learning

RURASL's massive open online course (MOOC) on rural service-learning for educators is divided into eight main units (Figure 3):

Unit 1:

Smart and sustainable rural development Unit 2: Rationale for rural service-learning (SL)

Unit 3:

Key characteristics of rural service-learning (SL)

Unit 4:

Examples of good practices from diverse study fields

Unit 5:

Course design options and Guidelines for mentors in community organisations Unit 6: Student assessment design

Unit 7:

Design of one's own rural SL course Unit 8: Final self-assessment

Figure 3. Overview of the Massive Open Online Course (MOOC) on rural service-learning



The MOOC starts with Unit 0, which presents the outline of the whole MOOC, introduces the main animated character Lynda who guides a user through the MOOC and lists five reasons why a users should take the MOOC:

1. Rural Service-Learning is a novel instructional design method in Europe. If you are a university teacher or rural organisation looking for ways to help develop the core skills of the rural community (for which such development is not easily accessible), this might be a good place to start.
2. Universities in Europe are still rarely recognised as a force for rural social innovation, providing highly skilled manpower that can help speed up rural development. Teachers who implement rural Service-Learning are able to increase the relevance of their university as their students fulfil a service that is in line with the demands of the rural businesses and social needs in rural areas.
3. Rural Service-Learning improves the quality of education for sustainable development. It also promotes university-community partnerships in rural areas. In this course, you will learn how to bring higher education institutions and rural community organisations together to work on a common issue – developing the knowledge and skills needed to make a change in rural communities.
4. Examples of best practices of rural Service-Learning in this MOOC come from eight different EU countries, each with a different history, different experiences with rural Service-Learning, different educational systems and community needs, which are unique regarding the location, politics and economics of different rural communities. Despite these differences, while keeping them in mind, the RURASL consortium has created a model that combines the strengths of Service-Learning (teamwork, critical thinking, networking and initiative) with social entrepreneurship that can be applicable to many countries. You can learn about that model in this MOOC.
5. If you are a **rural community organisation**, in this MOOC you can **learn** which **mentoring skills** and knowledge you need to effectively utilise students. If you are a **higher education teacher**, you can **learn** how to **structure meaningful student involvement**, lay the groundwork for rural SL activities, assist students with the activity plan and provide [the follow-up to help the rural community implement the plan](#). Finally, you can learn how to [find potential collaborators or projects, bring your expertise to an existing project and browse the repository of best practices & experts in rural Service-Learning](#).

In this unit, users can find the needed information about the MOOC: aims, structure, content and learning outcomes. It also provides users with a self-assessment test that aims to help them remember what Service-Learning (SL) is about and how to deliver an SL course.

The following eight units describe the challenges of rural areas and sustainable rural development, explaining the rationale for rural Service-Learning and its main characteristics.

Before users dive into the key characteristics of rural Service-Learning, they need to learn about the challenges and needs of rural areas as well as of sustainable rural development.

Therefore, Unit 1

offers a snapshot view of the crucial rural challenges, as well as the aims of smart and sustainable rural development, and represents Smart Villages and Rural Living Labs initiatives.

Unit 2

presents the crucial factors of social innovation in rural areas, socio-economic, demographic, landscape and climate characteristics of rural areas in the EU Member states, as well as the main characteristics of rural citizens, rural communities and rural organisations.

Unit 3

discusses the ways for a university to engage with the rural community, rural Service-Learning benefits and challenges, differences between rural and urban Service-Learning projects and, finally, risk and trust in rural Service-Learning.

The theoretical part presented in Units 1 to 3 is followed by examples (best rural Service-Learning practices) from 6 EU countries and from diverse study fields described in **Unit 4**.

Unit 5

of this course offers six curriculum design options used in 6 rural Service-Learning courses of the RURASL project. Users have a chance to examine the different instructional design descriptions that are provided in this unit and choose one that is the most suitable for their discipline or type of study.

Unit 6

of this course offers six types of assessment used in 6 rural Service-Learning courses of the RURASL project. Users may analyse different assignment groups that are assessed, as well as different weights that teachers give to these groups. They can choose the one that suits them the most.

Unit 7

of this course enables users to document their rural Service-Learning project ideas, learning needs and rural needs that they aim to satisfy in a structured way.

Using the **Rural Service-Learning Documentation tool**, users are asked to include the following steps in order to properly document the project idea:

- [Rural and learning needs and goals](#)
- [Project design](#)
- [Reflection, dissemination, evaluation and celebration activities](#)
- [Goals assessment](#)

Users are requested to take notes during their project planning to make good use of them when they implement the project.

Unit 8

contains the final self-assessment tool. Questions in this tool have been designed for users to self-assess their motivation and skills for developing and supervising rural Service-Learning projects.

The final self-assessment tool is taken and adapted from the 'Assessment tools for the design, implementation and evaluation of results of Service-Learning activities' developed in the Erasmus + project: 'Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe'.

Finally, MOOC provides users with **External Links** to Smart Villages and Rural Living Labs portal and projects, a list of **References** and a **Feedback form**. Each lesson contains interactive H5P activities with animated videos created in Animaker, a cloud-based video and animation software.

Performance indicators

The following performance indicators are collected for the MOOC in this project:

Quantitative indicators

- Number of educators participating in the rural Service-Learning MOOC developed during the project

Qualitative indicators

- satisfaction with the quality of the MOOC

6.3.

SOCIAL HACKATHON ON SERVICE-LEARNING AND SOCIAL ENTREPRENEURSHIP

Antonella Guarino, Irene Barbieri, Cinzia Albanesi UNIBO

Students involved in rural Service-Learning projects in the different European countries answered to rural community needs and proposed innovative solutions. Within the RURASL partnership, the Social Hackathon was coordinated by the Department of Psychology of the University of Bologna in collaboration with LAG L'Altra Romagna and the project's academic partners. In this event, students had the opportunity to:

- - Meet students from different European countries virtually;
- - Communicate and report about the rural Service-Learning developed in each country;
- - Share and give feedback on different experiences;
- - Discuss and reflect on the values and meanings of Service-Learning experiences in terms of Service-Learning.

The Social Hackathon was an opportunity for students to share their Service-Learning experiences, activities and possible solutions across different countries and receive input from other students. The Hackathon involved instructors and students in Service-Learning experiences and potentially interested in developing ones. The Hackathon was held using an online platform (Zoom) that could give the opportunity to create small working groups and discussions, and Padlet tool to keep track and visualise input coming from the different projects or to organise the discussions on the common topics across the different projects in the plenary session. The official language of the Hackathon was English, which is also the official language of the project. However, not all community partners were able to participate due to language accessibility, and also for the students, sometimes interacting in English with peers was not so simple. Students invited to the social hackathon were given specific guidelines to share their experience and reflections on the case-based materials prepared during their Service-Learning.

The UNIBO team identified a few questions relevant for the project regarding the specific contribution that students gave to rural communities with SL and how their ideas/views about rural communities have changed (for some students, SL was their first experience in the rural community).

Students wishing to attend completed a registration form to help the organisers prepare the small group sessions (breakout rooms).

Box 1. Hackathon guidelines for students' presentations

1. Presentation of the students' group: insert students' names, HEI, disciplinary area, name of the course/modules, etc.)
2. Presentation of the rural community organisation: include info about the context and objectives of the SL experience (where was the SL implemented, in which organisation, with which aims and objectives, etc.); include info about the activities implemented and personal SL experience. (What was done and how did this impact you as students on a personal and professional level?)
3. Propose a Social challenge: Which is/are the main challenges that you identified during your experience in the rural community? Are there 'further' needs of the rural communities, specific situations which, from your perspective, would require 'some' action/project/ideas? Can we think about the further implementation of SL to answer those needs? (try to identify at least one!)

The agenda of the Social Hackathon included a welcoming session with the presentation of the RuraSL project and a description of the main objectives of the Social Hackathon.

Participants were divided into parallel sessions coordinated by one/two moderators from the HEI

partners, where small groups of students with a group leader presented their Service-Learning experience and one social challenge/social need identified in rural communities. Then, a decision-making discussion among participants was promoted to choose one challenge to work on. Finally, participants were supported by the moderators to discuss about the chosen challenge with some guiding questions:

1. Can the challenge/need be identified in the different contexts of the participants? In which way?

2. What could be the possible solutions and/or proposals to answer the challenge/need?

3. Which are the resources to cope with it? Which are the obstacles?

During the discussion, each group's moderator and the leader took note of the questions/ reflections and reported them in the plenary session (see fig. 1,2 and 3).

Fig. 1 Padlet report from group discussion 1.

The image shows a Padlet report titled "Room 1- Rural Challenges- Rural 3.0" with the instruction "Please choose and vote for the Rural challenge". It is organized into three columns corresponding to the guiding questions:

- Column 1: 5 - Spain**
 - Anonimo 1a: Lac of access to computers and tablets
 - Anonimo 1a: Teachers need training for online teaching
 - Anonimo 1a: Many children do not have support from their parents for doing the homework
 - Anonimo 1a: lack of internet
 - Anonimo 1a: Internet coverage
 - Aggiungi commento
- Column 2: 1. Can the challenge be identified in our own local contexts? In which way?**
 - Anonimo 1a: Portugal: Similar situation
 - Anonimo 1a: Netherlands: Do not have these difficulties in the organization they worked with
 - Anonimo 1a: Italy: These are not difficulties
 - Anonimo 1a: Croatia: Lack of computers in the schools during the pandemia. Lack of training for teachers on online teaching
 - Aggiungi commento
- Column 3: 2. What could be possible solutions to the challenge?**
 - Anonimo 1a: Improve communication between teachers and students
 - Anonimo 1a: Teachers may need to learn how to communicate with their students
 - Anonimo 1a: Students can give feedback to help teachers understand how they can communicate more effectively in the new settings
 - Anonimo 1a: identify the familiys in need
 - Anonimo 1a: get some donation from companies and privad donations
 - Anonimo 1a: workshop to traing digital skills
 - Anonimo 1a: Developing SL projects for supporting teachers, families and students in online teaching/learning
 - Anonimo 1a: Develop tutorials for students so that they can learn how to use the online platforms that are used by the school for online teaching
 - Anonimo 1a: invest in the training of parents so they can transfer the knowledge to their childrens
 - Aggiungi commento

Column 4: 3. What resources can be used? What are the obstacles?

- Anonimo 1a: SL projects in which students from different faculties work together.
- Anonimo 1a: Look for partnerships with companies who can provide the material (laptops, tablets) to the students or families
- Anonimo 1a: Using good internet
- Anonimo 1a: Using good internet access in the library or the city hall, or...
- Anonimo 1a: It's very important to work with students using computers but in these villages the internet connection is very bad
- Anonimo 1a: Get the city hall involved in getting satellite connection
- Anonimo 1a: Getting funds from local administration for developing SL projects
- Aggiungi commento

Fig. 2 Padlet report group discussion 2.

padlet

Room 2- Rural Challenges- Rural 3.0

Please choose and vote for the Rural challenge

3. Which are the resources to cope with it? Which are the obstacles

0 0 0 2

Anonimo 1a
convince students with the importance of sustainability and use tools that would make them interested in the organization

Anonimo 1a
British Sociolog Basil Bernstein (1924-200) The construct of restricted and elaborated language codes was introduced by Bernstein in the 1960s

Aggiungi commento

5- Croatia

WE BELIEVE THAT ALL KIDS ARE NATURALLY CREATIVE AND THAT EVERY CLASSROOM SHOULD BE FILLED WITH CREATIVITY AND WORKER

School children need to have teaching methods that are innovative for all subjects, not just STEM. This can be achieved with Robotics, Minecraft...

1 0 0 0

Aggiungi commento

2. what could be the possible solutions and/or proposals to answer to the challenge/need?

0 0 0 7

Anonimo 1a
Choose students who are passionate about service and volunteering

Anonimo 1a
Make it worth their time

Anonimo 1a
Target students that really have a passion for the mission of the organization so that they are willing to make the sacrifice and will believe it is worth their while.

Anonimo 1a
Show the benefits of volunteering (health, happiness, uni results, skills enhancement etc)

Anonimo 1a
students that volunteer get higher grades

Anonimo 1a
'It's better to give than to receive' is from the Bible, Acts 20:35 (King James Version)

Anonimo 1a
collective bus

Aggiungi commento

9 - Netherlands

Average age of volunteers is 72 which can be a problem to attract young students

4 0 0 4

Anonimo 1a
How to solve to close the gap between younger and elder people?

Anonimo 1a
Voulutering is a big issue in Portugal , it is not promoted as it should be.

Anonimo 1a
Service- Learning is about voluntering: if we are a passionate we have time .

Anonimo 1a
And distance is not a problem

Aggiungi commento

1. Can the challenge/need be identified in the contexts of the participants? In which way?

0 0 0 2

Anonimo 1a
students don't have enough time

Anonimo 1a
elderly from rural areas have lots of time

Aggiungi commento

4- Croatia

In Croatia the education system is not able to provide children with robotics in their mandatory education (both rural and urban areas

1 0 0 0

Aggiungi commento

7 - Netherlands

Distance and bad connection to the venue and students do not have enough time

7 0 0 5

Anonimo 1a
3 votes from Portugal

Anonimo 1a
'It's better to give than to receive' is from the Bible, Acts 20:35 (King James Version)

Anonimo 1a
Make it worth their time

Anonimo 1a
Beeing a volunteer is not only giving, but receiving and learning

Anonimo 1a
To solve the distance problem, it would be interesting to have an specific bus to transport students to the rural areas

Aggiungi commento

1 - Portugal

Interculturality

0 0 0 0

Aggiungi commento

2 - Portugal

Intergenerationality

0 0 0 0

Aggiungi commento

3 - Portugal

Preservation of local and cultural identity

6 0 0 1

Anonimo 1a
6 votes from Portugal

Aggiungi commento

6 - Italy

Environmental preservation

5 0 0 0

Aggiungi commento

8-Spain

Lack of digital resources and access to the Internet

3 0 0 1

Anonimo 1a
2 votes from Portugal

Aggiungi commento

Fig. 3 Padlet report form group discussion 3.

notes on digital improvement of communities

to improve communities
digital skills
government as leading actor to develop internet coverage for a quicker connection, investments are needed
to raise awareness
how to engage local students in workshop offer?
how to teach to use the internet while already being on the internet (due to covid)? perhaps we should teach grandchildren how to instruct they grandparents, they would be willing to listen to them still should be supported by a broader programme
financial support to allow people to attend courses to rent equipment instead of making people buy them
infrastructures of school could be used (already existing)
administration is required to act, isn't just a technical issue

Challenge: To empower rural communities to use technologies, improve digital skills. Digital empowerment of rural communities

Broader challenge - a shift to technologies; challenge for 2020 - lack of digital skills in COVID-19 time
Governments - to develop internet connections, fast internet connection
Students an school pupils - how to motivate them? Students can offer ICT and Media skills workshops to train communities
To support peer-to-peer workshops in the place (for instance, grandchildren can teach grandparents; or other more capable peers))
Infrastructure of elementary and second schools could be used for trainings and workshops
Opening school for communities (public administration decisions)
There could be sharing (lending, using for free) at the schools and other public (o maybe private initiatives?) facilities
equipment, computers/ gadgets for parents, families.

Lithuania

2 0 0 3

- Anonimo 1a: how to attract volunteers to the place
- Anonimo 1a: how to animate the community
- Anonimo 1a: how to attract business and social entrepreneurship to remoted areas where local communities don't have sufficient skills

Aggiungi commento

Croatia

2 0 0 3

- development of social media skills and the usage of social media to promote businesses
- internet connection as social factor in times of corona
- Anonimo 1a: Challenge - Lack of ICT and social media skills

Aggiungi commento

Austria

2 0 0 3

- Empowerment
- Anonimo 1a: Empowerment of communities through arts
- Anonimo 1a: Biodiversity

Aggiungi commento

Italy

2 0 0 3

- friendship with differences
- Anonimo 1a: relational challenges (to create bonds, trust, to allow people to open up, understanding each other))
- Anonimo 1a: common need to share one's story and perspective (especially if perceived as marginal, underrepresented)

Aggiungi commento

Spain

1 0 0 2

- Anonimo 1a: to help pupils, teachers, parents to adjust learning to online form during Covid-19
- Anonimo 1a: Many childrens do not have support from their parents when it comes to do their homework

Aggiungi commento

Hardware and Connection Problems in rural areas

1

Aggiungi commento

During the plenary session, a representative of each room (together with the moderator) presented the small groups' discussion. The focus was on possible solutions, and reflections emerged from guiding questions and open questions raised during the discussion.

Overall, the Social Hackathon allowed us to identify some common challenges across rural contexts in different parts of Europe, i.e., intergenerational relationships and digitalisation, and to share ideas for further implementation of Rural SL, also through cross-national SL modules.

6.4.

RURASL VIRTUAL HUB – DESIGN AND IMPLEMENTATION

Vedran Juričić, Nives Mikelić Preradović FFZG

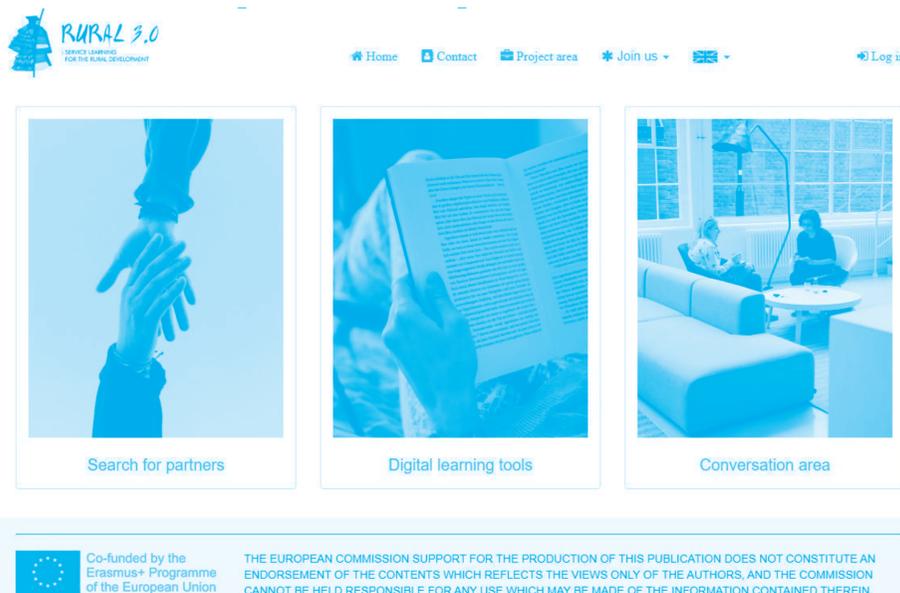
The RURASL virtual HUB

This document elaborates on the RURASL virtual collaborative hub design, which will be implemented on DATE. The hub will bridge the existing gap in the rural networks and aims to connect rural entities with higher education institutions to improve rural development through service-learning courses. The hub connects students, faculty and local communities.

This Hub will allow all registered users to list their needs, describe their projects to potential collaborators and offer their expertise. They will be able to browse the collaborators database and the projects database with a specific set of keywords. The content of the Hub will be dynamically updatable by partners and registered users.

The backend of our Hub is implemented in the ASP.Net MVC technology and written in the C# programming language. It uses the SQL Server database and Entity Framework for access. The graphical user interface is rendered using Razor views and partially uses Bootstrap, JQuery and Toastr frameworks. It can be accessed at the following address: <http://hub.rural.ffzg.unizg.hr>.

Fig. 1: Home page of the hub



The Hub contains the following parts:

- Project area
- Matchmaking domain
- Open conversation areas
- Digital learning tools
- International module on rural Service-Learning and Social Entrepreneurship

Project area presents information about the RURASL project and its progress. It contains basic information about partners, methodology and impact, useful and relevant links, as well as project mission and vision. It is regularly updated with project outputs and publications, as specified in the project application. The project area is also accessible directly at the following address: <https://rural.ffzg.unizg.hr>.

Matchmaking domain serves as a place where rural organisations seek solutions, knowledge and skills at universities across different disciplines. The domain remains open for registration for both rural organisations and academic experts that can join and collaborate, whether offering their expertise to an existing project, browsing the repository of best practices or finding an expert in their field.

Users are provided with keywords to identify the *Field(s) of education of students*, which is useful for academic teachers offering service-learning to local community, but also for the community organisations to find the academic partner that could respond to their needs in the most professional way.

The following Erasmus+ ISCED fields of education can be used as matchmaking keywords:

Accounting and taxation	Database and network design and administration	Fisheries
Architecture and town planning	Dental studies Domestic services Earth sciences	Food processing Forestry
Audio-visual techniques and media production	Economics Education science	Hair and beauty services Handicrafts
Biochemistry Biology	Electricity and energy	History and archaeology Horticulture
Building and civil engineering	Electronics and automation	Hotel, restaurants and catering
Business administration	Environmental protection technology	Journalism and reporting Language acquisition Law
Chemical engineering and processes	Environmental sciences	Library, information and archival studies
Chemistry Community sanitation Computer use	Fashion, interior and industrial design	Literature and linguistics
Crop and livestock production	Finance, banking and insurance	Management and administration
Marketing and advertising	Fine arts	Statistics
Materials (glass, paper, plastic and wood)	Occupational health and safety	Teacher training with subject specialisation
Mathematics	Pharmacy	Teacher training without subject specialisation
Mechanics and metal trades	Philosophy and ethics	Textiles (clothes, footwear and leather)
Medical diagnostic and treatment technology	Physics	Therapy and rehabilitation
Medicine	Political sciences and civics	Traditional & complementary medicine & therapy
Military and defence Mining and extraction	Protection of persons and property	Training for pre-school teachers
Motor vehicles, ships and aircraft	Psychology	Transport services
Music and performing arts	Religion and theology	Travel, tourism and leisure
Natural environments and wildlife	Secretarial and office work	Veterinary
Nursing and midwifery	Sociology and cultural studies	Wholesale and retail sales
	Software & applications development and analysis	Work skills
	Sports	

Furthermore, users of the **Matchmaking domain** can use the keywords that represent the *Focus area(s) of the rural development* that they would like to work on in rural service-learning. These areas are defined by the European Network for Rural Development (ENRD).

1A: Innovation & cooperation	4C: Soil erosion & soil management	5A: Water use efficiency
1B: Links with research & innovation		5B: Energy use efficiency
1C: Lifelong learning & vocational training		5C: Renewable sources & waste management
2A: Farm's performance, restructuring & modernisation		5E: Carbon conservation & sequestration
2B: Entry of skilled/younger farmers		6A: Diversification & job creation
3A: Agri-food chain integration & quality		6B: Local development
4A: Biodiversity restoration, preservation & enhancement		6C: Information & communication technologies (ICT)
4B: Water management		

Users can also make their search for partners more specific and use keywords that represent the *Rural development priorities* that they would like to contribute to through university-community collaboration. These priorities (RDP measures) are also defined by ENRD.

Finally, users can choose the *Domain(s)* that they would like to contribute to through university-community collaboration.

Elderly	Product quality Protected areas	Rural SMEs
Market development	Public goods	Short supply chains & local markets
Migrants	Renewable energy	
Mountain area	Renewables	Smart Villages
Natural resource	Risk management	Social inclusion
Nature conservation	Rural business	Social services
Networking	Rural proofing	Soil management
Organic farming	Rural services	Stakeholder involvement
Producer groups	Water management	Sustainability
Tourism	Women	Young farmers
Vocational training & skills acquisition		Youth

The matchmaking algorithm determines a set of common keywords between two parties, for example, between an academic expert and a rural organisation member. If their intersection contains a requested keyword, the observed pair is considered for further evaluation, which includes matching based on their name or country. If both matchmaking steps are successful, the pair is added in a result set and returned to the user.

Open conversation areas will be implemented as a chat or forum and will provide easier and real-time communication between experts and rural organisations.

Digital learning tools are part of the academic module that refers to courses, videos, tutorials and best practices in Service-Learning and Social Entrepreneurship, Online World Cafe and other resources used by educators and community members.

These are currently being developed and should enable the development of the innovative multinational framework. **MOOC** is also implemented as a course within the academic module and is currently being developed.

Courses and MOOC reside on our Moodle Learning Management System.

The following courses are currently available through open guest access in Moodle:

- Management of Communication Projects
- Teachers: Aukse Balčytienė and Natalija Mažeikienė
- Rural Service-Learning
- Teachers: Pilar Aramburuzabala, Rosario Cerrillo and Paula Lázaro
- Service-Learning: Building bridges & Transforming Realities in Rural Community
- Teachers: Linda Saraiva, Joana Padrão, Carlos Almeida, Anabela Moura, António Cardoso and Manuela Cachadinha
- Engaging with rural communities: students' democratic and transversal competencies at stake
- Teachers: Cinzia Albanesi, Irene Barbieri and Antonella Guarino
- Learning by Doing: Consulting to Social Entrepreneurs Teachers: Lucas Meijs and Philine van Overbeeke
- Urban and Rural Service-Learning Teacher: Nives Mikelić Preradović
- Rural Mobility
- Teacher: Wolfgang Stark
- Art & Diversity
- Teachers: Rolf Laven, Ingrid Salzmänn-Pfleger, Alfred Strigl and Wolfgang Weinlich

Moodle is installed on the project web server and can be accessed at the following address: <http://learn.rural.ffzg.unizg.hr>.

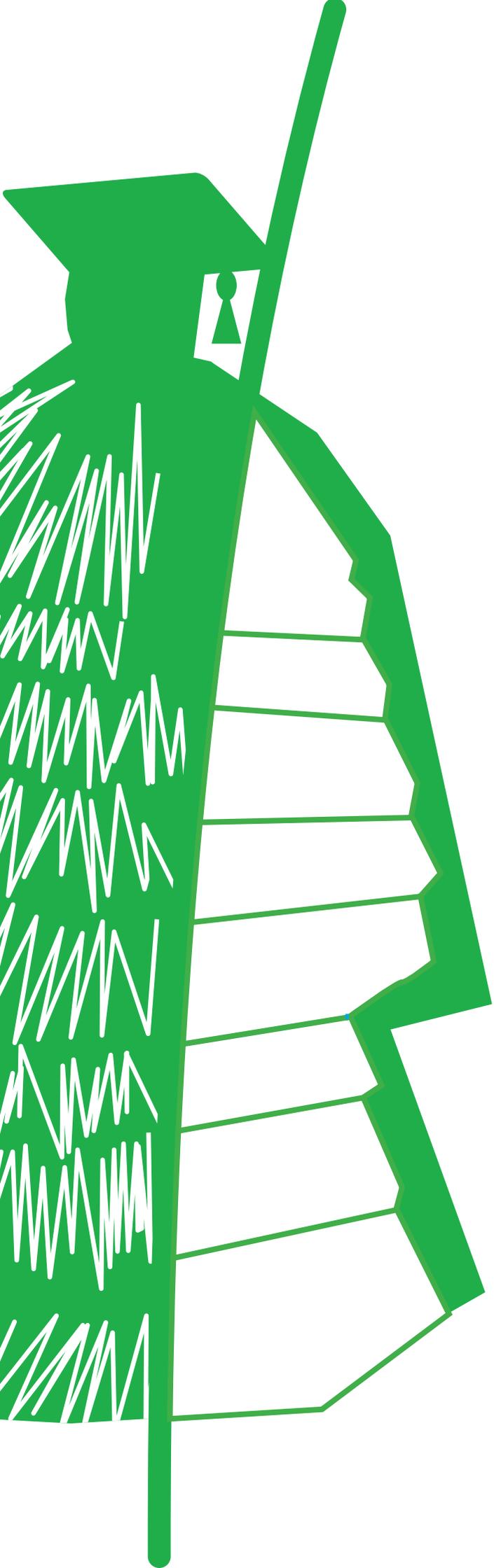
Figure 2: Moodle courses



The database containing information about our users is optimised so that it supports complex operations like matchmaking using domains, focus areas, RDP measures and fields of education and training. The Hub is prepared to be fully translated to English and the languages of all project partners. It integrates project area websites and a learning management system.

The final phase of the HUB includes:

- login and working with user accounts;
- matchmaking and search tools;
- translation;
- performance indicators;
- accessing system data;



Chapter 7

Dissemination and
communication

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7.1.

NEWSLETTERS

Rural 3.0

is a knowledge alliance between different European higher education institutions (HEI) and rural partners that aims at setting up and implementing a framework for an integrated transnational approach of academic teaching and learning and thus contribute to the development of rural areas. This is achieved through an innovative methodology that not only meets the needs of these communities and increases innovation in these areas, but also leads to closer community-HEI partnerships.

Service Learning (SL)

An educational approach that combines learning objectives with community service in order to provide new educational standards for students by tackling real-life needs in their community.

Social Entrepreneurship (SE)

Recognizes social problems and uses entrepreneurial principles to create and organise innovative ways to promote social change

Rural 3.0

The consortium wants to create a rural SL and a teaching model that combine the strengths of SL strategy with SE and that could be implemented worldwide.

RURAL 3.0

SERVICE LEARNING FOR THE RURAL DEVELOPMENT - RURASL

Welcome to the electronic newsletter of RURASL project where both public and stakeholders will be able to find information about the project's progress on a regular basis. We invite you to join our wide group of service-learning promoters and to send us collected feedback.



RURAL 3.0



The logo of the project represents the partnership between higher education institutions (HEI) and rural communities. The inspiration for creating the logo was the "Coroça", "Caroça" or "Croça", a straw robe that was used by Portuguese and Spanish shepherds to protect them against the cold and the rain.

RURASL project started in January 2019 and will finish at the end of December 2021. During these three years, RURASL wants to develop the core skills and entrepreneurial potentialities of the rural community (for which such development is not easily accessible), as well as improve the quality of education leading to sustainable development and promote HEI-community partnerships in rural areas through an innovative SL methodology. RURASL is directed at enhancing the relevance of HEI as their students aim to fulfil a service that is in line with the demands of businesses and social needs in rural areas; setting up a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content (dedicated transnational academic modules with courses on SL and SE, community training materials and digital collaborative & learning tools) as well as promoting interactions between HEI and rural community stakeholders.

RURASL

is a knowledge alliance between different European higher education institutions (HEI) and rural partners that aims at setting up and implementing a framework for an integrated transnational approach of academic teaching and learning and thus contribute to the development of rural areas. This is achieved through an innovative methodology that not only meets the needs of these communities and increases innovation in these areas, but also leads to closer community-HEI partnerships.

Service Learning (SL)

An educational approach that combines learning objectives with community service in order to provide new educational standards for students by tackling real-life needs in their community.

Social Entrepreneurship (SE)

Recognizes social problems and uses entrepreneurial principles to create and organise innovative ways to promote social change

RURASL

The consortium wants to create a rural SL and a teaching model that combine the strengths of SL strategy with SE and that could be implemented worldwide.

RURAL 3.0

SERVICE LEARNING FOR THE RURAL DEVELOPMENT - RURASL

Welcome

to the 2nd issue of the electronic newsletter of RURASL project where both public and stakeholders will be able to find information about the project's progress on a regular basis. We invite you to join our wide group of service-learning promoters and to send us collected feedback.



The second meeting of our Consortium was organized in Austria, on September 9th and 10th at the University College of Teacher Education Vienna. The meeting was hosted by Professor Rolf Laven with support from Sylvia Brenzel and Nora Ruzic from Plenum. We presented and discussed finished activities and outputs, as well as timeline, objectives, and outputs for the next reporting period. Philine van Overbeeke (RSME) had a presentation about the results and report of WP1. Together we took a workshop by Herman Morgenbesser, from University College of Teacher Education Vienna, who presented the tools for Online World Café: Zoom and H5P, which is one of our future activities. According to the planning of each partner, Service-Learning in academic courses is going to be implemented from September 2019 to July 2020. The Next Consortium meeting is going to be in Cesena, Italy, in February 2020.



RURASL

is a knowledge alliance between different European higher education institutions (HEI) and rural partners that aims at setting up and implementing a framework for an integrated transnational approach of academic teaching and learning and thus contribute to the development of rural areas. This is achieved through an innovative methodology that not only meets the needs of these communities and increases innovation in these areas but also leads to closer community-HEI partnerships.

Service-Learning (SL)

An educational approach that combines learning objectives with community service in order to provide new educational standards for students by tackling real-life needs in their community

Social Entrepreneurship (SE)

Recognizes social problems and uses entrepreneurial values to create and organise innovative ways to promote social change

RURASL

The consortium wants to create a rural SL and a teaching model that combine the strengths of SL strategy with SE and that could be implemented worldwide.

RURAL 3.0

SERVICE-LEARNING FOR THE RURAL DEVELOPMENT - RURASL

Welcome

to the 3rd issue of the electronic newsletter of RURASL project, where both public and stakeholders will be able to find information about the project's progress regularly. We invite you to join our wide group of SL promotors and to send us collected feedback.



At the very last moment before the outbreak of the global pandemic caused by the Covid-19, our project team managed to gather at the General Meeting in Cesena, Italy. Our hosts, led by Professor Cinzia Albanesi and her team, organized a very successful meeting at the Department of Psychology of the University of Bologna, in Cesena campus, from 20th to 21st February 2020. Our project has entered its second year of implementation, and we have demanding tasks that permeate through WP2, WP3 and WP4 that are the backbone of the Rural 3.0: Creation of an academic module on rural SL and SE, and implementation of courses and training in a rural community. Also, one of the tasks is to establish both a Virtual Hub and innovative digital learning tools. We have discussed all the important topics and tasks for the next challenging period. The next Consortium meeting in Munich was arranged for September 2020.



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SERVICE-LEARNING FOR THE RURAL DEVELOPMENT - RURASL

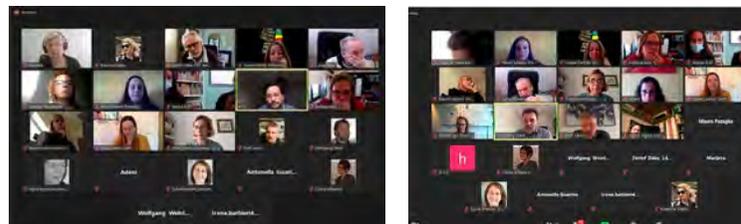
Welcome

to the 4th issue of the electronic newsletter of RURASL project, where both public and stakeholders will be able to find information about the project's progress regularly. We invite you to join our wide group of SL promoters and to send us collected feedback.



