

BUILDING COMMUNITY

-SERVICE LEARNING: TEACHING METHODOLOGY FOR DIALOGUE BETWEEN ARCHEOLOGY AND EDUCATION-



ESTHER LUNA

Department of Methods of Research and Diagnostic in Education
University of Barcelona (Spain)

eluna@ub.edu

PRESENTATION

- What is service learning?
- Phases of a service learning project
- Educational benefits of service learning
- Experiences and projects



WHAT IS SERVICE LEARNING?

- Academic learning of curriculum objectives.
- Conducting a collaborative project with the community.

(Furco, 2003)

- Addressing perceived and real needs of a community.
- Being executed by the students.
- Planned in an integrated manner with the objectives and curriculum of formal learning.

(Tapia, 2006)

- Work is genuine community needs.
- Integrated into curriculum objectives.
- They open spaces for reflection.

(Exley, 2004)



WHAT IS SERVICE LEARNING?

-Characteristics notes-

- To be protagonist by the (young) people
- To attend solidarity to the needs of the community
- To be planned in the syllabus of students
- Make a project of service that responds to detected needs
- Provide constructive reflections



WHAT IS SERVICE LEARNING?

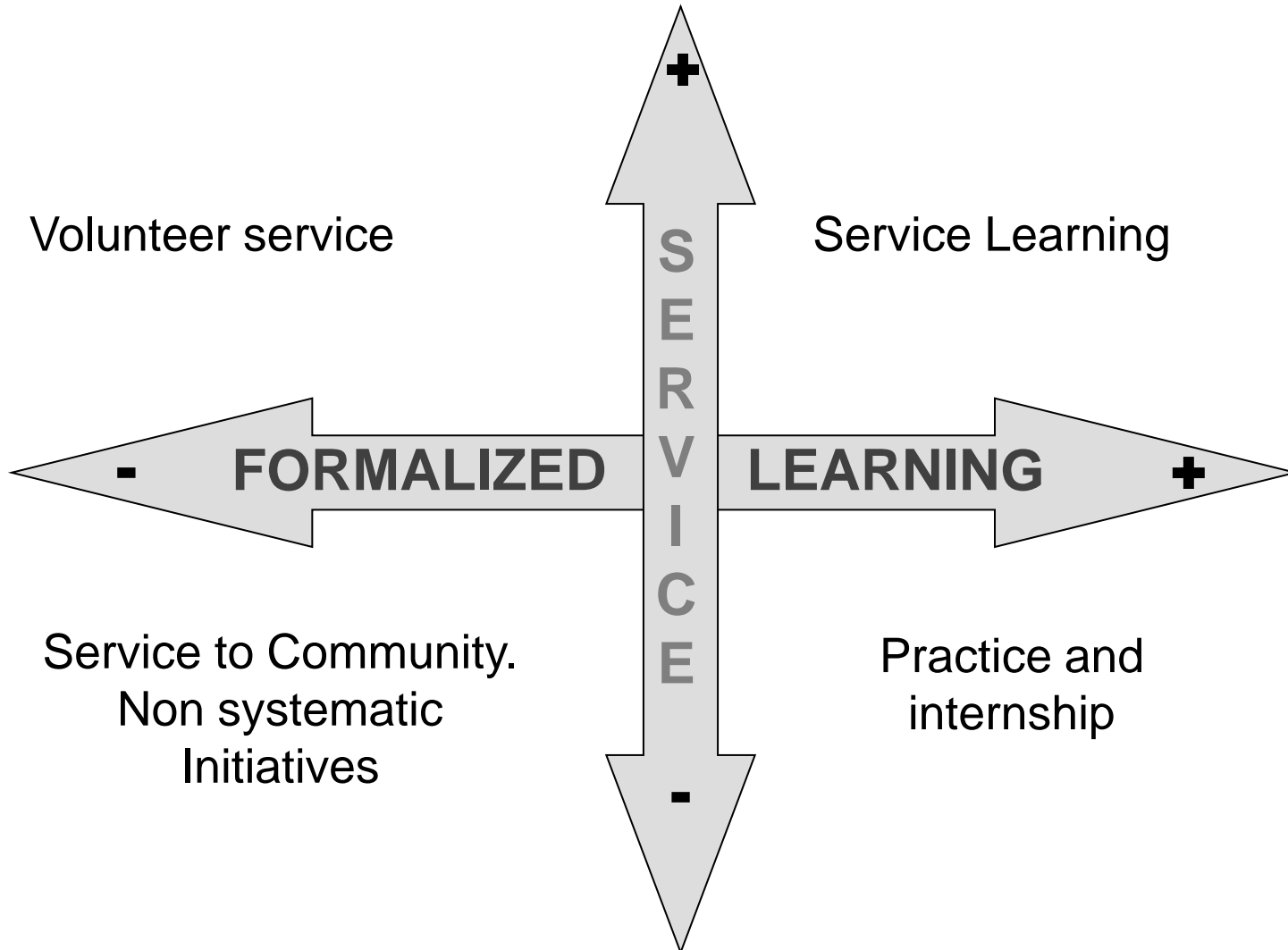
- Reflection: key element -

- Before, during and final of project
 - - Activities and its potential for learning
 - - Attitude and behavior personal / group
 - - Effects: community / personal

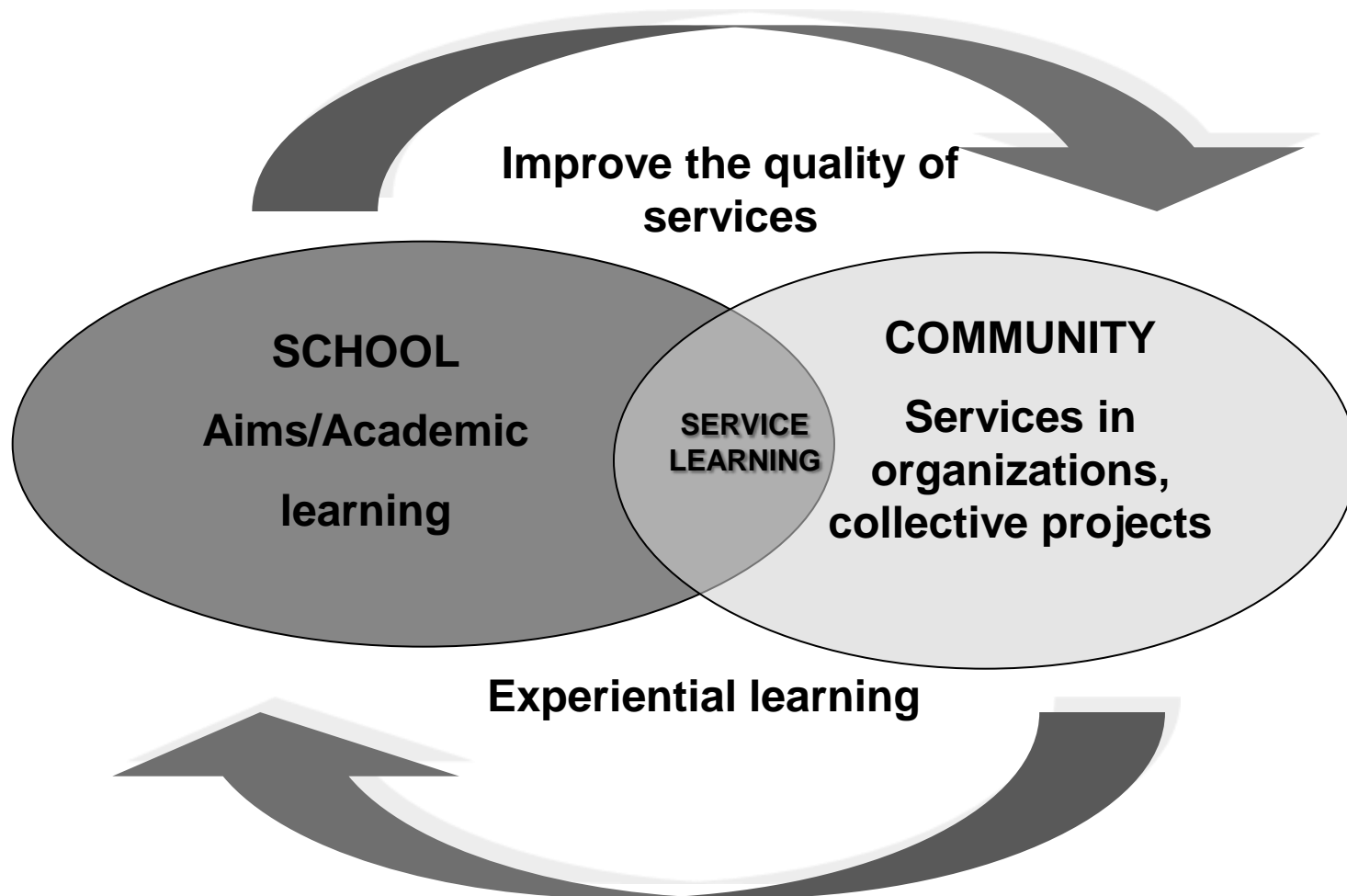
***You learn from the reflection of the
action not the action itself. (Dewey)***



