RURAL SERVICE-LEARNING LAB

CIVENHANCE WP2/A3 Manual for trainers of short-term course for higher education teachers on rural/remote & e-Service-Learning

CIVENHANCE

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INTRODUCTION

The motivation for **CIVENHANCE Erasmus+ projec**t (2024-2027) – *E-Service-Learning for Boosting Academic Civic Engagement in Rural Areas* – stems from the collective experiences in previous endeavors focused on Service-Learning (SL). In the Erasmus+ project **Rural 3.0** (2019-2021) – *Service-Learning for the Rural Development (https://rural.ffzg.unizg.hr/)* – we witnessed SL's potential to address rural needs and foster sustainable solutions via partnerships with urban universities, but we also encountered obstacles hindering the full implementation of SL in academic environments, such as poor accessibility to rural areas, time constraints, and travel costs. Conversely, the Erasmus+ project **e-SL4EU** (2021-2024) – *e-Service-Learning for more digital and inclusive EU Higher Education systems* (https://e-sl4eu.us.edu.pl/) – revealed the flexibility of e-SL in implementation, accommodating hybrid or fully online formats tailored to diverse contexts and student skill levels.

The final aim of the CIVENHANCE project is to discover ways to leverage e-SL to overcome obstacles in rural SL initiatives and unlock SL's potential in geographically disadvantaged communities.

So far, the project partners in CIVENHANCE have collected and analyzed use cases of rural/remote service-learning and e-service-learning that address the needs of people with fewer opportunities (due to geographical, economic, educational, cultural or migrant background obstacles). Then, the Rural e-Service-Learning Design Framework was built as a dynamic and evolving learning model that offers a well-developed pedagogical plan specifically designed for Rural e-Service-Learning (e-SL) projects in higher education.

The aim of this manual for trainers is to provide support in delivering training in e-SL in rural communities.

This manual (translated to all partner's languages) presents the supplement to the online course (https://mod.srce.hr/course/view.php?id=667), explaining the structure of the course, its content and methods to conduct the course as a face-to-face training.

The trainers should freely adapt the training structure and methodology to their experiences and abilities of the participants.

1. SHORT INSTRUCTIONS FOR TRAINERS

We recommend to start with the preparation of the training at least a month prior to the training itself. It is up to the person in charge of the training to develop standard preparation procedures to ensure a high quality of training. The major steps in the preparation process are as follows:

•   preparation of the trainer,
•   preparation of the training space,
•   preparation of the training materials,
•   invitation of participants for the training.

The most successful training sessions are carefully planned and prepared in every detail.

Preparation of the trainer

The trainer should be familiar with the training space. The person in charge should arrive earlier on the day of training to be able to make the necessary preparations and check that everything is in order for the session.

Each trainer has different qualifications, experience, expertise and methods of training. Even those being closely familiar with the subject must make proper preparations for the session.

- The trainer should have a knowledge of the higher education sector and the higher education institutions in general. If the training is delivered for the employees of a particular institution, the trainer should be well aware of the respective institution.
- The trainer should have advanced knowledge about the service-learning and experiences in the delivering service-learning courses.

Preparation of the training space

The training room and hands-on training areas should be checked to ensure the following conditions:

- Adequate seating arrangements,
- Comfortable environmental conditions,
- Good visibility,
- Availability of the required equipment (such as video player/monitor, slide projectors, flip charts and other needed devices needed),
- Adequate size of the room.

The key factors should be considered when setting up the training space: have proper equipment and supplies on site (computer, projector, internet); ensure good visibility for everyone (visual training aids).

Prepare the room **the day before** training. Check the functionality of the technical equipment and the layout of the tables. Prepare the materials for participants, **write all text on the flipcharts and post-its, so that you don't waste time on it during the training**.

2. BASIC INFORMATION ABOUT THE COURSE

Title of the course: CIVENHANCE Rural Service Learning Lab

The aim of the course: adopt new approaches in digital education to design, develop, deliver and assess effective and holistic rural e-SL experiences for students and communities.

Target group: university (HEI) teachers, open to new methods of teaching, whatsoever specialization, length of practice non-determinant.

Learning objectives:
- to elaborate key areas of opportunity for rural e-SL,
- to clarify roles and responsibilities of teachers/students/community partners,
- to adapt existing courses to introduce rural e-SL into academic curriculum,
- to plan, design and implement rural e-SL projects,
- to evaluate and assess rural e-SL.

Duration of the course: 8 hours

Methods and tools: a participatory and interactive approach (a combination of theory and experiential learning adapted to the principles of adult learning) will be used. The course provides an environment for mutual communication between trainers and participants, and the exchange of experiences and advice. Flipchart papers, post-its, markers, computer with speakers, Internet access and overhead are necessary to conduct the course in-person.

3. THE CURRICULUM MODULES

Module title	Time allocated (minutes)	Content of the module
Module 1 Introduction to e-Service-Learning in Rural Areas	90	Introduction of the course and participants (10 minutes) Presentation about e-SL, rural e-SL (with flashcards) and rural e-SL design framework (25 minutes) Exercise 1. Four pillars of rural e-SL (flipchart and post-its), 5 minutes Presentation about 4 clusters of the rural e-SL design framework (5 minutes) Exercise 2. Four clusters of rural e-SL (flipchart and post-its), 5 minutes Presentation about online components in e-SL: challenges and operational tools (15 minutes) Video about Learning Experience Canvas (2.5 minutes) Video presenting student vlogs (5 minutes) Presentation about instructional design (7 minutes) Video: game 57° North developed by Mighty Coconut (2.5 minutes) Video: Scenario-based approach (5 minutes) Exercise 3. Instructional Techniques for Presenting Digital Content(flipchart and post-its), 3 minutes

3. THE CURRICULUM MODULES

Module title	Time allocated (minutes)	Content of the module
Module 2 Roles and Responsibilities of Teachers, Students and Community Partners in Rural e-Service-Learning	90	Presentation about rural areas in the EU (5 minutes) Exercise 1. Guessing game about rural areas in the EU (5 minutes) Flashcards and presentation about rural communities, citizens and organizations (10 minutes) Exercise 2. Roles of rural community partners (flipchart and post-its), 5 minutes Presentation about roles of different rural community partners (20 minutes) Exercise 3. Guess the Project Aim, Community Partner Role and Outcome (flipchart and post-its), 5 minutes Presentation about roles of students and teachers in rural e-SL (15 minutes) Exercise 4. Guess the role of students in the given examples (flipchart and post-its), 5 minutes Presentation about community-led co-design (20 minutes)

3. THE CURRICULUM MODULES

Module title	Time allocated (minutes)	Content of the module
Module 3 Introducing rural e-SL into academic curriculum and good practices	90	Exercise 1. Guessing game about statistics of rural areas (5 minutes) Presentation about challenges in rural areas (5 minutes) Exercise 2. Depopulating villages (flipchart and post-its), 3 minutes Presentation about rural development initiatives (10 minutes) Video about Smart villages (3 minutes) Video about Living Labs(3 minutes) Exercise3. Smart villages and Living Labs (flipchart and post-its), 3 minutes Presentation (with flashcards) about higher education institutions partnerships with rural communities (3 minutes) Exercise4. Ways for a university to engage with the rural community (flipchart and post-its), 5 minutes Presentation (with flashcards) about Rural e-SL Benefits, Challenges and Risks (10 minutes) Presentation about good rural e-SL practices (20 minutes) Selected videos of good rural e-SL practices (20 minutes)

3. THE CURRICULUM MODULES

Module title	Time allocated (minutes)	Content of the module
Module 4 Planning and implementation of rural e-SL projects	90	Presentation about needs analysis in rural e-SL projects (7 minutes)

Presentation about planning of rural e-SL projects (25 minutes)

Presentation about implementation of rural e-SL projects (22 minutes)

Presentation about celebration of rural e-SL projects (10 minutes)

Presentation about student reflection in rural e-SL projects (20 minutes)

Exercise1. Key Components of Reflection, 5 minutes |

3. THE CURRICULUM MODULES

Module title	Time allocated (minutes)	Content of the module
Module 5 Evaluation and assessment of rural e-SL projects	90	Presentation about assessment vs. evaluation in rural e-SL projects (2.5 minutes) Exercise1. Assessment or evaluation? (flipchart and post-its), 2.5 minutes Presentation about evaluation in rural e-SL projects (25 minutes) Presentation about community impact evaluation (15 minutes) Presentation about evaluation of the project and partnership quality (15 minutes) Exercise2. Document the rural e-service-learning project idea (30 minutes)

4. TRAINING FLOW FOR TRAINING

MODULE 1 Introduction to e-Service-Learning in Rural Areas	
Introduction of the course and participants	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Checklist for starting the training: - Welcome participants - Introduction of the trainers and organizers - Why are we here? - Practical information about the training - Framework of the training, the training method All participants should tell their name, faculty and department they are working in, their position and their experiences with the service-learning implementation. Trainer needs to calculate the time allowed for each participant depending on the number of the participants.
Materials needed	Smaller ball which is easy to catch

Presentation about e-SL, rural e-SL rural e-SL design framework	
Duration	25 min
Description	Interactive presentation e-SL, rural e-SL rural e-SL design framework
Materials needed	**Handout 1.1** and printed flash cards (or the presentation with flash cards on computer)

Exercise 1.1. Four pillars of rural e-SL	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following sentences on the flipchart, but leaves out the words with asterisk and writes them on 4 post-its. Ask the participants to put each post-it in a sentence where it belongs. 1. The ecosystem in rural e-SL is built through trust-based *partnerships*. 2. Civic engagement in rural territories aims to build the civic meaning empowering *people*. 3. Promoting civic development transformative autonomy is one of the main *purposes* of rural e-SL. 4. Rural e-SL aims to inspire learning through territories as *places* of civic laboratory.

4. TRAINING FLOW FOR TRAINING

MODULE 1 Introduction to e-Service-Learning in Rural Areas	

Presentation about 4 clusters of the rural e-SL design framework	
Duration	5 min
Description	Interactive presentation about four clusters of the rural e-SL design framework
Materials needed	**Handout 1.2**

Exercise 1.2. Four clusters of rural e-SL	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following sentences on the flipchart, but leaves out the words with asterisk and writes them on 4 post-its. Ask the participants to put each post-it in a sentence where it belongs. 1. *Cluster 3* - the focus of this one is reciprocal & trust-based collaboration. 2. *Cluster 4* - the focus of this one is digital empowerment & ethical technology integration. 3. *Cluster 1* - the focus of this one is civic relevance & contextual alignment. 4. *Cluster 2* - the focus of this one is situated & hybrid learning design.