Like the whole world, our project has moved to online implementation. Instead of in Munich, our host Wolfgang Stark from SCE-Germany organised a project meeting at Zoom on September 29th and 30th. We had a special guest at the meeting, Mr. Héctor Opazo from ABC Lab_USCH-Chile, who is the external evaluator of the RURASL project. The external evaluation of our work so far has been focused on Relevance, Efficiency, Effectiveness, Impact and Sustainability.

Through the extraordinary efforts of our coordinators Linda Saraiva and Joana Padrão from IPVC Portugal, we have successfully submitted an Interim Report to the European Commission (EC). In November, the Interim Report positively evaluated by the EC, made our RURASL team very proud and happy of the project's valuable results. Despite the problems caused by the COVID-19 pandemic, the project activities have been under its aims and objectives, and all work packages are making progress.



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RURAL 3.0

SERVICE-LEARNING FOR THE RURAL DEVELOPMENT - RURASL

Welcome

to the 5th issue of the electronic newsletter of RURASL project, where both public and stakeholders will be able to find information about the project's progress regularly. We invite you to join our wide group of SL promoters and to send us collected feedback.



Our 5th RURASL transnational meeting that was planned in Madrid on February 25th and 26th, unfortunately, was held online again. Thanks to the extraordinary effort of our hosts Pilar Aramburuzabala and Paula Lázaro Cayuso (UAM – Spain) we could see each other, talk, and work together in the virtual world. We had the honour of being greeted by Carmela Cales (Vice-Rector of International Relations UAM - Spain) who congratulated everyone for being able to keep up with their work in these challenging times. She also said that UAM embraced service-learning as a new tool for civic and public engagement and that UAM wants to build a civic university, that is, a transnational campus with civic values. Such thinking makes us very happy.

During the meeting, our team analysed the Interim Report assessment and Evaluation of the implemented project tasks with aim to improve our work and successfully complete the project until the end of 2021.



RURAL 3.0

SERVICE-LEARNING FOR THE RURAL DEVELOPMENT - RURASL

Welcome

to the 6th issue of the RURASL project electronic newsletter, which is also the last informative document where both the public and stakeholders can find information about the project's results. We invite you to join our large group of SL promoters, visit our **VIRTUAL HUB** and send us collected feedback.



Happy and sad at the same time. This was the last meeting of the RURASL project team. We thank our hosts and coordinators Linda Saravia and Joana Padrao from Instituto Politécnico de Viana do Castelo [IPVC] for the beautiful meeting that took us virtually and wholeheartedly to Portugal on October 26. Although all project activities were successfully completed, we missed the most beautiful aspect of international cooperation: the direct contact and the strengthening of friendships through the exchange of cultures.



How we described the RURASL project in two words.

RURASL is a knowledge alliance between different European higher education institutions (HEI) and rural partners that aims to create and implement a framework for an integrated transnational approach to academic teaching and learning, contributing to the development of rural areas. This is achieved through an innovative methodology that not only meets the needs of these communities and promotes innovation in these areas, but also leads to closer partnerships between communities and HEI.

Service-Learning (SL) An educational approach that combines learning objectives with community service to provide new educational standards for students by addressing real needs in their community.

Social Entrepreneurship (SE) Recognises social problems and uses entrepreneurial values to create and organise innovative ways to promote social change.

RURASL GOAL The consortium aims to create a rural SL and teaching model that combines the strengths of the SL strategy with SE and could be implemented worldwide.

7.2.

PROJECT PUBLICATIONS

Entrepreneurship and Service Learning for Students of Information Sciences and Informatics

Hana Josić and Nives Mikelić Preradović

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SUMMARY

The first aim of this paper was to research the attitudes of students of information sciences and informatics towards acquiring entrepreneurial skills during their studies. The second aim was to determine the level and frequency of students' civic (community) engagement. The sample included 211 (mostly) undergraduate students from several public universities in Croatia. The analysis of responses revealed that students perceive most of the entrepreneurial skills as very important to master. It also revealed that they lack opportunities for service-learning and community engagement during their studies. These results will be used to design an academic course that links service-learning and entrepreneurship and enables students to acquire skills that they perceive as relevant for their future careers.

<https://openbooks.ffzg.unizg.hr/index.php/FFpress/catalog/view/39/51/2030-1>

Service-Learning with the Power of Art for Biodiversity in Rural Areas

Wolfgang Weinlich and Rolf Laven

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ABSTRACT

The RURASL project aims to research changes in rural areas and to develop and implement new learning and teaching methods. Using innovative digital media and methods, the eight participating countries will share their experiences and summarise a case study and a final report on the current state of Service-Learning in rural areas. Course modules on rural Service-Learning, Social Entrepreneurship and Digital Collaboration and Learning Tools will be developed. A Service-Learning Hackathon will be organised. The project is co-financed by the Erasmus+ Programme of the European Union. Our working group implements the power of art (according to John Dewey and Joseph Beuys) in this Service-Learning project in rural areas. Due to the Corona crisis, the research alliance has furthermore become a Service E-Learning Project for biodiversity. This paper discusses and describes strategies and ideas, how to set incentives for rural areas with Service-Learning. It also facilitates greater teaching and learning opportunities through innovative educational activities with artistic work in the context of biodiversity and sustainability.

https://www.researchgate.net/publication/348870944_Ecology_for_a_better_tomorrow_Service-Learning_with_the_Power_of_Art_for_Biodiversity_in_Rural_Areas

https://issuu.com/lmh6/docs/see_ledaer_2019_book_of_abstracts/s/10249789

https://enrd.ec.europa.eu/news-events/events/rural2040-vision-week/our-rural-marketplace/other-initiatives-category/rural3.0_en

RURAL 3.0: SERVICE-LEARNING FOR THE RURAL DEVELOPMENT – A CASE STUDY OF CROATIA

Marijeta Calié,¹ Nives Mikelić Preradović², Anabela Moura³ and Philine van Overbecke⁴:

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2 Faculty of Humanities and Social Sciences, University of Zagreb, Ivana Lučića 3, Zagreb, Croatia

3 Escola Superior de Educação, Instituto Politécnico de Viana do Castelo, Viana do Castelo, Portugal

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ABSTRACT

Rural 3.0 Knowledge Alliance intends to bring together higher education institutions (HEIs) and rural partners (LAGs or NGOs) to create a transnational curriculum based on the innovative Service-Learning (SL) approach that offers university students academic credit for the learning that derives from engagement within a rural community. Three separate surveys were conducted in April and May 2019 in Croatia to reveal the needs and gaps of the main target groups: university students, rural community partners, organizations and their beneficiaries. All examined students were very motivated for rural SL and volitional for increasing competences for entrepreneurship. LAGs/NGOs in Croatia pointed out three biggest challenges for the future: **the insufficient human capacities** induced mostly by **difficulties in funding sources** which reflects on the **development and implementation of new projects**. Croatian LAGs and rural NGOs are supportive of rural SL and inclusion of students into the work of their organization. The local community of LAG 5 area had no experience with SL. The older population recognizes a great opportunity to get support in meeting basic living needs and everyday activities, while younger population shows a great interest in engaging students in the quality improvement of the tourist and cultural sector.

It is essential to increase the relevance of HEIs in rural development, as their students aim to fulfil a service that is in line with the demands of the businesses and social needs in rural areas, that could give an additional boost and support to the LEADER program and implementation of CLLD strategy. The innovative SL methodology could improve the quality of education for sustainable development and promote university-community partnerships in rural areas.

Key words: higher education, LAGs, Service-Learning, Rural 3.0, rural development

1st International conference on practical and theoretical implications of LEADER/CLLD approaches in South-East Europe 11

https://issuu.com/lmh6/docs/see_leader_2019_book_of_abstracts/s/10249789

Rural Vision Week: Imagining the future of Europe's rural areas ONLINE



Dates: 22/03/2021 - 14:00 to 26/03/2021 - 17:00 **Event type:** Conference

Organiser: ENRD Contact Point



The European Network for Rural Development (ENRD), in close cooperation with the European Commission, organised a virtual event - 'Rural Vision Week: Imagining the future of Europe's rural areas' between 22 and 26 March 2021.

https://enrd.ec.europa.eu/news-events/events/rural2040-vision-week/our-rural-marketplace/other-initiatives-category/rural3.0_en

285

Rural 3.0 Virtual Stall

Teaser video



Organisation

Rural 3.0: Service learning for the rural development

Stall description

We are set as a framework for an integrated transnational approach of academic teaching and learning that contributes to the development of rural areas through the innovative service-learning methodology. This process implies the creation of a Higher Education Institutions (HEIs) - rural communities alliance, providing practical service-learning and social entrepreneurship experiences for rural areas. By engaging higher education students to take action in the rural communities, we boost social innovation and explore specific rural development opportunities by meeting their needs. For this purpose, we've established a virtual Hub with a broad network of academic and rural

Our Rural Marketplace

RURAL 3.0
SERVICE LEARNING FOR THE RURAL DEVELOPMENT

Name: Rural 3.0

Country: Austria, Croatia, Germany, Italy, Lithuania, Netherlands, Portugal, and Spain

Theme: Rural service-learning, Rural social entrepreneurship, Higher education, Rural networks, Rural transformations, Social innovation.

Contact Exhibitor Name:

- Joana Padrão Almeida, ESE-IPVC, Portugal
- Marijeta Čalić, LAG5, Croatia

DD 2021

Building Bridges & Transforming Realities in Rural Communities in Portugal

Construire des ponts et transformer les réalités des communautés rurales au Portugal

Linda, SARAIVA, Higher School of Education - Polytechnic Institute of Viana do Castelo, CIEC-UMinho, lindasaraiva@ese.ipvc.pt

Joana, PADRÃO, Higher School of Education - Polytechnic Institute of Viana do Castelo, CIAC-UAlg, joanapadrao@hotmail.com

Ana Paula, DIAS, Youth Association of Deão, anapmd@gmail.com

Abstract

On the scope of the international project RURASL [*Rural 3.0: Service-Learning for Rural Development* (<https://rural.ffzg.unizg.hr/>)], Higher School of Education of Polytechnic Institute of Viana do Castelo (ESE-IPVC) together with the Youth Association of Deão (AJD) had the opportunity of putting into action SL projects. This is a three-year project co-funded under the European Union's ERASMUS+ Knowledge Alliances Scheme and intends to bring HEIs and rural partners together to work on a common issue - the development of the knowledge and skills needed to make changes in rural communities. This article seeks to describe and reflect the experience of the SL project "Outdoor playing and learning" that emerged from the new open course "Building bridges & Transforming Realities in Rural Communities", designed and implemented within the scope of the RURASL project. In this project, students of the Degree on Basic Education and the Degree on Plastic Arts and Artistic Technologies from ESE-IPVC challenged the school community of Santa Maria Geraz do Lima Kindergarten to rethink their playground as a strategy to promote quality education, a more inclusive preschool, the right to play (active play), gender equality, the child's well-being as well as enhancing social cohesion and the development of citizenship values among project participants. The results collected so far show that the project empowered all participants, reinforcing that the school is a privileged place to promote meaningful learning and an agent of change for global citizenship and sustainable development.

ApSU10

Outdoor playing and learning: A snapshot of meaningful Service-Learning projects in the Preschool context

Joana Padrão¹, Linda Saraiva²

CIAC – Ualg / ESE-IPVC, Portugal, joanapadrao@hotmail.com¹; ESE-IPVC, Portugal, lindasaraiva@ese.ipvc.pt²

Abstract

This presentation intends to give a snapshot on the process that students, staff, teachers, and families had on planning and implementing preschool playground solutions through service-learning (SL). Students from several course areas and teachers from the Higher Education School of the Polytechnic Institute of Viana do Castelo in Portugal challenged the school community of Santa Maria Kindergarten to rethink their playground to promote a more inclusive, creative, and active space. Three SL projects emerged from the involvement and commitment of these community

members from a shared and built vision of playground schools. These SL projects are in line with the following SDG: 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Targets 4.2, 4.7, and 4.a) and 12 - Ensure sustainable consumption and production patterns (Target 12.5). These SL projects are also set as part of the international project Rural 3.0: Service-Learning for Rural Development (<https://rural.ffzg.unizg.hr/>). This is a three-year project, that was co-funded under the European Union's ERASMUS+ Knowledge Alliances Scheme and intends to bring HEIs and rural partners together to work on a common issue - development of the knowledge and skills needed to make changes in rural communities.

Acknowledgements - This work was partially co-funded by the Erasmus+ Programme of the European Union, under the development of the project entitled "RURAL 3.0 – Service-Learning for the Rural Development" | Promoter: Polytechnic Institute of Viana do Castelo

Keywords: service-learning; playground; games; rural context



Chapter 8

Evaluation of the digital learning tools and the international academic module used in RURASL

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8.1.

EVALUATION REPORT ON THE INTERNATIONAL ACADEMIC MODULE

The report was written by Natalija Mažeikienė (VMU, Lithuania) and Wolfgang Stark (SCE, Germany) in cooperation with the project RURALSL partners: Linda Saraiva and Joana Padrão (ESE-IPVC, Portugal); Rolf Laven and Wolfgang Weinlich (PHWIEN, Austria); Nives Mikelic Preradovic (FFZG, Croatia); Lucas Meijs and Philine van Overbeeke (RMS, Netherlands); Aukse Balčytinė, Gintautas Mažeikis (VMU, Lithuania); Paula Lázaro, Pilar Aramburuzabala and Rosario Cerrillo, UAM, Spain; Cinzia Albanesi, Irene Barbieri, Christian Compare, Antonella Guarino (UNIBO, Italy)

One of the eight work packages of the RURASL European project focuses on evaluating the quality of the processes and results. WP5, through internal and external evaluation, ensures that the quality assurance of educators, student assessment and public information fits into the European Framework for higher education and European policies in the fields of education and training.

The first aim of this work package is to evaluate the impact and effectiveness of the interdisciplinary, international academic module on rural social entrepreneurship and rural service-learning. The second objective is to evaluate the technical and theoretical content of the digital learning tools developed in WP3 (MOOC and Online World Café), as well as their effectiveness. Another objective relates to evaluating the usefulness of the RURASL Hub for the different contributors (partners, other universities, public and private rural entities, LAGs and their users, and national rural networks). The final aim is to evaluate the overall progress and achievement of the project processes, objectives and results.

More specifically, in this chapter we share the evaluation reports that were elaborated with the aims of improving the academic module, the digital learning tools and the real solutions, if needed and assessing the benefits of these tools as well as solutions for the rural community that were developed during the Hackathon.

The first evaluation report analyses the international academic module. This report contains both the cross-project partners' internal evaluation results regarding methodology and theoretical contents of the courses that are part of the academic module and the evaluation of student solutions developed in the Hackathon.

The second evaluation report analyses the digital learning tools. This evaluation report contains user evaluations of the theoretical and technical content of the MOOC on service-learning as well as the Online World Café and Hackathon.

Evaluation report on the international academic module

The report was written by **Natalija Mažeikienė** (Vytautas Magnus University, Lithuania) and **Wolfgang Stark** (SCE, Munich University of Applied Sciences, Germany) in cooperation with the RURASL project partners:

Linda Saraiva and **Joana Padrão**, the Higher School of Education – Polytechnic Institute of Viana do Castelo, Portugal

Rolf Laven and **Wolfgang Weinlich**, the University College of Teacher Education Faculty, Austria

Nives Mikelic Preradovic, the Faculty of Humanities and Social Sciences, University of Zagreb (Croatia).

Lucas Meijs & Philine van Overbeeke, Rotterdam School of Management, Erasmus University, Netherlands

Auksė Balčytinė, Gintautas Mažeikis, Vytautas Magnus University, Lithuania

Paula Lázaro, Pilar Aramburuzabala and **Rosario Cerrillo**, Autonomous University of Madrid, Spain

Cinzia Albanesi, Irene Barbieri, Christian Compare, Antonella Guarino, The Department of Psychology of the University of Bologna, Italy

Introduction

This report presents outcomes of the evaluation of the academic module on rural Social Entrepreneurship (SE) and rural Service-Learning (SL) encompassing eight courses designed and implemented at project partner institutions - higher education institutions in Portugal, Austria, the Netherlands, Croatia, Germany, Lithuania, Spain and Italy. In 2019, project partners within WP2 prepared descriptions of the Service-Learning courses, and in 2019-2020 piloted the courses within WP4.

The partners arranged an evaluation of **several phases of the service-learning course design and implementation** (course descriptions in 2019, course implementation in 2019 and 2020, Hackathon in October 2020) and invited several groups to participate in the evaluation

process (national teams of students and teachers, international participants of the Hackathon including students and teachers, LAG and rural communities' partners). These **diverse groups of participants** taking part in the evaluation process provided feedback on the Service-Learning process from **the perspective of diverse stakeholders**. Evaluation of the Service-Learning quality was carried out by using quantitative and qualitative methods (questionnaires, interviews, group discussions and focus groups) and by following international standards and criteria of Service-Learning quality.

Project partners from eight academic institutions designed course descriptions according to a unified template including the main structural parts (Title of the programme and the course, Study year, ECTS value, General framework, Students' profile, Learning Outcomes, Indicative content and description of the Service-Learning activities, Assessment, and References). Course descriptions of every partner institution were presented to team members from other institutions during several partner meetings in Vienna (2019), Bologna (2020), online meetings and seminars in 2019 and 2020. The authors of the courses received feedback from other partners and had the opportunity to improve the course descriptions afterwards.

While designing, implementing and evaluating the courses, the authors of the courses and university teachers relied on a Service-Learning concept that is defined as 'a credit-bearing educational experience in which students participate in an organised service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility' (Bringle and Hatcher, 1996, p. 221)¹.

Project partners referred to main **academic standards of quality of Service-Learning courses**² embracing these dimensions: **Meaningful Service** (Service-Learning actively engages participants in meaningful and personally relevant service activities); **Link to Curriculum** (Service-Learning is intentionally used as an instructional strategy to meet learning goals and/or content standards); **Diversity** (Service-Learning promotes an understanding of diversity and mutual respect among all participants); **Students' Voice** (Service-Learning provides youth with a strong voice in planning, implementing and Service-Learning experiences with guidance by teachers); **Partnerships** (Service-Learning partnerships are collaborative, mutually beneficial and address community needs); **Progress Monitoring** (Service-Learning engages participants in an ongoing process to assess the quality of implementation and progress towards meeting specified goals, and uses results for improvement and sustainability); **Duration and Intensity** (Service-Learning has sufficient duration and intensity to address community needs and meet specified outcomes).

In order to integrate rural needs in the courses from the very beginning, all partners collaborated with local partners in rural areas, such as local schools, community activists, local businesses, local administration and mayors, local action groups (LAGs) and more. Local partners, in many cases, have been involved in the planning of the courses before the academic course started. Collaborating with local partners had quite an impact not only on how academic courses have been designed but also on the minds of both students and teachers.

In some cases (Strascheg Center for Entrepreneurship Munich – SCE; Erasmus University Rotterdam), the RURASL programme has been expanded from traditional community service-learning toward an entrepreneurial mindset:

- students analysed rural needs/challenges and, consequently, developed entrepreneurial solutions and business models with local stakeholders (SCE for 'Innovative Mobility in Rural Areas'). To learn basic entrepreneurial skills, students have been assigned to a mandatory, but self-paced, MOOC-curriculum 'Introduction to Entrepreneurship' (<https://www.deepdive.school/course?courseid=entrepreneurship-basics>);

¹ Bringle, R.G., and Hatcher, J.A. (1996) 'Implementing Service-learning in Higher Education', *Journal of Higher Education* 67(2): 221–239.

² Standards and Indicators for Effective Service-Learning Practice (2008). https://cdn.ymaws.com/www.nylc.org/resource/resmgr/k-12_sl_standards_for_qualit.pdf

- students acted as consultants for local stakeholder groups and social entrepreneurs who had formulated consultancy requests based on their rural and organisational challenges (Erasmus University, Rotterdam). In this case, students created their consultancy firm and started their consultancy activity after being matched to rural social entrepreneurs.

While evaluating the **learning outcomes of Service-Learning courses**, it was taken into consideration that Service-Learning is defined as a strategy that is expected to improve personal, social and cognitive skills and competencies — students' personal efficacy and moral development, social responsibility and civic engagement, academic learning, transfer of knowledge, and critical thinking skills (Butin, 2010)³.

Evaluation of the academic course descriptions

Link to curriculum:

Disciplinary and Inter-disciplinary backgrounds of the partners' courses

While evaluating the *intended curriculum* (course descriptions), it was noted that partners, while establishing **the link to curriculum** set up, aimed to combine building professional, civic and personal development, and reflexive skills. It is noteworthy that some partners designed Service-Learning courses with **discipline-specific focus** and learning outcomes that reflect **skills and competences in specific fields** (i.e., education, journalism, arts and design). Some other partners created courses aiming at developing skills for professional and transversal skills of students from **different study programmes and disciplines**. In this case, these professional skills embrace consultancy work on social entrepreneurship, project management, building ICT skills, etc.

- The Portuguese team wrote the course description at the Higher School of Education - the Polytechnic Institute of Viana do Castelo, and included professional skills in the discipline-specific **area of education**, reflective skills, critical thinking and creativity, and understanding of the needs and resources of rural communities.
- The course description created by the Austrian team from the University College of Teacher Education Faculty emphasised the development of skills and abilities for the **professional field of art and design** as the ability to perform artistic and design projects. At the same time, these creative abilities are combined with civic engagement and responsibility - a commitment to sustainability and biodiversity, the ability to recognise and address the needs of rural communities.
- The course description provided by the Lithuanian team from the Vytautas Magnus University (Lithuania) reflects a peculiarity of **journalism and public communication programmes** when it is expected for prospective journalists to acquire professional skills in implementing small-scale communication projects and developing communication products, identifying target audiences, carrying out communication audits and setting up a communication plan in a real organisation. At the same time, together with professional skills, students will acquire soft skills and develop civic engagement attitudes (involvement with and commitment to the community).

Other Service-Learning courses are more aimed at developing skills applied in many professional areas and dedicated to students of **various study programmes**.

- Learning outcomes in the course description written by the Croatian team from the University of Zagreb stress SL projects management skills, teamwork, critical and innovative thinking, interpersonal and intrapersonal skills, multi-literacy and ICT skills, and active citizenship.
- Course description created by the Dutch team from the Rotterdam School of Management,

³ Butin, Dan W. (2010). *Service-learning in theory and practice: the future of community engagement in higher education*. New York: Palgrave and Macmillan.

Erasmus University, primarily oriented by the study programme on **business administration and project management**; however, it aims additionally at students from study programmes of **non-business background**. The course aspires to build skills for consulting social entrepreneurs and assisting in conducting empirical research, carrying out an intervention (the consultancy project).

- The Italian team from The Department of Psychology of the University of Bologna formulated an intention in the course description to develop and strengthen experiential learning, community engagement, transversal and democratic (civic) competences, creativity, teamwork, communication engaging in real-life situations, personal and professional skills (including project development, research and evaluation), and small-scale project management skills. This course is not just dedicated to **psychology students**; learning outcomes reflect an opportunity to join this course for **students of different disciplines**.
- Spanish partners at the Autonomous University of Madrid, in the course description, indicated learning outcomes that are oriented toward transversal competences and promoting learning in **interdisciplinary teams**. These learning outcomes included critical and innovative thinking, active citizenship, interpersonal and intrapersonal skills, multi-literacy and ICT skills. Later in the process of implementation of the SL course, teachers formulated learning outcomes reflecting a peculiarity of the discipline-specific area of **Primary Education** and broader social competences – skills to organise and implement educational activities, encouraging the participation of the entire educational community.
- German partners from the Strascheg Center for Entrepreneurship (SCE) at the Munich University of Applied Sciences, in the course description, formulated learning outcomes for students who are ready to work and in **interdisciplinary teams** and seek for skills to create **entrepreneurial solutions** for rural areas, namely students enrolled on an entrepreneurship course from different department programmes (business administration, tourism and design). They focused on a joint topic, 'Innovative Rural Mobility', and in interdisciplinary groups using different perspectives reflected on with local stakeholders.

Meeting needs of rural communities and building partnerships as quality criteria of the academic courses

The needs of the local rural communities were identified in Work Package 1, by carrying out online surveys or interviews and focus groups. Partners integrated this knowledge in the process of preparing course descriptions in Work Package 2. Abilities to identify the needs of rural communities and run projects to meet these needs were distinguished and reflected in the course descriptions by **formulating learning outcomes and proposing partnerships and service sites** for students' fieldwork. According to WP1 research on rural communities' needs, rural organisations in partner countries experience issues with financing and fundraising for educational, tourist, agricultural and social projects, as well as difficulties in marketing and communication. Inhabitants of the rural areas face issues of low employment and lack of human resources and development of employees. Due to their remoteness from urban centres and lack of public transport, rural communities experience isolation and difficulties accessing educational, social and cultural services. Rural areas are exposed to the negative effects of the migration of young and highly skilled employees to the big companies in the cities. The specific demographic situation in rural areas implies the need to support older residents in smaller villages. Low ICT skills and scarce physical ICT infrastructures prevent from ensuring a successful labour market and civic participation.

While designing the course descriptions, project partners indicated projects in rural areas and partnerships with rural communities as necessary activities during the SL courses:

- The **Portuguese partners** from the Higher School of Education – Polytechnic Institute of Viana do Castelo, in the course description, designed content aiming at students learning to implement projects and address a selected corpus of relevant rural issues and needs. Students will learn to conduct reflexive meetings with the communities.
- The **Austrian partners** at the University College of Teacher Education Faculty, in their course description, invited students to carry out artistic projects in rural communities by applying artistic research-based methods for biodiversity issues (Bird Saving Project). Students work on a concrete problem (biodiversity and birds in an art context) that has been identified, discussed, problematised and agreed upon by the organisations in the university-community partnership.
- In the course description, the **Croatian team** proposed students should apply academic knowledge and skills to meet the real needs of the local community through a rural and urban Service-Learning experience, by addressing relevant rural issues and needs of the rural communities investigated in the RURASL project.
- The **Dutch team** from the Rotterdam School of Management, Erasmus University, proposed that students should work as consultants for (Rotterdam based and Rural) social entrepreneurs and non-profit organisations, in the course description. Students are expected to design and execute a consulting project with an organisation to resolve one or more concrete problems. This project will provide insight into issues relating to management, including entrepreneurship, the non-profit sector and interaction between market, governments and civil society, and trends within the community.
- The course created by the **German partners** aimed to tackle and analyse a real-life problem in the Munich Metropolitan Area (at lake Ammer and the 16 communities surrounding the lake) and to develop entrepreneurial solutions based on societal responsibility. Projects are expected to be developed in close contact with the regional community, business members and local politicians.
- The **Spanish team** created a course that aims at students' abilities to design and manage a Service-Learning project in the rural context of the community of Madrid, analyse and compare the needs of the urban and rural communities.
- The **Lithuanian partners** place special focus of the Service-Learning course on rural communities. Students will learn about the peculiarities of communication and social development processes in rural areas and particular ways to solve these problems and issues. Students are invited to carry out service in non-profit and charitable organisations and communities that provide social services and solve social problems (examples of communities - day-care centres for children, people with disabilities; Caritas, Women's and Men's crisis centres; Foodbank, Blood bank, animal shelters, communities of people with disabilities, etc.) and deal with civic processes (political parties, human rights organisations, NGOs...).
- In the course description, the **Italian team** proposed students should run projects in rural communities. During service, students are expected to learn to identify characteristics, challenges, needs and resources in rural organisations. Students are invited to engage with the rural community in the context of the university-community partnership to implement activities, offering their analysis and insights.

Enhancing reflexivity and creating meaningful and personally relevant service activities

Another principle of the best practices and a quality criterion for Service-Learning courses⁴ is **reflexivity**, which makes it possible to invoke, recognise and examine experience for learning and personal growth, to link course objectives and content to Service-Learning experience, to provide feedback and assessment, to clarify and claim values, and to turn learning and service into a meaningful experience. All course descriptions created by the project partners included learning outcomes related to promoting and strengthening reflexivity skills, and displayed concrete strategies and activities to promote reflexivity (small group discussions, focused conversations, journals, etc.).

The Croatian team of teachers, while designing the course, planned activities that included a **reflexivity component** - a student journal (individual assignment) and the e-portfolio. The course designed at the University College of Teacher Education Faculty (Austria) on arts and biodiversity dealing with a 'Bird Saving Project', emphasises students' skills to run the reflection-related and event-related projects to reflect their lives. It is implemented by preparing student discussions, analysis activities, reflection and presentation of the insights. Students are encouraged to understand problems in a rural context and to **reflect on, critically discuss and apply with life reference the values and meaning** of democratic competences in their personal and professional development. The Portuguese team from the Polytechnic Institute of Viana do Castelo formulated, in the course description, a particular learning outcome related to reflexivity and including an intention to **develop reflective skills, critical thinking and creativity**. These skills are developed by arranging reflexive meetings with the community, filling in the e-portfolio. An Individual Component of the e-portfolio includes performing reflective synthesis resulting from seminars, contents, available and constructed resources. The Individual Component of the e-portfolio comprises quite a significant part of activities and evaluation.

The Italian team at the Department of Psychology of the University of Bologna, in the course description, distinguished a particular group of learning outcomes related to reflexivity - **to develop reflective skills through onsite supervision**. Students must complete a reflexive journal on the activities carried out and a task assessment questionnaire during the course. While presenting the assessment strategies, the assessment of the reflexive journal constitutes a part of the final score. It is stated in the course description that the higher score will be assigned to deeper reflection on the experience, context analysis and consequences of the experience on learning.

The Spanish team designed the course by planning reflection activities and allocating time for **general and specific reflection on each SL project**. Evaluation strategies involved **continuous and final reflection and evaluation** activities and tasks.

The course description created by the Lithuanian team included the improvement of **reflexive and critical inquiry skills** as intended learning outcomes. One of the assignments in the course was devoted to developing reflexive skills: students write a reflexive diary entry after every visit to the community and a reflexive log on the service in the community throughout the semester, and summarise their service experiences and reflexive contemplations at the end of the semester. This assignment comprises 20 per cent of the final grade. The reflexive log contains sections on analysis of personal, organisational and other problems faced and tackled in the communities, relation between service and university curriculum and study subject, reflection on connections between academic achievement, civic engagement, personal growth and development, etc.

Duration and Intensity of Service-Learning Courses

Referring to this quality standard, it is sought for Service-Learning to have **sufficient duration and intensity** to address community needs and meet specified outcomes. Speaking about the

4 Gibson, M.K., Kostecki, E. M., & Lucas M. K. (2001) Instituting principles of best practice for service learning in the communication curriculum, *Southern Journal of Communication*, 66:3, 187-200, DOI: 10.1080/10417940109373198

duration of the service, a definition of '**short-term Service-Learning**' would refer to placements that last a semester or less and typically involve a few hours a week of contact time (Tryon et al., 2008)⁵. Some other authors and experts in Service-Learning emphasise that the duration and intensity should be defined by considering some developmental stages. The duration and intensity of Service-Learning is supposed to be informed by the experiential learning theory, and referring to Kolb's theory, students should go through all necessary components of the experiential learning cycle (concrete experience, reflective observation, abstract conceptualisation and active experimentation) (Howe et al., 2014)⁶. Additionally, Service-Learning courses are supposed to have three phases of development (exposure - capacity building - responsibility) (ibid.).

Partners created course designs by considering the standard of quality, implying that Service-Learning projects should last sufficient time and include activities of proper intensity to reach learning outcomes. The duration cannot be separated from the intensity and specific modes of activities. All partners designed courses that included different numbers of study hours: courses vary from 3 to 15 ECTS and last about 4-5 months (one semester), including fieldwork/service in communities, learning in Moodle environment, seminars and classes at university, self-organised learning and teamwork. Partners created specific course designs considering the peculiar length of their courses.

Some partners (Italian and Croatian teams) created course descriptions and organised intensive courses. The Italian team organised an intensive summer course in the form of 'residential' summer school. Additionally, preparatory classes (late spring) and final classes (fall) were arranged. The Croatian team planned 60 in-presence hours in total: 15 hours for lectures and 45 hours for seminars & fieldwork. During the academic year 2019-2020, the course (which was sent to and is now waiting for accreditation) was organised as an intensive course. Some classes and fieldwork, and other study activities (Hackathon - presentations + reports + evaluation), were organised during September 2020.

Other partners organised regular semester courses. German partners designed the 5 ECTS course with a total number of 150 hours (48 in-presence hours; individual learning and study time - 102 hours). The Dutch partners organised the 15 ECTS course with a duration of 10 weeks. Lithuanian partners provided a description of the 6 ECTS course, which includes in-class activities (number of contact hours - 16 hours of lectures, 14 hours of seminars, group discussions, consultations and PowerPoint presentations of students' projects, teamwork activities (students work in teams by developing communication projects for communities), service in communities (at least 40 hours of volunteer work). The total number of self-organised individual and teamwork activities amounted to 100 hours. For the 5 ECTS course, Portuguese partners planned 64 contact hours and 71 autonomous/self-organised work hours. The course includes theoretical-practical classes (14h), seminars (10 hours) and a fieldwork component (40 hours). The Spanish team designed a 3 ECTS course that comprises 70 hours of direct service to the community and 30 contact/in-presence hours (10 hours of lectures and practical exercises; 20 hours of self-study).

Strategies of evaluation of the courses implemented

While evaluating the implemented curriculum, partners applied these strategies and methods at the end of the semester (see Table 1):

- Partners from Portugal, Croatia, Italy and Spain applied **Dipstick** to evaluate the courses developed by Youth Service California (2004)⁷. Students carried out a self-evaluation of the skills and knowledge acquired through their SL projects.