WHAT IS SERVICE LEARNING? - Differences with other activities-



WHAT IS SERVICE LEARNING?



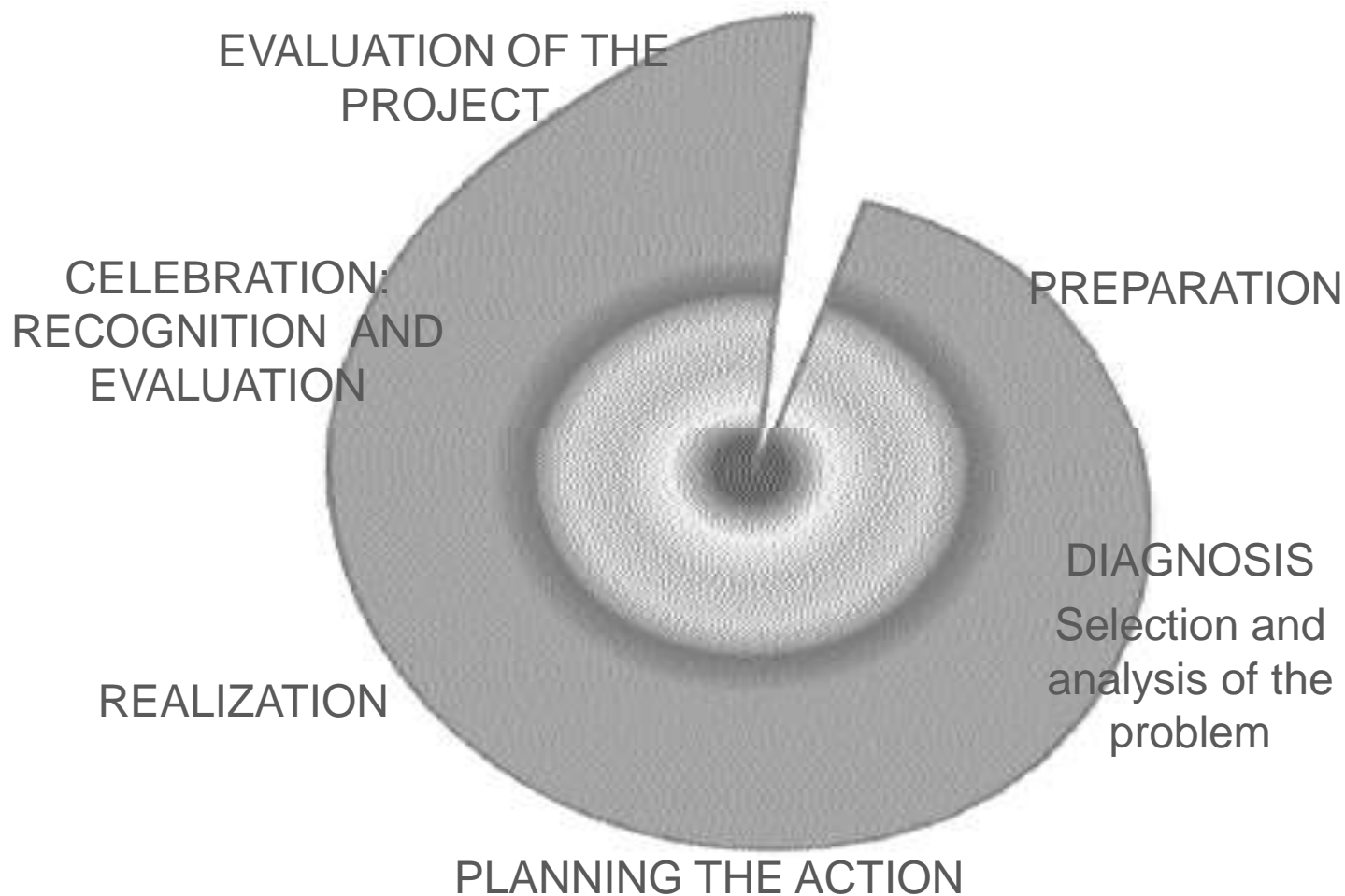
WHAT IS SERVICE LEARNING?