Presentation about online components in e-SL: challenges and operational tools	
Duration	15 min + video 1 (2.5min)+ video 2 (5 minutes)
Description	Interactive presentation about online components in e-SL: challenges and operational tools followed by two videos: Video 1: Learning Experience Canvas (2.5 minutes): https://youtu.be/Uk1xevHSsa8?feature=shared Video2 Student vlogs (5 minutes): https://youtu.be/TU8FOPdMn_o https://youtu.be/86dAT6rH6aU
Materials needed	**Handout 1.3**, video player, speakers

4. TRAINING FLOW FOR TRAINING

MODULE 1 Introduction to e-Service-Learning in Rural Areas	

Presentation about instructional design	
Duration	7 min + video 1 (2.5min)+ video 2 (5 minutes)
Description	Interactive presentation about instructional design followed by two videos: Video1: game 57° North developed by Mighty Coconut (2.5 minutes) https://www.mightycoconut.com/57north Video2: Scenario-based approach (5 minutes) https://youtu.be/gcm_uiOEIuI?feature=shared
Materials needed	**Handout 1.4,** video player, speakers

	Exercise 1.3. Instructional Techniques for Presenting Digital Content
Duration	3 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following sentences on the flipchart. Students make design decisions by choosing among different options to address a specific market based on a given criteria. 1. *Students make design decisions by choosing among different options to address a specific market based on a given criteria.* 2. *This approach is useful to describe complex processes, where different actors perform different actions.* 3. *This approach is useful to teach procedures, especially software procedures.* 4. *Students learn about tools, steps of a procedure, stages of a process, or FAQ on a given topic.* Then the trainer writes the following text on 4 post-its, asking participants to put each post-it in a sentence where it belongs. • *Demonstration-practice approach* • *Scenario-based approach* • *Storytelling approach* • *Toolkit approach*

4. TRAINING FLOW FOR TRAINING

MODULE 2 Roles and Responsibilities of Teachers, Students and Community Partners in Rural e-Service-Learning

Presentation about rural areas in the EU	
Duration	5 min
Description	Interactive presentation about rural areas in the EU
Materials needed	**Handout 2.1**

Exercise 2.1. Guessing game about rural areas in the EU	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following questions on the flipchart, asking participants to make a guess: 1. Guess: which countries have the high efficiency of primary sector, but lower economic importance of primary sector because secondary and/or tertiary sectors (industry, various services, tourism, etc.) dominate the national economic structure? • *United Kingdom, Germany, the Netherlands, Belgium and Italy* • *Portugal, Spain, Croatia and Greece* • *Hungary, Slovakia, Poland and Latvia* 2. In your opinion, in which countries land abandonment represents an essential challenge? • *Croatia, Hungary, Latvia, Portugal, Greece and Poland* • *Ireland, France, Luxembourg, Denmark, Czech Republic and Lithuania* • *Estonia, Finland, Sweden, Austria and Slovenia* 3. Guess, which countries have the highest share of rural population, very low share of agricultural land due to objective limitations and high efficiency of non-agriculture sectors? • *Estonia, Finland, Sweden, Austria and Slovenia* • *Bulgaria and Romania* • *United Kingdom, Germany, the Netherlands, Belgium and Italy* 4. In your opinion, which countries have the highest share of agricultural land and the lowest land abandonment with moderate rural population? • *Ireland, France, Luxembourg, Denmark, Czech Republic and Lithuania* • *United Kingdom, Germany, the Netherlands, Belgium and Italy* • *Croatia, Hungary, Latvia, Portugal, Greece and Poland*

4. TRAINING FLOW FOR TRAINING

MODULE 2 Roles and Responsibilities of Teachers, Students and Community Partners in Rural e-Service-Learning

Flashcards and presentation about rural communities, citizens and organizations	
Duration	10 min
Description	Interactive presentation with flashcards about rural communities, citizens and organizations
Materials needed	**Handout 2.2**

Exercise 2.2. Roles of rural community partners	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 7 post-its. Ask the participants to put each post-it in a sentence where it belongs.
	Imagine an e-SL project where students partner with a rural nonprofit to address food insecurity.
	The community partner might:
	*- Identify the need for a community garden (*co-designer*).*
	*- Teach students about local soil conditions and food distribution challenges (*co-educator*).*
	*- Provide land and tools (*resource provider*).*
	*- Guide students on planting techniques (*supervisor*).*
	*- Benefit from the garden's produce (*beneficiary*).*
	*- Ensure the project respects local residents' needs and schedules (*advocate for reciprocity*).*
	*- Offer feedback on the garden's yield and community response (*evaluator*).*

4. TRAINING FLOW FOR TRAINING

MODULE 2 Roles and Responsibilities of Teachers, Students and Community Partners in Rural e-Service-Learning

Presentation about roles of different rural community partners	
Duration	20 min
Description	Interactive presentation about roles of different rural community partners
Materials needed	**Handout 2.3**

	Exercise 2.3. Guess the Project Aim, Community Partner Role and Outcome
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 3 post-its. Ask the participants to put each post-it in a sentence where it belongs.

What is the Project Aim, Community Partner Role and Outcome?

Students in a nutrition course partner with a rural NGO (food bank) to analyze community dietary needs and design meal kits (*project aim*).

The food bank provides data on clients, storage facilities, and distribution logistics. They train students on food safety and benefit from the kits, while students learn about food insecurity (*role*).

Meal kits distributed to 200 rural families, with students reflecting on systemic hunger issues (*outcome*).

Urban planning students design a community park revitalization plan for the City Parks Department (*project aim*).

The department shares zoning laws, budgets, and resident feedback. They implement feasible designs while mentoring students on public policy (*role*).

A new playground installed, with students gaining design experience.(*outcome*).

Education majors tutor at-risk students in an underfunded rural elementary school to improve literacy rates (*project aim*).

The school identifies struggling readers, provides classroom space, and shares curriculum goals. Teachers mentor students, who gain teaching experience (*role*).

Improved test scores for 30 children, with university students earning ECTS credits(*outcome*). |

4. TRAINING FLOW FOR TRAINING

MODULE 2 Roles and Responsibilities of Teachers, Students and Community Partners in Rural e-Service-Learning

Presentation about roles of students and teachers in rural e-SL	
Duration	15 min
Description	Interactive presentation about roles of students and teachers in rural e-SL
Materials needed	**Handout 2.4**

Exercise 2.4. Guess the role of students in the given examples	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 7 post-its. Ask the participants to put each post-it in a sentence where it belongs. • *Students dig plots and plant crops. (*Active Contributors*)* • *Students apply biology lessons on soil health. (*Learners*)* • *Students meet with the NGO to decide crop types based on community preferences. (*Collaborators*)* • *Students journal about how gardening revealed food access issues.(*Reflective Practitioners*)* • *Students ensure the garden respects cultural dietary norms. (*Ethical Participants*)* • *Students train residents to maintain the garden post-project. (*Advocates for Reciprocity*)* • *Students commit to 15 hours of service over 6 weeks. (*Time Managers*)*

Presentation about community-led co-design	
Duration	20 min
Description	Interactive presentation about community-led co-design
Materials needed	**Handout 2.5**

4. TRAINING FLOW FOR TRAINING

MODULE 3 Introducing rural e-SL into academic curriculum and good practices

Exercise 3.1. Guessing game about statistics of rural areas	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following questions on the flipchart, asking participants to make a guess: 1. Take a guess! What percentage of EU's land area is classified as predominantly rural? • *more than 50%* • *more than 30%* • *more than 60%* 2. Guess! By 2030 the EU rural population is projected to increase by: • *by 0.6%* • *by 0.5%* • *by 1%* • *by 2%* 3. Rural areas in EU are home to: • *60% of its population* • *50% of its population* • *90% of its population* • *40% of its population*

Presentation about challenges in rural areas	
Duration	5 min
Description	Interactive presentation about challenges in rural areas
Materials needed	**Handout 3.1**

4. TRAINING FLOW FOR TRAINING

MODULE 3 Introducing rural e-SL into academic curriculum and good practices

Exercise 3.2. Depopulating villages	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 4 post-its. Ask the participants to put each post-it in a sentence where it belongs. *Depopulating villages frequently lack *basic infrastructure*.* *Depopulating villages embody *cultural heritage*.* *Depopulating villages creates *disincentives* for newcomers and *incentives* for current inhabitants to leave.*

Presentation about rural development initiatives	
Duration	10 min + 3 min video + 3 min video
Description	Interactive presentation about rural development initiatives followed by two videos: Video about Smart villages (3 minutes) www.youtube.com/watch?v=ckB71hb0kx0 Video about Living Labs(3 minutes) https://youtu.be/BWFxBt68hXA
Materials needed	**Handout 3.2**, video player, speakers

Exercise 3.3. Smart villages and Living Labs	
Duration	3 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 2 post-its. Ask the participants to put each post-it in a sentence where it belongs. *Smart Villages are *rural communities* where traditional and new networks and services are enhanced by means of digital technologies, innovations and the better use of knowledge.* *Living Labs are spaces for innovative and participative research, *sociotechnical platforms* with shared resources.*

4. TRAINING FLOW FOR TRAINING

MODULE 3 Introducing rural e-SL into academic curriculum and good practices

Presentation (with flashcards) about higher education institutions partnerships with rural communities	
Duration	3 min
Description	Interactive presentation about higher education institutions partnerships with rural communities
Materials needed	**Handout 3.3**

Exercise 3.4. Ways for a university to engage with the rural community	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 4 post-its. Ask the participants to put each post-it in a sentence where it belongs.
	The *leader* university seeks to improve the community through its knowledge.
	The *facilitator* university engages with the community by organizing projects that will improve the community.
	The *collaborator* university views the community as a true partner.
	The *supporter* university implements community programs only upon direct request from the community.

4. TRAINING FLOW FOR TRAINING

MODULE 3 Introducing rural e-SL into academic curriculum and good practices

Presentation (with flashcards) about rural e-SL benefits, challenges and risks	
Duration	10 min
Description	Interactive presentation (with flashcards) about rural e-SL benefits, challenges and risks
Materials needed	**Handout 3.4**

Presentation about good rural e-SL practices	
Duration	20 min + 20 min selected video
Description	Interactive presentation about good rural e-SL practices, followed by selected videos (the trainer should choose the videos from the following list based on the academic field and interest of the participants). **Mobile STEM Labs on Croatian islands** https://www.youtube.com/watch?v=AtPl_Zprj64 **Digital Literacy Hubs on Croatian Islands** https://www.youtube.com/watch?v=OS0DhZU9M4U **Cultural Preservation Projects in Indigenous Communities (Canada)** https://www.youtube.com/watch?v=tci0--ncDOY **Rural Online Teaching in Spain, Autonomous University Madrid** https://www.youtube.com/watch?v=_QUMmPuuxJE **Rural e-service-learning in Sarsina, Italy** https://www.youtube.com/watch?v=Y9NhLpgOZCY **Rural e-service-learning in Portugal: Right to Play** https://www.youtube.com/watch?v=BHeSHHHnHrs **Rural e-service-learning in Portugal: Steps for a Better Society** https://www.youtube.com/watch?v=TySy8MAEy5E **Rural e-service-learning in Austria: Bird Saving** https://www.youtube.com/watch?v=0JGQ5lAhS_E **Rural e-service-learning for Heritage Institutions in Croatia** https://www.youtube.com/watch?v=Qiz03ogk5q0 **Rural e-service-learning in Melgaço, Portugal: Walk (Portugal)** https://www.youtube.com/watch?v=8f0skoi9Us4 **Rural e-service-learning in Kaunas, Lithuania (Linksmadvaris)** https://www.youtube.com/watch?v=f3K7dh9d2VY **Rural Service-Learning in Italy, Santa Sofia: Via Romea Germanica** https://www.youtube.com/watch?v=nXyNwzVnyIc
Materials needed	**Handout 3.5**, video player, speakers

4. TRAINING FLOW FOR TRAINING

MODULE 4 Planning and implementation of rural e-SL projects

Presentation about needs analysis in rural e-SL projects	
Duration	7 min
Description	Interactive presentation about needs analysis in rural e-SL projects
Materials needed	**Handout 4.1**

Presentation about planning of rural e-SL projects	
Duration	25 min
Description	Interactive presentation about planning of rural e-SL projects
Materials needed	**Handout 4.2**

Presentation about implementation of rural e-SL projects	
Duration	22 min
Description	Interactive presentation about project implementation in rural e-SL projects
Materials needed	**Handout 4.3**

Presentation about celebration of rural e-SL projects	
Duration	10 min
Description	Interactive presentation about celebration of rural e-SL projects
Materials needed	**Handout 4.4**