5 Tryon, E., Stoecker, R., Martin, A., KSeblonka, K., Hilgendorf, A., & Nellis, M. (2008). The Challenge of Short-Term Service-Learning. *Michigan Journal of Community Service-learning*, 16-26

6 Howe, C.W., Coleman, K., Hamshaw, K., & Westdijk, K. (2014). Student Development and Service-Learning: A Three-Phased Model for Course Design. *International Journal of Research on Service-Learning and Community Engagement*, Volume 2 Issue 1, 44-62.

7 Youth Service California. (2004). *Service-Learning Dipstick: A Project Planning and Assessment Tool*. Oakland, CA: YSC

Students' evaluation by applying dipsticks consists of 35 'questions-dipsticks'. This research device encompasses seven dimensions of the Service-Learning project:

1. integration of knowledge;
2. high quality of Service-Learning activities;
3. effective collaboration with partners;
4. students' voice;
5. civic responsibility;
6. reflection;
7. evaluation.

- The course at the Strascheg Center for Entrepreneurship Faculty (SCE, Germany) was evaluated using the **EPIC self-assessment** scheme⁸. EPIC self-assessment is categorised into the following areas:

1. Entrepreneurial Mindset and Enterprising Behavior (Idiosyncrasy – Control – Confidence – Experience – Innovative Employee – Entrepreneurial Passion)
2. Ideas and Opportunities (Spotting Opportunities – Creativity – Sustainable and Ethical Thinking – Valuing Ideas – Vision)
3. Into Action Skills (Take the Initiative – Planning and Management – Managing Uncertainty – Working with Others – Learning through Experience). Students assessed their perceived competencies 'before' and 'after' the course.

- Other partners (the Dutch, Lithuanian and Austrian teams) used **regular institutional tools** to evaluate the quality of the courses. The evaluation covered these dimensions: content, study materials, study methods, teachers' work, evaluation criteria and methods, ethics, etc. In addition to dipstick evaluation, Austrian students evaluated the effectiveness of the course components for their learning. Dutch students from the Erasmus University of Rotterdam similarly self-assessed their learning outcomes and the effectiveness of course components. Students from Lithuania have been asked to assess their personal learning outcomes and performance and the quality of the course, including feedback from their teacher.

- Project partners carried out interviews or focus groups with teachers to evaluate the implementation of the courses. Teachers distinguished the main features of courses' quality.

Partner institution	Students' evaluation: methods and tools	Number of students
The Higher School of Education – Polytechnic Institute of Viana do Castelo (Portugal)	Quantitative research (Dipstick)	10
University College of Teacher Education Faculty (Austria)	Qualitative research (Open-ended questionnaire)	10
	Quantitative research (Questionnaire on course quality of study – institutional procedure)	
Faculty of Humanities and Social Sciences, University of Zagreb (Croatia).	Qualitative research (Open-ended questionnaire)	11
	Quantitative research (Dipstick)	
Rotterdam School of Management, Erasmus University (Netherlands)	Quantitative research (Questionnaire on quality of study course (an institutional procedure)	13
	Qualitative research (Open-ended questionnaire)	
Strascheg Center for Entrepreneurship (SCE), Munich University of Applied Sciences (Germany)	EPIC self-assessment tool	20
Autonomous University of Madrid (Spain)	Quantitative research (Dipstick)	29
Vytautas Magnus University (Lithuania)	Quantitative research (Questionnaire on quality of study course (an institutional procedure) including Qualitative research (Open-ended questions)	21
The Department of Psychology of the University of Bologna (Italy)	Quantitative research (Dipstick)	16

Table 1. Evaluation of Service–Learning and Social Entrepreneurship courses at the partner institutions

Partners' national reports are submitted below. Evaluation and assessment tools and procedures allowed for the learning outcomes attained to be recognised and assessed during the implementation of the courses. The evaluation process revealed benefits for all groups of participants, including rural and urban communities, students and teachers. Overall, all partners report positive or very positive outcomes related to their evaluation criteria. Both students, teachers and rural stakeholders confirmed positive results in terms of learning, personality development and performance of students. The quality and results of the project-based solutions have been well received by both rural stakeholders and teachers. In some cases, the positive experience of the academic courses resulted in follow-up courses or the implementation of innovative solutions. Students and teachers who participated in the assessment singled out a very broad range of professional, citizenship and civic responsibilities, transversal skills and competences.



Service-Learning: Building bridges & transforming realities in rural community course

This report presents the evaluation results of the '*Service-Learning: Building bridges & transforming realities in rural community*' course, held by the Portuguese team from the Higher School of Education – Polytechnic Institute of Viana do Castelo, which is part of the international academic module on rural Service-Learning and Social Entrepreneurship. The report was written by Linda Saraiva and Joana Padrão. As part of the course (Figure 1), available at <http://learn.rural.ffzg.hr:8080/course/view.php?id=10>, ten graduate students of Basic Education from the Higher School of Education – Polytechnic Institute of Viana do Castelo (Portugal) had the opportunity to apply academic knowledge and skills to meet the real needs of the rural community in the rural area of Deão through a Service-Learning experience. The rural community partner was AJD (Youth Association of Deão), an association founded in 1997 which aims to create and develop social, cultural, sporting and artistic activities for youth. The mission of AJD is the training and empowerment of youth through volunteering, community development, equality, intergenerational aspects, social inclusion and solidarity. The needs of the rural beneficiaries (i.e. local population) were defined as (i) environmental sustainability; (ii) relationship between the population and the river; (iii) problem of settling young people; (iv) school maintenance; (v) improvement of basic sanitation; (vi) house rent;(vii) integration of people with disabilities; (viii) populations lack of claim; (ix) lack of sports promotion; (x) lack of understanding about social entrepreneurship; (xi) lack of knowledge about the value of volunteering; (xii) lack of civic participation; and (xiii) economic entrepreneurship, such as production, consumption and sale of endogenous products, towards economic sustainability. The cultural identity of a region derives from the region's cultural heritage, such as century-long-practised customs and traditions, and it is believed to shape the perception of the world and the surrounding reality of that region's inhabitants. For that reason, culture, cultural identity and cultural heritage do boost some of the needs mentioned above, like the relationship between the population and the river, the problem of settling young people, or even economic entrepreneurship, such as the production, consumption and sale of endogenous products, towards economic sustainability. In that sense, 21 graduate students of Basic Education worked on a Service-Learning (SL) project at AJD which aimed, together with children from the Primary School of Deão, at painting AJD's facilities depicting the traditions, history and cultural heritage of Deão. In total, two rural organisations participated as beneficiaries in this rural SL project: AJD and the Primary School of Deão. Students of information sciences spent five days (40 hours) implementing their solutions on-site. 18 school children participated, the same number of children attending the AJD. Students devised solutions that met the above-listed needs selected by a rural community, implemented them in the rural community of Deão, supplemented them with explanations and comments from rural partners and, as a result, compiled this manual with examples that are applicable to meet similar rural needs in other EU countries.

Figure 1. *Service-Learning: Building bridges & transforming realities in rural community* course on Moodle



Course structure

The *Service-Learning: Building bridges & transforming realities in a rural community* course, with 5 ECTS (64h of contact and 71h of autonomous work), had a theoretical part with a total of 24 hours (lectures and seminars).

The content of the course was as follows:

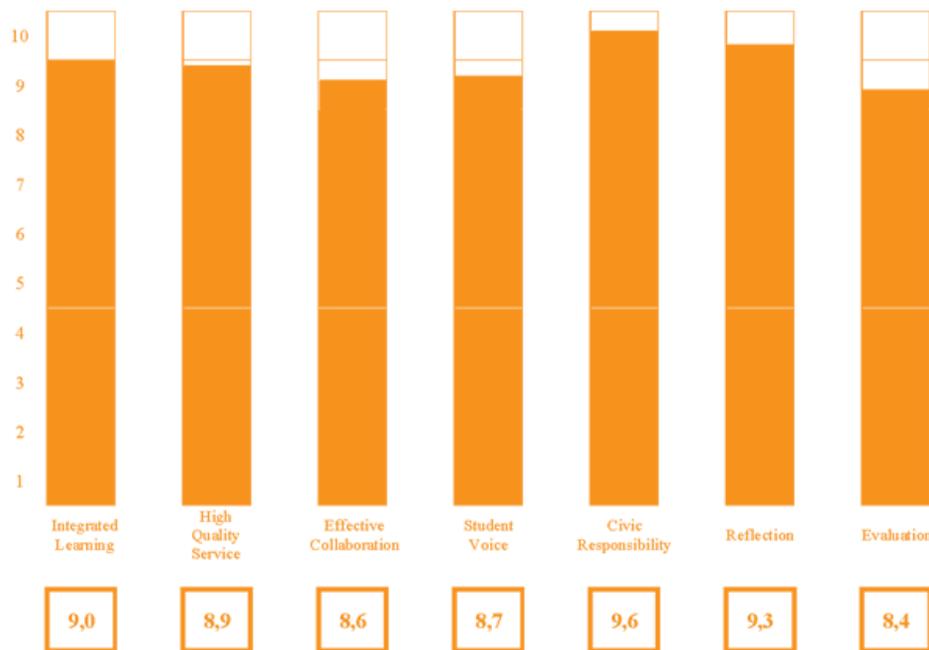
- 1. Theoretical and methodological introduction
 - 1.1. Definition of Service-Learning
 - 1.2. Service-Learning Project: transversal steps and processes
 - 1.3. Diversity/Typologies of SL projects
 - 1.4. Quality criteria
- 2. Rural Communities
 - 2.1 Identification of the actors, characteristics and resources
 - 2.2. Diagnosis of social needs
- 3. SL Project Design and Planning
- 4. Presentation and evaluation of SL projects
- 5. Case-based learning materials for SL
- 6. Service-Learning (Social) Hackathon

The *Service-Learning: Building bridges & transforming realities in the rural community* course also had the Service-Learning part, where students had to complete a total of 40 hours of fieldwork in December 2019 and January 2020 to implement the SL project in Deão.

Student evaluations

The instrument used by students to evaluate SL projects was the Service-Learning Dipsticks developed by Youth Service California (2004).⁹ Evaluation with dipsticks consists of 35 'questions-dipsticks'. This instrument evaluates the SL project through seven categories: 1. integration of knowledge acquired during studies with knowledge acquired during the project; 2. quality of Service-Learning activities (projects in the course); 3. success of cooperation with partners; 4. promotion of civic responsibility; 5. quality of student engagement; 6. opportunities for critical reflection; and 7. structured evaluation. For each category, five statements were listed (a total of 35 statements), where for each statement, students had a chance to give points (2 if the component was highly represented in the project, one if the component was poorly represented, and 0 if the component was not represented at all in the SL project). Points were added up for all statements in each category, and the total number of points for each of the seven categories was presented with a dipstick to get a picture of the project's strengths and the area that needed to be upgraded. The maximum number of points for each of the seven categories is 10. Translation of the tool into Portuguese and adaptation by the team of the Polytechnic Institute of Viana do Castelo was performed as part of the RURASL. Upon completion of the project, each student (N = 10) completed this evaluation questionnaire, and the analysis of the results is presented below.

Figure 2. Mean value of dipsticks of the student project evaluation (N=10)



The analysis of the completed questionnaires (N = 10) in Figure 2 gives the mean value of the dipsticks and suggests that students gave high marks for each of the seven components, with the average lowest-ranked component being Evaluation, while the highest-ranked component being Civic Responsibility. The slightly lower score of the Evaluation component is probably due to the fact that students completed this part partly online due to the Covid-19 pandemic, which limited this process, where students had the opportunity to carry out a self-assessment (final report) and a brief assessment of the project with the community partner, however, this process fell short of the expectation of a participatory assessment.

Although the score of the dipsticks evaluation is quite high, we can say that the distance from the higher institution to the rural community, as well as more face-to-face contact with the rural partner for project planning, were factors that hindered the organisation of the service, which led some students (4 respondents) to point out as weak points: "Roles and expectations of each

⁹ Youth Service California. (2004). Service-Learning Dipstick: A Project Planning and Assessment Tool. Oakland, CA: YSC

partner are clearly defined” and “The service is well-organized. Regarding the area of ‘Reflection’ (component 2 - Reflection activities use multiple techniques so all students can successfully reflect), students were asked for reflexive syntheses resulting from the seminars, content, available and constructed resources, in addition to a final critical-reflective report that covered the activities developed within the scope of the SL project. Despite that students have fulfilled these tasks, we admit that a greater diversity of reflexive techniques/instruments would be necessary, for instance, more group discussion with teachers and greater opportunities for dialogue with the community.

Teacher evaluation

Regarding the evaluation of SL projects by teachers, we have collected testimonials from two teachers involved in the Portuguese SL project. Here are bring their testimonials:

Teacher 1:

The Service-Learning course in IPVC (Portugal) was an added value for students' academic, professional and personal training through their participation in social projects, using the Service-Learning methodology. The benefits were reflected in the improvement and consolidation of curricular knowledge, greater connection between theory and practice, greater awareness of social responsibility, improvement of individual/analytical and collective transversal skills, enrichment conceiving their future profession, as well as a more suitable preparation for their future labour field. From my point of view as a teacher/trainer, this course allowed a greater knowledge and approach to the reality of the surrounding rural community, a strengthening of the relations between the IPVC and the surrounding community, an opportunity to put theory into practice, not only regarding the experiential part of the students but mainly regarding the resolution of concrete social problems. It is a challenging and, at the same time, captivating methodology, which pushes us towards goals and objectives that are difficult to achieve only in formal academic contexts.

Teacher 2:

I had the opportunity to implement Service-Learning projects in Portugal in the scope of the RURASL project. These experiences gave me insights from several perspectives:

- *Students improved their capacities to deal with change since they have encountered some adversities on the project;*
- *Students also improved their problem-solving, teamwork and creativity skills, as well as greater autonomy of decisions and greater self-determination for the project, helping them to be better professionals, and even more importantly, to grow as better human beings;*
- *I, as a teacher, and the students, were thrilled with the impact that our project brought to beneficiaries, making us feel that everything was worth it and that we managed to make a difference in this world, even with baby steps;*
- *The interaction between staff of the rural organisations and teachers must be more organised, and the roles of each must be clearly defined;*
- *Student's motivation, either to enrol in the course either throughout the project, is crucial and difficult;*
- *Students should be more involved in all parts of the Service-Learning project, from planning until evaluation;*
- *Time consumption for students is very demanding;*
- *Time consumption for teachers oversteps largely the time foreseen for the project;*
- *A great deal of work on the part of everyone involved is required, and everyone has to reconcile the time needed to carry out the Service-Learning project; this was, indeed, an extremely difficult matter to manage..*

Art and Diversity: Rural Service-Learning Course

This report presents the evaluation result of the *Rural Service-Learning course 'Abschlussprojekt' with the title 'Art and Diversity in Rural Areas'*, held as part of the project Rural 3.0: Service-Learning for the Rural Development (RURASL). The report was written by Rolf Laven and Wolfgang Weinlich.

As part of the course (Figure 1), available at <http://193.198.214.48:8080>, **43 undergraduate students** of primary teacher education from the University College of Teacher Education, Vienna (Austria) had the opportunity to apply academic knowledge and skills to meet the real needs of the rural community in the area of Lower Austria, in Wölbling, through a Service-Learning experience.

The rural community partner was LAG 'Plenum', an NGO founded with the purpose of implementing innovation in sustainability. The LAG's mission is to create rural community exchange with strategies for biodiversity and collaborative and artistic values, high quality of life and preserved natural heritage, developed based on traditional values and sustainable development. The LAG stretches over 32,29 km² of land in the Sankt Pölten Land County. Over 50% are woods and a large part is used for agriculture.

The needs of the rural beneficiaries (i.e., local population), defined as visibility and cooperation on biodiversity issues (in rural nature preservation), are mainly active in the domains of women, tourism, natural resources, sustainability, networking, social inclusion, youth, elderly, stakeholder involvement and rural services and student education cooperation and art work (folders or website). Agriculture university students met with pedagogical university students. In addition, students of both studies worked on Service-Learning (SL) projects at a bird saving project with local institution EBI Verein.

Students worked on solutions that met the needs selected by the rural community, implemented them in the rural community with the art book, supplemented them with explanations and art works from rural partners, and made them applicable to meet similar rural needs in other EU countries with its translation.

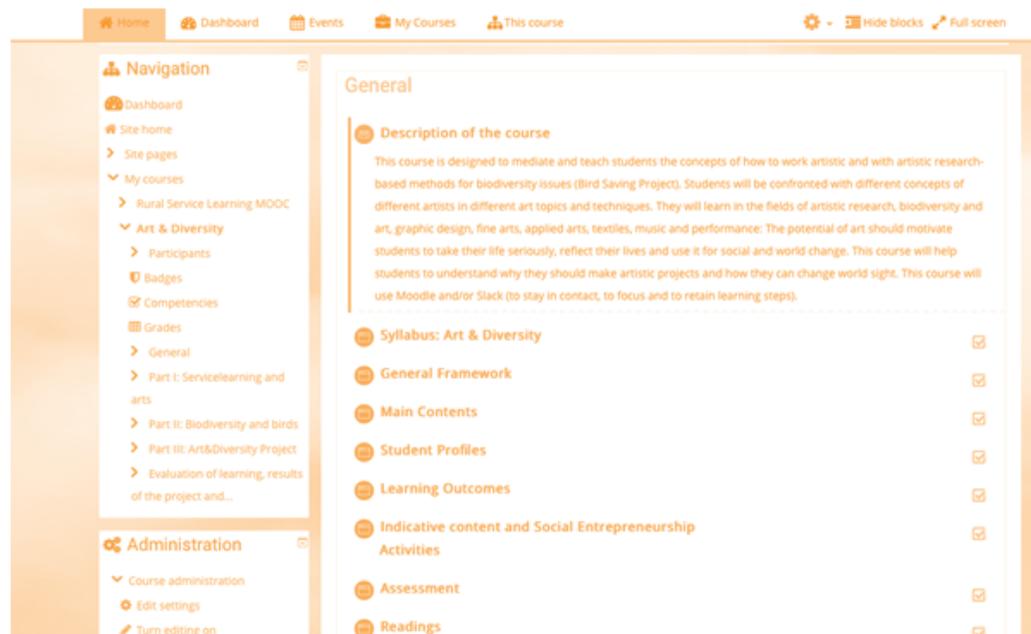
Course structure

The *'Urban and Rural Service-Learning'* course had a theoretical part which, due to Covid-19 pandemic restrictions, happened completely online, with 15 video lectures.

The content of the online lectures was as follows:

1. Definition of Service-Learning and rural SL
2. Service-Learning and arts
3. The needs of biodiversity and birds
4. Sustainability Thoughts: Art's Contribution to Sustainability
5. Critical essay/activism and SL
6. Instructional design and management of the SL project/activity
7. Analysis of students' needs, their SL project plan and teams.
8. Art and biodiversity SL projects.
9. Benefits of Service-Learning
10. SL Quality Standards: artistic context, empowerment
11. Creative Thinking and Methods
12. Presentation of SL projects

Fig. 1



Student evaluations

305

Upon completion of the project, each of the students (N = 10) filled in the evaluation questionnaire, and we present herein an analysis of both instruments.

The first instrument is an open-ended questionnaire that provided students with self-evaluation by analysing the most effective parts of the project and the skills and knowledge acquired through their SL project.

The analysis of the questionnaire completed by the students and evaluation of SL projects by students identified the following components that the students singled out as the most efficient part of the project:

- Applying the acquired knowledge in real situations and making visual and creative materials for the rural needs.
- A wide range of online and print publications reach a wider population.
- Making teaching materials in times of corona.
- Artistic work with other colleagues.
- The generated ideas and tasks were performed in groups/individually.
- It was creative, and we were having fun.
- I like the idea that service-learning in this moodle course is straight away connected with a specific topic. That way, I think it is easier to understand straight away from the beginning what Service-Learning is and what the aims are.
- The main contents of the course are really interesting. For me, it was a bit confusing that the outlines and basics of the course were explained twice. I liked that all the information was presented in the first file, 'Description of the course', but it was confusing that exactly the same information was presented in the following files in smaller portions.

- I also liked that the structure of the different meetings was presented. Furthermore, I enjoyed that the information was presented in written text as well as in a couple of videos.

- Creative methods and inspiring atmosphere.
- Critical thinking.
- Organisational work.
- Transfer of knowledge from other university students.

One more evaluation procedure of SL projects was performed using the **institutional instrument**. Upon completion of the project, each student (N = 10) completed this evaluation questionnaire, and we present herein an analysis of the results.

The content and pace of the minor were manageable for me as a student with a different study background. **(Quality of activities)** 3.6

The project's success and cooperation: the content covered in the minor was new, and the pace was challenging. **(Creativity and Inspiration for art work)** 3.3

The contents of this minor correspond to the information provided in the information **(Organisation)** 3.4

The minor has contributed to my academic training in general. **(Reflection)** 3.8

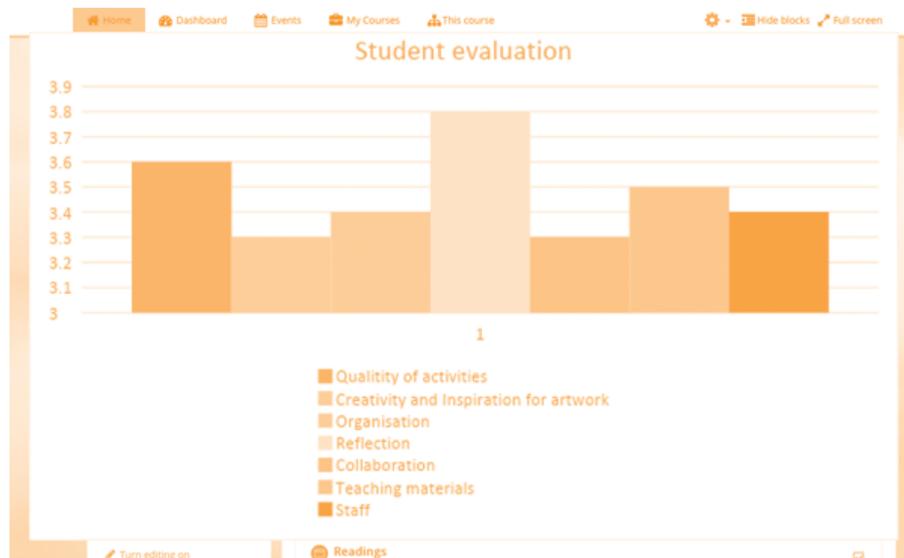
I am satisfied with the quality of the work forms used in the minor (inspiration workshop, privatism, electronic information, assignments, group projects, World Café presentations). **(Collaboration)** 3.3

I am satisfied with the quality of the study materials and platforms. **(Teaching materials)** 3.5

Teacher Evaluation: I am satisfied with the quality of the teaching staff and collaborators. **(Staff)** 3,4

(5 Points = high value, 0 Points = low value)

Fig. 2



Teacher evaluation

There were **43 undergraduate students** in this course.

Learning Outcomes of the course

After successful completion of the course, students should be capable of:

- Linking theory to practice;
- Deepening the understanding of Service-Learning and biodiversity issues;
- Enhancing the sense of civic responsibility through civic engagement and through artistic empowerment;
- Allowing students to explore experimental settings;
- Using the crowd for generating ideas;
- Developing relevant artistic and pedagogical skills linked to biodiversity;
- Providing experience in group work and interpersonal communication with pictures and artistic work;
- Promoting interaction with students from diverse backgrounds;
- Instilling a sense of empowerment that enhances self-esteem.

In the evaluation, teachers singled out the **goals, challenges, artistic knowledge and skills that students need to further develop.**

Goals that students should have achieved during the course:

Social skills:

- develop skills for social responsibility and responsibility towards the community;
- strengthen social skills working with children and adult users;
- connect with professors and superiors in non-teaching situations.

Communication, presentation, and artistic skills:

- learn to adapt creativity techniques to children;
- improve artistic presentation skills;
- gain experience working in a team.

Practical artistic skills, professional and project knowledge:

- use interesting tools (Slack, Online World Café);
- try to and learn something new;
- apply the knowledge acquired at the college in practice in a more innovative and interesting, creative way;
- acquire knowledge about project implementation.

Challenges:

- a lot of revision and redesign at each stage;
- adapting to the new situation;
- adapting materials to different age groups;
- collaboration between two universities;
- digital room for connecting in times of Coronavirus.

Documented knowledge and skills applied by students during the SL project:

- teamwork;
- project development;
- artistic knowledge through inspiration workshop;
- teaching skills;
- respect for other people's ideas and times;
- performing tasks on time;
- listening to each other and reaching the desired goal together;
- group brainstorming;
- designing materials in an interesting way, intended for different audiences.

Skills that students, in teachers' opinion, need to further improve:**Communication and presentation skills:**

- interpretive skills;
- artistic presentation skills;
- communication skills with different groups of people;
- passing on their knowledge to others in a visual and understandable way.

Teamwork:

- interdisciplinary work skills;
- patience;
- teamwork (team spirit);
- not hesitating to ask others for help.

Practical artistic skills, professional and project knowledge:

- planning and anticipating potential situations in a given environment or in a new way because of COVID-19 pandemics;
- organisation skills;
- pedagogical skills;
- self-confidence;
- creativity.



Urban and Rural Service-Learning Course

This report presents the evaluation results of the 'Urban and Rural Service-Learning' course held by the Croatian team from the Faculty of Humanities and Social Sciences, which is part of the international academic module on rural Service-Learning and Social Entrepreneurship. The Report was written by Nives Mikelic Preradovic. As part of the course (Figure 1), available at <https://bit.ly/3dWO0tB>, ten graduate students of information sciences from the University of Zagreb (Croatia) had the opportunity to apply academic knowledge and skills to meet the real needs of the rural community in the island of Korčula and Pelješac through a Service-Learning experience.

The rural community partner was LAG 5, an NGO founded with the purpose of implementing the LEADER approach in south Croatia. The mission of the LAG 5 is to create a rural community with a competitive economy, high quality of life and preserved cultural heritage, whose development is based on traditional values and sustainable development. LAG 5 stretches over 5,166 km² of land in the Dubrovnik-Neretva County. It covers five areas: Dubrovnik West Coast, the peninsula of Pelješac, and the islands of Mljet, Korčula and Lastovo, comprising the territory of 12 local authorities: Municipality of Dubrovnik West Coast, Ston, Janjina, Trpanj, Orebić, Mljet, Lumbarda, Smokvica, Blato, Vela Luka, Lastovo and Korčula.

The needs of the rural beneficiaries (i.e., local population) defined as digital skills in rural tourism - adult education (web advertising and web development) and robotics for primary school children, were met by university students.

In addition, students of museology and archival studies worked on Service-Learning (SL) projects at the cultural heritage institutions: City Museum in Korcula and Archival Collection Centre Korcula - Lastovo.

In total, five rural organisations participated as beneficiaries in rural SL projects: LAG 5, 2 primary schools (from Korčula and Pelješac), the City Museum in Korčula and the Archival Collection Centre Korcula - Lastovo. Students of Information Sciences spent five days (40 hours) implementing their solutions on-site.

36 school children participated in 4 workshops on robotics, while 10 adults participated in workshops on web advertising and web development.

Students devised solutions that met the above-listed needs selected by the rural community, implemented them in the rural community in the island of Korcula and Peljesac, supplemented them with explanations and comments from rural partners and, as a result, compiled this manual with examples that are applicable to meet similar rural needs in other EU countries.

Figure 1. Urban and Rural Service-Learning course on Moodle



Course structure

The *'Urban and Rural Service-Learning'* course had a theoretical part which, due to Covid-19 pandemic restrictions, happened completely online, with 15 video lectures.

The content of the online lectures was as follows:

- Definition of urban and rural SL, urban and rural communities, territorial and rural development, facts and trends in EU rural areas 2015-2030
- Levels and ways of using territorial capital for rural and urban development in the EU
- The needs of urban and rural communities
- Service-Learning in the STEM field
- Critical writing and SL
- Instructional design and management of the SL project/activity
- Analysis of students' needs, their SL project plan and teams
- Video logs/journals in SL projects
- Benefits of Service-Learning
- SL Quality Standards: urban and rural context
- Levels of SL projects
- Evaluation of learning, results of the project and evaluation of SL experiences
- Case-based learning materials for SL
- Service-Learning (Social) Hackathon
- Presentations of SL projects

The *'Urban and Rural Service-Learning'* course also had the Service-Learning part, where students had to complete a total of 45 hours of fieldwork organised as a Service-Learning week in the rural community in the island of Korcula and Peljesac in July 2020.

Student evaluations

Upon completion of the project, each of the students (N = 11) completed two evaluation questionnaires, and we present herein an analysis of both instruments.

The first instrument is an open-ended questionnaire that provided students with self-evaluation by analysing the most effective parts of the project and the skills and knowledge acquired through their SL project.

The analysis of the open-ended questionnaire completed by the students identified the following components that the students singled out as the most efficient part of the project:

- Applying the acquired knowledge in real situations and testing that knowledge in teaching adult users.
- Production of material available on the RURASL Hub that can reach a wider population because it is written in both Croatian and English.
- Increasing children's interest in the STEM area.
- "We did most of the work when we divided the tasks and performed them individually. The principle in which everyone is responsible for their task prevents the diffusion of responsibility

that occurs when it is not defined whose task it is”.

- Workshops with children in schools, that brought great joy to those children who discovered their passion for STEM.
- Having fun figuring out how to introduce robotics to children.

Furthermore, what students single out as the most important things they have acquired and learned with this SL project, and what will serve them in the future as well, is:

- Respect for others, but also for yourself.
- Knowledge in writing texts for the education of other colleagues.
- Critical thinking.
- Organisational work.
- Knowledge transfer to children as the most difficult but most important part of the population to educate.
- Awareness of the time complexity of the project.
- Clear goal setting.
- Attitudes towards children and the elderly population.
- Awareness of the importance of SL for community development, but also for personal development.
- Awareness of the role of public in the dissemination of SL projects.

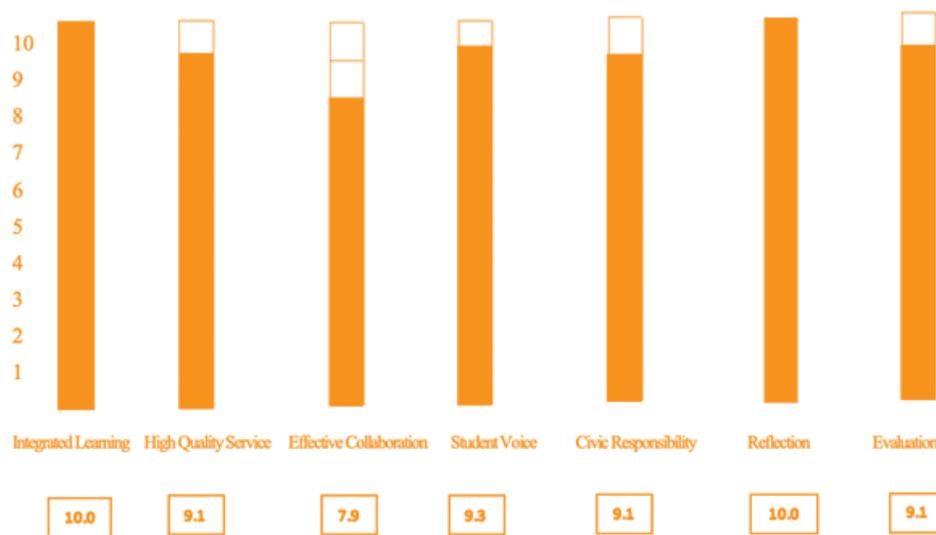
The second instrument used to evaluate SL projects by students was the Service-Learning Dipsticks developed by Youth Service California (2004).¹⁰

Evaluation with dipsticks consists of 35 ‘questions-dipsticks’. This instrument evaluates the SL project through seven categories: 1. integration of knowledge acquired during studies with knowledge acquired during the project; 2. quality of Service-Learning activities (projects in the course); 3. success of cooperation with partners; 4. promotion of civic responsibility; 5. quality of student engagement; 6. opportunities for critical reflection; and 7. structured evaluation . For each category, five statements were listed (a total of 35 statements), where for each statement, students had a chance to give points (2, if the component was highly represented in the project, one of the components was poorly represented, and 0 if the component was not represented at all in the SL project). Points were added up for all statements in each category, and the total number of points for each of the seven categories was presented with a dipstick to get a picture of the project’s strengths and the area that needed to be upgraded. The maximum number of points for each of the seven categories is 10. Translation of the tool into Croatian and adaptation by the team of the University of Zagreb was performed as part of the RURASL project.

Upon completion of the project, each student (N = 11) completed this evaluation questionnaire, and we present herein an analysis of the results.

10 Youth Service California. (2004). Service-Learning Dipstick: A Project Planning and Assessment Tool. Oakland, CA: YSC.)

Figure 2. Mean value of dipsticks of the student project evaluation (N=11)



The analysis of the completed questionnaires (N = 11) in Figure 2 gives the mean value of the dipsticks and suggests that students gave high marks for each of the seven components, with the lowest-ranked average component being *Effective Collaboration* and the highest-ranked component being *Reflection* and *Integrated learning*.

The slightly lower score of the *Effective Collaboration* component happened probably because students completed the entire theoretical part of the 'Urban and Rural Service-Learning' course, the project preparation and project reporting entirely online due to the Covid-19 pandemic. The only part of the project when they worked face-to-face together was the one-week implementation of the project. Consequently, it is easy to conclude that there were problems in online communication because it was the only communication channel between students, but also between students and teachers, during project planning and reporting.

What is very important about these results is that students evaluated reflection and learning activities with a high grade. Since reflection is the most important component of Service-Learning, the results of this evaluation questionnaire show that students became aware of the connection between academic knowledge and Service-Learning activities through critical thinking (reflection).

Teacher evaluation

There were 13 graduate students of Information Sciences (Faculty of Humanities and Social Sciences, University of Zagreb) enrolled in the 'Urban and Rural Service-Learning' course. In the end, due to specific circumstances caused by Covid-19, 10 out of 13 students completed the course successfully and obtained ECTS credits. The theoretical part of the course consisted of 15 online lectures, while the Service-Learning implementation encompassed 45 hours of fieldwork.

