



Service Learning Makes the Difference

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Service-learning is a teaching method that engages students in solving problems within their schools and communities as part of their academic studies.



Irwin Altman (1996)

- Content knowledge
 - Process knowledge
 - Socially relevant knowledge
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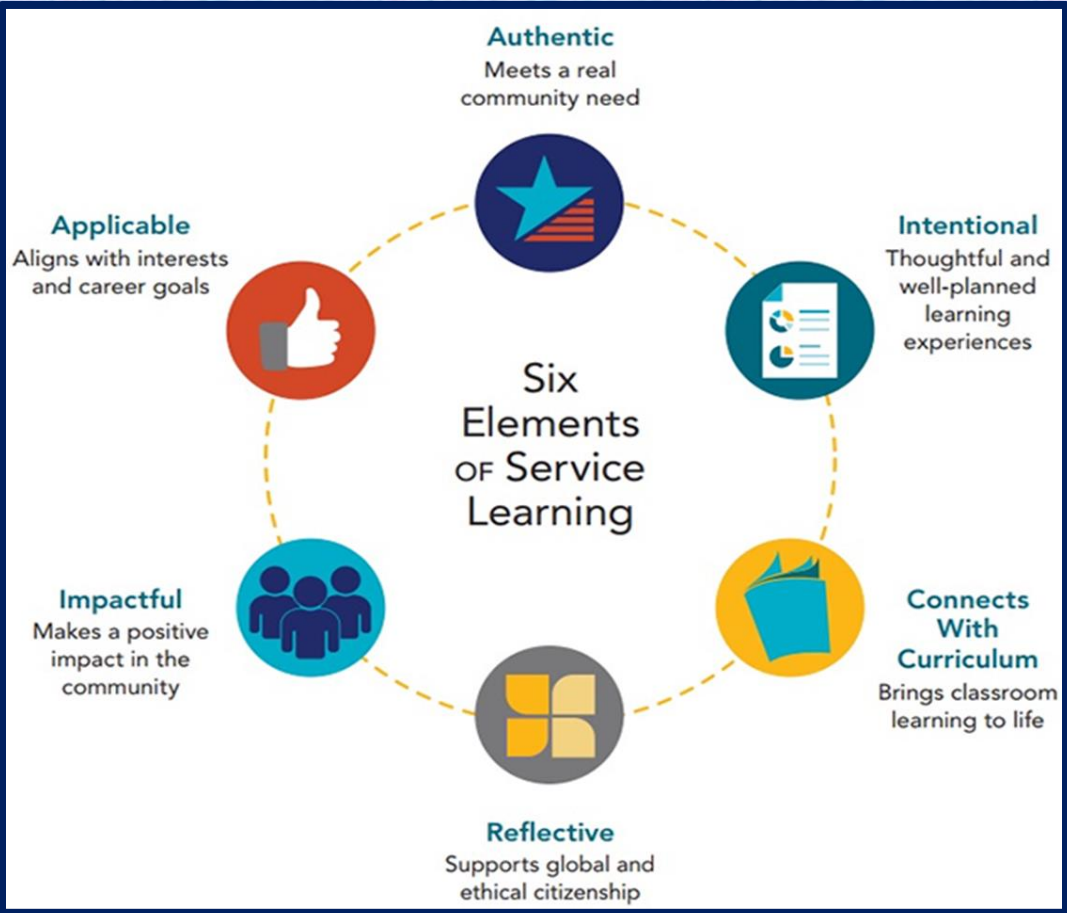
Service learning differs from:

➤ **Volunteerism**

- Emphasis on work
- Not linked to intentional learning

➤ **Community service**

- Emphasis on provided service
- Opportunities for reflection may be incorporated



Students involved in service-learning are expected not only to provide direct community service, but also to learn about:

- the context in which the service is provided,
- the connection between the service and their academic coursework, and their roles as citizens