4. TRAINING FLOW FOR TRAINING

MODULE 4 Planning and implementation of rural e-SL projects

Presentation about student reflection in rural e-SL projects	
Duration	22 min
Description	Interactive presentation about student reflection in rural e-SL projects
Materials needed	**Handout 4.5**

Exercise 4.1. Key Components of Reflection	
Duration	5 min
Description	Trainer writes the following text on the flipchart, but leaves out the words with asterisk and writes them on 3 post-its. Ask the participants to put each post-it in a sentence where it belongs. *Imagine a rural e-SL project where students tutor underserved rural children. During reflection, they:* • *Write a journal entry about a breakthrough moment with a child (*description*).* • *Discuss in a group why some teaching methods worked better than others, linking it to educational psychology (*analysis*).* • *Plan how to use these insights in their future teaching careers (*application*).*

4. TRAINING FLOW FOR TRAINING

MODULE 5 Evaluation and assessment of rural e-SL projects

Presentation about assessment vs. evaluation in rural e-SL projects	
Duration	2.5 min
Description	Interactive presentation about assessment vs. evaluation in rural e-SL projects
Materials needed	**Handout 5.1**

Exercise 5.1. Assessment or evaluation?	
Duration	2.5 min
Description	Trainer writes the following sentences on the flipchart, but leaves out the words with asterisk and writes them on 2 post-its. Ask the participants to put each post-it in a sentence where it belongs. • *A final report combining student reflections, community partner feedback and faculty observations about the project's overall success is: *evaluation*.* • *A pre- and post-test of students' understanding of community issues before & after a project is: *assessment*.* • *A rubric scoring a student's reflective essay for and connection to course content is: *assessment*.* • *A survey of all stakeholders (students, faculty, community) to determine the project's impact and areas for improvement is: *evaluation*.* • *A checklist observing a student's ability to collaborate with community during a service is: *assessment*.* • *An analysis of whether the service met learning objectives and community needs is: *evaluation*.*

Presentation about evaluation in rural e-SL projects	
Duration	25 min
Description	Interactive presentation about evaluation in rural e-SL projects
Materials needed	**Handout 5.2**

4. TRAINING FLOW FOR TRAINING

MODULE 5 Evaluation and assessment of rural e-SL projects

Presentation about community impact evaluation	
Duration	15 min
Description	Interactive presentation about community impact evaluation
Materials needed	**Handout 5.3**

Presentation about evaluation of the project and partnership quality	
Duration	15 min
Description	Interactive presentation about evaluation of the project and partnership quality
Materials needed	**Handout 5.4**

4. TRAINING FLOW FOR TRAINING

MODULE 5 Evaluation and assessment of rural e-SL projects

Exercise 5.2. Document the rural e-service-learning project idea	
Duration	30 min
Description	Trainer will instruct participants how to **document the rural e-service-learning project ideas** in a structured way.

The will start by submitting **the title** of the project and **the project discipline area (field of education of students)** from **the Erasmus+ ISCED list .** Then, they can submit the **SDG (one or more)** that they would like to work on.

In the next step, they will identify **rural community needs** that can be met through e-service-learning placement. Community need is defined as a difference between the desired state and the current state.

Then, they will add **service objectives** and **learning objectives** of their project. They will think about **rural community partners**, **type of e-SL (I, II, III or IV)** and **type of technological interaction (instrumental channel, integrated channel, instrumental or integrated objective).**

They will write down **what are they going to do in the project, how and why.** They will describe **the reflection, implementation evaluation and celebration** activities.

Reflection ensures e-SL isn't just a "feel-good" activity but a transformative process that fosters intellectual, personal, and social development. **Implementation** brings the planning into action, requiring careful coordination, ethical engagement, and a commitment to mutual benefit. **Evaluation** activities assess the success of the entire endeavor—balancing student learning, community impact, and partnership quality. **Celebration** activities serve both practical and emotional purposes, reinforcing the value of the partnership and the learning process.

After the planning, the participants can search for partners in the

CIVENHANCE Match-making platform**.** |

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

Rural e-service-learning is a novel instructional design method in Europe.

The notion of "**rural**" transcends **traditional geographic** and **demographic** classifications. It is not merely a space marked by low population density or geographic isolation, but **a relational and symbolic space**, rich in cultural, historical, and affective dimensions. The rural is perceived as both a site of vulnerability – due to infrastructural gaps and social marginalization – and a site of opportunity, where strong communal bonds, heritage, and local wisdom offer fertile ground for civic and educational engagement.

The rural spaces are not these "left behind", but spaces of **meaning-making and civic potential.**
Universities in Europe are still rarely recognized as a **force for rural social innovation**, providing highly skilled manpower that can help speed up the rural development. **Academic teachers** who implement rural e-service-learning are able to **increase the relevance of their university** as their students fulfill a service that is in line with the social needs in rural areas.
Rural e-service-learning **improves the quality of education** for a sustainable development. It also **promotes university-community partnerships** in the rural areas. In this course you will **learn** how to **bring higher education instititutions and rural community organizations together** to work on common issue - development of the necessary knowledge and skills needed to make change in rural communities.

Examples of **rural e-service-learning** in this course come from **different universities**, each with a different history, different experiences with rural e-service learning, different educational systems and community needs which are unique regarding the location, politics, and economics of different rural communities.

As a **higher education teacher**, you can **learn** how to **structure meaningful student involvement,** lay the groundwork for rural e-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 CIVENHANCE Matchmaking Hub**.

What is e-service-learning?
Broadly, **e-Service-Learning** is a **technology-enhanced educational approach** combining academic learning with social commitment.
This implies: serving the community to address real-world challenges by leveraging academic disciplines and personal, social, methodological and digital skills; reflecting on the service experience; and then learning through the process (Culcasi and Cinque, 2025).

The technological dimension acts on two levels:
1. **Implementation** level (technology as a learning environment)
2. **Outcome** level (technology as a tool)

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

What is e-service-learning?

Considering the **Implementation level (technology as a learning environment)**, the service or the instructional component in e-Service-Learning take place partially or entirely online.
In **e-SL Hybrid Type I** lessons take place entirely online, and the service is carried out in presence.
In **e-SL Hybrid Type II** lessons take place entirely in presence, and the service is carried out online.
In **e-SL Hybrid Type III** a blended format with lessons and service partially online and partially on-site.
Extreme e-SL implies that both the instruction and service occur entirely online.
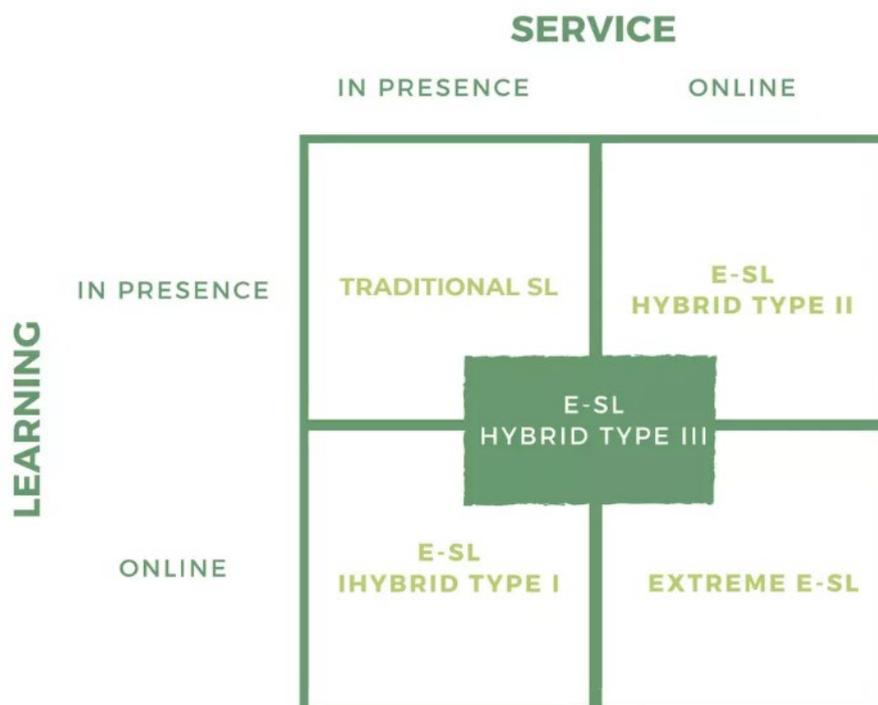
5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

What is e-service-learning?

Considering the **Outcome level (technology as a tool)**, there are 4 types of technological integration in e-SL.
Type I – INSTRUMENTAL CHANNEL – Technology is a simple channel that allows a community to be reached at a distance but its use is not directly linked to project and learning goals
Type II – INTEGRATED CHANNEL – Technology is a channel intentionally linked to the project goals
Type III – INSTRUMENTAL OBJECTIVE – Technology is part of the product of the project, including existing digital tools and resources
Type IV – INTEGRATED OBJECTIVE – Technology is the ultimate goal of the project, requiring high-level expertise to develop technologically innovative solutions
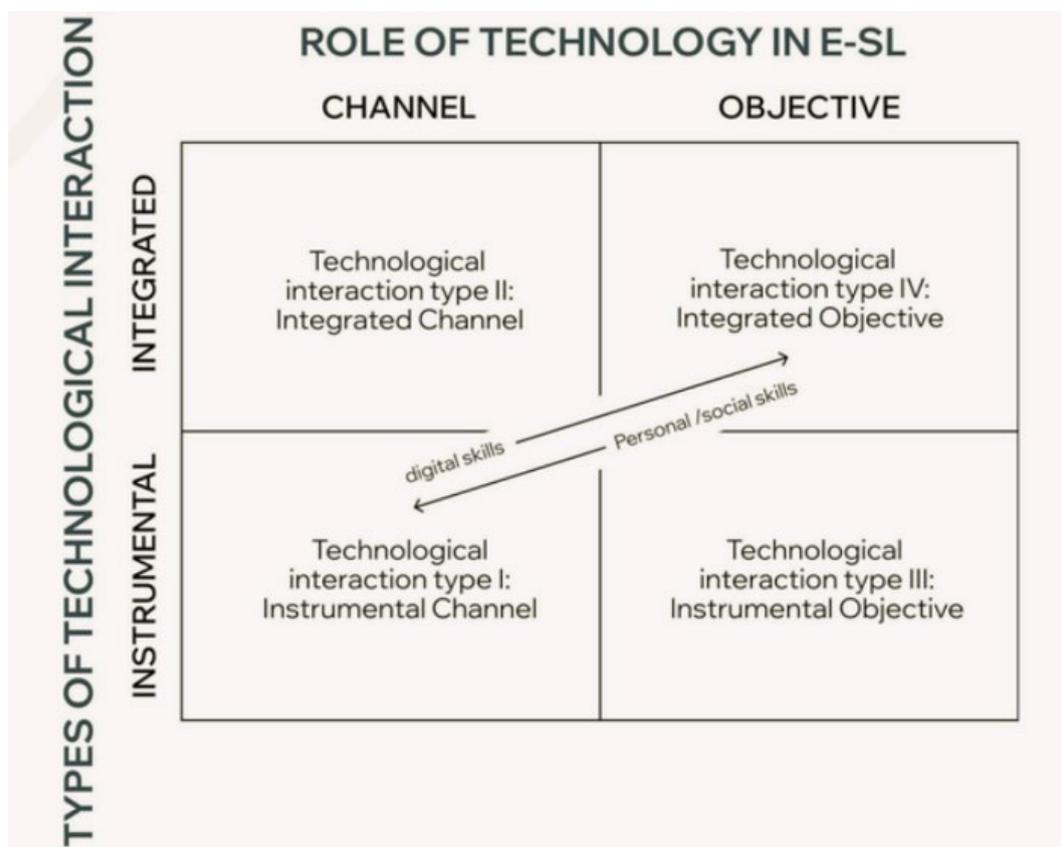
5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

Which type of **Outcome** level (technology as a tool) is this: creating and spreading through social media specific guidelines on how to recognize fake news online?