Learning Outcomes of the course

After successful completion of the course, the students should be able to:

- After successful completion of the course, students should be able to:
- Write an application of the Service-Learning project;
- Analyse the needs of the urban and rural communities;

- Compare the needs of the urban and rural communities;
- Manage a small SL project;
- Produce a project documentation report;
- Evaluate SL projects by formulating arguments and counterarguments.

In their evaluation, the teacher singled out the following **goals, challenges, applied knowledge and skills, and skills that students need to further develop.**

Goals that students should have achieved during the course:

Social skills:

- develop skills for social responsibility and responsibility towards the community;
- strengthen social skills working with children and adult users;
- connect with professors and superiors in non-teaching situations.

Communication and presentation skills:

- learn to adapt communication techniques to children;
- improve communication and presentation skills;
- improve oral expression and public speaking;
- improve the presentation of STEM topics in a popular science way;
- liberate from fear of speaking in public.

Teamwork:

- gain experience working in a team .

Practical skills, professional and project knowledge:

- master the materials (robotics, ICT, STEM...);
- try to and learn something new;
- apply the knowledge acquired at college in practice in a more innovative and interesting way;
- acquire knowledge about project implementation;
- see what it is like to work on a project, what is expected from students, what their tasks are, how to function in group work and apply everything in real life while transferring their knowledge to someone else.

Challenges identified by teachers during project implementation by students

Difficulty management:

- adaptation of materials to different age groups;
- a lot of revision and redesign at each stage;
- acceptance of the fact that good ideas are not always feasible;
- adaptation to the new situation.

Teamwork:

- acceptance that it is not necessary for everyone to do everything, but a good divide of labour and communication is essential;
- changing plans in collaboration with team mates;
- harmonising the ideas of team members who have different perspectives;
- flexibility and understanding of other people's obligations;
- agreement and adjustment of deadlines for the implementation of activities that suit all team members.

Documented knowledge and skills applied by students during the SL project:

- teamwork
- project development
- implementing workshops, students gained a lot more confidence in front of the audience

Teaching skills

- teaching through play
- respect for other people's ideas and times
- performing tasks on time
- listening to each other and reaching the desired goal together
- group brainstorming
- designing materials in an interesting way, intended for different audiences

Skills that students, in teachers' opinion, need to further improve Communication and presentation skills:

- interpretive skills;
- presentation skills;
- assertiveness in expression;
- mastering the attention of the audience;
- communication skills with different groups of people;
- passing on their knowledge to others in an acceptable and understandable way.

Teamwork:

- interdisciplinary work skills;
- patience;
- teamwork (team spirit);
- not hesitating to ask others for help.

Practical skills, professional and project knowledge

- planning and anticipating potential situations in a given environment;
- time planning (relation to the time limits set for a particular activity, harmonisation of work on the project with other obligations);
- data summarisation;
- organisation skills;
- pedagogical skills;
- experience and practice to achieve independence at work;
- authority in working with children;
- content simplification;
- self-confidence;
- creativity.



Netherlands

Learning by Doing: Consulting to (rural) Social Entrepreneurs

This report presents the result of the evaluation of the 'Learning by Doing: Consulting for (rural) Social Entrepreneurs' course, thought as part of the Rural 3.0: Service-Learning for the Rural Development (RURASL) project. As part of the course (Figure 1), available at Moodle, third-year BSc students had the opportunity to apply academic knowledge and skills to meet the real needs of the (rural) social entrepreneurs in and around Rotterdam. Over the two years, our rural community partners consisted of Stichting Schutsluis Alblasserdam, Stichting Werelderfgoed Kinderdijk, and Herenboeren. Stichting Schutsluis Alblasserdam and Stichting Werelderfgoed Kinderdijk focus on cultural heritage preservation in their respective rural areas. Herenboeren is an organisation looking to create a more local and sustainable food supply (also for people in cities).

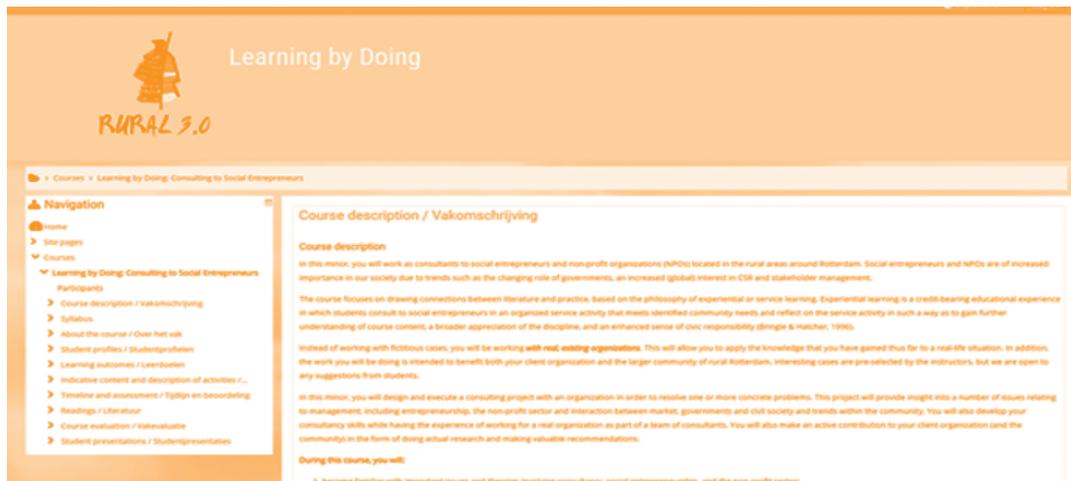
Our students were asked to create their own 'consultancy firms'. Each firm gets matched to an organisation that has its consultancy request. The team consulting Stichting Schutsluis Alblasserdam focused on connecting the topic of cultural heritage better to the local community. Stichting Werelderfgoed Kinderdijk asked our student consultant to advise on how to involve younger volunteers in their organisation. Herenboeren wanted the consultancy team to help them understand how to reach and engage customers.

Students spent ten weeks going through the whole consultancy process of getting to know their client, the environment, and researching the consultancy request and possible solutions.

Figure 1. Learning by Doing on Moodle

Course structure

The 'Learning by Doing: Consulting for (rural) Social Entrepreneurs'



course is worth 15 ECTS, has a duration of 10 weeks and consists of several phases:

1. Introduction to substantive theoretical areas and formation of project teams
2. Introduction to the client organisations and the intervention requests
3. Preparation of a contract & expectations
4. Carrying out an intervention (the consultancy process and project)
 - Literature review
 - Conducting empirical research
5. Presentation of recommendations
 - Written consultancy report
 - Presentation to the client

Student evaluations

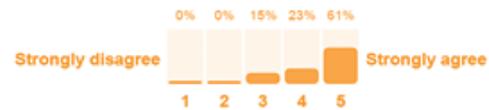
After the course, students were asked to fill in a course evaluation form distributed by the Erasmus University, Rotterdam. **13 students** responded to this invitation.

Quantitative

Quantitative data show that, in general, students agreed that the course contributed to their academic training (4.5).

The minor has contributed to my academic training in general.

n = 13
avg. = 4.5
stddev. = 0.7



Students also answered that, in general, they were satisfied with the work form (Service-Learning) and study materials (4.5 and 4.4, respectively).

I am satisfied with the quality of the work forms used in the minor (lectures, tutorials, assignments, group projects, etc.).

n = 13
avg. = 4.5
stddev. = 0.6



I am satisfied with the quality of the study materials.

n = 13
avg. = 4.4
stddev. = 0.7



The teachers and guest lecturers also received relatively high scores of satisfaction, ranging from 3.8 to 4.7 on a scale of 5.

The overall rating of the course Learning by Doing: Consulting to Social Entrepreneurs was an 8.5 out of 10.

Please give an overall grade for this minor:

n = 13
avg. = 8.5
stddev. = 1.2



Qualitative

Students of the course were also asked to write down positive aspects and points for improvement of the minor, which are summarised below.

Positive aspects:

- Working closely with clients
- Practical / Hands-on
- Applicable
- Great working experience
- Generating real-life skills
- Enthusiastic and approachable teachers
- Freedom of choice
- Meaningful
- Fun
- Communication

Points for improvement:

- More grades/feedback on project components
- Choice of organisations to work with
- Clearer course guide
- Order of lectures (specifically the writing workshop)
- Structure of hybrid lectures

Teacher evaluation

Teaching this course partly during a global pandemic brought on some challenges. Everything was different from the start of the course, where teams met their clients to the final presentations. Even with everything going on, as teachers, we do look back at these ten weeks in a very positive way. We will evaluate based on two points: achievement of learning goals by students and our reflection on the student evaluations.

Achievement of learning goals

After this course, the students should be able to:

- *describe important issues and theories involving consultancy, social entrepreneurship and the non-profit sector*
- *apply theoretical concepts to real-life situations*
- *manage actual issues that arise in the course of a consultancy project*
- *find, evaluate and apply relevant literature to the specific situation of a client organisation;*
- *manage the different steps in a consultancy process and produce a consultancy report*

Even with mostly online classes and students only meeting their clients via Zoom and Teams, we feel very strongly that most students did, in fact, achieve all the learning goals. Each group was able to apply the content learned during lectures and from literature to their organisation's consultancy request. The individual assignments corroborated this. Most of the clients expressed also that they were very impressed by the students' final products and that they will take the final advice into practice.

Reflection on student evaluation

Looking at student evaluations, we are more than happy with the results. During the course, we sometimes worried about the connection we had with our students. However, it seems that also online, we were able to make sure everyone felt supported. We tried extra hard to communicate with our students using Canvas, for example, weekly update videos, which we think helped students feel very positive about our communication and helped them reflect.

Looking at the points of improvement, we agree with most of these. Although we always give oral feedback on project components, we might want to consider also giving written feedback and possibly grading these parts as well. Next year, we will also try to find a broader range of organisations to work with so that students can feel even more connected to the goals of their clients. We will also look into the order of the lectures and try to move the writing workshop to earlier in the schedule. Hopefully, we will not have to teach hybrid lectures next year, but if we have to we will make sure to reflect on how to make this more workable.



Innovative Rural Mobility An entrepreneurial 'Real Project' at Lake Ammer (Ammersee) in Rural Germany

This report presents the evaluation results of the *Urban and Rural Service-Learning* course held by the German team from the Faculty of Strascheg Center for Entrepreneurship (SCE), which is part of the international academic module on rural Service-Learning and Social Entrepreneurship. The report was written by Wolfgang Stark.

'Real Projects' is a special entrepreneurship format developed by the Strascheg Center for Entrepreneurship (SCE) for students of various study programmes at the Munich University of Applied Sciences (MUAS) in Germany.¹¹

For '**Innovative Rural Mobility**', 20 students from diverse programmes in Tourism, Design, Architecture and Economy met (due to COVID-19 restrictions) in a weekly online academic module from March to the end of June 2020. The overall goal was to find innovative ways for rural mobility beyond car traffic.

Students (Teachers: Mirko Franck, Klaus Sailer of the SCE) were seconded by up to ten citizen activists, entrepreneurs and mayors from 16 communities and four counties situated around Lake Ammer (50 km south of Munich, Germany). They were linked by LAG manager Detlef Daeke and Wolfgang Stark of the SCE, both living in the Lake Ammer area.

In four steps (a. understanding the challenge; b. observing and analysing rural mobility in the area; c. ideation and project ideas; d. prototyping business models and evaluating), students analysed facts and figures about rural mobility; talked to citizens, municipal representatives and entrepreneurs in the area; and finally came up with three impressive project prototypes on rural mobility in the area which aim at reducing individual car traffic:

'Mobili.me' – Car(e)free Travelling offers a device for people travelling to and around Lake Ammer, which combines all public transport facilities with special tips on where to travel and with information about capacities on weekends

'Nuaaboats' - developed an e-boat-shuttle service for Lake Ammer to reduce the use of private cars for tourism at the lake and commuting to Munich (the Munich area has about 400,000 commuters/day).

'FoxBike'- developed an online *application for bikers*, including an e-bike-rental service to travel around the lake. The app offers daily individualised travel tips and capacity-oriented route planning. It will be scalable for other locations in the future.

Stakeholders from the area, especially local mayors, reacted enthusiastically to the highly professional presentations of the students. Projects will be presented at the regular official 'meeting of the mayors' in July 2020.

¹¹ 'Real Projects' is a regular academic format for accredited study programs of one of the ten departments of MUAS. For the one-semester-course students receive up to 6 ECTS.

Rural Mobility Course Description

The 'Real Project' has been sponsored and supported by the LEADER Project Lake Ammer (Southern Bavaria) and has been prepared with the mayors from the 16 communities representing the LEADER Project (<https://lagammersee.de>).

In the 'Real Project on Rural Mobility', 18 students from three faculties (Dept of Tourism, Dept of Design and Dept. for Business Administration¹²) of the Munich University of Applied Sciences enrolled themselves.

In addition, about 8–10 stakeholders from the Lake Ammer (Ammersee) region participated as experts:

- local entrepreneurs and freelancers;
- local politicians and mayors;
- tourism managers;
- administrators;
- environment activists.

The fieldwork of each 'real project' is based on a self-paced MOOC-curriculum 'Introduction to Entrepreneurship'. (<https://www.deepdive.school/course?courseid=entrepreneurship-basics>). This is the backbone of the 'Real Projects' concept and offers, in 10 practice-oriented and self-reflexive steps, learnings and insights about:

- (1) 'How to become an entrepreneur';
- (2) 'The power of StartUps';
- (3) 'The Entrepreneurial Way and Personality';
- (4) 'How to spot opportunities';
- (5) 'How to build and maintain a great entrepreneurial team?';
- (6) 'How to develop your idea using Human-Centred Design-Tools';
- (7) 'Take a look into the future and design your own future';
- (8) 'How to build a business model';
- (9) 'All you need to know about Prototyping';
- (10) 'How to deal with failure'.

Each step integrates insights from teachers and researchers in responsible entrepreneurship and many practical experiences from startups and serial entrepreneurs. Each step is also framed with practical tasks and exercises and with certificate questions leading to the acquisition of a voluntary online certificate of the course. The programme is framed by an introductory overview and a detailed self-reflective assessment at the end.

For all students enrolled in a 'Real Project' like 'Rural Mobility', the 'Introduction to Entrepreneurship' course is mandatory. Finishing the online course is the basis for working on your entrepreneurial project.

¹² https://www.hm.edu/en/about_hm/departments/index.en.html

Real Projects Course Structure

The course structure is based on three stages with respective milestones to be presented by student teams. In most 'Real Project' courses, like in this case, students get the main topic as an impulse. The sponsors (the LEADER community network and the mayors) set the framework for the main topic, 'Rural Mobility', based on the local experience and their local political agenda.

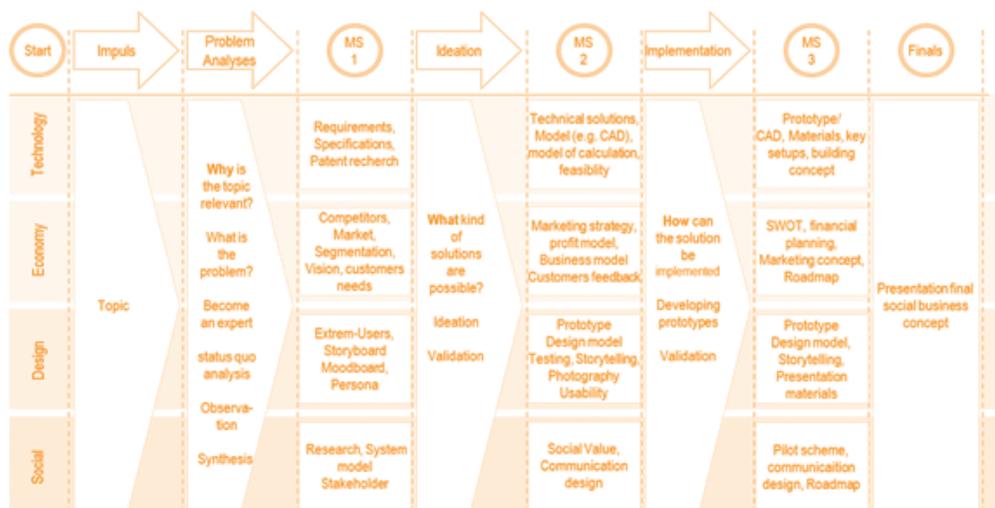
- In the first weeks, the teams develop a joint understanding of the problem or challenge they want to solve, which leads to a concise problem definition in the first milestone, including research on the needs of users, stakeholders and the market.
- In the next stage of idea generation, the teams develop as many ideas or solutions as they can to evaluate and then reduce them to one or two. Comparing them in terms of technology development, target groups, strategic partners, competitors and the business model behind, brings student teams to assess the feasibility and profitability of the selected ideas. We use varying business models (e.g., the Business Model Canvas of Osterwalder, 2010) from literature and practice to illustrate the critical components of a successful business that you need to think through to position yourself in the market. Depending on the chosen solutions and the iterative feedback on prototypes and concepts that are collected and incorporated throughout the innovation process, the components do change and get adapted. Thus, the second milestone includes (a list of max. 2-3) solutions that were evaluated by the team, pointing out the one that proved worthy to continue.
- In the third stage of our 'Real Project' course, students eventually refined their prototypes and completed the business concept in terms of financial planning, marketing strategy and strategic road mapping.

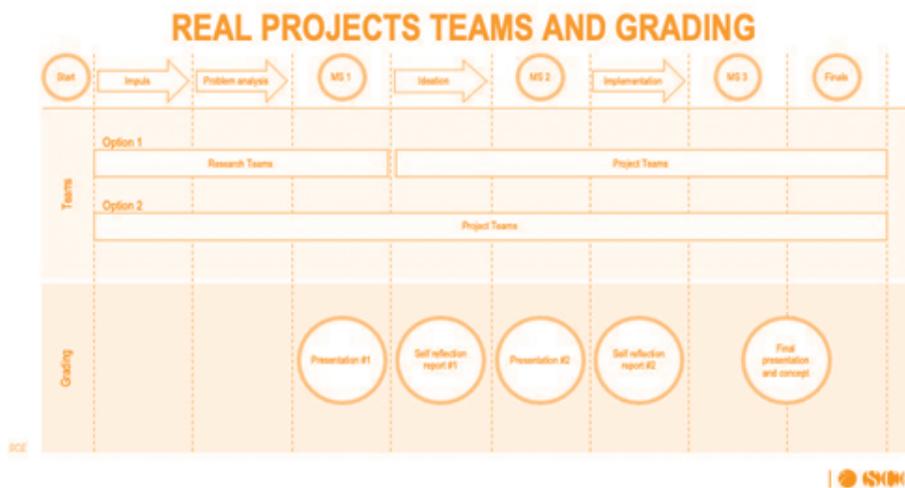
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Student Evaluation

As for all 'Real Project' courses, and also for 'Rural Mobility', students need to experience and train skills such as teamwork, empathy, dealing with uncertainty in the first stage of analysing the problem, followed by competences such as creativity, management of time, project, and often conflicts. In the last stage of the innovation process, students train their presentation skills, storytelling and resiliency. The requirements for students performance evaluation and grading are based on these learning goals:

- two presentations during the process following the milestones of the project;
- two self-reflection reports; and
- one final presentation of the project and a project concept (see below).

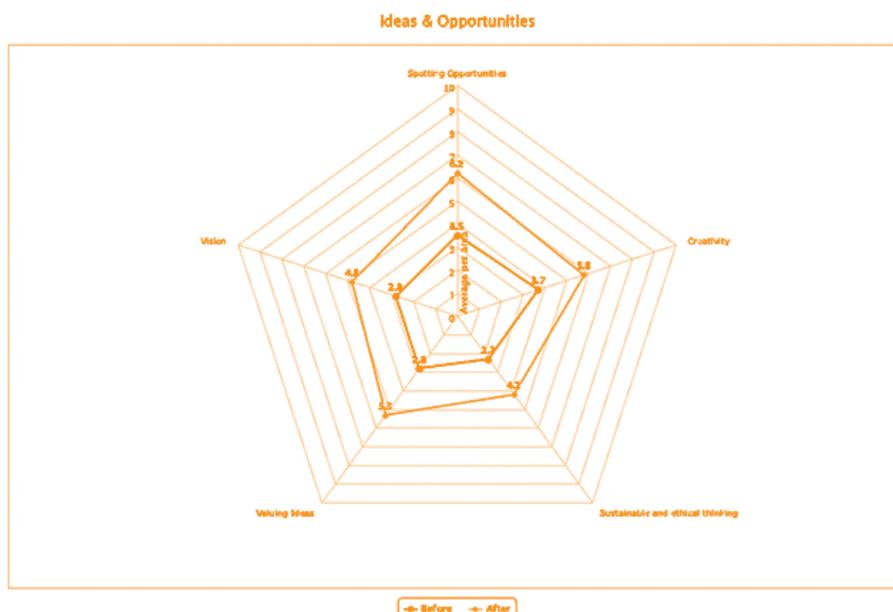




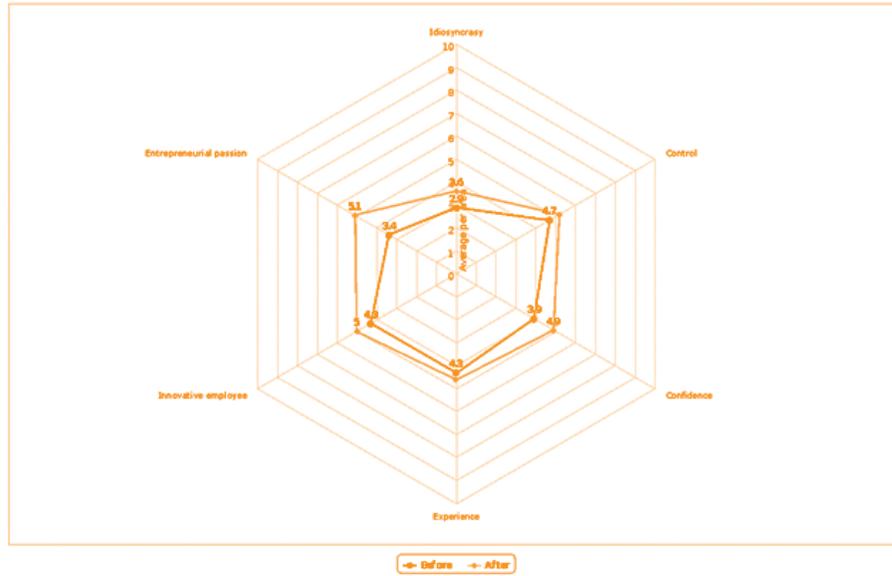
In addition, SCE uses EPIC (<https://www.sce.de/en/epic.html>), the course assessment tool for 'Entrepreneur Potential and Innovation Competences (EPIC)', which has been developed together with the OECD and EU Platform 'HEInnovate'. EPIC is available for free online at <https://heinnovate.eu/en/heinnovate-resources> and can be customised as a science-based evaluation tool for any kind of university-based course.

Twenty students from diverse programmes in Tourism, Design, Architecture and Economy met (due to COVID-19 restrictions) in a weekly online academic module from March to the end of June 2020. In July, they completed the course assessment tool following the EPIC self-assessment scheme based on the assessment of their competencies 'before' and 'after' the course: EPIC self-assessment categories (see below graph results):

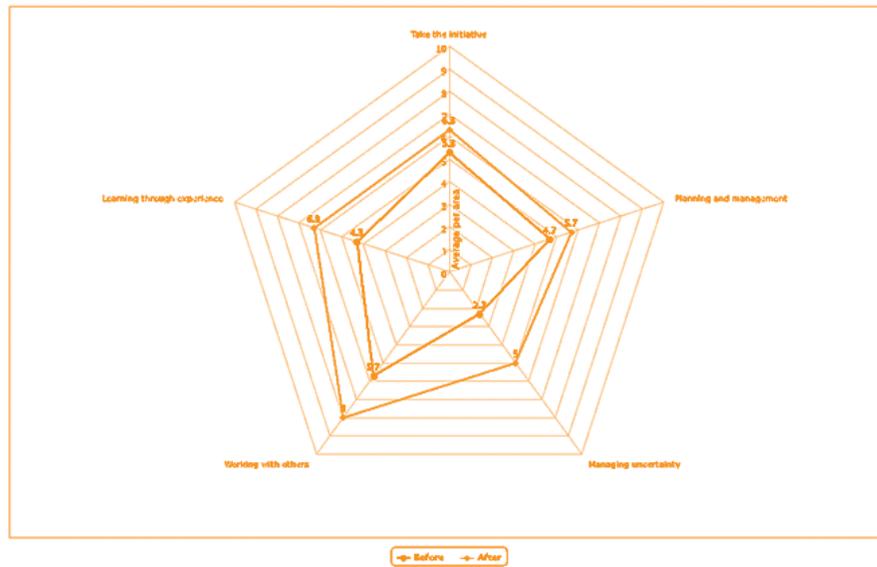
1. Entrepreneurial Mindset and Enterprising Behaviour (Idiosyncrasy – Control – Confidence – Experience – Innovative Employee – Entrepreneurial Passion)
2. Ideas and Opportunities (Spotting Opportunities – Creativity – Sustainable and Ethical Thinking – Valuing Ideas – Vision)
3. Into Action Skills (Take the Initiative – Planning and Management – Managing Uncertainty – Working with Others – Learning through Experience)



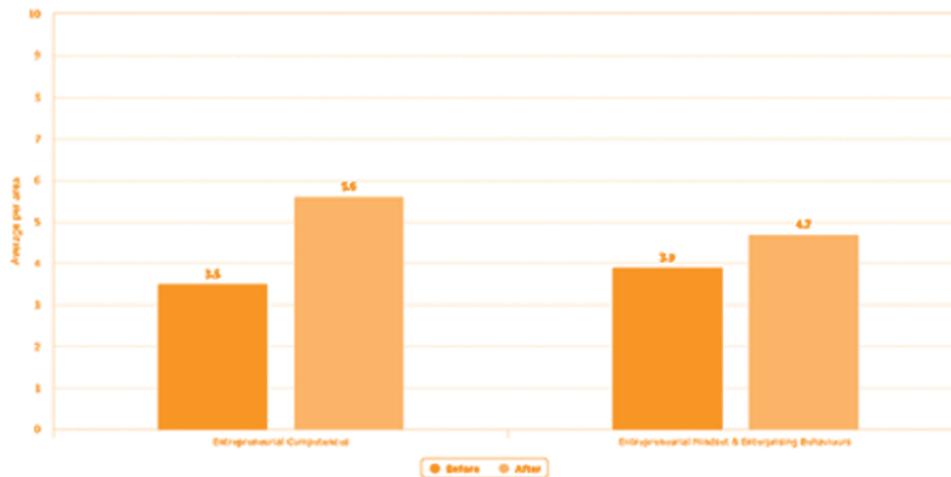
Entrepreneurial Mindset & Enterprising Behaviours



Into Action



Overall, both entrepreneurial competencies and entrepreneurial mindset increased during the course (see average ratings before and after).



Teacher Evaluation – Learning Outcomes and Goals

Each professor brings their own domain-specific degree programme Learning Outcomes and Goals to the course. In addition, each 'Real Project' course is expected to achieve specific overarching Learning Outcomes. In 'Real Project' courses, we aim to implement the following educational evaluation measures based on the Kirkpatrick framework, which is the most accepted method (Eseryel, 2002). They include qualitative personal growth measures of knowledge, skills, attitudes and satisfaction (Kirkpatrick, 1975).

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Knowledge ('Head')

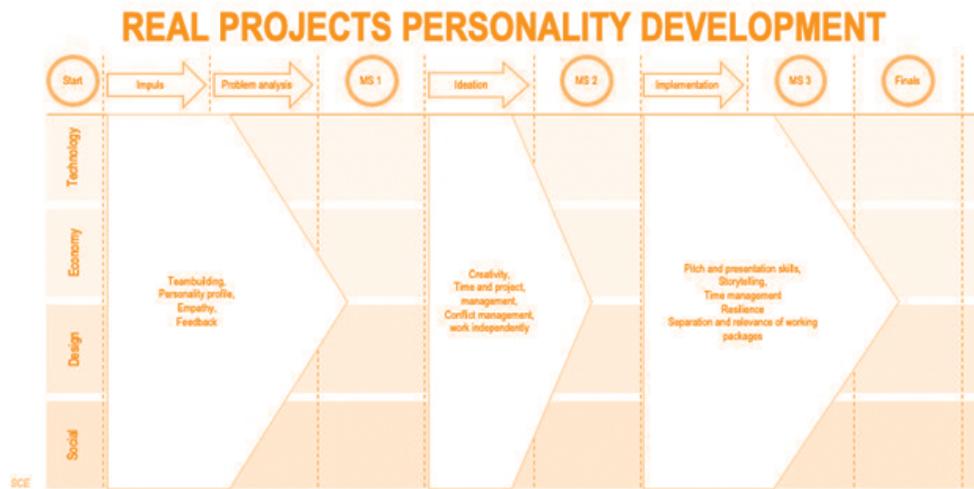
- Domain-Specific knowledge (based on the collaborating faculties)
- Human-centred innovation process methods and tools
- Business Model Canvas

Skills and Competencies ('Hand')

- Teamwork
- Creativity
- Problem Solving

Attitudes and Mindset ('Heart')

- Core Evaluation, Self Esteem and Internal Locus of Control
- Perceived Self-Efficacy
- Entrepreneurial Mindset
- Entrepreneurial Intentions



Based on qualitative measures of both teachers and mayors of the collaborating communities, students' personality development and project results have been highly satisfying. The community mayors and SCE opted for more collaborative courses in rural areas. In the Summer Term 2021, a second 'real project' on rural innovation was performed, focusing on 'Local Building Vacancies and Non-Occupancies'¹³.

¹³ <https://lagammersee.de/2021/04/16/leerstand-ist-gegenstand-in-semester-projekt-kreislaufwirtschaft/>



Spain

Urban and Rural Service-Learning Course

This report presents the evaluation results of the Rural Service-Learning course, held by the Spanish team from the School of Teacher Training and Education, which is part of the international academic module on rural Service-Learning and Social Entrepreneurship. The report was written by Paula Lázaro and Pilar Aramburuzabala from the School of Teacher Training and Education, Autonomous University of Madrid, Spain.

As part of the course (Figure 1), available at <https://bit.ly/3dWO0tB>, 44 students from the Autonomous University of Madrid were engaged in two Service-Learning (SL) projects in cooperation with Galsinma, the Local Action Group of the Madrid Northern Mountains.

The rural community partner was Galsinma, an association composed of the 42 municipalities of the North Mountain range of Madrid and 42 associations of different types.

There are also other member associations: six farming, two producers, two artisans, five environmental, twelve entrepreneurial and fifteen cultural.

Galsinma was founded in 1996 and has since managed the Leader European initiative in the North Mountain range of Madrid. More than 300 rural development projects have been launched in this area.

Galsinma has developed and participated in different cooperation projects with other areas of Europe, within the Leader initiative (4) and in the Equal initiative (1).

It has carried out other types of projects to facilitate entrepreneurship in the region, namely active employment policies, centres for public Internet access and training in new technologies for almost all population.

Galsinma currently applies the rural development programme of the community of Madrid in the Sierra Norte of Madrid in collaboration with local entrepreneurs. From the centre, it helps to implement different types of projects, mainly in agriculture, livestock and services. Results of a study show the following needs of local population (in order of importance):

- Public Transportation: inhabitants of the northern highlands of Madrid have been demanding it for decades, since the only access is by private vehicle or by bus, as the train does not arrive at this part of the region.
- Employment: the possibility of finding a job in rural environments is lower than in urban areas.
- Education and Training: access to quality education is difficult for people living in small municipalities.
- Telecommunications: these are scarce and of low quality.
- Proximity services and sanitary services: access to these becomes very complicated. These services hardly exist in many small municipalities, and the population has to travel by private vehicle to larger municipalities to get these services.
- Housing: there is a significant shortage of houses for rent and sale in the area.
- Security: at present, it appears to be an aspect that does not particularly worry the population of this area.

The twoSL projects developed for meeting the needs in the field of education were the following:

1. Early childhood care
2. Online teaching in a rural school

Project 1. Early childhood care

In the first project, entitled 'Early childhood care', nine 1st year students of the Primary Education Degree participated in an SL project at the municipal play centres of Talamanca del Jarama and El Berruoco. The main objective of the service was to organise and implement activities that facilitate awareness of the situations experienced by people at risk of social exclusion in rural settings.

Service objectives:

- Organise activities that facilitate visualisation and awareness of the situations experienced by people from rural environments at risk of exclusion.
- Organise and implement educational activities that respond to the needs of the educational community of a school during extracurricular activities.
- Design and lead activities within the play centre.
- Plan activities that promote collaborative work and social skills, encouraging the participation of the entire educational community.
- Manage spaces, times and material resources in a school located in a rural environment.
- Coordinate work teams and human resources.

Learning objectives:

- Learn to systematically observe social contexts (of learning and coexistence) and reflect on them to become aware of them and sensitive towards the needs and problems that may arise.
- Know the pedagogical dimension of students' interaction with peers and adults, and promote participation in collective activities, cooperative work and individual effort.
- Be able to organise and manage material resources and time.
- Recognise the value of the collaborative group as a necessary resource in the transmission and experiencing of positive values for the achievement of objectives, the resolution of problems, the improvement of the school's social environment, institutional improvement and professional development.
- Design, plan, apply and evaluate educational actions in non-formal contexts that consider the diversity of students at risk of social exclusion, promote socio-affective development, and follow principles of equity and respect for human rights.
- Promote and collaborate in actions organised by families, town councils, agencies, institutions and public and private entities aimed at promoting the values that foster active and democratic citizenship.

Activities:

- Attendance at the play centre of a school that is offered to students as an extracurricular activity.
- Organisation of activities to be carried out in the municipalities of Talamanca, Torrelaguna and El Berruoco.