Service-learning is a **teaching and learning strategy** that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. As students participate in service projects, actively meeting the needs of their communities, they develop practical skills, critical thinking, self-esteem, and a sense of civic responsibility which can last a lifetime. This is accomplished by combining **service tasks with structured opportunities that bridge the gap between the classroom and the larger world.**

By partnering with local schools, preservation organizations and enthusiasts can shape students' ideas about history and the importance of preservation and create a foundation they will carry for their lifetime. All this while meeting real needs. But students aren't the only ones that benefit. An essential aspect of service-learning is that **the student, the community, and the preservation organization all benefit from the partnership.**



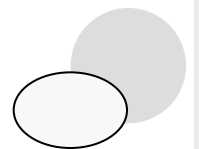
PHASES OF A SERVICE LEARNING PROJECT



PHASES OF A SERVICE LEARNING PROJECT

- 1st Preparation: Sensitivity and Motivation-

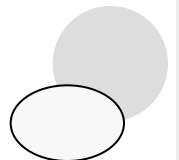
- Make known the methodology
- Value community input
- Conditions for its viability
- Create groups: diagnosis of initial situation of students
- Curricular aims are going to work (first approximation)
- **REFLECTION:** initial level: citizenship, solidarity, knowledge of community, etc.



PHASES OF A SERVICE LEARNING PROJECT

- 2nd Diagnosis: Selection and analysis of problem-

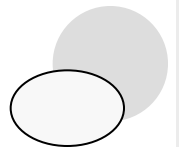
- Diagnosis activities:
 - Direct
 - Indirect
- Consensus selection of the problem
- Analysis of the problem
- **REFLECTION:** Valorize possibilities of interventions: personals, academics, institutional, etc.



PHASES OF A SERVICE LEARNING PROJECT

- 3rd Plan the action-

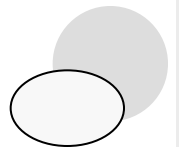
- Design the action: what to do, how to do it, which resource, time, etc.
 - Direct service
 - Indirect service
 - Civic defense and sensitivity
 - Research
- Distribution of functions and responsibilities in group
- **REFLECTION:** what we want to do, why and what are the expectations.