INTEGRATED

CHANNEL

Which type of **Outcome** level (technology as a tool) is this: creating an AI-based matchmaking platform that combines the needs of rural communities with the expertise that the universities can offer?

INTEGRATED

OBJECTIVE

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

Which type of **Outcome** level (technology as a tool) is this: using an videocall platform to for remote psychological support?

INSTRUMENTAL

CHANNEL

Which type of **Outcome** level (technology as a tool) is this: creating a podcast, Instagram page, or website to narrate the resilience of women living in war context as part of a community awareness project?

INSTRUMENTAL

OBJECTIVE

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

Which type of **Implementation** level (technology as a learning environment) is this:
students gather weekly in class to create interactive content for the language classes in the rural school?

e-SL Hybrid Type II

Which type of **Implementation** level (technology as a learning environment) is this:
psychology students attend the e-course on counselling and then offer online counselling to the clients of the social services facility?

Extreme e-SL

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

Which type of **Implementation** level is this:
alternating online and in-class teaching of architecture students, where they both physically restore the houses in remote areas and design online campaings to raise awareness related to sustainable design?

e-SL Hybrid Type III

Which type of **Implementation** level (technology as a learning environment) is this:
students gather weekly online to learn robotics and design robotics workshops to be held in person in the rural school?

e-SL Hybrid Type I

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

The rural e-service-learning design framework
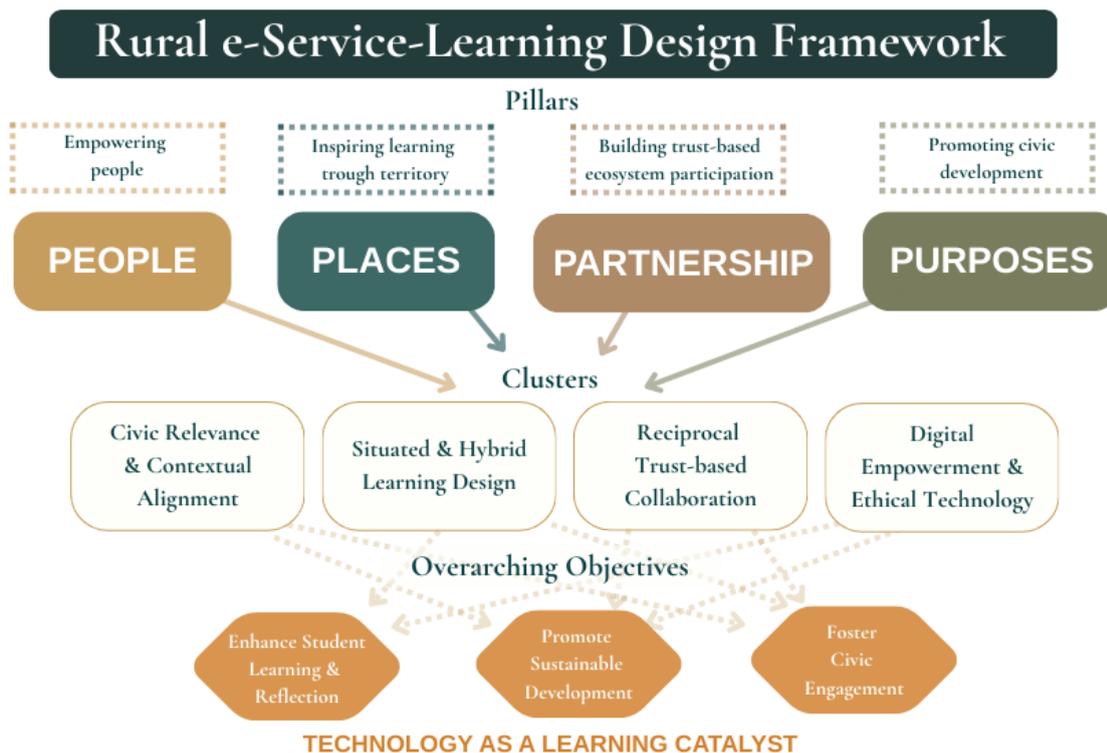
This Framework draws on an ecosystem approach to higher education (Cooke et al., 2004; Dalziel, 2015; Finegold, 1999) and encompasses 4 structural components:

1. four core pillars
2. four clusters of design principles
3. three overarching objectives
4. and technology serving as a learning catalyst.

5. HANDOUTS

HANDOUT 1.1 Introduction to e-Service-Learning in Rural Areas

The rural e-service-learning design framework

The four pillars of the rural e-SL design framework: people, places, partnership and purpose.

PEOPLE
Civic engagement in rural territories is anchored in the activation of **diverse human resources** – from students and educators to elders, local leaders, and marginalized groups.
 A strong emphasis is needed on **intergenerational exchange, youth empowerment, and recognition of plural knowledge forms.**
Teachers are not only knowledge transmitters but mediators and connectors between educational institutions and local communities.
Youth are seen not only as beneficiaries but as **active agents of social change**. Elders, in turn, serve as custodians of cultural memory, providing continuity and identity anchoring in an era of rapid change.
This shared human ecology calls for an inclusive and dialogical pedagogy, where every actor is a co-constructor of civic meaning.

PLACES
The rural learning is **place-based and symbolically charged**. Learning does not occur solely within university walls, but is distributed across a rich tapestry of local spaces – forests, markets, religious sites, public squares, festivals, and community centers. These are not merely backdrops for education but active pedagogical agents, imbued with memory, emotion, and identity.
The rural e-SL needs to **recognize, map, and activate these symbolic geographies**.
Digital technologies are employed to bridge physical distance, yet without displacing the embodied, relational dimension of learning. Thus, places become civic laboratories, where the personal and the communal, the past and the future, coalesce into transformative experiences.

PARTNERSHIP
True civic engagement is rooted in **long-term, dialogic, and reciprocal partnerships**. These relationships are not limited to project timelines but are forged through **co-presence, co-design, and co-authorship.**
Trust is not assumed but cultivated – through humility, continuity, and shared responsibility.
Partnerships are seen as most effective when **mediator figures** – such as local educators or cultural facilitators – are present to bridge institutional, technological or community dynamics.
Rural e-SL warm against "extractive" or "instrumental" engagements, advocating instead for genuine collaboration built on respect for local knowledge and autonomy.

PURPOSE
The overarching educational purpose is the **cultivation of civic development and transformative autonomy**. Engagement with rural communities aims to reduce inequalities, foster inclusion, and enable communities – especially youth – to envision and enact alternative futures. This involves moving from models of dependency to those of agency and sustainability.
Cultural heritage is not merely preserved but reinterpreted as a resource for future-building.
Civic engagement becomes a way to **link personal identity with collective responsibility**, to reinforce belonging while nurturing critical thinking and innovation.
This purpose aligns with broader commitments to **social justice, intercultural dialogue, and the Sustainable Development Goals.**

5. HANDOUTS

HANDOUT 1.2 The four clusters of the rural e-SL design framework

The Rural e-SL Design Framework delineates **four distinct clusters** to systematize the design principles inherent in crafting rural e-SL activities.

The **Design Principles (clusters)** are guidelines for designing [rural] e-SL projects.

They are articulated in a set of research-based statements that clearly focus on a specific approach or the requirements that should guide the design activity.

They refer to the planning of the [rural] e-SL process and form the basis of any successful rural e-SL experience.

They serve as a clear, evidence-based reference for learning experience designers when working with all key stakeholders in the course or project development process.

They are also useful to fasten and make easier decisions in the various project phases: design principles guide actions and reflections" (e-SL4EU Consortium, 2022).

CLUSTER 1: Civic Relevance & Contextual Alignment
Focus: Ensuring that every rural e-SL project is grounded in an authentic alignment between learning objectives and the real needs of the community.

Design Principles:

1) Alignment with local needs – Co-define learning and service objectives with community actors (PEOPLE), anchoring them in the territory and its symbolic geographies (PLACES), consolidating them through trust-based PARTNERSHIP, and directing them towards autonomy and sustainable development (PURPOSE).

2) Valuing the plurality of knowledge – Integrate academic, practical, traditional, emotional, and digital knowledge, treating them as equal contributions in every phase of co-design.

3) Civic impact challenges – Use challenge-based approaches on issues that are relevant to the community, fostering student agency and measurable territorial impact.

4) Digital wellbeing and citizenship – Incorporate critical competencies for healthy and responsible digital engagement as an integral part of civic education.

CLUSTER 2: Situated & Hybrid Learning Design
Focus: Designing learning experiences rooted in local places yet enhanced by digital opportunities.

Design Principles:

1) **Places as pedagogical actors** – Use both formal and informal community spaces (PLACES) as active learning contexts, leveraging their emotional and symbolic value (PURPOSE).

2) **Intentional hybrid integration** – Combine face-to-face and online activities to broaden participation (PEOPLE) and strengthen community bonds (PARTNERSHIP) without compromising local identity.

3) **Blended pedagogies** – Integrate experiential, research-based, challenge-based, gamification, and other methods, adapting them to local resources and cultures.

4) **Digital accessibility and inclusion** – Adopt scalable, multilingual, and culturally appropriate tools to reduce the digital divide and ensure equal participation opportunities.

5. HANDOUTS

HANDOUT 1.2 The four clusters of the rural e-SL design framework

CLUSTER 3: Reciprocal & Trust-Based Collaboration
Focus: Building and maintaining authentic, equitable, and long-term relationships.
Design Principles:
1) **Authentic co-creation** – Joint planning, implementation, and evaluation with fluid roles and co-authorship of products and outcomes (PEOPLE + PARTNERSHIP).
2) **Balancing power and epistemic authority** – Recognize and integrate the community as a co-educator, reducing asymmetries through mediation and active listening (PURPOSE).
3) **Relational sustainability** – Plan for continuity beyond the project cycle, with follow-up actions and institutionalization of collaborations (PLACES + PARTNERSHIP).
4) **Community-driven innovation** – Apply models such as rural Living Labs to experiment in real contexts and promote locally rooted solutions.

CLUSTER 4: Digital Empowerment & Ethical Technology Integration
Focus: Ensuring that the use of technology is intentional, ethical, and generative for all stakeholders.
Design Principles:
1) **Technology as facilitator and objective** – Use technology both as a tool for collaboration (PARTNERSHIP) and as curricular content for developing innovative solutions (PURPOSE) and as a learning environment (PLACES).
2) **Digital competencies and citizenship** – Develop the ability to navigate online spaces critically and responsibly, linking digital skills to civic engagement (PEOPLE + PURPOSE).
3) **Ongoing technical and pedagogical support** – Provide mentoring and assistance to students and community partners for effective and safe use of technology (PARTNERSHIP).
4) **Ethical and creative integration** – Select digital tools in line with values of inclusion, transparency, and social justice (PLACES + PURPOSE).

The shared Framework that emerges from the CIVENHANCE project highlights rural civic engagement as **an educational process that is relational, symbolic, inclusive, and future-oriented.**
It demands that universities **step into rural territories not as experts but as partners**, willing to learn, listen, and co-design together.