Project 2. Online teaching in a rural school

Due to the situation caused by the COVID-19 crisis, the initial design of the SL project 'Online teaching in a rural school' was modified and adjusted to the current social situation. Thirty-five 2nd year students of the Primary Education Degree collaborated with a rural school (CRA Lozoyuela). The school has classrooms in three small villages: Lozoyuela, Montejo de la Sierra and El Berrueco. The main objective of the service was to 'Collaborate in the digitalisation of classes', where students worked together with teachers in the creation of content and searching for resources for classes.

Service objectives:

- Know the Amara Berri system, a non-traditional educational system that uses play and everyday situations for the development of competences, and its impact on the organisation of the centres to contribute to the work carried out by the teaching staff of a Rural School (CRA)
- Collaborate with the teaching staff, through its didactic departments, in the organisation of spaces, times and material resources.
- Organise and design training activities that respond to the needs of the educational community during the confinement caused by the Alarm State.

Learning objectives:

- Collaborate with teachers and recognise the value of teamwork as a necessary resource for solving problems, improving the social environment of the centre and professional development.
- Know what the relationship system is like between members of the educational community: how they participate and make decisions, what communication is like, how they solve conflicts, what is the predominant leadership style, etc.
- Be able to organise and manage material resources and time.
- Plan educational actions, taking into account the needs of the students of the rural environment and the difficulties caused by the quarantine situation related to the COVID-19 pandemic.

Activities:

- Participation in a training session about the organisation of a rural school group and the Amara Berri System, and reflection about it.
- Observation of the coordination meetings of teachers within the school departments in Lozoyuela to adapt to the exceptional lockdown situation. Entry in the field diary.
- Participation in weekly virtual meetings using Microsoft Teams.
- Collaboration in the adaptation of teaching to the online modality.
- Reflection on the situation of schools during the quarantine.
- Design of activities and teaching materials.

Figure 1. Rural Service-Learning course on Moodle



Course structure

In the Rural Service-Learning course, students had seventy hours of direct service to the community and thirty for the following activities:

- Introduction to the Service-Learning (SL) methodology: 8 h
- Specific training about the entities and end-beneficiaries of the service: 8 h.
- Evaluation and reflection activities: 9 h.
- Dissemination and celebration of the projects: 5 h

The teaching methods that were used included lectures, videos, readings, case studies, fieldwork, and reflection tasks.

The content of the lectures was as follows:

- What is SL
- Examples of SL experiences in different careers
- Theoretical foundation
- The phases of an SL project
- Tools to carry out SL activities
- How to design and launch an SL project
- SL in the world
- Rural context of the Community of Madrid
- SL in the rural context
- Implementation of SL projects
- Evaluation of SL projects

Students were granted 3 ECTS for the SL course.

Student evaluation

When completing the project, each student evaluated the course through the *Service-Learning Dipsticks* developed by Youth Service California (2004).¹⁴

14 Youth Service California. (2004). *Service-Learning Dipstick: A Project Planning and Assessment Tool*. Oakland, CA: YSC.)

Evaluation with dipsticks consists of 35 'questions-dipsticks'. This instrument evaluates the SL project through seven categories:

1. Integration of knowledge acquired during the study with knowledge acquired during the project (integrated learning)
2. Quality of Service-Learning activities (projects in the course) (High-Quality Service)
3. The success of cooperation with partners (Collaboration)
4. Quality of student engagement (Student Voice)
5. Promotion of civic responsibility (Civic Responsibility)
6. Opportunities for critical reflection (Reflection)
7. Structured evaluation (Evaluation)

For each category, five statements were listed (a total of 35 statements), where for each statement students had a chance to give points (2 if the component was highly represented in the project, one if the component was poorly represented, and 0 if the component was not represented at all in SL project). Points were added up for all statements in each category, and the total number of points for each of the seven categories was presented with a dipstick to get a picture of the project's strengths and the area that needed to be upgraded. The maximum number of points for each of the seven categories is 10. Translation of the tool into Spanish and adaptation by the Autonomous University of Madrid team was performed as part of the RURASL project.

Results of the evaluation are presented here

Figure 2. Mean value of dipsticks of students' project evaluation

Integrated Learning	Mean (SD) 1-3
The Service-Learning project has clearly articulated knowledge, skill or value goals.	2,86 (0,34)
The knowledge, skill or value goals arise from the broader classroom and school goals.	2,83 (0,38)
The service informs the academic learning content.	2,83 (0,46)
The academic learning content informs the service.	2,79 (0,41)
Life skills learned outside the classroom are integrated back into classroom learning.	2,76 (0,43)
N = 29	2,81
High-Quality Service	Mean (SD) 1-3
The service responds to an actual community need.	2,90 (0,30)
The need is recognised by the community impacted by the service.	2,90 (0,30)
The service is age-appropriate.	2,86 (0,34)
The service is well-organized.	2,76 (0,43)
The service is designed to achieve significant benefits for students and the community.	2,83 (0,38)

N = 29	2,85
Collaboration	Mean (SD) 1-3
The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organisations, businesses, school administrators, teachers, and the people on whose behalf the service is done.	2,72 (0,45)
All partners are involved in the planning of the Service-Learning project.	2,72 (0,45)
All partners contribute to the Service-Learning project.	2,83 (0,38)
All partners benefit from the Service-Learning project.	2,83 (0,38)
Roles and expectations of each partner are clearly defined.	2,69 (0,46)
N = 29	2,76
Student Voice	Mean (SD) 1-3
Students engage in a process that leads them to define "community" and "need".	2,93 (0,25)
Students are involved in choosing and planning the service project.	2,83 (0,38)
Students participate actively in the collaboration among the project's partners.	2,79 (0,41)
Students are involved in planning the reflection sessions, evaluation, and celebration.	2,69 (0,46)
Student voice is age-appropriate.	2,83 (0,38)
N = 29	2,81
Civic Responsibility	Mean (SD) 1-3
The service-learning project promotes young people's responsibility to care for others and contribute to the community.	2,86 (0,34)
The service-learning project helps students understand the historical and community context of their actions.	2,86 (0,34)
By participating in the service-learning project, students understand how they can impact their community.	2,93 (0,25)
Students use critical thinking skills to analyse their project and related issues.	2,72 (0,45)
The Service-Learning project provides opportunities for students to connect with adult role models.	2,90 (0,30)
N = 29	2,86

Reflection	Mean (SD) 1-3
Reflection occurs before, during, and after the service-learning project.	2,83 (0,38)
Reflection activities utilise multiple techniques so all students can successfully reflect.	2,72 (0,45)
Reflection examines the results, processes and relationships in the service-learning project.	2,83 (0,38)
Reflective activities help participants consider the social and ethical dimensions of their experience.	2,86 (0,34)
Reflection establishes connections between students' service experiences and the academic curriculum.	2,83 (0,38)
N = 29	2,81

Evaluation	Mean (SD) 1-3
The evaluation has a clear purpose and target audience.	2,79 (0,48)
All the partners, especially students, are involved in evaluating the Service-Learning project.	2,86 (0,34)
The evaluation seeks to measure progress towards the learning and service goals of the service-learning project.	2,79 (0,41)
The evaluation uses tools that respect the diversity of learning styles.	2,79 (0,41)
The evaluation is planned before the project happens, rather than afterward.	2,83 (0,38)
N = 29	2,81

The analysis of the completed questionnaires in Figure 2 gives the mean value of the dipsticks and suggests that students gave high marks for each of the seven components, with the lowest-ranked average component being *Effective Collaboration*, while the highest-ranked component is *Civic Responsibility* and *High-Quality Service*.

The slightly lower score of the *Effective Collaboration* component probably happens because students completed the service and the reporting entirely online due to the Covid-19 pandemic. Consequently, it is easy to conclude that there were problems in online communication because it was the only communication channel between students but also between students and teachers during project planning and reporting. What is very important about these results is the fact that students evaluated reflection and learning activities with a high grade. Since reflection is the most important component of Service-Learning, the results of this evaluation questionnaire show that students became aware of the connection between academic knowledge and service-learning activities through critical thinking (reflection).

Teacher evaluation

Three teachers participated in the SL projects. They were interviewed after the completion of the projects. According to them, the service activities that the students carried out contributed to:

- Understand social needs
- Collaborate with a social entity
- Show an interest in the problems of society
- Encourage to participate in the university and the community
- Be more motivated with studies
- Learn curricular content
- Be more consistent with the actions that are carried out
- Acquire some competences of the degree
- Put professional skills into practice
- Contribute, in some way, to the improvement of society
- Relate theory to practice
- Know the professional field of studies
- Reflect on the curricular content
- Develop values

Teachers also indicated that the SL projects contributed to students' development of transversal competencies, especially:

- Know and understand ideas, concepts
- Organise and plan
- Analyse and synthesise
- Make decisions
- Solve problems
- Communicate orally and in writing
- Express your own feelings
- Work in a team
- Reason critically
- Have an ethical commitment
- Recognise diversity and multiculturalism
- Adapt to new situations
- Be creative and innovative
- Work independently
- Lead
- Have initiative and innovative spirit
- Assess the social and environmental impact of the actions
- Design and manage projects
- Evaluate the sustainability of proposals and actions

According to teachers, students made decisions mainly regarding projects' implementation. Although they made some decisions about the design and the evaluation of the projects, these are areas for improvement.

They agreed that the projects are adequate because:

- They have the necessary resources (material, financial);
- The schedules are adequate;
- The frequency of the activities carried out is adequate;
- They respond to real needs;
- They are useful to achieve transversal skills;
- They are useful to achieve specific skills;
- They are motivating for students
- The SL methodology is suitable for working in the university environment
- They can include it within their teaching schedule

Finally, the three teachers agreed that they would like to propose the projects to their students in the following academic year.



Management of Communication Projects course

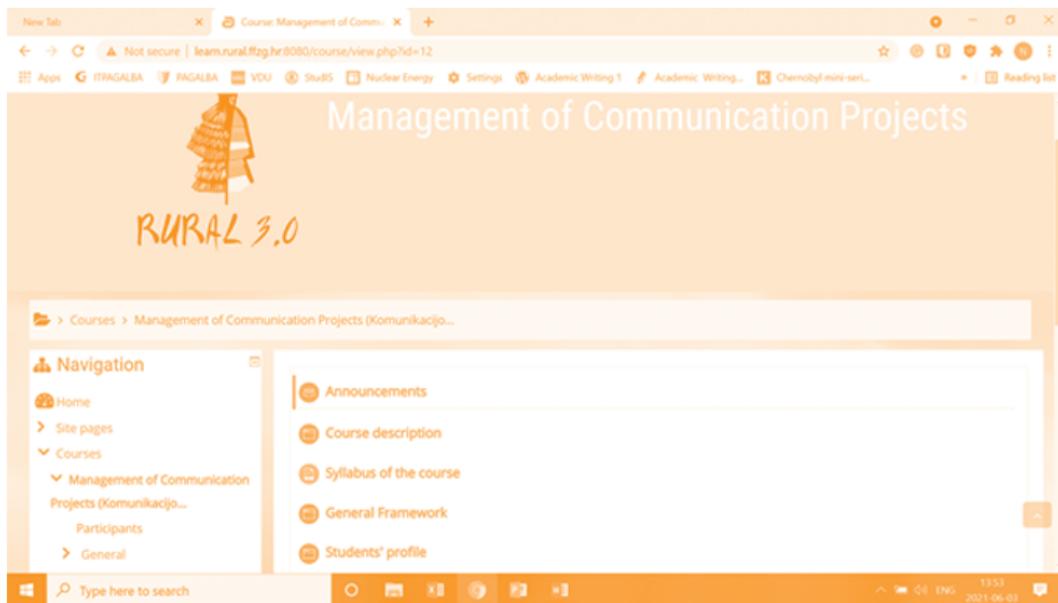
This report presents the evaluation results of the 'Management of Communication Projects' course, held by the Lithuanian team from the Department of Public Communication, Faculty of Political Sciences and Diplomacy, Vytautas Magnus University. The course is a part of the international academic module on rural Service-Learning and Social Entrepreneurship. The report was written by Natalija Mažeikienė.

As part of the course (Figure 1), available at Moodle, **105 (72 students in 2019-2020 and 35 in 2020-2021)** 4th year BA students had the opportunity to apply academic knowledge and skills to meet the real needs of the (rural) communities in and around Kaunas. Students were invited to choose a place and community for service. Twenty-five students studying the course chose rural areas as a place of service. Twelve organisations in rural communities were involved in the implementation of Service-Learning activities. University students assisted organisations in rural areas (animal shelters, libraries, elderly care homes, civic organisations located in rural areas) to address the needs of the rural communities.

Other 82 students chose an opportunity to perform Service-Learning in an urban area (city of Kaunas).

Students spent eight weeks going through the process of identifying and analysing problems faced by communities and organisations, providing help and assistance, creating products and services, and suggesting possible solutions.

Figure 2. Management of Communication Projects on Moodle



Course structure

In the Autumn semester of 2019, the '*Management of Communication Projects*' course (6 ECTS) included seven face-to-face lectures and seven seminars.

In Autumn semester 2020, the course included four face-to-face lectures and four face-to-face seminars in September. Starting from October 2020, teaching/learning switched to online classes due to the Covid-19 pandemic lockdown.

The content of the online lectures was as follows:

Lecture and seminar 1.

Introductory lecture. Learning outcomes, schedule of the course, assignments.

Lecture and seminar 2.

Definition of SL in urban and rural communities. Interactive learning methods: data-walking, photo-voice, digital storytelling.

Lecture and seminar 3.

Analysis of internal and external communication of organisations. Communication audit. Planning communication in an organisation.

Lecture and seminar 4.

Project management. Project cycle (identification of the problems, project formulation, implementation; evaluation/ audit). The logic of the project. Methods of identification of problems: a problem-tree approach, SWOT, PEST.

Lecture and seminar 5.

Effective communication projects in an organisation. Target audiences. Communication plan (definition, steps). Guidelines on how to create Communication Plan for NGOs.

Lecture and seminar 6.

Social theories and concepts on communication (change and risk management, risk society (Ulrich Beck), diversity and communication action (Jurgen Habermas), globalisation, social capital, ethics and social responsibility (Robert Putnam), feminist approach, meditation (Stig Hjarvard, Andreas Hepp), etc.

Seminar 7.

Presentations of SL projects

Modality of the course:

Blended learning. Face-to-face – 7 lectures (14 hours) and seven seminars/ workshops (7 hours) (during Covid-19 in 2020, this mode of studies was changed to online learning).

Online learning in Moodle environment (written assignments, course materials).

On-site service and learning in communities (about 40 hours, including group work time to produce products and services)

Student evaluations

After the course, students were asked to fill in a course evaluation form distributed by the Vytautas Magnus University. In the 2019 autumn semester, 15 students responded to the online questionnaire. In the 2020 autumn semester, six students participated in the online questionnaire.

Quantitative research:

Students provided the evaluation of the teaching process:

Statements	Number of participants in 2019 (N)	MEAN in 2019	Number of participants in 2020 (N)	MEAN in 2020
The teaching methods applied by the teacher encouraged me to be actively involved in the subject studied	15	8.00	6	9.17
The lecturer presented the content of the study subject clearly	15	8.87	6	9.83
Teaching was well organised	15	8.40	6	10.00
The teacher supplemented the study content with examples	15	9.27	6	9.83
The teacher evaluated according to clear evaluation criteria	15	9.47	6	9.50
The feedback provided by the teacher on my assignments was helpful	15	9.07	6	9.33
The teacher provided main study material and information in VMU Moodle or another online learning environment	15	10.00	6	10.00
The teacher adhered to principles of professional ethics	15	9.73	6	10.00
MEAN		9.10		9.71

How many classes did you attend?

Statements	Number of answers in 2019	Number of answers in 2020
I attended all classes	4 (26.67 %)	0 (0.00 %)
I attended most of the classes	10 (66.67 %)	6 (100.00 %)
I attended a smaller portion of the sessions	1 (6.67 %)	0 (0.00 %)
None	0 (0.00 %)	0 (0.00 %)

How many tasks/assignments did you carry out?

Statements	Number of answers in 2019	Number of answers in 2020
I carried out all tasks	14 (93.33 %)	4 (66.67 %)
I carried out most of the tasks	1 (6.67 %)	2 (33.33 %)
I didn't complete any task	0 (0.00 %)	0 (0.00 %)

339

Statements	Number of answers in 2019	MEAN in 2019	Number of answers in 2020	MEAN in 2020
Evaluate your work	15	9.20	6	9.00

Qualitative evaluation of the course

Students were also asked to write their feedback on the course and the teacher's work.

Positive aspects

- While evaluating the course in 2019 and 2020, students described teachers' work emphasising the high subject-related and pedagogical competence of the teachers (communication style and ability to deliver the content of the course);
- Teachers provided feedback to students on their assignments and products created;
- Teachers provided a lot of examples seeking to illustrate main ideas, theories and explain assignments and tasks;
- The course was not limited to presenting theories - teachers provided interesting practical tasks and assignments.

Points for improvement

- Students highlighted the value of the course and its methodology; however, they pointed out that it takes a lot of time to complete all the tasks. The Students suggested reducing the number of written assignments and tasks.
- Some students mentioned that the course could give more attention to project management and related skills could be built (planning project resources, budget management, challenges of planning and implementation, etc.)
- Some students noticed that the course could be delivered in earlier semesters of the studies - during the second or third year of studies.
- Some students suggested moving the course from the autumn semester to the spring semester. The Students think that it would allow allocating more time to the service-learning projects. Another possible solution could be to allow students to search for communities and organisations during summer and start the implementation of the projects in autumn.

Teacher evaluation

Teachers participating in the course design and implementation shared pedagogical observations and provided didactical advice, singled out positive aspects and educational potential of Service-Learning for professional development and personal growth of prospective journalists and communication specialists:

- Reflective assignments and tools (reflexive diaries and logs) in the Service-Learning course helped students to develop reflective skills and metacognitive abilities that allowed them to connect the service and fieldwork to the curriculum and study programme, to increase the meaning of learning.
- A combination of individual and group assignments has become a very effective strategy. Teamwork (analysis of problems in the organisations, final report, production of products and service provisions in the communities) boosted the learning. At the same time, an individual assignment (reflexive diaries and logs) strengthened personal responsibility, promoted introspection and self-analysis.
- To connect service to academic learning, establish a stronger link to curriculum and study programme, strengthen analytical abilities, professional and civic competences, a theoretical framework was provided to students during the course (journalism and communication theories, critical theory on communication, empowerment and social capital). This theoretical background as a constitutive part of the course implementation (lectures, discussions, students' written works) was included in all assignments (reflexive diaries and logs; final project reports).
- Students were invited to find and choose communities and topics for group projects. This made it possible to support students' initiatives, maintain their self-determination and self-expression. Additionally, students were provided with a list of potential partners - communities and organisations - in urban and rural areas. It diminished uncertainty and anxiety before going to unknown places and communicating with new partners. The Kaunas LAG provided valuable support and helped in connecting students and rural communities. Application of both strategies (a given opportunity to find organisations and provided a list of communities) made it possible to ensure successful socialisation and integration of the students.



Rural service-learning course

This report presents the evaluation results of the *Rural Service-Learning* course, held by the ITALIAN team from the Department of Psychology of the University of Bologna, which is part of the international academic module on rural Service-Learning and Social Entrepreneurship. The report was written by Cinzia Albanesi, Irene Barbieri, Christian Compare, Antonella Guarino

Rural Service-Learning course

This report presents the result of the evaluation of the course 'Engaging with rural communities: students' democratic and transversal competencies at stake' held as part of the project Rural 3.0: Service-Learning for the Rural Development (RURASL).

16 graduate and undergraduate students of the University of Bologna (Italy) had the opportunity to apply and develop their transversal skills to meet the needs of the rural community in Sarsina, Santa Sofia and Brisighella-Riolo Terme. Rural partner LAG L'Altra Romagna engaged with the local communities (Sarsina, Riolo Terme and Santa Sofia) by mapping the local stakeholders that could be interested in being involved in a Service-Learning (SL) experience, final beneficiaries of the students' activities. The course represents a real novelty in the Emilia Romagna Region and in the area of LAG L'Altra Romagna, as SL is not fully institutionalised in the University of Bologna; moreover, there is no previous experience of SL in the rural community, even if occasionally local rural organisations have collaborated with scholars active in different fields (as consultant, for research scopes etc.). To our knowledge, in the rural areas, no other experiences that can be framed as SL or Community-engaged SL courses have been previously performed.

The course was designed to offer students the opportunity to train their transferable competencies and engage with the rural communities, using their capacities to support local organisations. The University of Bologna has a wide offer of transferable-skills three credits courses, as they are recognised as a set of knowledge, abilities and qualities required in life and at work that facilitate the integration in the world of work. With the SL course, we wanted to support the development of civic competences and a socially responsible outlook on (rural) community development among our students, as we are convinced that they are part of the abilities required in real life and in the contemporary complex social world.

Service-Learning projects have been designed based on the needs of community organisations and the added value that students could bring to the organisations. Students were asked to work on problems/questions identified by and agreed on with the organisations in the context of the university-community partnership, implement activities, do the agreed activities, offering their analysis and their insights. At the end of the course, students should be able to understand problems in the rural context and to train their transferable and civic competencies in a rural context.

The intensive Rural Summer School was organised from 13 to 19 of July 2020 (<https://site.unibo.it/servicelearning-labpsicom/it/summer-school-1>). Preliminary meetings, lectures and course evaluations were run online (due to COVID-19 restrictions), while the intensive week was on-site, in compliance with the Covid-19 rules. An application was prepared and sent to different UNIBO departments in June 2020. We received 50 applications: 16 graduate and undergraduate students (age range from 20 to 28) coming from a variety of master and bachelor level degrees (International Cooperation on Human Rights and Intercultural Heritage, International Relations and Diplomatic Affairs, Environmental Science, Local and Global Development, Management of Social Economy) were selected, based on three criteria: previous experience in international projects, personal motivations and interest in rural development.

Course structure

The theoretical part of the course consisted of two online classes before the onsite implementation.

The theoretical part included the following contents:

1. Rural context: characteristics, challenges and opportunities;
2. Asset-based approaches to community assessment (need analysis) and development;
3. What is community development and rural community development;
4. Service-Learning: theory, methodology and empirical evidence;
5. Competences for life, Competences for Democratic Culture;
6. Experiential learning and reflexivity;
7. Community-University Partnership

Students were also invited to complete the Europe Engage MOOC (as the RURASL MOOC was not complete yet) to consolidate their knowledge of SL methods and practices.

The objectives of the course were proposed as follows:

- Becoming familiar with concepts of experiential learning, community engagement, transversal and democratic (civic) competencies;
- Developing and strengthening their creativity, teamwork, communication engaging in real-life situations;
- Developing reflective skills through onsite supervision.

The Learning Outcomes to achieve were the following:

- Having a clear understanding of democratic (civic) and transversal competences, how they may affect their profession and their personal and societal impact;
- Having a clear understanding of rural communities needs and resources;
- Managing the different steps of community analysis and project design;
- Producing a documentation report;
- Training transversal/transferable competences;
- Developing reflective skills.

Student evaluation

Tools

Students (N=16) who participated in the Rural Summer School (July 2020) completed two evaluation questionnaires and developed some final group reflections.

The first questionnaire was composed of three scales assessing Adaptability, Sense of Community Responsibility, and Social Well-being (Cicognani et al., 2008). A free association task was also included, asking students the first words that came into their mind when they thought about rurality. It was

administered twice, at the beginning and at the end of the Summer School, within one month.

Adaptability, according to the civic and democratic competences framework (Council of Europe, 2018 a, b, c) refers to the ability to adapt one's thinking and behaviours to the prevailing cultural environment or to novel situations and contexts that might present new demands or challenges (Council of Europe, 2018b). Students who acquire this skill can handle the feelings of 'culture shock', such as frustration, stress and alienation in ambiguous situations caused by new environments, such as rural communities. The scale comprises six items (e.g., I can adapt easily to a new culture).

Sense of Community Responsibility (SOC-R) is defined as a "feeling of personal responsibility for the individual and collective well-being of a community of people not directly rooted in an expectation of personal gain" (Nowell & Boyd, 2014, p. 231). We used the Italian version of the scale (Prati et al. 2020) that is composed of 6 items (e.g., I am always ready to help out people in the rural community even if it creates a hardship for me) adapted to the rural community context.

Social well-being is considered an evaluation of social contexts, people's trust and social acceptance (Cicognani et al., 2008). The scale comprises five items (e.g., Our society is becoming a better place).

For all the scales, we asked students to express their agreement using a 1-5 Likert scale (1=totally disagree and 5= totally agree).

The second questionnaire was the *Service-Learning Dipsticks* developed by Youth Service California (2004). Students filled it out at the end of the Summer School, during the final evaluation session. It was composed of 35 items articulated in 7 dimensions: 1) integration of knowledge acquired during the study with knowledge acquired during the project; 2) quality of Service-Learning activities/projects; 3) success of cooperation with partners; 4) promotion of civic responsibility; 5) quality of student engagement; 6) opportunities for critical reflection; and 7) structured evaluation.

Each dimension was measured by five items. For the first dimension, the response range was 1-5 points in the Likert scale (1=Strongly Disagree; and 5= Strongly Agree), while for the other dimensions, the response range was 1-3 points in the Likert scale (1= not represented and 3= highly represented).

The final qualitative reflections were reported in the final report of each project/group and were related to shared experiences.

Results

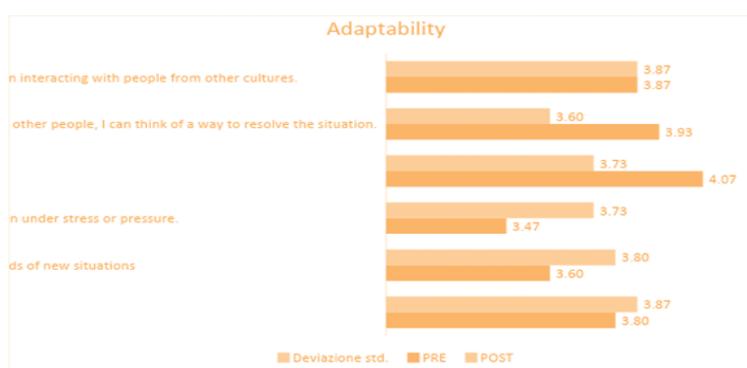
Pre and post questionnaire evaluation

Repeated t-test analysis was applied to the data collected before and after the Summer School with the first questionnaire.

Regarding Adaptability (Figure 3), results show that after the Rural Summer School, students felt to be able to cope with stressful events and frustration coming from the new context of rural community ($\text{Mean}_{\text{Post}} = 3.73$) and to change their actions to reach community needs ($\text{Mean}_{\text{Post}} = 3.80$), while they didn't feel able to resolve problems of the rural community ($\text{Mean}_{\text{Post}} = 3.60$).

Data also show that students were challenged to some extent by the experience and became more aware of the difficulties of adapting to different cultures and finding solutions to unexpected problems.

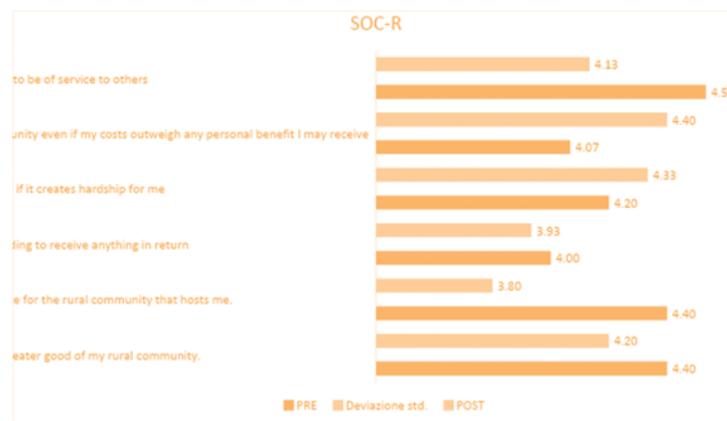
Figure 3. Mean scores for Adaptability scale



Regarding SOC-R (Figure 4), students felt more committed to meeting the needs and benefits of rural communities without any personal use ($\text{Mean}_{\text{Post}}=4.40$), and they were ready to support people in rural communities even if it was difficult for them ($\text{Mean}_{\text{Post}}=4.33$).

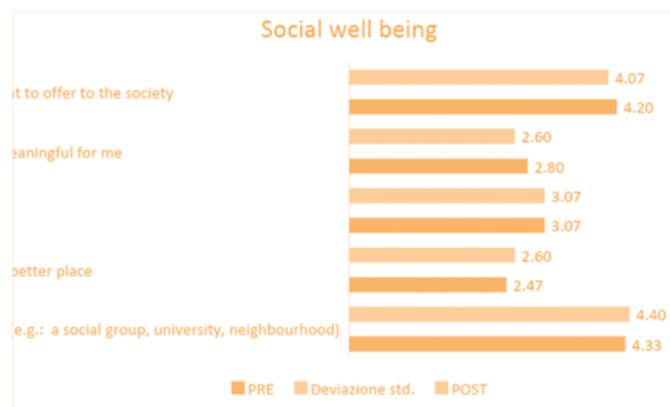
Also, regarding this measure, it seems that students become more aware of the challenges related to engaging with a real rural community, suggesting that field experience allowed them to increase their critical awareness (going rural is not always easy, and the context may be less ideal compared to what they expected; individual effort may not be sufficient to improve rural communities, requiring structural and policy effort as well).

Figure 4 Mean scores for Sense of Community Responsibility scale



Regarding social well-being (Figure 5), after being engaged in Rural Service-learning, students perceived that the whole social context was improving ($\text{Mean}_{\text{Post}}=2,60$) and that they belonged to a community ($\text{Mean}_{\text{Post}}=4,40$).

Figure 5. Mean scores for the Social well-being scale



Regarding the idea of rurality that students had before starting the Summer School, they reported several associations. The rural setting was perceived as a context characterised mainly by agricultural activities. Also, the idea of territoriality and nature was present in students' representation of what rurality means. Other dimensions of rurality that emerged concern a sense of solidarity and sharing among the inhabitants of the rural environment (Figure 4).

Figure 6 What are the first three words that come to mind when you hear the word 'rural settings'? (pre)



Figure 5 shows how students represented the rural setting after the Summer School. Several ideas appear to be confirmed: students continued to associate the rural context with agricultural activities, nature and the territory (in terms of land). However, some new images emerged, particularly the idea that these contexts were characterised by hospitality, commitment and solidarity. Rural settings became more socially connoted and started to be perceived/recognised as communities.

Figure 7 What are the first three words that come to mind when you hear the word 'rural settings'? (post)



Dipstick evaluation

Regarding the community service experience, students reported that the Service-Learning methodology was important for their professional and personal development (the mean values for each item are higher than 3.5). Students referred that the community service experience promotes their active and civic participation in community life (also in the future) (Mean = 4.86); moreover, they shared the idea that Service-Learning should be more present (as a course) in the university (Mean = 4.57). Participants also indicated that community service helped them become more aware of the community needs (Mean = 4.07) and enhance their learning (Mean = 3.93). Finally, they shared the idea that community service benefited the community (Mean = 3.64) and helped them to better understand the civic engagement concept (Mean = 3.57) (Table 1).

Table 1 Mean scores on the Service-Learning methodology

Rural Service-Learning experience. (range 1-5)	Mean (SD)
The community service aspect of this summer school helped me to see how the subject matter I learned can be used in everyday life	3.86 (1.231)
The community service I did through this summer school helped me to better understand the civic engagement concept	3.57 (1.158)
The idea of combining service in the community with university coursework should be practised in more classes at this university	4.57 (0.756)
I feel that the community service I did through this summer school benefited the community	3.64 (1.55)
I probably will volunteer or participate in the community after this summer school	4.86 (0.363)
The community service involved in this summer school helped me to become more aware of the needs in communities	4.07 (1.072)
My interactions with the community partner enhanced my learning in this summer school	3.93 (1.385)

The Academic part of the Rural Service-Learning (Table 2) was evaluated on average (Meantot = 1.99) by students. Indeed, they considered that the project had clearly articulated knowledge, skill and value goals (Mean = 1.64), each of which was properly designed based on learning outcomes (Mean = 1.86). Students also thought that the service informed the academic learning content (Mean = 2.14) and vice versa (Mean = 2.29). Regarding life skills learned outside the classroom, students reported that they were well integrated back into classroom learning (Mean = 2.00).

Table 2 Mean scores on academic learning goals.

Rural Service-Learning project design: Academic (range 1-3)	Mean (SD)
The service-learning project has clearly articulated knowledge, skill or value goals.	1,64 (0,497)
Knowledge, skills and goals are designed based on learning outcomes.	1,86 (0,663)
The service informs the academic learning content.	2,14 (0,77)
Life skills learned outside the classroom are integrated back into classroom learning.	2,00 (0,784)
The academic learning content informs the service.	2,29 (0,726)
	1,99

For the Community side of Rural Service-Learning design (Table 3), students reported an overall medium evaluation (Meantot = 2.08). They considered the type of service projects developed age-appropriate (Mean = 2.5). They perceived that the projects were well-designed as a collaboration among different actors (Mean = 2.29) and responded to real community needs (Mean = 2.21). However, they felt that there was a little confusion regarding roles and expectations from different actors (Mean = 1.79).

Table 3. Mean scores on the community side of Service-Learning

Rural Service-Learning project design: Community (range 1-3)	Mean (SD)
The service responds to an actual community need.	2,21 (0,893)
The need is recognised by the community impacted by the service.	2,07 (0,917)
The service is age-appropriate.	2,5 (0,855)
The service is well-organized.	1,86 (0,663)
The service is designed to achieve significant benefits for students and the community.	2,07 (0,73)
The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organisations, businesses, school administrators, teachers, and the people on whose behalf the service is done.	2,29 (0,469)
All partners are involved in the planning of the Service-Learning project.	1,93 (0,73)
All partners contribute to the Service-Learning project.	2 (0,679)
Roles and expectations of each partner are clearly defined.	1,79 (0,699)
	2,08

Regarding students' role, engagement and voice (*Table 4*), general evaluation was quite high ($\text{Mean}_{\text{tot}} = 2.48$). Students confirmed the age-appropriateness of Service-Learning projects (Mean = 2.71), but they recognised that they could improve the understanding of the rural communities through rural Service-Learning projects (Mean = 2.71) and adopted a critical perspective on issues related to the projects and the rural community contexts (Mean = 2.71). But they also reported that projects did not fully include students in the planning phase (Mean = 2).