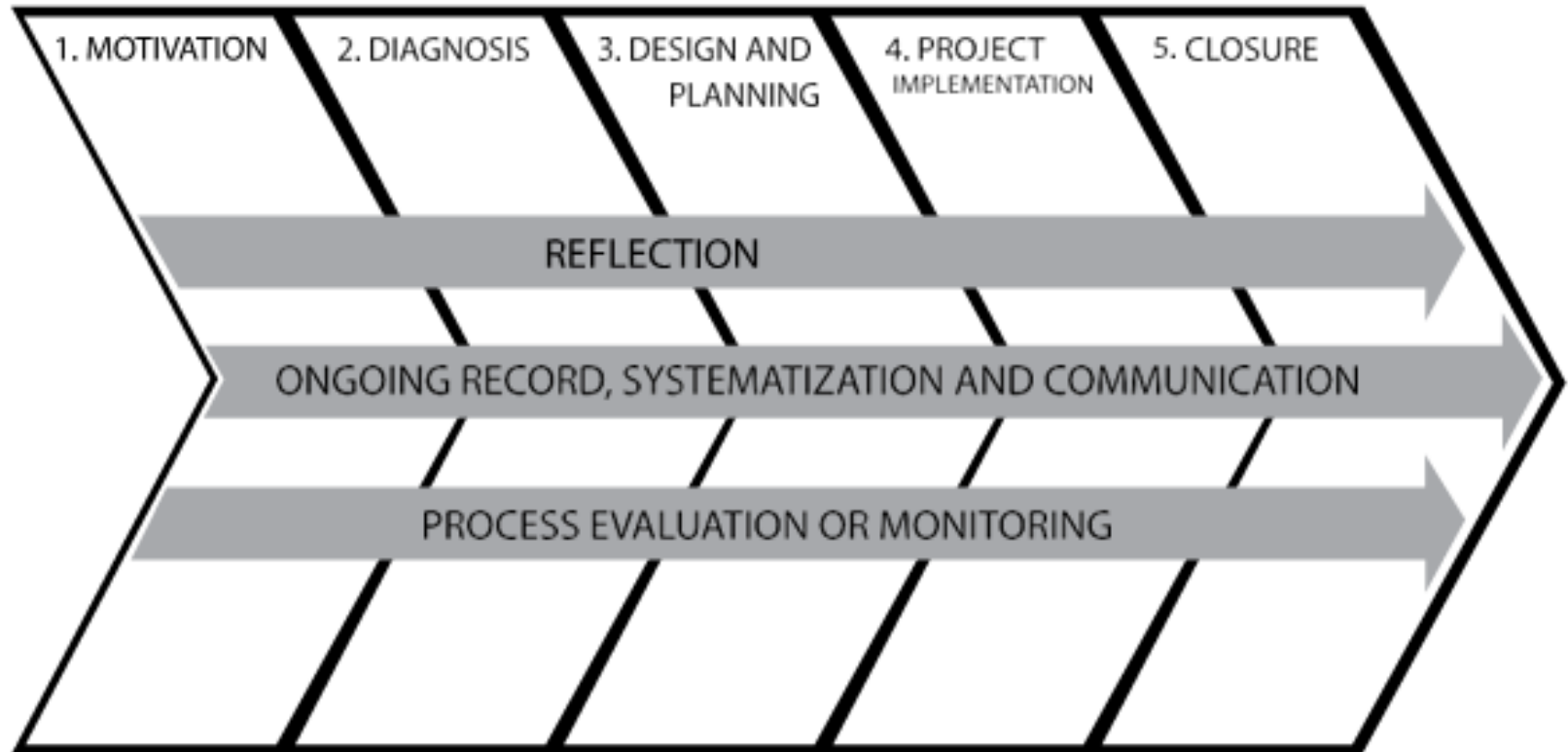
The end goals of service learning include:

- An enhanced *learning opportunity* within a specific school subject or *trans disciplinary concepts*.
- Personal development, and the development of self-confidence through *making a difference* in the real world.
- The development of social skills and civic engagement skills in the student and community through *meaningful collaboration*.

Focus:

- **Knowledge** - history, cultures
- **Skills** - communication, collaboration, critical thinking
- **Values** - empathy, freedom, equity
- **Identity** – personal and professional
- **Collective action** - organizing

Phases of Service learning projects:



- **WHAT** do we want to do / accomplish?
- **WHY** do we want to do that?
- **WHAT** are our goals / aims / expected results?
- **WHO** is going to do it?
- **WHO** is our focus group?
- **HOW** are we going to do that?
- **WHEN** are we doing it?
- **WHAT** are our available resources?
- **WHO** to do it with?
- **WHERE** are we going to do it?
- **DO** we have a budget?

WHEN PLANNING A PROJECT

“FURTHER SEEING EYES”

- Note details about every-day life so you could identify possible solutions
- On your way to school and back, note what you see and notice (garbage, traffic problems etc.)
- After a week gather them and choose a project

Who is it?

- Name institutions in your area. Learn about their goals.
- Ask if they need volunteers
- What common issues could you work on
- Make a list of media (TV, radio, social media) you could collaborate with
- Offer your service and promote yourselves

How to prioritize projects?

seriousness	urgency	tendencies
Very	High	Problem that could / is going to get worse
Extremely	Moderate	Problem that isn't going to get worse nor better
Not serious	Weak	Difficult to deal with

REFLECTION TIME!

- To think critically about and analyze emotional responses to service activities in the context of course content and the learning objectives of a particular course or curriculum

Reflection should be:

- Structured
- Guided
- Well-defined



- Discussion
- Journaling / Diary / “Bag of memories”
- Using Technology: blogging, social media, vlogging, documentaries, films, comics, cartoons
- Class presentations and poster presentations
- Writing (Publishing) articles
- Art (drawing, music, acting, role play...)
- Letter writing
- Writing reports (comparing data, marking results etc.)
- Debates
- Interview classmates and/or other collaborators

1. What did you learn/observe?
2. What has worked? What hasn't?
3. Is there something more you could do to contribute the solution?
4. What have you learned about yourself / community?
5. What values, opinions, beliefs have changed?
6. How have you been challenged?
7. What should others do about this issue?
8. What impact did you have on the community?
9. What are the best/the worst things you discovered about your community?
10. What new questions do you have?

Examples

- Recycling
- Health
- Bullying
- Traffic
- Field trips
- Help younger students, help teachers, decorate school
- Run social media and promote good values
- Communication
- Sustainable Development Goals





Thank you for your
attention!

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