5. HANDOUTS

HANDOUT 1.3 Online Components in e-SL: Challenges and Operational Tools

Online service in e-SL
As a teacher supervising the **online service** in **e-SL Hybrid Type II** (service component online + instructional component in person) **or Extreme e-SL** (100% online), consider the following:
1. **Access to Technology**: In rural regions, limited internet access and outdated technology can hinder communication, planning, and execution of projects.
2. **Fewer Community Partners**: The sparse population can limit the number of potential partners.
3. **Alignment with Local Needs:** The projects must address the specific needs of the rural community to be effective. Misalignment can lead to disengagement or lack of impact.
4. **Health and Social Issues**: Rural areas often face challenges like limited healthcare access or aging populations, which can shift focus to topics such as telemedicine or digital empowerment.
5. **Long-Term Commitment**: Maintaining e-SL over time can be difficult in rural areas due to staff turnover or shifting community priorities.
We will cover the **Strategies to Address These Challenges** in Module 3 of this e-course.

Online teaching in e-SL
As a teacher creating e-SL **Hybrid Type I** (service component in person + instruction component online) or **Hybrid Type III** (blended service and instructional component) online lessons, you should **enhance the learning experience** for your students and **streamline your content creation process**.
Here's what you should consider in your course design:
1. Enhance Student Engagement
2. Support Diverse Learning Styles
3. Provide Immediate Feedback
4. Promote Active Learning and Critical Thinking
5. Mobile-Friendly and Responsive Design
6. Encourage Reusability and Collaboration

Online component in e-SL
You might benefit from tools like Learning Experience Canvas that will help you unleash your creativity and create more innovative and exciting learning experiences for your students.

Watch the video below to get insight into this tool!
https://youtu.be/Uk1xevHSsa8?feature=shared

In order to effectively facilitate engagement in the course, interactive activities should **align with your learning objectives and allow students to build and practice applying knowledge** that helps them to be successful in more formal assessments, and ultimately achieve the desired learning outcomes.

To make your course interactive and attractive, you can:
Add questions or pop-ups to text and images to break up lengthy content,
Create visually dynamic activities for self-checking and practicing application of knowledge,
Build low-stakes formative assessments (not major assessments) to track student progress.

5. HANDOUTS

HANDOUT 1.3 Online Components in e-SL: Challenges and Operational Tools

Online component in e-SL
Having in mind the **learning outcomes** of your course, the **students** you are designing your course for, and the **type/purpose of your activities,** you can decide which **types of interactives** are the most suitable for your course.
H5P allows you to create rich interactive content.
You can:
• Reuse existing H5P content (read the Reuse H5P content guide)
• Create new H5P content (find instructions here: https://h5p.org/documentation/for-authors/the-basics)
• H5P allows you to create interactive content such as quizzes, interactive videos, drag-and-drop activities, and branching scenarios that transform passive learning into an active experience.
• H5P offers a wide variety of content types, which enables you to cater to different learning preferences.
• One of H5P's standout features is its ability to provide instant feedback which helps reinforce learning, correct misunderstandings promptly, and build student confidence
• H5P's interactive tools encourage students to think critically and apply their knowledge in practical contexts. H5P is designed to be user-friendly, even for educators with limited technical expertise
• H5P's mobile-friendly design ensures that your content is accessible on any device
• H5P is an open-source tool, which integrates easily with popular LMS platforms
• H5P's self-contained, interactive activities enable students to learn at their own pace

Example of a learning objective and corresponding interactive content - verbs

• Learning Objective: Differentiate between verbs that are measurable and verbs that are not.
• Interactive Content Type in H5P: Drag and Drop activity with two drop zones: Measurable and Not Measurable. Create draggable items containing verbs for learning objectives.

Measurable	Not measurable
Define	

| Understand | Identify | Learn | Appreciate | | Describe |

5. HANDOUTS

HANDOUT 1.3 Online Components in e-SL: Challenges and Operational Tools

Online component in e-SL

Example of a learning objective and corresponding interactive content - economics
- **Learning Objective**: Define key terms related to economics.
- **Interactive Content Type in H5P**: Fill in the Blank definitions that contain blanks where the correct words must be typed.

Fill in the missing words

A [____] is a form of profit earned on investment by re-selling an asset for more than it cost to buy.

Profit is the surplus left over after a company sells its output and pays off the cost of [____].

Speculation is the purchase of an asset purely in the hope that its market price will [____], resulting in capital gain.

[____] is a process whereby the average price level in an economy increases over time.

✓ Check

In the table below you may find the examples of different interactive content types in H5P that are best suited for particular learning goals.

Learning Objective	Possible H5P activity
Translate common phrases from Spanish to English	**Dialog Cards** with the Spanish phrase and audio pronunciation on one side of the card and English translation on the other side.
Recall key events that occurred during the War of 1812.	**Timeline** showing the dates of key events and information about them.
Identify components of a residential hybrid solar energy system.	**Drag and Drop** activity where the background image is a diagram showing the components of a residential hybrid solar system, with each component having its own drop zone. The draggable items are the names of the components.
Calculate the slope of a line given the coordinates of two points.	**Single Choice Set** question with an image of a coordinate grid showing two points. The answer choices include the correct answer and 3 incorrect answers.
Explain the process you would use to determine the pH of an unknown sample.	**Branching Scenario** virtual lab exercise that walks through the steps of determining pH of a sample and allows students to make choices leading to different outcomes.

5. HANDOUTS

HANDOUT 1.3 Online Components in e-SL: Challenges and Operational Tools

Personalization
In a **learning management system** (LMS), you can create learning paths for **groups** of students or **individual learning paths** and send feedback to students in the form of text messages, images, and polls.
You can adapt your teaching methods to best suit each student's learning preferences and abilities.
Students can personalize their learning by choosing levels of difficulty, topics, exercises and work in their own pace.
Apart from LMS (like **Moodle**, **Blackboard Learn** or **Schoology),** you can use online tools like **Padlet** or **Seesaw** to personalize the learning process.
Padlet is a digital canvas for collaboration, while Seesaw represents a multimedia learning and communication tool that demonstrates student progress over time.

Gamification and Interaction Design
You can use game-based elements in the process of creating a course interface (buttons, forms and other elements that allow learners to navigate through your course).
Elements such as **peer competition, quizzes** or **educational video games** help students assimilate new information and test their knowledge, they promote their engagement and motivate them to participate in the course activities.

Artificial Intelligence
Artificial Intelligence can prompt students with deeper **reflection questions** after service activities as a **journaling activity**.
AI can help students **brainstorm project ideas** tailored to the needs of a partner organization.
Tools like AI chatbots can **simulate stakeholders** (e.g., "role-play as a nonprofit director") so students can **practice pitching** their projects.
AI could be used to **build lightweight chatbots** for community partners (e.g., FAQ bots for a nonprofit's website). Students could design and deploy them as part of their project or build fully-functional apps without coding using AI tools like Base44.
Students can use AI to **analyze community dat**a (survey results, social media sentiment, etc.) to generate actionable insights for partner organizations.
Students can **practice communication skills** by role-playing difficult scenarios with AI (conflict resolution, intercultural communication).
AI **image, music (like SunoAI) or video tools** can help students create **campaign materials** (posters, short videos) for community organizations.
Students can **co-create storytelling projects** (blogs, podcasts) using AI to edit transcripts, generate show notes, or improve clarity.

5. HANDOUTS

HANDOUT 1.3 Online Components in e-SL: Challenges and Operational Tools

Content Curation
Content curation refers to **aggregating** information from multiple sources, **filtering** the most relevant data to accurately satisfy learners' needs, **organizing** the content to impart logic and structure and **contextualizing** it with relevant, current examples or commentary.
You can **ask students to curate** papers, images or videos to offer their perspectives on the topic of the course or **create an assessment tool** that will guide them in evaluating the resources for content curation.

Content Curation: Example
At KU Leuven, [docutubes](#)*(short, 2 to 7 minutes long films) were used by young people working in groups of three or four, to express their own ideas about religious diversity and tolerance in the RETOPEA project.*
They used a variety of approaches, including interviews with passers-by or people in their workplaces, drawings and captions, exploration of their local cityscapes and filming of museum displays. They were provided with Go-Pro cameras and used a variety of editing software packages.
The free online course [**Young people and religion: creative learning with history**](#) *was produced by The Open University to train teachers on how to engage young people in learning about religious diversity past and present through the creative process of making short, creative films.*

Digital Collaboration
Digital collaboration through **written discussion** tools like **Padlet, Slack, TodaysMeet, Socrative, Twilda, Collaborize Classroom** or **Scribblar** or web-conferencing tools for **oral discussion** like **Zoom, Google Hangouts and Skype** allows students to connect with their peers and empowers them to learn, explore other perspectives, and problem-solve with their peers and teachers in virtual breakout rooms, through polling, or Q&A sessions.

5. HANDOUTS

HANDOUT 1.4 Instructional Design

You will have to develop a plan for the learning experience in your course, including what topics will be covered, how long it should take, which digital assignments students will work on and what resources will be needed.

Digital assignments provide students an opportunity to engage with technology, explore multiple literacies and create media in their coursework. Such assignments are great at developing skills in communication, collaborative work, critical thinking, visual literacy, writing for public audiences and creative, and community-engaged learning.

Vlogs and **moodboards** can be used as **reflection assignments** to allow for more creativity. It gives the opportunity for teachers to assess different competences (e.g. creativity, understanding, etc.).

Instructional design: Example
In the course 'Lab 1' students of the bachelor interactive Media Design at the Thomas More University of Applied Sciences students had to do service-learning with different target groups and to reflect on how these groups could get connected with each other and broader society.
*The following **Vlogs** (in Dutch) represent their reflection:*
Vlog & reflection about people with anxiety: https://youtu.be/TU8FOPdMn_o
Vlog & reflection about elderly people and feelings of loneliness: https://youtu.be/86dAT6rH6aU
*The following **Moodboards** (in English) were created by German and Dutch students working in pairs on the theme of "re-connect":*
https://padlet.com/rogerenlea1/y1sg5skzag6ns6m8

Instructional Techniques for Presenting Digital Content

There are four approaches to present digital content:
Toolkit approach: allows students to **select** from a set of **independent topics**, rather than engaging in sequential learning.
Demonstration-Practice approach: used to teach a procedure. You first **demonstrate** the procedure to your students and then you ask them to **practice** it by interacting with the system.
Storytelling: allows students to acquire information through a story narrative that places content in a realistic context and illustrates the actions and decisions of one or more characters.
Scenario-based approach: Contrary to storytelling, it places your student in the role of the main actor, who must respond to the challenge by making a series of choices and decisions. Feedback is provided for each option. It is used to develop cognitive skills in a specific domain.

5. HANDOUTS

HANDOUT 2.1 Rural areas in the EU

Rural development is primarily about achieving the expectations of rural citizens and improving their social and cultural environment, and only then about economic and technological development. Tirziu & Vrabie (2017) distinguish 5 fields of social innovation in rural areas:

• new services in rural areas
• new education courses
• ecological farming
• formation of local action groups and
• electronic and social innovations

[*Tirziu,A.-M.;Vrabie,C. Living Labs Instruments of Social Innovation in Rural Areas. MPRA,2017*]

Rural e-service learning
• is unique due to the geography of rural areas and has challenges and benefits that are different than its urban counterpart
• provides an opportunity to address systemic needs of rural communities while providing students with an engaged and holistic education

Rural areas have social relationships that are very similar to their urban counterparts and are increasingly connected through the Internet (Brown and Swanson, 2003).
EU Member States have similar, but also different socio-economic, demographic, landscape and climate characteristics.