Table 4. Mean scores on students' role, engagement and voice

Students' role, engagement, and voice (range 1-3)	Mean (SD)
Students engage in a process that leads them to define 'community' and 'need.'	2,21 (0,893)
Students are involved in choosing and planning the service project	2 (0,877)
Students participate actively in the collaboration among the project's partners	2,29 (0,726)
Students are involved in planning the reflection sessions, evaluation, and celebration	2,43 (0,852)
Student voice is age-appropriate	2,71 (0,469)
The Service-Learning project promotes young people's responsibility to care for others and contribute to the community.	2,64 (0,745)

The Service-Learning project helps students understand the community context of their actions.	2,71 (0,611)
By participating in the Service-Learning project, students understand how they can impact their community.	2,5 (0,76)
Students use critical thinking skills to analyse their project and the related issues.	2,71 (0,611)
The service-learning project provides opportunities for students to connect with adult role models.	2,57 (0,852)
	2,48

Regarding Reflexivity (Table 5), the general evaluation was high (Mean_{tot} = 2,48). An important result concerned the efficacy of reflective activities in understanding and acknowledging social and ethical dimensions of their experience (Mean=2,71), such as gender differences, generational gap, environmental issues, food sustainability, etc. Students also appreciated the different techniques (online and offline meetings, brainstorming platforms, individual and collective meetings) used for the reflective activities (Mean=2,43).

Table 5. Mean scores about on reflexivity

Reflexivity	Mean (SD)
Reflection occurs before, during, and after the service-learning project.	2,64 (0,633)
Reflection activities utilise multiple techniques so all students can successfully reflect.	2,43 (0,646)
Reflection examines the results, processes and relationships in the service-learning project.	2,5 (0,519)
Reflective activities help participants consider the social and ethical dimensions of their experience.	2,71 (0,469)
Reflection establishes connections between students' service experiences and the academic curriculum.	2,14 (0,663)
	2,48

Regarding the evaluation of Rural Service-Learning projects (Table 6), the general result was medium-high (Meantot = 2.33). Students recognised their role in the evaluation process (Mean = 2.64) and the function of evaluation tools to measure the improvement of learning goals and service outcomes (Mean = 2.57).

Table 6. Mean scores on general evaluation

Evaluation	Mean (SD)
The evaluation has a clear purpose and target audience	1,86 (0,535)
All the partners, especially students, are involved in evaluating the Service-Learning project.	2,64 (0,633)
The evaluation seeks to measure progress towards the learning and service goals of the Service-Learning project.	2,57 (0,646)
The evaluation is planned before the project happens, rather than afterward.	2,43 (0,646)
The evaluation uses tools that respect the diversity of learning styles.	2,14 (0,770)
	2,33

Reflexive final evaluations

In the final reports, students evaluated the experience of the Summer School and shared some reflections about their role in the rural community (sometimes experiences as a 'different' culture) and the importance of trust in building relationships.

Students shared the idea that they acted as promoters of social relations among community members, strengthening formal and informal ties and giving the opportunity to the communities to share experiences, reflect on their identities and promote trusting relationships. They have been facilitators of community dynamics between organisations and other community members. But they have also been 'interpreters' across cultures: rural culture is somehow different from the urban one, and they stressed the relevance of approaching different traditions, values and thoughts with respect. The confrontation with rural cultures gave them the opportunity to reflect on respect, belonging, and on the process of building trust when entering a new relationship. We report some quotes below.

I felt part of a community despite being a foreigner. At the same time, my role has sometimes been stereotyped. However, I believe that the exchanges between the local community and students have been fruitful and positive. I learned to respect others cultural traditions while trying to explain different points of view and bring new insights, just as I was able to learn from a reality I did not know. (Sarsina)

We were able to build a trusting relationship with our tutors as well as with our interviewees. Even if it was only a week, we noticed a gradual openness towards us. It surprised us, and it also gave us massive hope about the possibility to undertake a lasting dialogue with the rural community, not only by the part of the academic community but also with the municipal administration (Sarsina)

The experience of SL allowed them to develop a better understanding of the structural relationship between the different actors in the community. The local network is recognised as a resource for community development, but it would receive help from an external facilitator.

From the talks undertaken during the service-learning week, the boos for an institutionalised network emerged, formally or informally, which would coordinate the interactions between agricultural actors operating in the area. This network would have the burden of coordinating local relations and activities and promoting community development initiatives (Sarsina)

Discussions have been much helpful in focusing on common problems and trying to solve them: the participation of external people like us, who can act as moderators, has been fundamental (Santa Sofia).

The community questioned itself. The presence of external observers made the associations that our colleagues and I worked with curious and allowed the participants to question their situation and actions. Who are we? What do we do? How are we doing it? Why are we doing it? It was an exercise in consciousness for all parties involved (Santa Sofia).

Students also reflected on the importance of the community analysis in the rural Service-Learning project as a vital part of the process to develop relevant solutions. They understood that community analysis benefits from a participatory approach that helps bring out implicit needs.

The needs identified were explicit and implicit. In part, the organisation was asking that we could provide a fresh perspective and new ideas for pursuing its goals. On the other hand, I believe that intrinsic needs have also emerged: different opinions and ways of living or seeing things can lead to personal and community growth, including aspects that perhaps we are not always able to grasp within the limits of our mind as a single. (Sarsina)

Teacher evaluation (also based on students' input)

The Rural Summer School was the first experience of intensive Service-learning organised by the research team of Community Psychology from the University of Bologna.

The intensive format raised opportunities for students to be fully immersed in the rural communities, have a direct and constant exchange with local partners and support an in-depth understanding and analysis of needs and resources for each community. Students, with the collaboration of local partners, had the chance to live the everyday life of rural communities (with its limits and opportunities), live in a flexible way, and imagine what kind of impact their ideas could have if fully developed in those contexts.

Community organisations were open to new ideas, flexible with time arrangement and individual needs and warmly welcoming with students, thus a positive climate was created in which trustful relationships between community organisations' members and students and with teachers were developed.

An intensive experience provided a deeper understanding of rural communities' social, political and cultural issues that students with their backgrounds (many of them came from socio-political studies) could analyse critically but used as frameworks to develop possible solutions to community needs. With this format, students could understand and have the experience to work in small groups and to dialogue and reflect very often with each other, with their tutors from organisations and with teachers on the development of their analysis, critical events (misunderstandings with community organisations' members, different perspectives on social issues, etc.). Students developed a variety of transferable competences: critical awareness of their role and the rural context, empathy with rural community members, respect for their cultural background and diversity and openness to different perspectives.

However, some aspects have limited the Rural Summer School experience and were important points of reflection for future developments.

The Summer School was an intensive experience, but the short on-site time did not allow me to create a deep contact with the contexts and strong ties with community members and local stakeholders. Moreover, some activities had to be reduced, while others were only planned for the future.

Also, the COVID-19 pandemic constrained the SL experience: the previous contacts with local communities were few because of the lockdown during the months before the Summer School; furthermore, the onsite experience was partially limited by the social distance constraints.

Another important limitation was the participation of new local organisations who didn't know the Service-Learning methodology; thus, the partnership development process was slow, and it is still in progress. In this way, the transformation of ideas (from community needs and resources) into practice (Service-Learning projects) was difficult for the local organisations and the tutors due to low commitment.

Also, students reported some difficulties, mostly related to a sort of collusion with the context. In particular, the arduous task of having a professional approach and the 'right distance' from community social dynamics rather than an emotional involvement that could compromise their service in the communities.

Moreover, students indicated some difficulties in organising specific activities, like too many monitoring sessions for a week-experience, stealing time from other types of activities with the communities.

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During the HACKATHON (2hours online zoom workshop), students, teachers and LAG partners worked in 4 groups. Students made presentations on Service-Learning and Social Entrepreneurship projects in rural communities. While working in working groups and during the general session, main challenges were recognised and specific solutions were presented and developed.

Main challenges recognised during the Hackathon and solutions proposed to address the challenges.

Challenges:

SL and SE courses in rural communities were held during the Covid-19 pandemic (spring and autumn semesters, 2020). During the pandemic, communities have been exposed to the negative impact of social distancing and isolation, insufficient socialisation and social participation, difficulties in learning, insufficient ICT and online learning and participation skills, limited access to digital infrastructures (limited Internet access; limited access to digital technologies).

- **Older adults as a vulnerable group** that is exposed in a specific way to COVID-19 social isolation and distancing due to lack of digital skills and limited infrastructural opportunities to maintain social activity through digital technologies.
- Challenges faced by **pupils and parents during COVID-19**, as pupils don't have sufficient educational support from their parents while learning at home during the lockdown. HEI students running Service-Learning projects in communities identified a challenge to empower parents to help teachers and parents to help pupils. The lack of computers/tablets/devices by pupils and families of students, limited access to/poor internet connection. How to carry out SL projects to empower teachers, students and parents under these new circumstances? Teachers need support and new competences to apply new didactical approaches and use new digital technologies. Families experience a lack of digital devices.

- Social, economic and infrastructural challenges in rural communities. Depopulation. Scarce public resources – limited access to transportation, social, educational and infrastructure resources.
- Low labour market skills, scarce cultural and social capital, high unemployment rate.
- During Service-Learning, students from the Department of Psychology of the University of Bologna, Italy, recognised relational challenges in communication with representatives of rural communities. Students revealed an intergenerational gap (students and elderly community members belong to different generations) and social differences (students and community members belong to different social and professional groups).

Solutions to be employed to address the challenges:

- Solutions to address the challenges of **engaging older adults** and other community members in digital processes cannot be limited to building digital skills during Service-Learning activities. To increase the participation of older adults in online communication and diminish the negative effects of social distancing during the COVID-19, Service-Learning projects could be dedicated to elaborating strategies of **engaging grandchildren in the digital socialisation of their grandparents**. Grandchildren could become important actors in encouraging older adults to use digital technologies and diminish their social isolation. Service-Learning projects aiming at instructing grandchildren to provide training for grandparents could be an efficient solution.
- Broader programmes should be envisaged, that is why local administration could be given a leading actor in solving these difficulties of digital participation and providing financial instruments and basic digital infrastructures. Additional strategies have been proposed to the public administration (municipalities, public institutions) and private sector actors, namely an opportunity for community members to rent digital gadgets to inhabitants or help acquire equipment by using financial mechanisms. Solutions to tackle the issues of digitalisation include measures covering educational and sociological aspects, cooperation with public administration and private companies. During Service-Learning in interdisciplinary (interfaculty) groups, HEI students **implement social learning projects for teachers and families**. The projects will aim at training parents to help their children to learn at home; training sessions and tutorials could be prepared to help children get independence, learn how to use new platforms.
- Seeking to solve the challenge of lack of digital devices and limited access to the internet, these solutions can be applied: develop **social learning projects with local administration (municipalities) and public institutions**, arrange campaigns of collaboration and partnerships with private companies and investors. Students initiated projects with community members to improve public infrastructures and public services.
- During their fieldwork, HEI students identified children's and pupils' needs in rural areas to improve ICT and digital skills, knowledge and skills in robotics, and learning in an interactive way. Students arranged the **training on robotics** for children, promoted motivation for learning STEM, initiatives to strengthen logical thinking, problem-solving, and MBots.
- Solutions were proposed to empower rural communities in solving problems, maintaining cultural identity and cultural values, solving environmental problems and promoting civic participation. Students from the Higher School of Education – Polytechnic Institute of Viana do Castelo (Portugal), while working with pupils at the school and local community, proposed a solution to reach these aims through an educational process in schools and educational institutions by using **art-based methods** (drawings on walls and school environment) and other creative ways. Students from the University College of Teacher Education Faculty (Austria) carried out projects on **biodiversity by empowering rural communities through art projects**.
- While implementing SL projects in rural areas and seeking to overcome intergenerational barriers in the communication of students with local community members, it was proposed to promote dialogue, active listening and arrange empathic conversations. This strategy of promoting dialogue with rural communities which maintain traditional cultural values and ways of life is viewed as a solution in addressing challenges of cultural change and promoting sustainable cultural transformations.

- Challenges of economic development and difficulties in introducing new businesses and innovations were addressed by students while implementing projects carrying out research on the needs of users, stakeholders and the market, consulting (rural) social entrepreneurs (students' projects at Rotterdam School of Management, Erasmus University (Netherlands), and SCE at the Munich University of Applied Sciences, Germany).

8.2.

EVALUATION REPORT ON THE DIGITAL LEARNING TOOLS

This report was written by Paula Lazaro, Pilar Aramburuzabala and Rosario Cerrillo (UAM, Spain)

This report aims to evaluate the technical and theoretical content of the digital learning tools that were developed, the MOOC and the Online World Café, as well as their effectiveness.

Specifically, this evaluation aimed to assess the benefits of the digital learning tools that were developed and implemented and the solutions for rural community needs that were developed during the Hackathon. For this, the three digital learning tools developed in the project were evaluated: Online World Café, MOOC and Hackathon.

Partner universities recruited educators to take the MOOC and asked them to provide their feedback via a questionnaire that was integrated in the MOOC. Also, at the end of the Online World Café event, feedback was collected from the participants via an online questionnaire.

This report contains lessons learned from the Online World Cafe and the Massive Open Online Course.

Evaluation of the Online World Café

The Online World Café 'Service-Learning Cooperation between universities and rural partners' took place on 30 September 2020. It was an online event that lasted 3 hours and was organised by Pädagogische Hochschule Wien (Austria). Project partners, rural partners, stakeholders, university students and university teachers were invited to attend the event.

The World Café aimed to reflect on opportunities, challenges and possibilities of rural Service-Learning in European Higher Education.

For that, the following structure was used:

- Presentation of the RURASL European project
- Getting to know the methodology of the Online World Café
- Spotlight on the topic: Service-Learning cooperations between universities and rural partners
- 3 small-group rounds (breakout sessions) of 20 minutes
 - Nine tables – 9 table hosts
 - one question per round
 - harvesting of the table discussions on padlet
 - swapping of groups after each round
- Harvest in the plenary
- Final reflection and evaluation

The questions presented for discussion were the following:

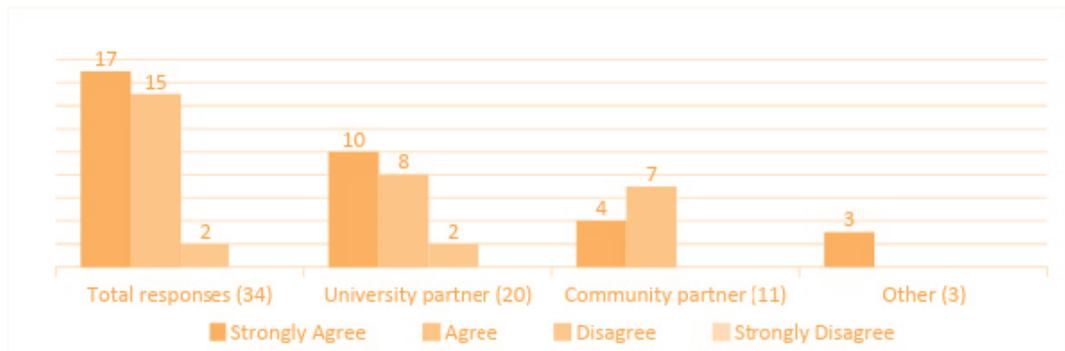
- 1st Round: Opportunities: Please share your experience with Service-Learning. Which opportunities do you see in the collaboration between Universities and Rural Partners? How can academic Service-Learning offer and rural needs meet best?
- 2nd Round: Challenges/threats/obstacles: Which challenges do you see in the collaboration between Universities and Rural Partners? How can barriers in mutual understanding be overcome and new communication channels be established?
- 3rd Round: Potential/possibilities: Who could be a further potential partner in Service-Learning projects? How can RURASL offers/products (like MOOC, Hackathons, Publications, Training Material, Online World Café) help you in your work?

After closing the event, a Google questionnaire was used to evaluate it using the SurveyMonkey application. The survey had 12 questions grouped into five sections: Overall impressions, presentations and discussions, participants, logistics and online platform, and additional comments. Thirty-four participants completed the survey: 20 university teachers, 11 community partners, and three other participants. The results of the evaluation are presented herein.

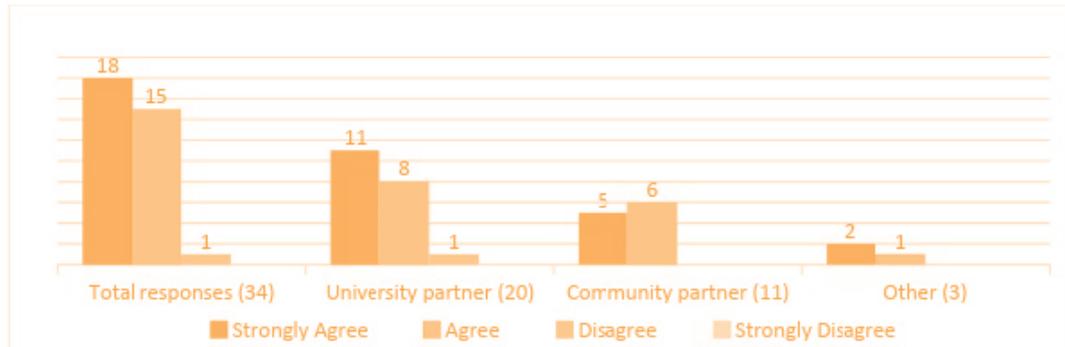
Figure 1. Responses to the World Café evaluation questionnaire

Figure 1. Responses to questionnaire for evaluating the World Café

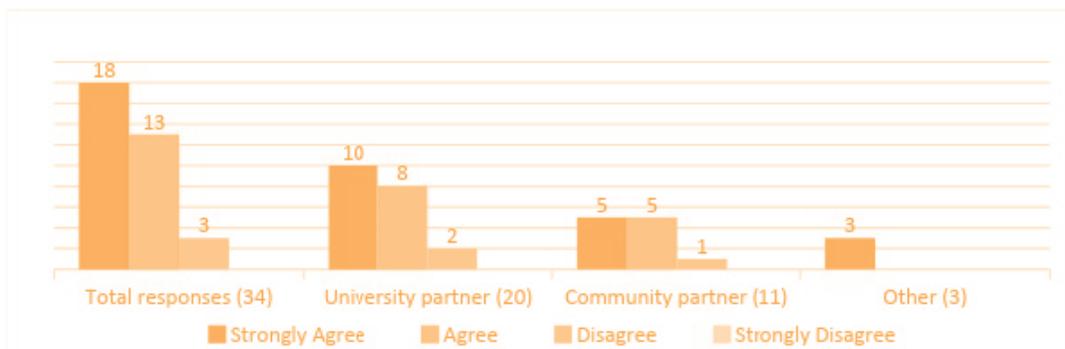
Item 1: This World Café met my expectations



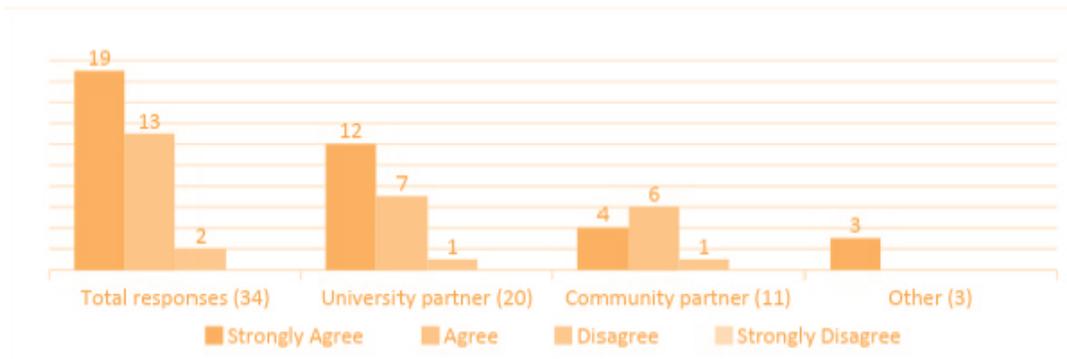
Item 2: This Online World Café is an innovative tool that contributes to creating collective learning about Rural Service-Learning



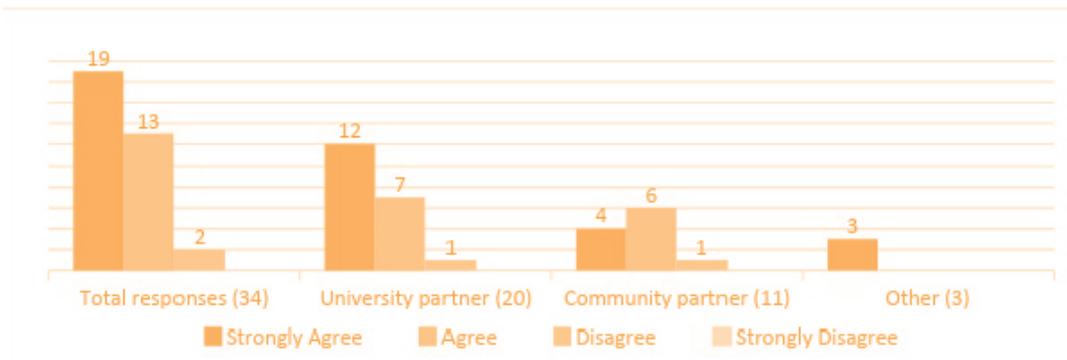
Item 3: The presentations were clear and focused on the relevant topics



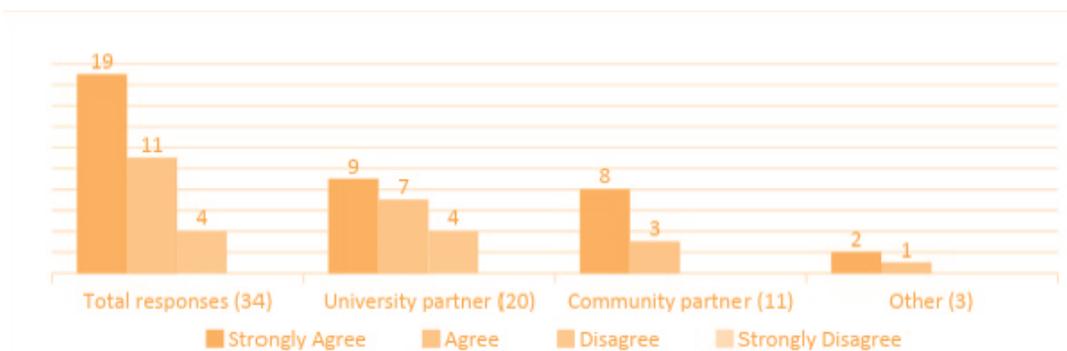
Item 4: The discussion materials were useful and easy to understand



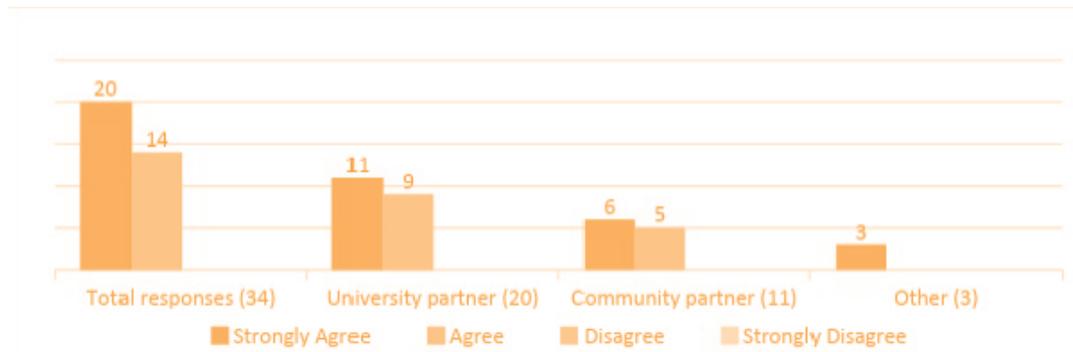
Item 5: There was a good mix of presentations and discussions



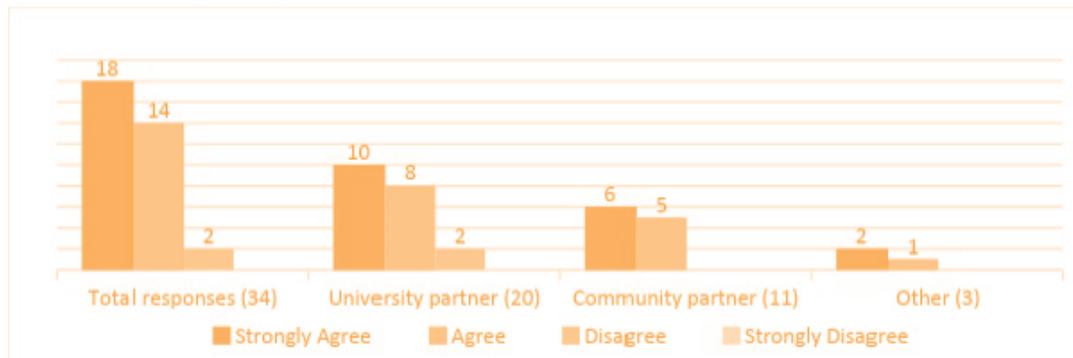
Item 6: There were enough opportunities to participate



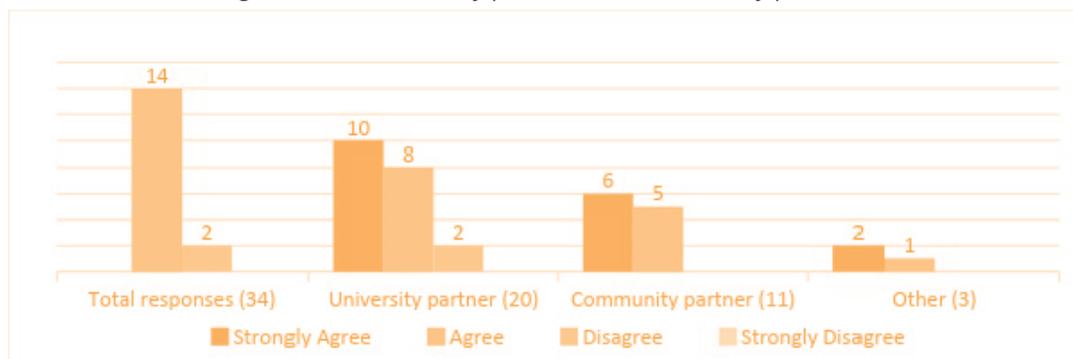
Item 7: The discussions were active and brought up important points to report back to the larger group

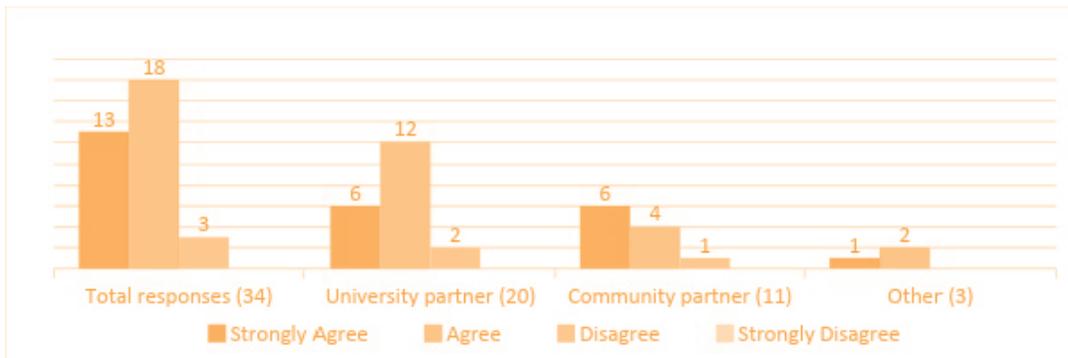
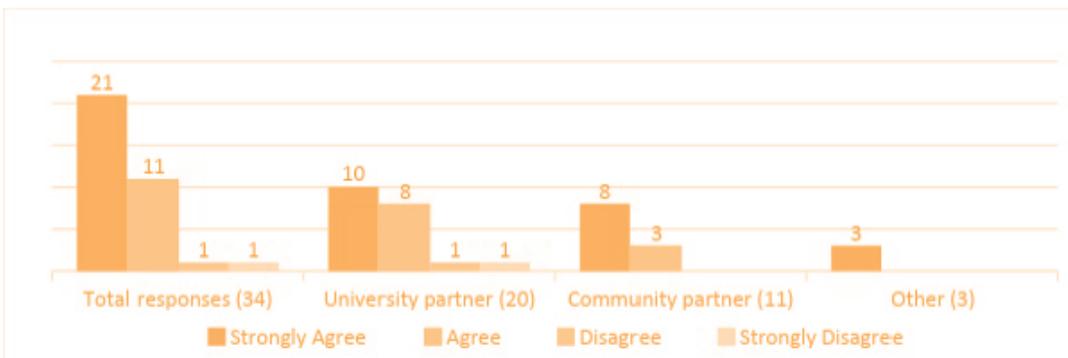
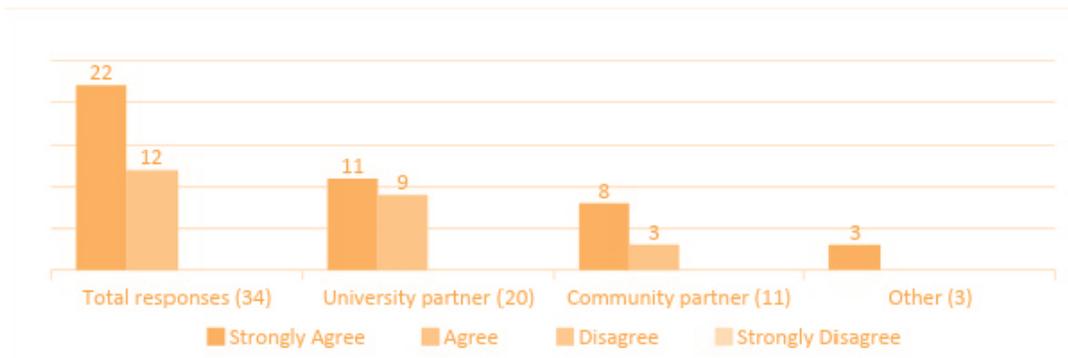


Item 8: As a result of the World Café, I have increased my knowledge on the issues discussed as collective learning through conversation and collaboration



Item 9: There was a good mix of university partners and community partners



Item 10: The event was well organised**Item 11:** The online tool was suitable for the event**Item 12:** Additional comments

#1: Great event!

#3: This was a fruitful experience, and I enjoyed it very much! Thank you!

#4: big up for AJD!!

#7: Great job! Congratulations!

#8: I thank the organisers!!!

#11: Ist was great

#12: I really like this activity! I think it is important to promote more these moments! Thank you.

#15: Thank you very much!!!

#17: Great job!

#18: Great Job. Congratulations!!

#19: perfetto

#20: A very dynamic and innovative approach for different stakeholders discussion.

#24: It was a nice experience but also exhausting in a way due to the online format. Live meetings are nicer for me. But this could be developed further. Thanks for the experience!

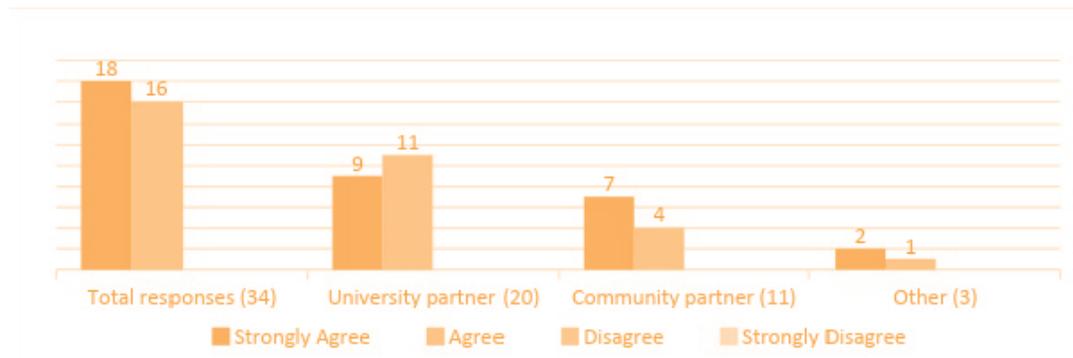
#27: Great job! Well done!

#28: It was a very informative afternoon, and it was nice to learn more about Service-learning and discuss my views with people from other countries. However, I would have liked to see more students attend. There was a lot of talk about how young people and students should be included, so I missed their perspective. Moreover, discussions and evaluations were sometimes very repetitive as it seemed like some participants did not pay attention to what had previously been discussed.

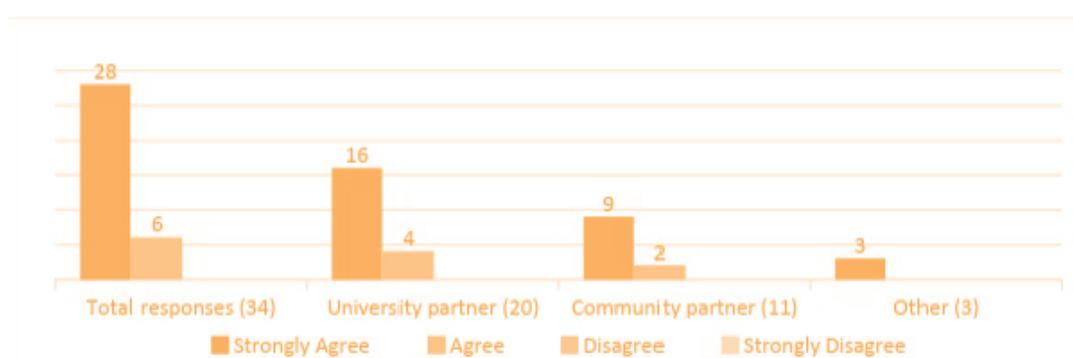
#30: More time for dialogue and discussion at each table (minimum 30 minutes) Possibility to change the rooms/tables. Open forum for all participants at certain points - especially for non-project partners.