PHASES OF A SERVICE LEARNING PROJECT

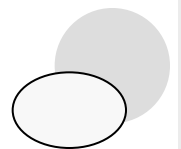
- 4th Make the action-

- Follow the plan and readjustments to the action
- Compliance of engagements/functions
- Register the actions
- **REFLECTION:** what are we learning, difficulties and achievements



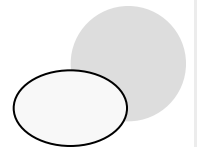
PHASES OF A SERVICE LEARNING PROJECT **- 5th Recognizement and evaluation-**

- Public presentation of project
- Evaluation of learning:
 - Curricular contents
 - Group and personal development
 - Conflict resolution
 - Responsible participation
- **REFLECTION:** constructive auto evaluation



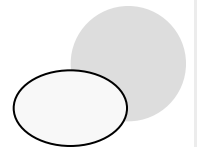
PHASES OF A SERVICE LEARNING PROJECT **- 6th Value of project-**

- About project
- About curricular aims worked
- Value of project for the organization and the community
- Sustainable
- **REFLECTION:** good practices



EDUCATIONAL BENEFITS OF SERVICE-LEARNING

- Meaningful learning and curriculum contextualized learning
- Improves the academic achievement
- Respect the different learning styles and promotes collective learning riches
- Favors the empowerment of students
- Promotes the development of generic skills enables learning to live holistically
- Enrichment curriculum for teachers



EXPERIENCES AND PROJECTS





EXPERIENCES AND PROJECTS -Catalonia-

EDUCATIONAL LEVEL	PROJECT	SERVICE	LEARNING
CEIP Els Secallets. Comarruga. El Vendrell. (Baix Penedès)	<i>Discover and preserve the historical heritage of the neighborhood</i>	Sensitivity to know families, associations, Town Hall, local mass media and the architectural patrimony that needs to be preserved	Know the architectural patrimony of neighborhood and use of photographic camera
IES Alexandre Satorras. Mataró (Maresme)	<i>Adopt the wall of Mataró</i>	Students like guides	Social skills, knowledgement about cultural patrimony, etc.
Associació Amics del Jardí Botànic de Barcelona.	<i>All the world Mediterranean</i>	Seniors like guides of botanical garden	Communication, intergenerational relationship, knowledgement, etc.



EXPERIENCES AND PROJECTS -USA-

Archaeological Field Techniques

Description:

To familiarize the student with the major aspects of archaeological excavation, from planning to actual excavation and retrieval of material, followed by processing and recording of the artifacts, their study and interpretation, and production of a final report.

They have the opportunity to excavate in the historic district of Freedman's Town, which is the only remaining, post-Civil War, National Historic District of previously enslaved peoples in the United States. They will be working in collaboration with the Yates Museum Community Archaeology Project and the Community Archaeology Research Institute (CARI).

This project has an important community mission to understand the impact of the African Diaspora on different communities and to use archaeology to build bridges among their descendents. Since descendents of some of the founding owners in Freedman's Town are still living there, there will be opportunities to collect oral histories that will help the interpretation of the excavated materials.

Contributed by Rice University.



EXPERIENCES AND PROJECTS -LATIN AMERICA-



Group of Research, Action and Militancy composed by professionals of Human Sciences and people who don't belong to university context.

Now this "Collective" is doing service learning projects in San Juan area, from School of Archeology of National University of Catamarca with participation of professionals and students of others National Universities.



IT'S YOUR TURN!

*How can you incorporate service learning in your
professional practice?*



*One must not always start with the first notion of what is to be studied,
but by what can facilitate learning.*

Aristotle (384 AC-322 AC)

*The significant growth of SL in the nineties is due to the necessary
educational system reaction that grows outside assessment of needs
and civic and social transformation that had emerged from its origins.*

Lukas (1994)



BUILDING COMMUNITY

-SERVICE LEARNING: TEACHING METHODOLOGY FOR DIALOGUE BETWEEN ARCHEOLOGY AND EDUCATION-



ESTHER LUNA

Department of Methods of Research and Diagnostic in Education
University of Barcelona (Spain)

eluna@ub.edu