5. HANDOUTS

HANDOUT 2.1 Rural areas in the EU

Agriculture-related clustering of EU Member States

Table 3: Simplified characterisation of the EU agriculture-driven clusters at national (NUTS 0) level in 2015 based on the statistical aggregation of the five assessed indicators (Annex 10.6), as deviation from the respective median and average values

Situation 2015	Rural population	Employment in agriculture	GVA primary sector	Share of agricultural land	Agricultural land abandonment
Cluster 1	Low	Moderate	Moderate	Moderate	Moderate
Cluster 2	Moderate	High	Moderate	Moderate	High
Cluster 3	Moderate	Moderate	Moderate	High	Moderate
Cluster 4	High	Moderate	Moderate	Very Low	Moderate
Cluster 5	High	Very high	Very high	Moderate	Moderate
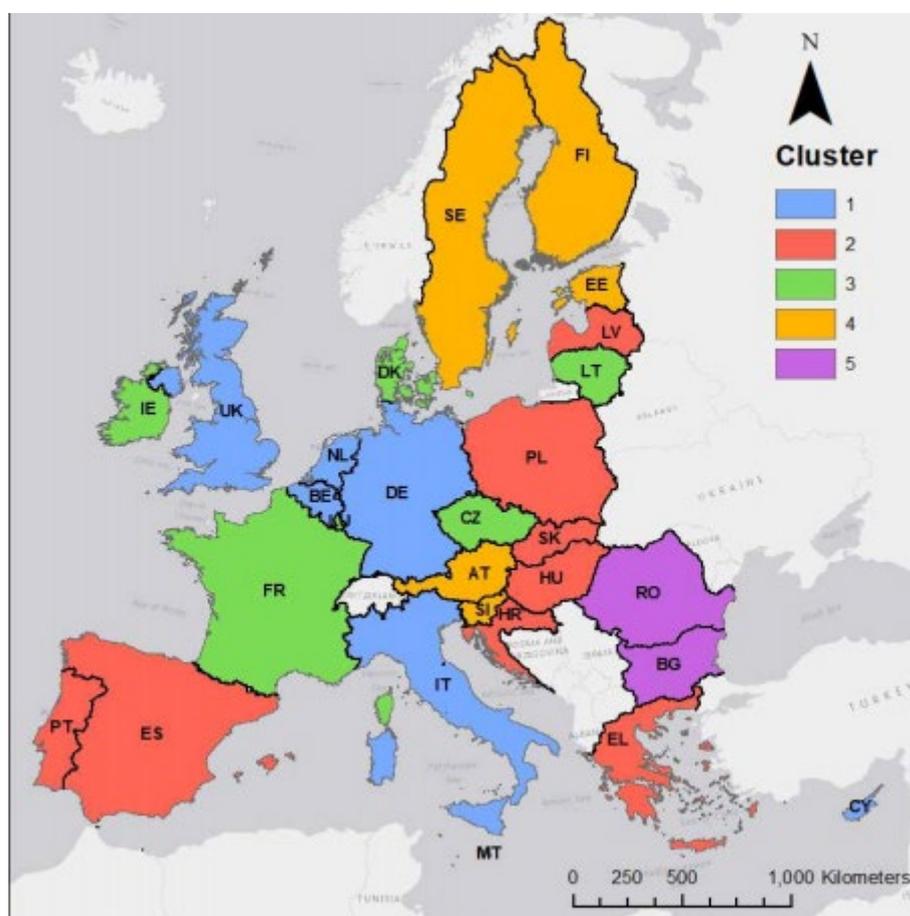
5. HANDOUTS

HANDOUT 2.2 Rural communities, citizens and organizations

It provides an opportunity to address systemic needs of rural communities while providing students with an engaged and holistic education.

Rural e-service-learning

They make rural e-service-learning diverse in different EU Member States.

Different socio-economic, demographic, landscape and climate characteristics

They are very proud of their cultures and spaces and have a heightened sense of community.

Rural citizens

5. HANDOUTS

HANDOUT 2.2 Rural communities, citizens and organizations

They are characterized by enormous strengths, social connectedness and cohesiveness that translate into a wonderful sense of community and camaraderie among their residents.

Rural communities

They are more informal in how they conduct business, placing greater priority on maintaining relationships and respecting traditions than on conforming to externally established standards of practice.

Rural organizations

5. HANDOUTS

HANDOUT 2.2 Rural communities, citizens and organizations

Rural citizens
- close networks and relationships
- people tend to trust those within the region more readily than outsiders
- everyone "knows your business"
- relationships are often based on kinship or community affiliation
- residents are uniquely skilled in coming together informally [Holton, 2010; Ganzert, 2010]
- they have few schools, organizations, and community leaders, but tight social networks, possibly as a result of this lack of resources
- it is the isolation of rurality that has preserved traditional cultures

Rural communities
- they have fewer formal organizations or institutions than urban communities
- their physical size and financial budgets are typically smaller
- the overall pool of capable leaders is smaller than in urban areas
- they may also be more accessible
- workers must possess a wider range of knowledge and skills in order to cover all the bases, and as a result, are less able to pursue advancement in specialized fields

5. HANDOUTS

HANDOUT 2.2 Rural communities, citizens and organizations

Rural organizations
- more informal in how they conduct business
- may place greater priority on maintaining relationships and respecting traditions than on conforming to externally established standards of practice [Nachtigal and Hobbs, 1988]
- face many of the same issues as larger populated areas, yet with a more limited and often shrinking tax base to provide services and solutions
- voluntary associations often fill in where there is a lack of institutional capacity in rural communities.
- many of them are relatively invisible
- may lack direct experience in working with students

Rural organizations

Rural community partners in e-service-learning span a diverse range of sectors, each addressing specific needs and opportunities within rural contexts.
By collaborating with these partners, academic teachers and students can contribute to community development while enhancing educational outcomes.
The success of these partnerships relies on mutual respect, clear communication, and a commitment to addressing the unique challenges and strengths of rural areas.

5. HANDOUTS

HANDOUT 2.3 Roles of community partners in rural e-service-learning

Community partners act as **co-designers, co-educators, resource providers, beneficiaries, supervisors, evaluators and advocates for reciprocity**.
They provide the context, structure, and opportunities for students to apply academic knowledge to real-world needs, while simultaneously benefiting from student contributions to address rural needs.

Community partners as *co-designers* in rural e-service-learning
- Community partners collaborate with educators and students to identify real needs within their organization or community.
- They help define the scope, goals, and deliverables of the e-SL project to ensure it aligns with their mission and priorities.
- They provide input on what constitutes meaningful service, ensuring the e-SL project addresses authentic challenges rather than imposing external assumptions.

Community partners as *co-educators* in rural e-service-learning
- They serve as experts in their field, offering knowledge, context, and skills that complement classroom learning.
- They educate students about the community's history, culture, and specific issues, fostering a deeper understanding.
- They may provide training or orientation to prepare students for their roles, ensuring they are equipped to contribute effectively.

Community partners as *resource providers* in rural e-service-learning
- They supply necessary resources, such as access to facilities, data, or networks, to enable students to carry out the e-SL project.
- They may also offer logistical support, like scheduling, transportation coordination, or materials, depending on the e-SL project's needs.

5. HANDOUTS

HANDOUT 2.3 Roles of community partners in rural e-service-learning

Community partners as *beneficiaries and contributors* in rural e-service-learning
- They benefit from the students' work, whether it's through direct service (e.g., tutoring, building infrastructure) or indirect outcomes (e.g., research, program development).
- At the same time, they contribute by providing feedback, sharing outcomes, and helping evaluate the project's impact, ensuring mutual benefit.

Community partners as *supervisors and mentors* in rural e-service-learning
- They often oversee students' service activities, offering guidance and ensuring tasks are completed responsibly and ethically.
- They mentor students by modeling professional behavior, community values, and leadership, enhancing the e-SL process.

Community partners as *advocates for reciprocity* in rural e-service-learning
- Partners ensure the relationship is reciprocal, meaning both the community and the learners gain value.
- They help balance the focus between student learning objectives and community impact, preventing exploitation or one-sided benefits.
- They advocate for sustainable outcomes, encouraging e-SL projects that leave a lasting positive effect rather than temporary fixes.

Community partners as *evaluators* in rural e-service-learning
- They participate in assessing the e-SL project's success, providing insights on what worked, what didn't, and how future collaborations could improve.
- They may help measure tangible outcomes (e.g., number of people served) or intangible benefits (e.g., increased awareness).

Community partners play a vital role in rural e-service-learning.

Their roles can vary depending on the partner—whether it's a nonprofit, school, government agency, or grassroots group—and the project's scale.
By working together, academic institutions and rural partners can create impactful, sustainable outcomes that benefit both students and the community.
The success of these partnerships depends on mutual respect, clear communication, and a shared commitment to improving rural communities.
We will look into the **roles, responsibilities and benefits** of the various types of community partners in the rural e-SL.

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HANDOUT 2.3 Roles of community partners in rural e-service-learning

Nonprofit Organizations: local charities, food banks, housing assistance programs, or environmental conservation groups
Nonprofits in rural areas may serve wide geographic areas with limited staff, making student involvement particularly valuable. Students might assist with program delivery, fundraising, or awareness campaigns.

- **Role**: Provide opportunities for students to address social issues such as poverty, hunger, or environmental degradation.
- **Responsibilities**:
    - Identify community needs for e-SL projects (e.g., food distribution, housing support) and participate in co-design of e-SL
    - Offer expertise and context to help students understand rural challenges.
    - Mentor students in program delivery, outreach, or fundraising.
- **Benefits**: Enhance the organization's capacity to serve widespread rural populations with limited resources.

Local Government Agencies: town councils, county health departments, rural planning commissions, or emergency services
Rural governments often face resource constraints, and e-SL can provide additional capacity for public services. Students can assist with public health initiatives, community planning, disaster preparedness, or data collection.
-
- **Role**: Co-design and facilitate rural e-SL projects that improve public services and infrastructure in rural areas.
- **Responsibilities**:
    - Provide data, resources, and access to community issues (e.g., public health campaigns, emergency preparedness).
    - Supervise and guide students in rural e-SL projects that align with governmental priorities.
- **Benefits**: Gain additional capacity for planning, research and serving widespread rural populations with limited resources.

Educational Institutions: rural K-12 schools, early childhood education centers, or adult literacy programs
Rural schools often lack sufficient resources or staff, and e-SL can help bridge gaps in educational support. Students might tutor, mentor, or develop educational materials for children or adults, addressing educational disparities common in rural areas.

- **Role**: Partner with higher education institutions to enhance educational opportunities for rural students and adults.
- **Responsibilities**:
    - Host tutoring, mentoring, or after-school programs led by students.
    - Provide feedback on educational needs, such as literacy or STEM support.
- **Benefits**: Reduce educational disparities and support lifelong learning in rural communities.

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HANDOUT 2.3 Roles of community partners in rural e-service-learning

Healthcare Providers: rural clinics, hospitals, mobile health units, or mental health organizations.
Access to healthcare is often limited in rural areas, and e-SL can help extend services and promote wellness. Students can support health education, assist with patient outreach, or conduct community health assessments.

- **Role**: Collaborate with students to improve health outcomes and access to care in rural areas.
- **Responsibilities**:
    - Offer opportunities for students to assist with health screenings, education, or outreach.
    - Provide training or supervision for students in healthcare-related fields.
- **Benefits**: Increased access to healthcare services and promote community wellness in areas with limited medical facilities.

Agricultural Organizations: farmers' cooperatives, agricultural extension services or sustainable farming initiatives.
Students might contribute to agricultural education, research sustainable farming practices, or assist with farm-to-table programs, making these partnerships critical for addressing food security and economic development.

- **Role**: Engage students in e-SL projects that support rural economies and sustainable agriculture
- **Responsibilities**:
    - Provide hands-on opportunities in farming, research, or agricultural education.
    - Share expertise on local agricultural practices and challenges.
- **Benefits**: Strengthened food security, economic vitality and environmental sustainability from student innovations, such as farming techniques or marketing strategies.

Community Centers: senior centers, immigrant centers, youth organizations or historical societies.
Students can organize recreational programs, provide companionship to seniors, or preserve local history and culture. These centers often serve as social hubs in rural areas, addressing isolation and fostering community cohesion.