#33: It was great

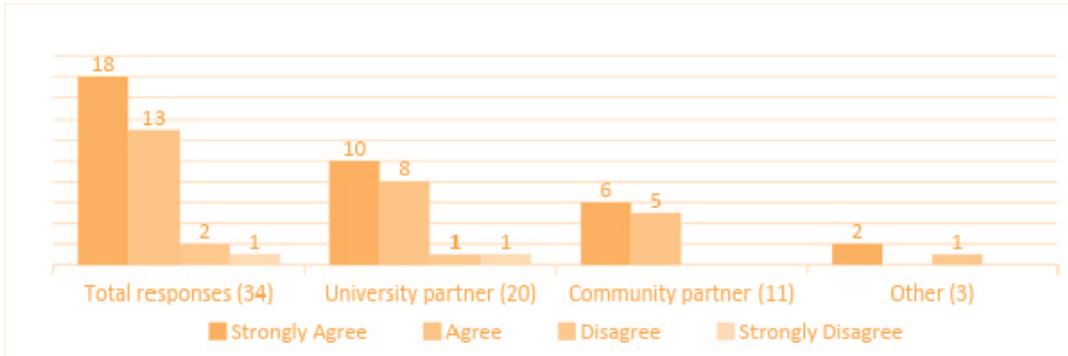
Item 13: The questions for each turn have been clear and helped to create deeper discussion



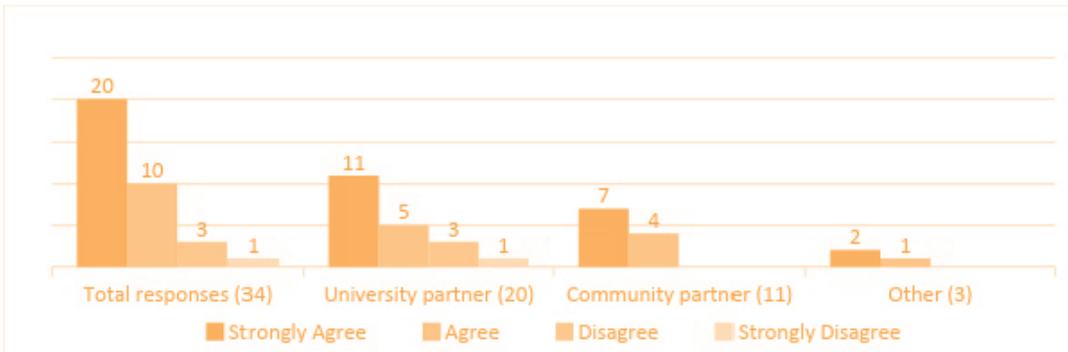
Item 14: The table hosts welcomed the participants adequately



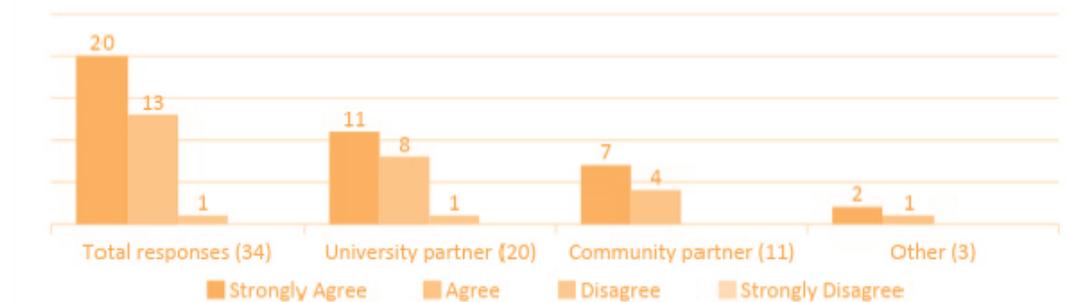
Item 15: It has been easy and comfortable to switch tables



Item 16: The table host summarised the results of the former turn



Item 17: The overall results of the world cafe have been summarised



Results of the evaluation indicate that expectations regarding the Online World Café were met for the majority of the respondents. Only two university teachers showed disagreement about this issue. Most university teachers, community partners and other participants indicated that the Online World Café was an innovative tool that contributes to creating collective learning about Rural Service-Learning. Only two participants disagreed with it. Even though for 3 participants the presentations were not clear nor focused on the relevant issues, the other 31 showed satisfaction about these issues. Responses were similar about the usefulness and clarity of the discussion materials. Participants also enjoyed the structure of the Online World Café, as they stated that there was a good mix of presentations and discussion. All respondents indicated that there were enough opportunities to participate. Two university teachers reported that the discussions were not active enough. However, the other 32 were satisfied with it, and they indicated that the discussions brought up important points to report back to the larger group. The same data

applies to the question regarding the result of the event in terms of increase of knowledge, as the majority of people stated that they had increased it on the issues discussed as collective learning through conversations and collaboration. Thirty-one respondents indicated a good mixture of university partners and community representatives, and 32 showed their satisfaction with the event's organisation.

All agreed that the online tool was suitable for the event, that the questions for each turn were clear and helped create deeper discussion, and that table hosts welcomed the participants adequately. However, three respondents did not like the way in which tables were switched, four were not satisfied with the way in which the table host summarised the results of the former turn, and 1 disliked the summary of the overall results of the Online World Café.

In conclusion, data indicated that the level of satisfaction with the Online World Café on Rural Service-Learning was high. This type of event has proven to be a useful tool for communication among the different stakeholders while reflecting on common issues.

This methodology needs to be further explored, and questions regarding summaries of the previous round table and the time for discussions could be improved. Students' participation should also be promoted.

Conclusion

Overall results of the evaluation of design and implementation of the academic module demonstrate that eight courses comprising the academic module foster a wide range of professional and civic competences, and promote students' personal growth. The evaluation process revealed the importance of analysing all course design and implementation stages and encompassing the intended, attained and assessed curriculum. The report demonstrates the significance of the involvement of all important stakeholders - students, teachers, partners from LAGs and rural communities, and applying diverse quantitative and qualitative methods. Evaluation procedures revealed that the academic module follows international standards and criteria of Service-Learning quality, meets the needs of rural and urban communities and organisations, enables them to introduce innovation and initiate social, economic and cultural changes.

Conclusion

Overall results of the evaluation of design and implementation of the academic module demonstrate that eight courses comprising the academic module foster **a wide range of professional, civic competencies and promote the personal growth of students**. The evaluation process revealed the importance of analysing all course design and implementation stages **and encompassing the intended, attained and assessed curriculum**. The report demonstrates the significance of the involvement of **all important stakeholders** - students, teachers, partners from LAGs and rural communities and applying diverse quantitative and qualitative methods. Evaluation procedures revealed that the academic module follows international standards and criteria of quality of service-learning, meets the needs of rural and urban communities and organisations, enables them to introduce innovations and initiate social, economic and cultural changes.

Evaluation of the MOOC

A Massive Open Online Course (MOOC) on rural Service-Learning was created for educators and rural entities in the framework of the RURASL project. The design and implementation of the MOOC was led by the University of Zagreb with the participation of all university partners that provided video materials.

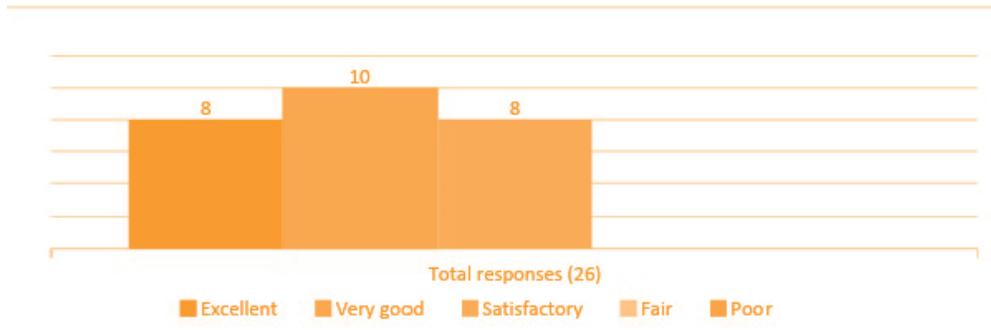
The MOOC is divided into seven main units: a self-assessment test, rationale and key characteristics of rural Service-Learning, examples of good practices from diverse study fields, curriculum design options, student assessment design, design of one's own rural SL course, and the final self-assessment.

This tool is published online, and it can be accessed through the following link: <http://learn.rural.ffzg.hr:8080/login/index.php>

Twenty-six participants completed the survey. Results of the evaluation are presented below.

Figure 1. Responses to the MOOC evaluation questionnaire

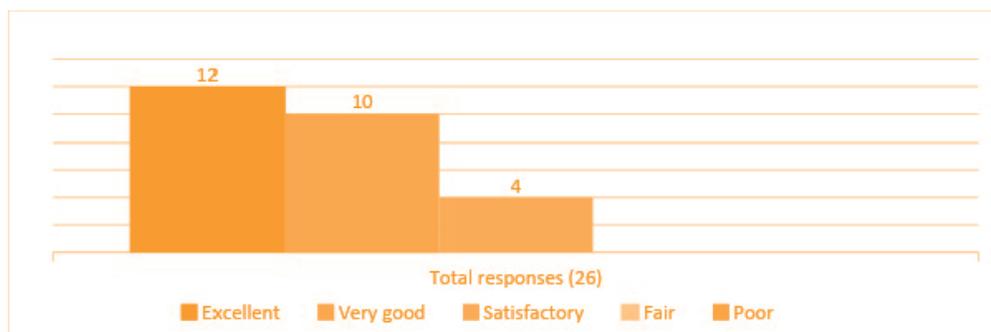
Item 1: Level of effort (Level of effort you put into the course)



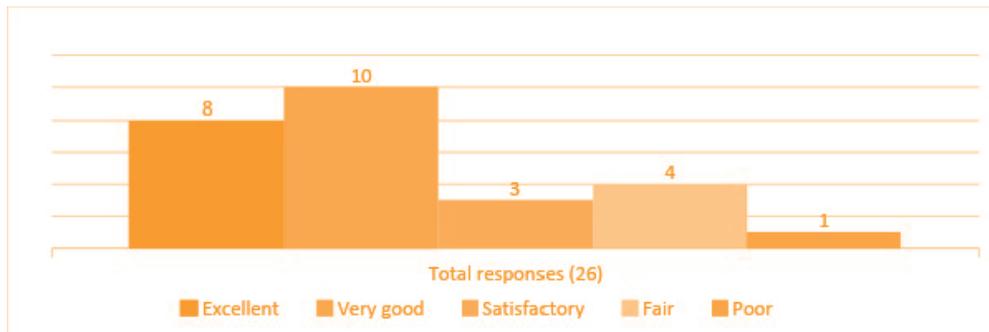
Item 2: Contribution to learning (Level of skill/knowledge at the start of course)



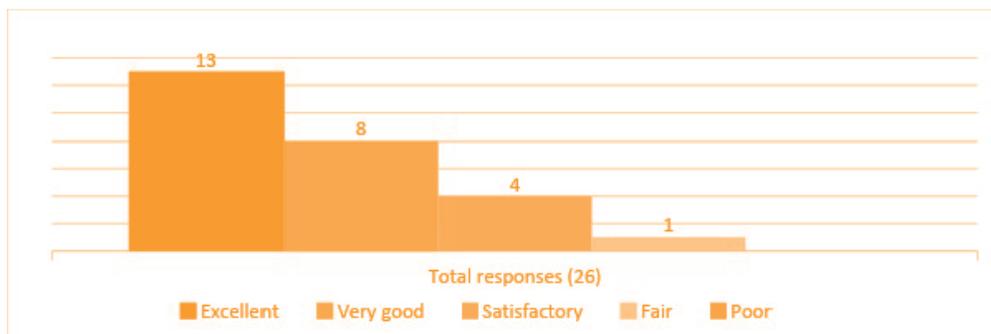
Item 3: Contribution to learning (Level of skill/knowledge at the end of course)



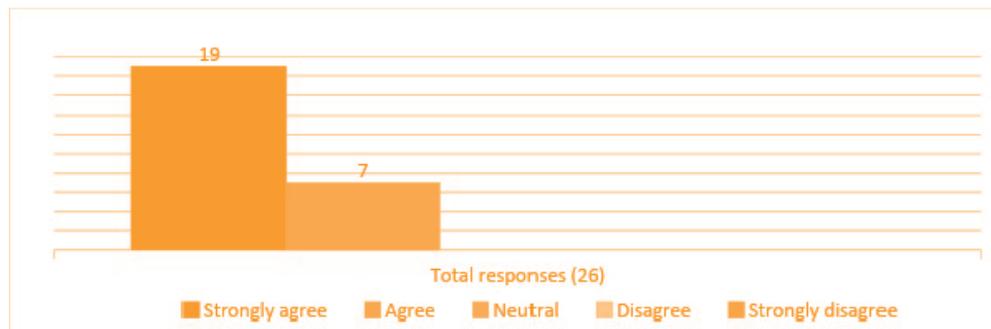
Item 4: Contribution to learning (Level of skill/knowledge required to complete the course)



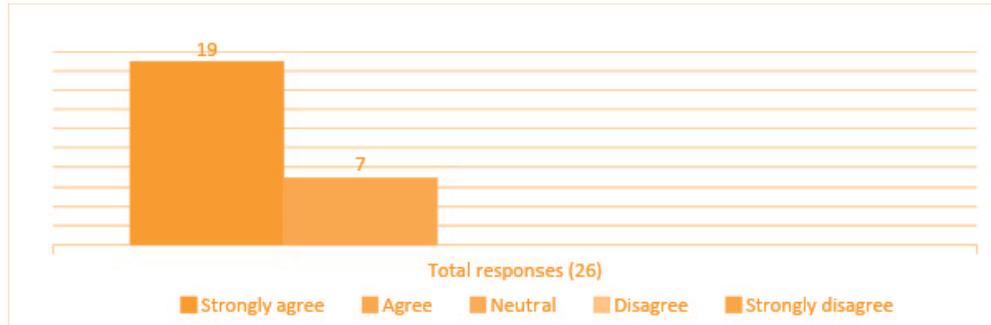
Item 5: Contribution to learning (Contribution of the course to your skills/knowledge)



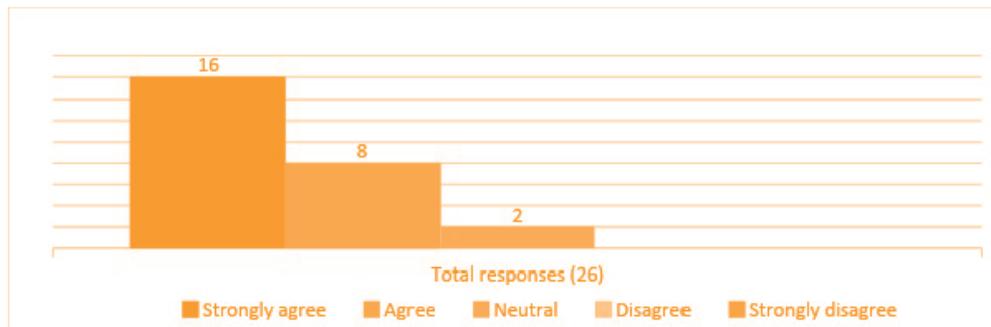
Item 6: Course content (Learning objectives were clear)



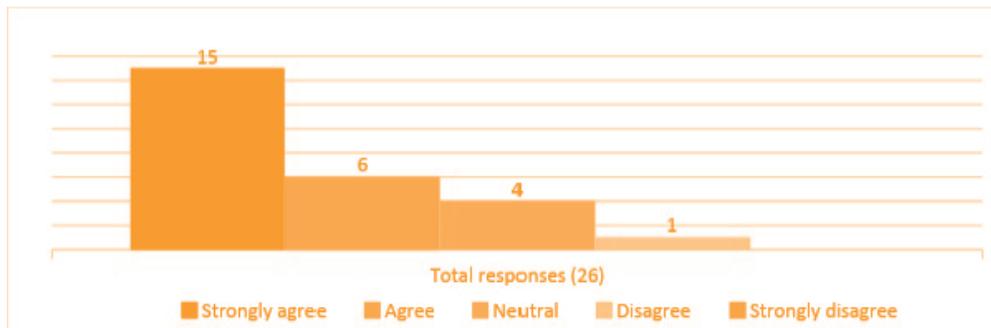
Item 7: Course content (Course content was organised and well planned)



Item 8: Course content (Course workload was appropriate)



Item 9: Course content (Course organised to allow all participants to participate fully)



Item 12: What aspects of this course were most useful or valuable?

#1: All the examples you've provided.

#2: I found the self-assessment test very valuable.

#3: The examples of good practice from diverse study fields.

#4: The idea of MOOC.

#5: Examples of SL projects and guidelines for creating an SL course.

#6: Good practices.

#7: Videos.

#8: All.

- #9: All good.
- #10: It was useful to know about rural areas challenges.
- #11: All information regarding guidelines for better cooperation between rural organisations and HEI.
- #12: all good.
- #13: ok.
- #14: the inspiration of the practices.
- #15: The contact with the community.
- #16: the diversity of teaching documents and good practices.
- #17: good practices with video.
- #18: Create your own rural SL course.
- #19: information.
- #20: I like the visual part - the materials on SL are presented by using a special video making platform. Units of content are presented in small pieces what I found very suitable.
- #21: All good.
- #22: Practical experiences.
- #23: Unit 4: Good practice from diverse study fields.
- #24: the approach to learning in itself.
- #25: It has good information.
- #26: Practical things.

Item 13: How would you improve this course?

- #1: It's great the way it is! :).
- #2: Discussion forums could be added.
- #3: with material to motivate HEI/organisations for SL.
- #4: By practising.
- #5: Access to the course could be easier.
- #6: More space and voice to local partners.
- #7: More information about evaluation.
- #8: All good.
- #9: All good.
- #10: I enjoyed the course.
- #11: It would help a lot for its dissemination and use if the MOOC could be translated into all the consortium languages; otherwise, most rural users will not be able to complete it because of its low level or lack of knowledge of English.
- #12: All good.
- #13: Ok.
- #14: Make it clear it helps all kinds of courses.
- #15: More time.

#16: All good.

#17: More voices from community partners (videos, small interviews).

#18: Self-assessment test -> (the link takes me out of the course: MOOC on academic service-learning)

-Please have a look at this video: <https://www.youtube.com/watch?v=QUKucB0ye3E>

(The link take me out of the course when I'm trying to return; I need to start the test again from 0).

-Registration: If I do the course without being registered, I lose all the progress in the course once I turn out my computer/phone. I don't think the users will start and finish the course on the same day, and this methodology is not really a "friendly user".

unit 5: Guidelines for community partners, ->link take you out of the course.

#19: a unit on how to motivate students and organisations for service-learning.

#20: I liked it very much!!!!

#21: I enjoyed the course.

#22: Maybe put some contacts in if someone needs clarification or any help!

#23: It's good as it is.

#24: no further suggestions.

#25: - The use of the expression "utilise the students" sounds a bit manipulative

- On the first page of the course, where the partners are presented, there is a lock-in front, which is not functional unless it is just ornamental

- When we click on a link, namely the links provided after answering the exercises, when we click it opens on the same page, closing the course

- In some exercises, some audio symbols are also not functional (e.g. unit 0, question 5)

- When we get an answer right, we cannot go back to the same quiz, so we cannot review the question

- Whenever a visitor leaves, progress is lost

- The platform, although functional, is not aesthetically appealing

- The way the information is presented also has the same problem.

#26: More examples.

All participants were satisfied with the level of effort that they put into the course. According to them, the MOOC contributed to improve their knowledge, as their level of skills and knowledge had increased after completing it. The responses collected indicate that the learning objectives were clear and that the course content was organised and well planned. Course workload was appropriate according to 24 respondents. Twenty-one respondents reported that the course was organised to allow all participants to participate fully, and one response shows disagreement regarding this issue.

According to the respondents, the following aspects of the course are among the most useful and valuable: examples of good practices, guidelines for better cooperation between rural organisations and higher education institutions, and the tools and resources provided, such as videos and documents.

Suggestions provided by users for improving the MOOC include the following: adding space for discussion forums, improving access to the course, giving more voice and guidelines for community partners, making the tool more aesthetically appealing, and correcting some technical difficulties with some links.

Evaluation of the Hackathon

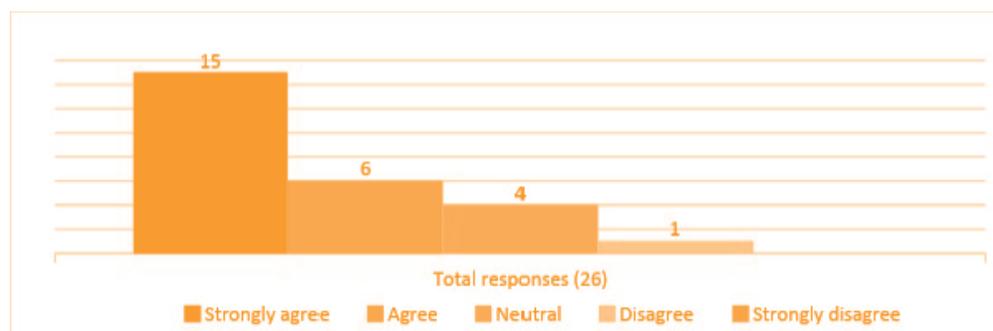
The Hackathon took place on 16 October 2020. It was an online event that lasted three hours and was organised by the University of Bologna

The Hackathon aimed to share Service-Learning experiences and solutions for rural development. For that, students had to meet other students from different European countries virtually, communicate and report rural Service-Learning projects developed in each country, share and give feedback on different experiences, discuss and reflect on the values and meanings of Service-Learning experiences in terms of service and learning.

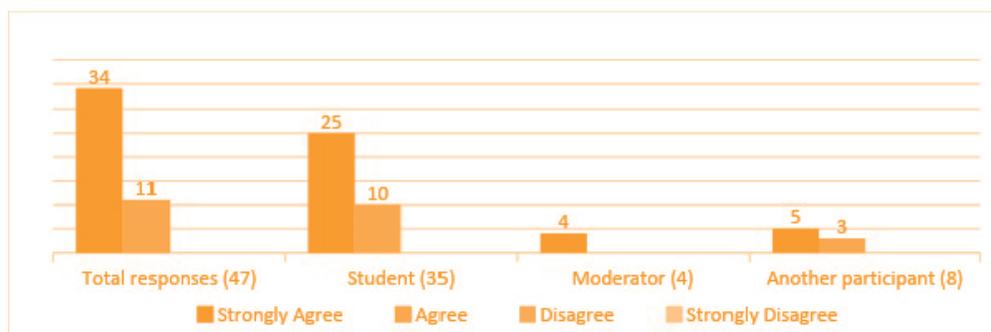
After completing the event, a Google questionnaire was used to evaluate it. Forty-seven participants completed the survey: 35 higher education students, four moderators and eight other participants. Results of the evaluation are presented below.

Figure 1. Responses to questionnaire for evaluating the Hackathon

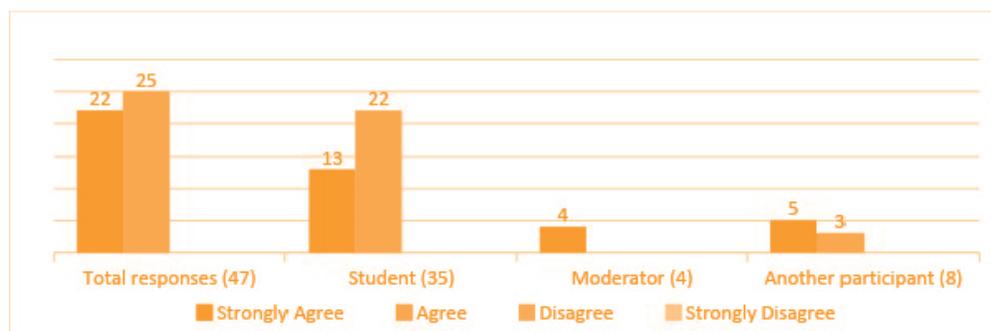
Item 1: This Hackathon met my expectations



Item 2: This online Hackathon is an innovative tool that contributes to creating collective learning about rural Service-Learning



Item 3: As a result of the Hackathon, I have increased my knowledge on the issues discussed as collective learning through conversation and collaboration



Item 4: Additional comments

#6: I thank the organisers!!!

#10: Great event! Congratulations!!

#11: Thank you, it was a great experience to work together with students from other countries

#13: Great experience!

#14: It was very inspiring to listen to the students and the thoughts of the new generations

#15: New European generations are sensitive about all issues that the rural society has to deal with daily. We are aware that only by being united a strong and clear solution to the problem of abandonment can be found. God bless the EU

#17: The mix of students of many countries is very fruitful

#18: English is difficult for us; we should have had a little more time to prepare our discussion

#46: Event to repeat

These data indicate that expectations about the hackathon were met. All participants agreed or strongly agreed with it, but this is more clearly highlighted by the moderators. Also, all participants pointed out that the Hackathon is an innovative pedagogical tool that facilitates collective learning about Rural Service-Learning.

An increase in the knowledge about the issues discussed was also acknowledged by all participants. However, in their comments, one mentioned that extra time would have been necessary for preparing the group discussion as not everyone was proficient in English.

8.3.

Evaluation report of Rural 3.0 Virtual Hub

This report was written by Ana Paula Dias e Natacha Oswald (AJD, Portugal) and Cristina Sanchez (GALSINMA, Spain)

1. About RURASL Virtual Hub

1.1 Introduction

RURASL Virtual Hub is a place for centralized knowledge sharing and networking between university teachers and rural community stakeholders. Both public and private partners from rural territory and higher education institutions use it as a matchmaking service to offer their expertise or list their needs.

1.2 Purpose of the RURASL Virtual Hub

The RURASL Virtual Hub bridges the gap between rural organizations that aim to connect rural entities to improve rural development (but lack access to SL) and universities that aim to connect students, faculty and local community (but rarely address rural issues). The hub allows users to list their needs and offer their expertise. They are able to browse the database of collaborators and the database of projects. RURASL project aims to establish connections between HEIs and rural communities as well as their beneficiaries.

The Hub serves as the information source for the student rural service-learning and a collaborative community of practice, documenting cases of rural service learning in all participating countries.

1.3 Structure of the RURASL Virtual Hub

The Hub contains open educational resources (dedicated transnational academic modules with courses on service-learning and social entrepreneurship, community training materials and digital collaborative & learning tools) which can be easily and openly shared as well as adapted to the individual needs.

RURASL Virtual Hub contains 5 parts: Project area, Matchmaking domain, Open Conversation Areas, Digital learning tools and international module on rural Service-Learning and Social Entrepreneurship. These parts are designed to allow all registered users to list their needs, describe their projects for potential collaborators and offer their expertise. The content of the Hub is dynamically updatable by partners and registered users.

The following innovative digital learning tools and resources are developed and available through the Hub: Matchmaking tool, MOOC, Online World Café, Database of Service-Learning Peer Mentors and Experts, Online Resource Center: repository of best practices, Open Conversation Areas, Academic module (with training resources, lesson plans and curriculum materials).

RURASL Matchmaking Hub matches rural organizations seeking particular solutions, knowledge and skills with universities across different disciplines interested in collaboration through Service-Learning activities.

Hub users are able to search the Hub for potential collaborators or projects, bring their expertise to an existing project, browse the repository of best practices and experts and engage in online learning via MOOC and World Café (OERs).

1.4 Phases of the RURASL Virtual Hub

The Hub was developed by FFZG (Faculty of Humanities and Social Sciences, University of Zagreb) based on the design specified in T3.4 task (WP3) of RURASL project, it contains all materials and tools related to the conduct of this project which is optimized for main interfaces. It has been built using JavaScript and CSS and contains information about registered users: basic information (location, contact, etc), expertise offered (based on tags), expertise needed (based on tags) and

matchmaking algorithm for them. The following phases can be identified in relation to the Rural 3.0 Hub (output number 5, developed in WP3):

Design of the RURASL Hub – M15

This output is the report about the design of the RURASL virtual collaborative hub that bridges the existing gap between rural networks that aim to connect rural entities to improve the rural development (but lack access to SL) and university networks that aim to connect students, faculty and local community (but rarely address rural issues).

RURASL Hub (Virtual platform) – Beta version – M16

This output or phase represents the RURASL Hub - Beta version, created in M16 (April 2020). It contains all materials and tools related to the conduct of RURASL project developed up to M16. As mentioned before, the Hub was developed based on the design specified output 5 WP3 (electronic version, published on-line) by FFZG. Its interface has been translated into all languages of the project partners countries, with a public dissemination, whose target groups or potential beneficiaries are: HEI staff /Students and rural communities organisations such as: LAGs, small and medium-sized enterprises, local authorities, NGOs and other entities interested in rural development or beneficiaries of these organisations, for instance, local farmers, unemployed youth, retirees, rural housewives, rural entrepreneurs and social business.

RURASL Hub (Virtual platform) – final version – M30

Rural Hub beta version contains all materials and tools related to the conduct of RURASL project developed up to M36, with all bugs removed and all project materials uploaded. Its interface has been translated into all languages of the project partners countries: English, German, Dutch, Spanish, Portuguese, Croatian, Lithuanian, Italian. This output is connected to WP6 (dissemination and Communication), since a dedicated project website is part of the Rural 3.0 virtual platform.

This phase represents the development of the RURASL Hub - final version in M30 (June 2021), which was developed in M3.4 Development of the final RURASL Hub.

RURASL Hub (Virtual platform) – Evaluation – M34

This last phase of the RURASL virtual Hub comprises the evaluation of the Rural 3.0 virtual Hub with the information provided by end-users in the rural community, rural national networks, rural private and public entities from different socio-economic sectors and the broader academic community; who were invited and encouraged to use the RURASL virtual Hub by community partners (all LAGs, SSA and Plenum) through their project website, dissemination networks and different events described in WP6, as well as through these other events:

- Rural Vision Week, Rural Vision Week: Imagining the future of Europe's rural areas Online, that occurred on the 22nd and 26th of March 2021.
- RIODD 2021 16e CONGRÈS DU RESEAU INTERNATIONAL DE RECHERCHE SUR LES ORGANISATIONS ET LE DÉVELOPPEMENT DURABLE, from the 29th September to the 1st October, with the presentation of RURASL papers on 1st October.

These events brought direct traffic to the Hub, directly and indirectly, due to the increase of dissemination and visits of the partners to the Hub observed during those periods.

Regarding dissemination networks, end-users in the rural community, rural national networks, rural private and public entities from different socio-economic sectors and the broader academic community were invited by community partners (all LAGs, SSA and Plenum) to the Rural 3.0 virtual hub through their dissemination networks and different events described in WP6.

The information analysed in this report and described in the next sections, was collected from:

- The list of records that RURASL website virtual RURASL virtual Hub provides through a satisfaction questionnaire, that was set to the final users of the RURASL Hub in M30 (June 2021 - Milestone M5.1: Completion of the evaluation questionnaires), with the objective of getting visitor's feedback on the materials, resources and information available. In M33 (September 2021) a reminder to fill in the satisfaction questionnaire was sent by email to the end-users with the aim of collecting a larger number of feedbacks from them.
- Excel fields named: "statistics", "rural hub activity", "database usage"
- Official Facebook page of the RURASL project
- Relatories of activities (MOOC, HACKATHON, WORD CAFE)

The information provided in this analysis, we expect will allow partners to improve the materials and adapt them as needed by M34 (Milestone M5.2: Implementation of recommendations from the rural partners and evaluation questionnaires).

2- Indicators (Performance Indicators, Quantitative Indicators, Qualitative Indicators.

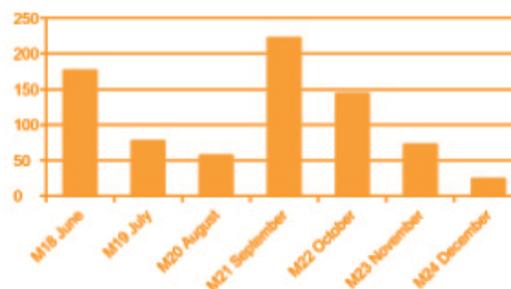
In this section we will analyse the RURASL Virtual Hub based on the following Parameters or criteria:

- 2.1 Number of users during this period
- 2.2 Usernames, IP addresses, timestamps
- 2.3 Statistics Short Term Quantitative indicators, Short Term Qualitative indicators, Performance Indicators about users' activities on our hub.

2.1 Number of users during this period

The following table and graphic have been produced with data given by list of records from M18 (June 2020) until M24 (December 2020).

Month	"Number of usages"
M18 June	177
M19 July	78
M20 August	58
M21 September	223
M22 October	145
M23 November	73
M24 December	25
Total	779



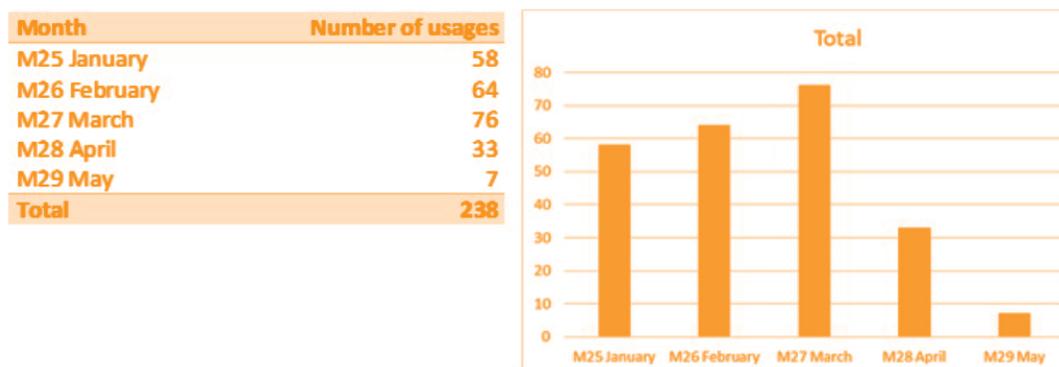
Source: Table and graphic elaborated with data from the list or records "Database Usage" (Excel document with number of users of the timestamp from June 17th 2020 (M18) to December 29th 2020 (M24))

In the graphic, we can see that the M18 (June 2020), M21 (September 2020) and M22 (October 2020) have a bigger number of users. We attribute the growth to the following facts:

- During the M17 (May 2020) the task related to the WP2 (Academic module on SL and SE and community training) was completed and the materials produced were uploaded to the Hub. The partners disseminate the materials produced in this task, and we expect this to be the cause of an increase in the number of users in this period.
- In the M21 (September 2020) we observe the biggest growth in the users and we assign it to the development of the "Online World Café", which took place on the 30th of September 2020. This event had big dissemination in the different networks of the partners and the Hub itself was introduced in the event to the assistants.
- At M22 (October 2020) another important activity of the project RuraSL took place. The 23rd of October was the Social HACKATHON.