- **Role**: Serve as hubs for social and recreational activities, fostering community cohesion.
- **Responsibilities**:
    - Host student-led e-SL projects, such as youth activities, senior support, or cultural events.
    - Provide insights into community dynamics and social needs.
- **Benefits**: Reduce social isolation and enhance quality of life in rural settings.

Faith-Based Organizations: churches, religious charities, or interfaith community service groups.
Students might assist with outreach programs, food drives, or community events organized by these groups.

- **Role**: Partner with students to deliver social services and strengthen community ties
- **Responsibilities**:
    - Organize e-SL projects like food drives, clothing distribution, or community events.
    - Offer a trusted entry point into the community, leveraging their established role.
- **Benefits**: Address immediate needs and reinforce community support networks.

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HANDOUT 2.3 Roles of community partners in rural e-service-learning

Economic Development Organizations: small business associations, rural entrepreneurship programs, or workforce development agencies.
Students can help with business planning, marketing, or job training initiatives to boost the local economy in rural areas facing population decline and limited job opportunities.

- **Role**: Collaborate with students to boost local economies and job opportunities.
- **Responsibilities**:
    - Provide opportunities for students to assist with business development, workforce training, or economic research.
    - Share knowledge about rural economic challenges and opportunities.
- **Benefits**: Promote entrepreneurship, job creation, and economic resilience through additional support for economic initiatives.

Environmental and Conservation Groups: watershed protection groups, wildlife preservation organizations, or land trusts.
Students might participate in environmental cleanups, habitat restoration, or educational campaigns about sustainability to learn that conservation efforts are critical for long-term rural community health.

- **Role**: Engage students in efforts to protect and sustain rural natural resources.
- **Responsibilities**:
    - Lead e-SL projects such as cleanups, reforestation, or water quality monitoring.
    - Educate students about local ecosystems and environmental challenges.
- **Benefits**: Preserve natural resources critical to rural livelihoods and environmental health.

Cultural and Arts Organizations: local museums, theater groups, or cultural heritage associations.
Students can assist with cultural events, document oral histories, or develop arts programs for community members to help preserve rural identity and provide creative outlets in areas with limited cultural resources.

- **Role**: Partner with students to preserve and promote rural cultural heritage.
- **Responsibilities**:
    - Facilitate e-SL projects like oral history documentation, arts workshops, or cultural festivals.
    - Provide context about local traditions and history.
- **Benefits**: Strengthen community identity and provide creative outlets in rural areas, expanding cultural programming and preservation efforts.

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HANDOUT 2.3 Roles of community partners in rural e-service-learning

Summary: roles of community partners in rural e-service-learning
- Defining Community Needs: Identifying pressing issues and ensuring that rural e-SL projects are relevant and impactful.
- Providing Contextual Knowledge: Offering insights into rural culture, history, and challenges to deepen student understanding.
- Supervision and Mentoring: Guiding students in their service activities, ensuring ethical and effective engagement.
- Facilitating Reciprocity: Ensuring that the partnership benefits both the community and the students, fostering mutual learning and growth.
- Evaluating Impact: Collaborating with educators to assess the outcomes of rural e-SL projects and suggest improvements.

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HANDOUT 2.4 Roles of students and teachers in rural e-service-learning

Roles of students in rural e-service-learning
Students are active participants in rural e-SL who bridge academic learning with real-world application, working alongside community partners to address identified needs.
Their roles and responsibilities reflect a blend of **learner, contributor, collaborator and reflective practitioner**, ensuring both personal growth and community benefit.

Students as *active contributors* in rural e-service-learning
- **Roles**: Students perform meaningful service that directly or indirectly supports the rural community partner's goals. This could include tasks like tutoring, building infrastructure, conducting research, or creating resources.
- **Responsibility:** Deliver high-quality work that respects the partner's mission and meets agreed-upon objectives.
- **Example**: In a project with a rural food bank, students might assemble and distribute meal kits or survey clients to assess nutritional needs.

Students as *learners* in rural e-service-learning
- **Roles**: Students apply academic knowledge and skills to real-world challenges, enhancing their understanding through hands-on experience.
- **Responsibility:** Connect coursework to service tasks, asking questions and seeking guidance to deepen comprehension.
- **Example**: Nursing students use clinical training to conduct health screenings at a rural clinic, linking theory to practice.

Students as *collaborators* in rural e-service-learning
- **Roles**: Work closely with community partners, instructors, and peers, maintaining open communication and respecting the partner's expertise and needs.
- **Responsibility:** Listen actively, adapt to feedback, and build trust through professionalism and reliability.
- **Example**: Architecture students meet with a rural city parks department to co-design a park layout, incorporating resident feedback provided by the partner.

Students as *reflective practitioners* in rural e-service-learning
- **Roles**: Engage in structured reflection to process their experiences, assess personal growth, and evaluate the broader impact of their rural service.
- **Responsibility:** Critically analyze their contributions, challenges faced, and lessons learned, through assignments like essays or presentations.
- **Example**: After tutoring at a rural school, students write journals or discuss in class how the experience shaped their views on educational equity.

Students as *ethical participants* in rural e-service-learning
- **Roles**: Act with integrity, cultural sensitivity, and respect for the community they serve, avoiding harm or exploitation.
- **Responsibility:** Follow ethical guidelines (e.g., confidentiality, consent) and honor the community's values and dignity.
- **Example**: Sociology students creating workshops for immigrants ensure materials are accessible and avoid stereotyping.

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HANDOUT 2.4 Roles of students and teachers in rural e-service-learning

Roles of students in rural e-service-learning

Students as *advocates for reciprocity* in rural e-service-learning
- **Roles**: Ensure their service benefits the community as much as it benefits their learning, striving for mutual gain rather than a one-sided exchange.
- **Responsibility:** Focus on sustainable outcomes and ask, "How does this help the community long-term?"
- **Example**: Biology students monitoring water quality for a rural environmental group share findings that aid advocacy.

Students as *time and commitment managers* in rural e-service-learning
- **Roles**: Fulfill agreed-upon hours and deadlines, treating the service as a professional commitment rather than a casual activity.
- **Responsibility:** Balance service with academic and personal responsibilities, communicating any conflicts early.
- **Example**: Students organize a digital literacy workshop for elderly in the rural public library, showing up punctually for 10 scheduled sessions over a semester.

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HANDOUT 2.4 Roles of students and teachers in rural e-service-learning

Roles of academic teachers in rural e-service-learning
Academic teachers in rural e-SL serve as educators, facilitators, collaborators, and advocates. They bridge the gap between classroom learning and real-world application, fostering both student development and rural community well-being.
By carefully designing, supporting, and assessing rural e-service-learning experiences, they help students gain practical skills, deepen their understanding of course material, and cultivate a lifelong commitment to civic engagement.

Academic teachers as *curriculum designers* in rural e-service-learning
- **Roles**: Design courses that align academic content with service activities, ensuring that rural community engagement enhances the learning experience and meets specific educational goals
- **Responsibility:** Develop partnerships with community organizations to identify needs and create mutually beneficial projects balancing academic and service goals.
-
Academic teachers as *mentors* in rural e-service-learning
- **Roles**: Act as mentors to help students navigate the rural e-SL experience, connecting theoretical knowledge to practical application, encouraging student reflection on their experiences
- **Responsibility:** Offer guidance and resources to students as they engage with community partners, addressing challenges and ensuring a positive experience.

Academic teachers as *collaborators* in rural e-service-learning
- **Roles**: Understanding community needs, establish and maintain strong, respectful relationships with community partners to ensure collaboration is reciprocal and sustainable.
- **Responsibility:** Promote ethical practices, ensuring that student involvement respects the dignity, culture, and autonomy of community members.

Academic teachers as *evaluators* in rural e-service-learning
- **Roles**: Assess students' academic progress and personal development, as well as the effectiveness of the service provided and its benefits to the community.
- **Responsibility:** Use feedback from students and community partners to refine the rural e-service-learning program and enhance its impact over time.

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HANDOUT 2.4 Roles of students and teachers in rural e-service-learning

Roles of academic teachers in rural e-service-learning

Academic teachers as *advocates* of rural e-service-learning
- **Roles**: Encourage students to develop a sense of social responsibility, highlighting the value of rural e-SL within the academic institution, advocating for its integration into broader curricula and institutional priorities.
- **Responsibility:** Educate students, colleagues, and the community about the importance of rural e-SL and its potential to address societal challenges.

Academic teachers as *logistics coordinators* in rural e-service-learning
- **Roles**: Coordinate logistics such as scheduling, transportation, and communication between students and community partners, addressing safety concerns and ensuring that all rural e-SL activities comply with institutional policies, legal requirements, and ethical standards.
- **Responsibility:** Allocate and manage resources to support rural e-SL initiatives effectively.

Academic teachers as *role models* in rural e-service-learning
- **Roles**: Model enthusiasm, professionalism, and a commitment to social good, inspiring students to take their rural e-service-learning responsibilities seriously.
- **Responsibility:** Show students the value of reflection by engaging in it themselves, sharing insights about their own learning and growth.

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HANDOUT 2.5 Community-led co-design

- Community members who are most impacted by the design are **engaged** throughout the process, and **directly contribute** to the creation of designs that meet their unique needs through **active and sustained collaboration**.
- It is a design "**by us, for us**", created by community members for themselves, rather than by others. This respects the idea of **"nothing about us without us"** and moves the co-design approach towards a more community-led process.
- Community members who experience difficulties using a design are often those who have the clearest ideas how to make it more accessible. **They have devised creative workarounds to make the best out of a design that does not fit them**.
- It is centered around complex needs and values the lived experiences of people as expertise, respecting and learning from their knowledge. When community members with complex and layered needs design with you, the outcomes of your process are more likely to address a **diverse set of needs**.
- Design co-design activities to be as **multi-modal** as possible, allowing for different kinds of expression (talking, writing, drawing, acting out, etc.).
- There are six building blocks of co-design:

    1. **Partnership**
    2. **Community involvement**
    3. **Co-design plan**
    4. **Facilitation**
    5. **Ideas and outcomes**
    6. **Reflection**

Partnership
Find the people who are active participants in their community. At every step, strive to make decision-making as collaborative as possible: who will be included in the co-design and what the focus is. Your role is not to be the expert about what the design needs to do, but the supporter to enable what the community has identified, articulated and requested.

Community involvement
Since community members are most familiar with the context and culture of their community, they can help to plan appropriate activities and encourage other community members to get involved. They can take on the logistics of planning the co-design since they're more familiar with potential venues, dates times and local services.

Co-design plan
By working together, you can more readily develop activities that consider the lived experience of the community. The resulting activities will also be more likely to meet the needs of participants and the project goals. You can begin by suggesting ideas for activities with community members, and the group can collaborate on developing the activities further. Or, community members can plan the activities themselves, with guidance and feedback from you.

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HANDOUT 2.5 Community-led co-design

- There are six building blocks of co-design:
    1. **Partnership**
    2. **Community involvement**
    3. **Co-design plan**
    4. **Facilitation**
    5. **Ideas and outcomes**
    6. **Reflection**

Facilitation
Create the environment and conditions for community members to be able to participate and contribute, whether in-person or remotely. Use approaches that inspire greater creativity, support collaboration, provide a variety of ways for participants to take part, based on how they prefer to express themselves and help participants to take part even if they don't consider themselves to be creative.

Ideas and outcomes
Support community members in synthesizing the co-design outcomes themselves. Depending on the community's interest, skill set and level of confidence, this might take the form of a completely hands-off approach, or it may involve mentoring or other support from you. The co-design activity can be designed to elicit the diverse narratives of participants, so that the outcomes reflect the priorities, perspectives, and voices of those most impacted by the design.