We can translate the impact of the diffusion in the partners' networks and dissemination of the Hub during the event into the increase of visits in the virtual Hub. Among these events, during M21 and M22 the partners realized the dissemination of the MOOC, this is another fact that was reflected in the increase of the visits in the Hub during this period.

The next graphic and table have been elaborated with data obtained from M25 (January 2021) until M29 (May 2021).



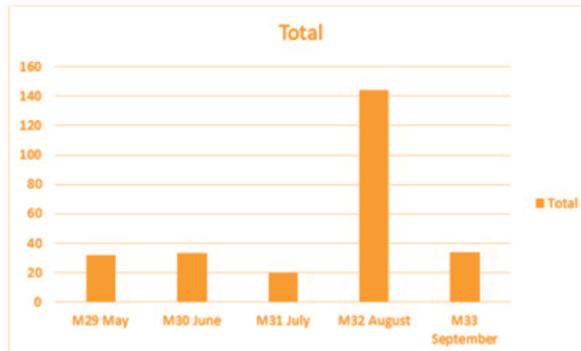
Source: Table and graphic elaborated with data from the list or records "Database Usage" (Excel document with number of users of the timestamp from M25, January 6th 2021 to M29, May 7th 2021).

In this table and graphic, we can observe an increase in the number of users in the Hub during M26 and M27.

We attribute this growth to two events that took place in that period: "The Online Transnational Meeting " that was celebrated on 25th and 26th of February 2021 and "The Rural Vision Week", that occurred on the 22nd and 26th of March 2021. We could say that these two events meant direct traffic to the Hub, directly and indirectly due to the increase of dissemination and visits of the partners to the Hub.

This third Graphic has been produced with the information of the data given from M29 (May 2021) until M33 (September 2021).

Month	Number of usages
M29 May	32
M30 June	33
M31 July	20
M32 August	144
M33 September	34
Total	263



Source: Table and graphic elaborated with data from the list or records "Database Usage" (Excel document with number of users of the timestamp from M29, May 7th 2021 to M33, September 16th 2021).

In this graphic, we can observe information collected from M29 (May 2021) until M33 (September 2021), in this period we can see that the biggest number of users occur during the M32 (August). We attribute this to the beginning of the first semester in the academic year and the preparations for the RIODD 2021: Session programme, organization and publication and dissemination during this event.

2.2 Usernames, IP addresses, timestamps

Usernames and IP addresses:

The following graphic contains information of **all users** (including the country of origin) of the RURASL Virtual Hub, from M18 (May 2020) until M29 (May 2021).

COUNTRY	IP Address
AUSTRIA	35
CROATIA	237
GREECE	3
ITALY	22
LITHUANIA	8
NETHERLANDS	9
PORTUGAL	85
SOUTH AFRICA	10
SPAIN	138
NULL	22916
Total	23463

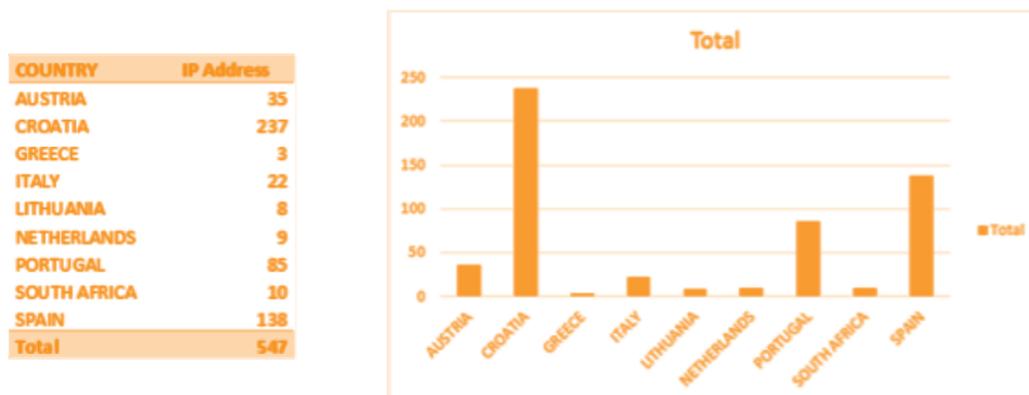


Source: Table and graphic elaborated with data from the list or records "Rural Hub - Activity log" (Excel document that contains web page addresses, usernames, IP addresses, timestamps etc. about users' activities on our hub from M18, June 17th 2020 to M29, (May 19th 2021)

From M18, June 2020 until M29, May 2021 the RURASL Virtual Hub, registered 23463 pages visited, from that total, 22916 were users registered as NULL (anonymous users). It has to be specified that Usernames NULL are anonymous access to the hub, i.e., the users were not logged in while accessing the web pages and materials. As we can see on the table above, that occurred more than 20000 times. All other (logged-in) users accessed the site only 5 to 10 times, that's why their access is not visible on the first graph.

In the below second table and graph, anonymous access (22916 users registered as NULL) has been removed, leaving only a total number of 547 accesses made with IP addresses identified and associated with a country of origin (to identify users' location through IP addresses has been used this website <https://www.iplocation.net/ip-lookup>). Therefore, we can say that from M18, June 2020 until M29, May 2021 the RURASL Virtual Hub, registered 547 (from the total registered 23463) accesses from diverse and identified countries. The largest number of accesses, belonging to the RURASL consortium project, are from Croatia (237), Spain (138) and Portugal (85). In table and graphic, different identified accesses by IP addresses from countries like South Africa or Greece, also appear.

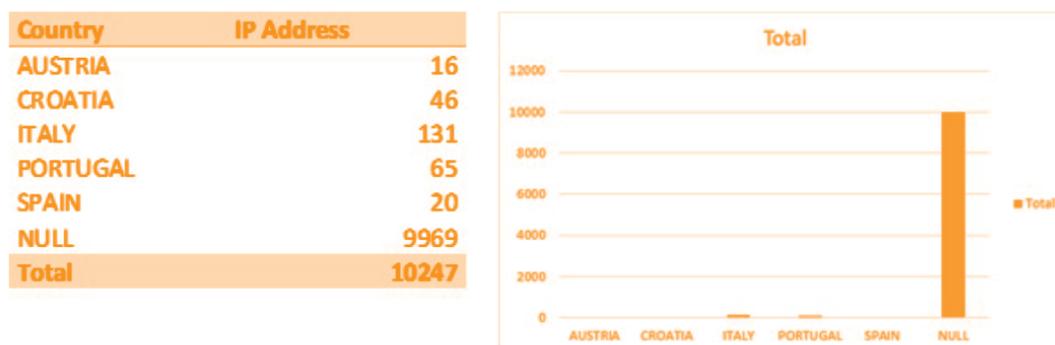
On the other hand, it should be noted that Users' IP addresses constantly change, so we cannot conclude that the users are coming back.



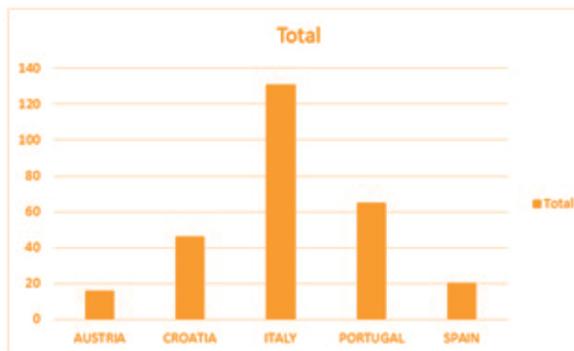
Source: Table and graphic elaborated with data from the list or records "Rural Hub - Activity log" (Excel document that contains web page addresses, usernames, IP addresses, timestamps etc. about users' activities on our hub from M18, June 17th 2020 to M29, May 19th 2021).

The following graphic contains information of all users (including the country of origin) of the RURASL Virtual Hub, from M29, May 2020 until M33 (September 2021)

From M29, May 2021 until M33, September 2021, the RURASL Virtual Hub, registered 10247 pages visited, from that total, 9969 were users registered as NULL (anonymous users). and 278 from identified countries through the IP address like Italy (131), Portugal (65), Croatia (46), Spain (20), Austria (16).



Country	IP Address
AUSTRIA	16
CROATIA	46
ITALY	131
PORTUGAL	65
SPAIN	20
Total	278



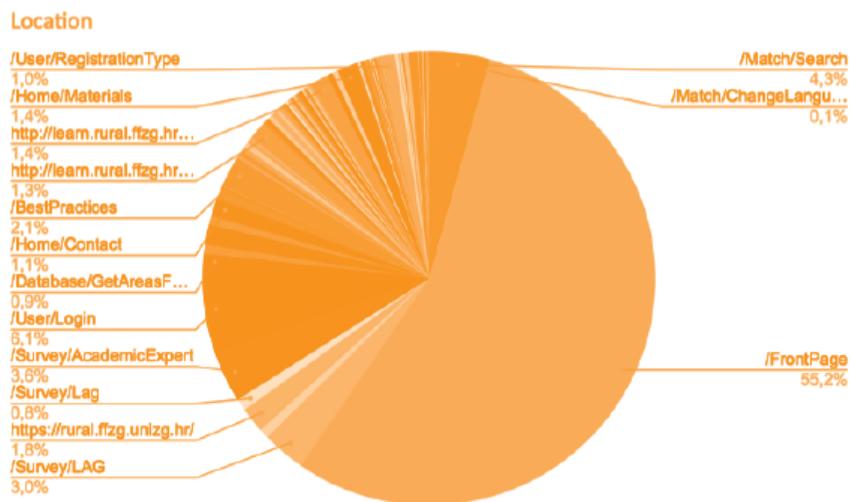
Source: Table and graphic elaborated with data from the list or records "Rural Hub - Activity log" (Excel document that contains web page addresses, usernames, IP addresses, timestamps etc. about users' activities on our hub from M29, May 2021 to M33, September 2021).

From M29, May 2021 to M33, September 2021, there are only 4 new registered users.

Timestamps:

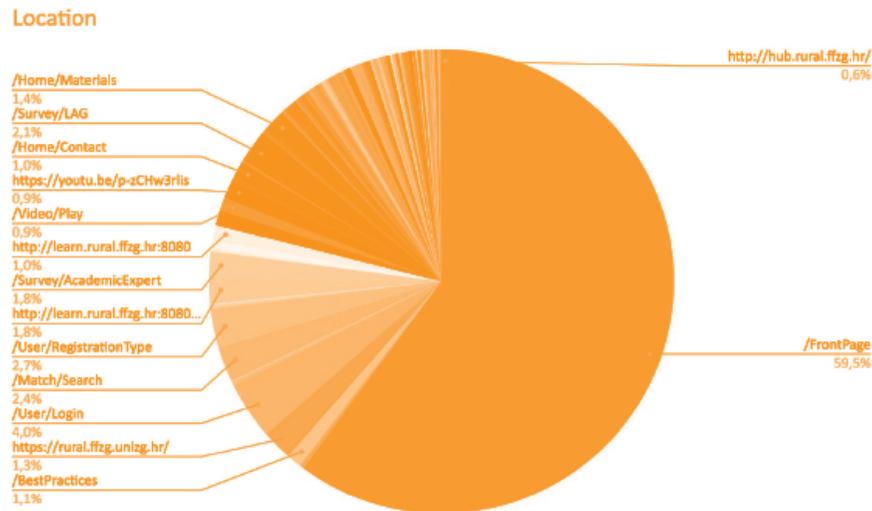
The 1st Graphic presents information of the timestamp from 17/06/2020 until 9/02/2021, that was taken from the Excel file: "Rural Hub - Activity log".

In this period the most visited pages of the Hub were: /FrontPage with 55,2%, /Login with 6,1%, /Match/search with 4,3% /Survey/Academic Expert with 3,6% and /Survey/LAG with 3,0%.



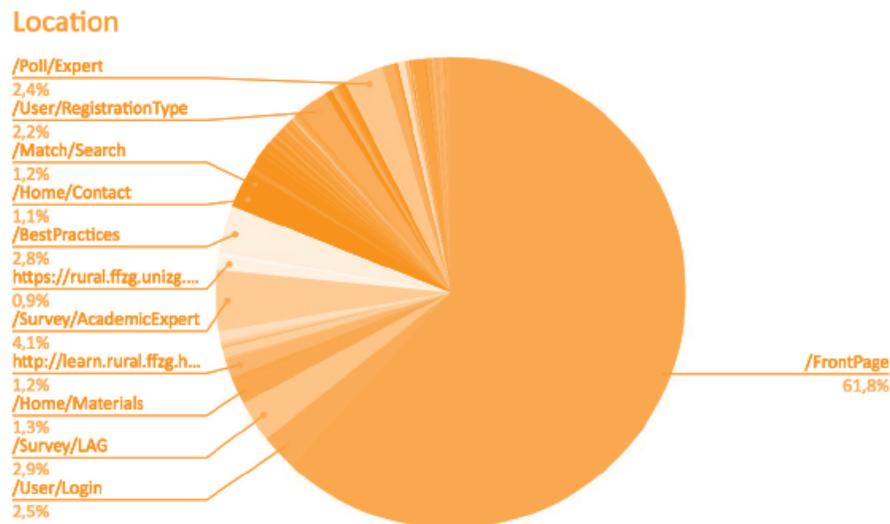
The 2nd Graphic presents information of the timestamp from 10/02/2021 until 19/05/21, that was taken from the excel "Rural Hub - Activity log".

In this period the most visited pages of the Hub were: /FrontPage with 59,5%, /Login with 4,0%, /User/registration Type 2,7% /Match/search with 2,4%, /Survey/LAG with 2,1%, Survey/Academic Expert with 1,8% and /Materials with 1,8 %.



The 3rd Graphic presents information of the timestamp from 20/05/2021 until 21/09/2021, that was taken from the excel "Rural Hub - Activity log".

In this period the most visited pages of the Hub were: /FrontPage with 61,8%, /Academic Expert with 4,1%, /Survey/LAG with 2,9 %, and /Best Practices with 2,8% and /Materials 1,3%



What we can conclude after reviewing the timestamp of the three graphics is that the tool to register, the tool search for partners (Academic Expert and LAG) and best practices, are the pages that have been used the most.

2.3 Statistics Short Term Quantitative indicators, Short Term Qualitative indicators, Performance Indicators about users' activities on RURASL Hub

In the next pages, we will analyse the RURASL Virtual Hub using 3 indicators: Quantitative Indicators, Qualitative Indicators and Performance Indicators in order to make a complete evaluation of the rural 3.0 virtual Hub. The information to be analysed in this section, was taken from different documents provided:

- Excel files named: "Statistics"
- RURASL MOOC report
- Participation and assistance to "Online World Café" (M21, September 2020) and Social HACKATHON (M22, October 2020), excel documents.
- The official Facebook website of the project: some information related to OER'S was obtained from this page

The three indicators mentioned above (Quantitative Indicators, Qualitative Indicators and Performance Indicators) will be compared in three different periods (see tables in next page). The two first periods given in the table (29/12/2020 and 07/05/2021) correspond with data presented to the consortium partners during the two last online meetings of the RURASL project (February 2021 and June 2021), in order to keep track or to provide a partial evaluation of the RURASL virtual Hub, with the information collected until the mentioned dates. The third and last period shown in the table (9/16/2021) correspond to M33 (September 2021).

We want to acknowledge that some long-term indicators weren't taken into consideration in this report, since the project RURASL is still not finished. Only then it will be possible to analyse long term indicators.

In the following tables we will compare the data collected during the past months considering Performance Indicators, Quantitative Indicators, Qualitative Indicators:

Quantitative indicators			
Date	29/12/2020	07/05/2021	9/16/2021
Number of visitors	4569	6962	9511
Number of pages visited:	13967	30308	32142
Number of users that registered in the Hub from partner countries:	335	347	348
Number of resources uploaded to the Hub and downloaded from the Hub	81	137	176
Number of university and rural community members of the RURASL database	337	349	351
Number of downloads of the Rural 3.0 database	13	19	19
Number of community members that downloaded the training materials from the Hub	36	45	59

Qualitative indicators			
Date	29/12/2020	07/05/2021	9/16/2021
Average time of the visit	181	158	155
Percentage of increase in page visits	21,88%	41,11%	6,05%
Increase in the use of Rural 3.0 database over time	-	46%	0%
Increase in use of OERs, database and open conversational areas (FB)	OERs: 81 = 0% FB: 8680 n° visits = 0%	OERs: 137 = 69% FB: 9690 n° visits =11%	OERs: 176 = 28% FB:10361 n° visits = 7 %
Access time by the single user	181	159	156
Ratio of universities (faculties, departments, chairs)/ rural organizations in the database	2,27	2,29	2,31
Satisfaction on the quality of available resources			<p>LAG'S – Feedback 59% of the answers obtained say to be very satisfied with the materials provided on the site. The 30% are quite satisfied and the 11% are satisfied.</p> <p>ACADEMIC EXPERTS – Feedback: The majority of respondents: 90% say to be from satisfied to very satisfied. Only 10% of respondents say they are a little satisfied or not satisfied.</p>
Average number of items inserted by each stakeholder (needs, competences, projects, etc.)	FFZG – 20 SCE – 25 LAG 5 – 17 UNIBO and LAG L'Altra Romagna – 6 IPVC – 6 GALSINMA – 4 UAM –11 PhWien RSM VMU LAG Ammersee LAG Kaunas LAG AJD 9 SSA – 9 Plenum – 4		

Performance Indicators			
Date	29/12/2020	07/05/2021	9/16/2021
PI 1.3. Number of university and rural community members of the Rural 3.0 database	337	349	351
PI2.2 Number of community members who downloaded the training materials from the Hub	30	45	59
PI3.3. Number of users that registered in the Hub	341	356	360
PI3.4. Number of visitors of the Hub	4569	6962	9511
PI3.5. Number of pages visited	13967	30309	21416
PI3.6. Number of resources uploaded to the Hub and downloaded from the Hub	2	137	176
PI4.1. Number of attendees to the newly developed courses (Moodle courses for each partner – this is number of students who participated in the course)	<p>Netherlands: (2019/2020) 29 (2020/21) 68</p> <p>Lithuania: (2019/2020) 72 (2020/2021) 35</p> <p>Spain: (2019/2020) 9 + 35</p> <p>Croatia: (2019/2020) 13</p> <p>Portugal: (2019/2020) 21</p>		
PI4.2. Number of students participating in the SL Hackathon	35		
PI4.3. Number of faculty and rural community partners participating in the online World café	32		
PI 5.1: Number of logs and downloads from the RURASL Hub	26312	50052	61544
PI 5.4: Number of students in all partner HEIs enrolled in the courses that are part of the newly developed academic module (similar to PI4.1, but this is total for all courses)	282		

3- User's evaluation/feedback:

This report contains external evaluation by end-users of the RURASL Virtual Hub. In M30 (June 2021), the RURASL team conducted the survey online and anonymously. A link with questions (see LAGs questions ACADEMIC EXPERTS - Questions) was sent to registered users of the Rural 3.0 Virtual Hub by email, to obtain information about the use of the Hub, materials and tools available. In M33 (September 2021) a reminder was sent by email to all end-users of the Hub with the objective of collecting feedback from their experience using the Hub, as well as feedback from the materials and resources available.

Through the questionnaires, we obtained 27 feedbacks from LAGs and rural organisations and 52 from Academic Experts (feedback excel files 09/09/2021 and 16/09/2021), which were used as the basis for the analysis that you can find below.

LAG'S questions:

1. Have you started collaborating with university and students through service-learning?
2. How satisfied are you with the materials provided on this site?
3. How well will you be able to apply the provided information in your area?
4. How satisfied are you with the database of university and rural community members?

RURASL 3.0
RURAL LEARNING FOR THE RURAL DEVELOPMENT

Contact Project area Materials World Café Join us Log in

Please provide us your feedback

1. Have you started collaborating with university and students through service-learning?	Yes No
2. How satisfied are you with the materials provided on this site?	☆☆☆☆☆
3. How well will you be able to apply the provided information in your area?	☆☆☆☆☆
4. How satisfied are you with the database of university and rural community members?	☆☆☆☆☆

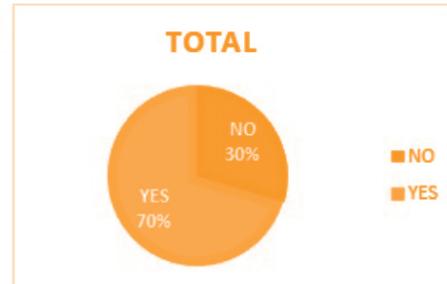
Send

LAG'S – Feedback:

Total number of rural end-users' answers responding to the questionnaire: 27

Answer 1. Have you started collaborating with university and students through service-learning?

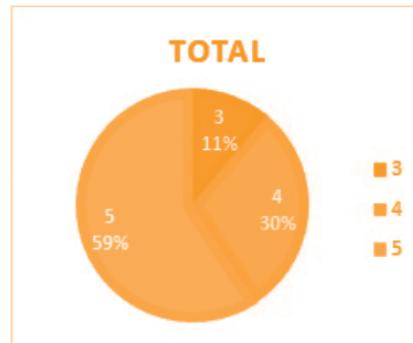
Answer1	Timestamp
NO	8
YES	19
Total	27



According to Question 1 around 70% of the answers obtained (19) confirmed that users have started collaborating with the university and students through SL, while around 30% (8) responded NO.

Answer 2. How satisfied are you with the materials provided on this site?

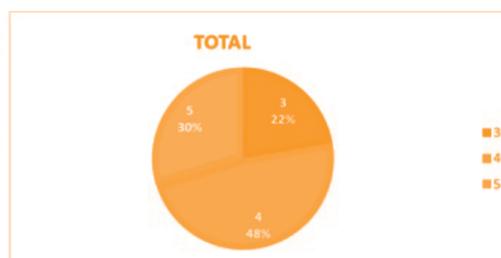
Answer2	Timestamp
3	3
4	8
5	16
Total	27



Taking into account that values 1-5 are values in the range from not satisfied to very satisfied, we could say that around 59% of the answers obtained (value 5) say to be very satisfied with the materials provided on the site, the 30% (value 4) are quite satisfied and the 11% (value 3) are satisfied.

Answer 3. How well will you be able to apply the provided information in your area?

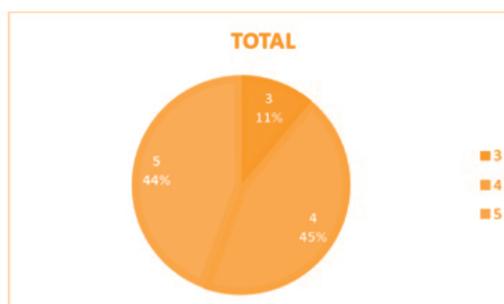
Answer3	Timestamp
3	6
4	13
5	8
Total	27



With regard to how well rural end users think will be able to apply the provided information of the RURASL Virtual Hub in their area, and again considering that values 1-5 are values in the range from not satisfied to very satisfied, it can be said that 48% of the answers (value 5) say to be very satisfied, 30% are quite satisfied and 22% (value 3) are satisfied.

Answer 4. How satisfied are you with the database of university and rural community members?

Answer 4	Timestamp
3	3
4	12
5	12
Total	27



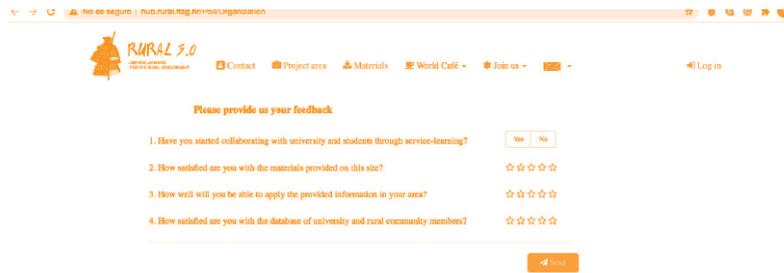
Considering the results of the question, how satisfied are rural end users with the database of university and rural community members, 45% are very satisfied, 44% quite satisfied, and 11% satisfied. There are no responses in lower values.

ACADEMIC EXPERTS – Questions:

1. Have you started using rural service-learning in your teaching?
2. How satisfied are you with the materials provided on this site?
3. How well will you be able to apply the provided information in your area?
4. How satisfied are you with the database of university and rural community members?

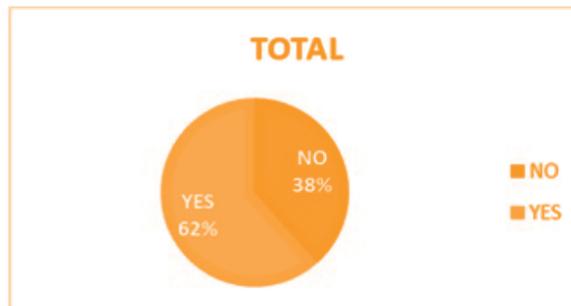
ACADEMIC EXPERTS – Feedback:

Total number of Academic experts' answers: 52



Answer 1. Have you started using rural service-learning in your teaching?

Answer 1	Timestamp
NO	20
YES	32
Total	52

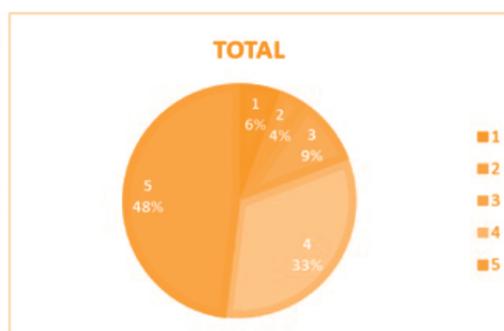


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According to academic experts, answering if they started using rural service-learning in their teaching, we can see how 62% have used SL in their teaching, while 38% of them have not.

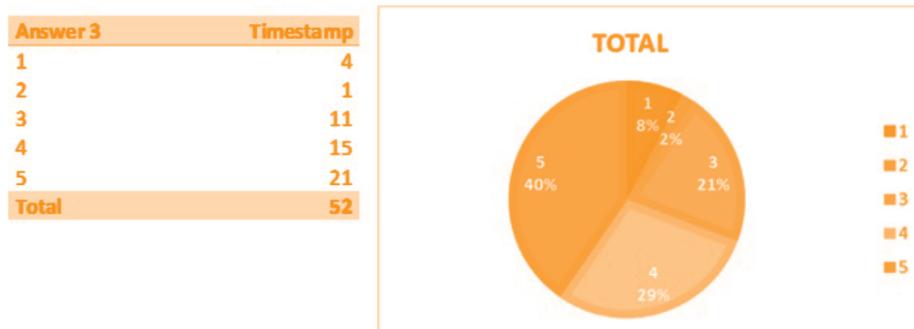
Answer 2. How satisfied are you with the materials provided on this site?

Answer 2	Timestamp
1	3
2	2
3	5
4	17
5	25
Total	52



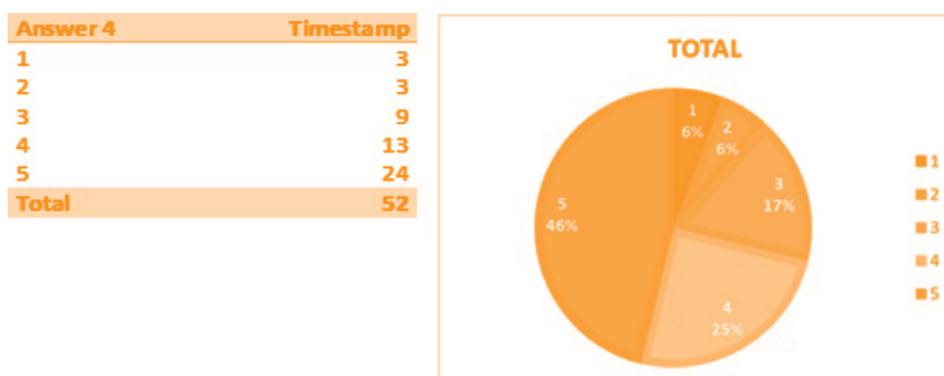
Considering that values 1-5 shown in the chart above, are values in the range from not satisfied to very satisfied, regarding the question to academic experts about how satisfied are they with the materials provided on RURASL virtual hub, the results show that the majority of respondents (90%) say to be from satisfied to very satisfied. Only 10% of respondents say they are little satisfied or not satisfied.

Answer 3. How well will you be able to apply the provided information in your area?



As in the previous answer and taking into account that values 1-5 shown in the chart above, are values in the range from not satisfied to very satisfied, 90% of the academic experts surveyed say they are from satisfied to very satisfied, while only 10% say they are little satisfied or not satisfied.

Answer 4. How satisfied are you with the database of university and rural community members?



The feedback obtained from the answers to question number 4 of the questionnaire to academic experts shows the same trend of answers as in the previous questions 2 and 3, around 90% (88%) are satisfied, quite satisfied or very satisfied, while around 10% (12%) say they are little satisfied or not satisfied.

Feedbacks Conclusions:

It can be said that the results of the two end-users' feedback have allowed us to collect the most significant information about how useful it is or it has been the RURASL Virtual Hub for end-users (LAGs and rural organisations and academic experts) or its use in the future.

The analysis of the data exported from the hub and the extrapolation of percentages and its analysis have offered us the following conclusions:

- The majority of LAGS and rural organisations (70%) have started collaborating with universities and students through Service-Learning. Therefore, it could be said that the implementation of RURASL project has been a success among the partners involved, because it has provided a close collaboration between universities and rural organisations. By consolidating collaboration

among HIEs and rural organisations, it can be expected that in the future more joint actions can be carried out in order to reinforce the mutual aid through Service-Learning projects, which has benefits for the training of students and for the development of rural communities.

- According to the results, it could be said that Local Action Groups and rural organisations are very satisfied (45% are very satisfied, 44% quite satisfied, and 11% satisfied) with the materials and information provided by the Hub, as well as with the database created by universities and rural community members.
- Around 60% of academic experts have started using Service-Learning in their teaching, which means that this aspect could be improved in the future.
- The feedback obtained from the answers to question numbers 2,3 and 4 to academic experts shows that the majority (around 90% on average) are satisfied, quite satisfied or very satisfied, while a low percentage (around 10% on average), say they are little satisfied or not satisfied. This is something that does not happen with the answers obtained from the LAGs where lower values (1 not satisfied or 2 little satisfied) are not found.

Therefore, we can confirm that RURASL project establishes connections between HEIs and rural communities as well as their beneficiaries.

4- Future of the RURASL Virtual Hub

Having in mind the results described by end users of the Rural 3.0 Virtual Hub, it is expected that this report provides rich information to all RURASL project partners, allowing the consortium to improve/adapt the materials as required for future users until the end of this project in M36 as well as after the project ends.

As mentioned in the RURASL project, the main outputs of the Hub will be made available on the RURASL virtual Hub, which will be maintained by FFZG by the end of the project. After the project ends, the project partners will take charge on an annual basis to maintain and populate the Rural 3.0 virtual Hub with new materials, case studies and activities that are undertaken in Europe as a result of the project. This effort will improve the visibility and reputation of the participating HEIs and rural organizations.

Since its aim is also to serve as a matchmaking Hub for rural organizations seeking knowledge and skills and universities interested in collaboration with rural entities through SL activities, we anticipate that it will attract new users after the project ends. We conclude this after reviewing the timestamp graphics, which allows us to see the behaviour of the users inside the Hub, and it shows us that they have a big interest in the tool "Search for partners (Academic Expert and LAG)" and "Best practices".

It is expected that RURASL will promote the creation of local, regional and national community-university rural networks, support networking between the different stakeholders in different countries and the development of new solutions for the rural needs. Although a particular attention, in the project, has been given to inclusion - *all communications addressed to local target groups will be in the national language to enable the dissemination and exploitation of the project results for the national non-participating HEIs and rural organizations after the project ends* -, from our point of view we can work to improve this issue. For instance, an investment for a better use of the RURASL Hub by allocating a budget to translate the majority of the RURASL Virtual Hub materials and information in all partner's language involved in this project (not only the interface). If materials were translated in all these languages, it could be used by a greater number of users in rural areas. Otherwise, not many of the potential rural beneficiaries will be able to use the Hub and its materials (i.e.: the MOOC). We think this type of measure could help to reach more users! In this analysis, we also arrive to the conclusion that the months where that Hub was more active

coincide with the months where we have events (e.g., launch of MOOC, HACKATHON, WORLD CAFE, etc.), the effort made by all the partners to use and disseminate the Hub, create a big impact and we want to encourage and remember the partners to continue doing this dissemination, during and after the project ends in order to reach more of our target groups. Including new materials, translating and disseminating them in the partners networks, will be in our point of view, the key to make the RURASL Virtual Hub a big success!

“Collaboration with universities can be a way of overcoming rural needs. But universities are rarely recognized as a force for rural social innovation with the highly skilled manpower that can help speed up rural development. The role of Higher Education is to train the professionals that society needs at each moment, and citizens that are committed and act as agents of social change towards sustainability”
Vázquez, 2015; Solís & López, 2021.

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