Reflection
Community facilitators will have valuable insights into the co-design process that facilitators from outside of the community will not have. It's important to share observations and to begin to create a

shared understanding of the outcomes of the session and to agree upon next steps.

Community-led co-design: example 1 ([Co-designing with Childcare Providers](#))
- **Goal of the project:** Co-design digital tools that would ease the administrative burdens of the childcare providers who are overworked and underpaid
- **Partnership**: Inclusive Design Research Centre (IDRC) at OCAD University and Bridges Canada and community partner CoRise Cooperative (a childcare provider-owned business)
- **Co-design workshops:** Each workshop included 15 childcare providers, one community facilitator, who was also a childcare provider, and one or two supporters, who weren't childcare providers.
- **Community Involvement:** Inclusive Design Research Centre (IDRC) asked their community partner CoRise to find childcare providers who would facilitate the co-design planning sessions.
- **Planning**: A community partner CoRise worked with their childcare providers to pick areas of focus for the co-design and narrow it down to two areas based on what was the greatest need and what overlapping needs there were with other project partners.
- **Ideas and Outcomes:** Two ideas were identified as focus areas: a "hub" that would centralize all CoRise's digital tools in one place, an expense tracking tool

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HANDOUT 2.5 Community-led co-design

Community-led co-design: example 1 - [Co-designing with Childcare Providers](link) (Challenges and learnings)
- The co-design process was **slow in the beginning and staggered** among all the partners who each had their own scheduling needs. Because of this, the timeframe for developing the tools shortened, making it challenging to meet the community partners' needs.
- Community facilitators were busy childcare providers, the **time** they had to take part in the meetings was **limited**, so it was **challenging to create conditions** where they could fully take part in the collaborative planning process.
- Community facilitators were often **hesitant to give feedback** on the co-design plan. They provided valuable feedback when they felt like the activities were in their domain. So, it is important to **provide an opportunity for them to apply their lived experience to the activity**, to understand that it is valuable, and to see how it can inform the activities and outcomes.

Community-led co-design: example 1 - [Co-designing with Childcare Providers](link) (Impact)
- Through their **co-design sessions,** they were able to create:
    - Awareness about the process of community-led co-design so that the community partner CoRise will be able to continue or repeat it themselves in the future,
    - Sketches and user flows for two digital tools that CoRise can take forward to further co-design and develop,
    - A synthesized list of all the types of tools providers want and need,
    - Design principles describing how providers like to interact with their digital tools,
    - A researched collection of existing tools that met their specified needs.

Community-led co-design: example 2 ([Co-designing with kids with complex needs](link))

- **Goal of the project:** to build an inclusive and accessible coding environment that helps all learners to be creators of their digital worlds where they express themselves using code and art
- **Partnership**: Inclusive Design Research Centre (IDRC) and [Bridges Canada](link) assistive technology company
- **Co-design approaches:** Students with complex learning needs and learning differences, their families and special education teachers all participated in the co-design. They had a variety of accessibility needs and were of different ages, so there was no co-design approach that would work for everyone. Instead, 4 different approached were used.

Co-design approach 1: Summer coding camps
- During the first four days, the campers worked with different robots to learn basic coding concepts. After each session, university team assessed co-designers' engagement in the activities, their struggles, and successes. This ongoing assessment helped them revise the planned activities for the following days, prepare any additional materials or required scaffolding.
- On the last day of their coding camp, the campers had a chance to use the prototype to do various creative activities, such as drawing and painting.
- Finally, university team designed the activity to collect ideas on how to improve the prototype to better suit campers' needs.

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HANDOUT 2.5 Community-led co-design

Community-led co-design: example 2 ([Co-designing with kids with complex needs](#))

Co-design approach 2: Facilitated co-design workshops
- These workshops (planned together with Bridges community partner) brought together students, educators, and parents to work on specific topics such as coding for storytelling, creative expression, or completing goal-oriented tasks.
- In-person sessions took 3-6 hours and virtual workshops were 1-2 hours. In each workshop there were 10-15 participants and 3-5 university team members who facilitated the activities and supported the participants.

Co-design approach 3: Community-led co-design workshops at schools
- University team worked with various organizations and schools across Canada on a community-led co-design process, planning activities that were appropriate for their context, participants, and available resources.
- These workshops were facilitated by both university team and facilitators from the organization, such as teachers, assistants, and therapists.
- After each session, the university team met with the facilitators from the organization to get their insights. From there, they planned the activities for the following sessions.

Co-design approach 4: Community-led virtual coding sessions
- These were sessions with students from the same school where community-led co-design workshops were held.
- University team used Zoom for these sessions, and invited the teachers to take part in the planning process for each activity.
- Each session was 30 min to 1 hour.
- The main goal of each session was to try out new coding activities with the prototype and give feedback. This also gave learners, teachers, and parents a break from the daily routine of online classes.

Community-led co-design: example 2 (Impact)
Through the co-design sessions, the following was enabled and created:
- **An accessible coding environment**
- **A community with a shared cause:** a community of learners, educators, and activists interested in making coding accessible for kids with diverse needs was built
- **New skills for kids:** The kids who took part in the co-design developed skills that can help them both in coding and in life in general. These skills included: Learning about directions, sorting and ordering items, recognizing repeated patterns, and planning and building a sequence of actions.

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HANDOUT 2.5 Community-led co-design

Community-led co-design: example 3 ([Co-designing with BEING Studio artists](#))

• **Goal of the project:** to support BEING Studio in conceptualizing a hybrid space of online and in-person programming

• **Partnership**: Inclusive Design Research Centre (IDRC) and [BEING Studio](#) (a community of artists with developmental disabilities)

• **Co-design approach:** an introductory "Think Tank" online event open to all BEING artists, with 16 artists attending along with facilitators from BEING and the IDRC was followed by 3 co-design sessions.

Relationship and Trust Building
• Before beginning the co-design planning, IDRC facilitators joined multiple sessions of an online event organized by BEING Studio called [Artist Connect](#) to get a sense of the community, culture and context of BEING and of this disability arts community.
• Through an introductory event that was similar in name and structure to previous BEING events, IDRC facilitators were able to meet the BEING artists, introduce the BEING Futures project and the concepts of co-design. Using a familiar event name ("Think Tank") was helpful in generating interest in the project since it gave the artists an idea of what to expect.

Community Leadership
• Prior to each co-design workshop the IDRC facilitators met with BEING facilitators to review a draft activity plan, re-work the plan and hear feedback from the artist-participants that might have been passed on to the BEING facilitators from previous sessions.
• Debrief sessions were held together with BEING facilitators after each workshop which allowed the IDRC team to adjust and refine the co-design plan to better meet the needs of participants.

Challenges and Learnings
• **Remote co-design**: it was challenging to find creative and engaging ways of documenting and sharing the artists' input during the co-design workshops and to maintain continuity from session to session without physical artifacts that could be kept up on the walls.
• **Getting to know the community**: This project took place over a relatively short period of time and its scope covered a limited number of co-design sessions, making it challenging to develop relationships with the community.
• **Engaging participants between sessions**: Connecting directly with the artists was not possible between sessions, other than asynchronously through email or video prompts.

Impact
• A significant impact of the co-design was having artists realize and communicate that they were interested in teaching workshops, both online and in-person.
• An exploration of new ideas about how artists can maximize the potential of online spaces, podcast and other web content, as well as social media for sharing and selling work, and staying connected to other artists.
• Recognition of the importance of a continued exploration of how online learning rooms might be designed to allow for diverse needs.
• The initiation of an artist-led discussion to decide if and when to sell their work.

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HANDOUT 3.1 Challenges in rural areas

Rural statistics

Rural and intermediate areas account for **91% of the territory of the European Union**.
Rural areas provide **43%** of the EU's **gross value** added, and are **home** to **60%** of its population.
There are **22 million** people working directly in the agricultural sector.
More than half of the EU's land area is within regions classified as predominantly rural.
More than 112 million people inhabit these areas.
By 2030 the EU total population is projected to increase by 2%, while **the rural population is expected to rise by 0.6% (2.8 million).**

Rural areas face specific challenges that need specific solutions:
*   age structure of rural population is getting more and more inclined towards old people
*   low birth rates
*   increasing life expectancy
*   out-migration of younger qualified people due to fewer education opportunities, poorer job opportunities, lower access to public services, transport or infrastructures and the higher risk of poverty and social exclusion

Source: Anna Visvizi, Miltiadis D. Lytras, György Mudri, 2019. "Smart Villages: Relevance, Approaches, Policymaking Implications", Smart Villages in the EU and Beyond, Anna Visvizi, Miltiadis D. Lytras, György Mudri. doi:10.1108/978-1-78769-845- 120191002

Table 1. Smart Villages: Typology of Challenges and the Corresponding Urgency of Action.

	Temporal Dimension	Status of the Challenge	The Thrust of the Challenge	Prescribed Action	Type of Action
(1)	Short-term	Emergency	Question of life and death, including safety and security	Action needed at this moment	What smart services, provided by whom, how, and at what cost, could be provided to ease the situation?
(2)	Mid-term	Urgent	Question of wellbeing and quality of life	Planning and action needs to begin today — action needed today	
(3)	Long-term	Very important	Question of cultural heritage, governability, and the cost of inaction	Planning needs to begin today — action needed in the near future	

Source: Visvizi and Lytras (2018a).

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HANDOUT 3.2 Rural development initiatives

Revitalizing rural communities and making them more attractive and sustainable is possible by:
- ensuring digital access that can help sustain a healthy agriculture sector that in turn can help rural areas stem themselves against depopulation, and help them retain young people
- making rural areas more attractive for investors, and enabling farmers and other local actors to use their potential

Rural development initiatives
- factors that need to be taken into consideration:
- local context (infrastructure, resources, funds, etc.),
- local interests and needs
- external drivers (funding, strategic partners, rural policies, presence of companies, etc.)

EU projects on rural development focus on:
- social innovation (SIMRA)
- better rural innovation through networks (LIAISON)
- development of living labs to diversify the rural economy (LIVREUR)
- identifying and promoting policies, governance models, and practices that foster mutually beneficial relations between rural and urban areas (ROBUST)
- research and innovation staff exchange on social innovation in rural areas and on social entrepreneurship in structurally weak regions (RURACTION)

Aims of rural development
- creating environments that enable equal opportunities for people in rural and urban areas, and for making rural areas attractive places to live
- promotion of open and collaborative innovation processes by engaging all relevant stakeholders

Smart Villages and Rural Living Labs

The concept of **Smart Village** sets out to create liveable villages, where people can and want to settle, because innovative, interconnected digital solutions improve their lifestyles.
Living Labs are integral in the processes of using local assets and strengths for the future development of rural areas and for enhancing the implementation of the Smart Villages concept.

At the core of Smart Villages and Living Labs, as well as the rural e-service learning, is the same, focus is on the people. Collaborations with communities lie at the centre of the **Smart Village** concept, but **involving people** also forms a core of **Living Lab** approaches.
That is why Smart VIllages and Rural Living Labs can make longterm community partners for e-service learning.

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HANDOUT 3.2 Rural development initiatives

Smart Villages are rural areas and communities which build on their existing strengths and assets as well as on developing new opportunities, where traditional and new networks and services are enhanced by means of digital technologies, innovations and the better use of knowledge.

[European Comission, EU action for Smart Villages, 2017, p.3]

Creating favorable conditions for entrepreneurship and innovation is foreseen as one of the main drivers for economic and social development of rural areas.
www.youtube.com/watch?v=ckB71hb0kx0

Living Lab is a sociotechnical platform with shared resources, a collaboration framework, and real-life context, which organizes its stakeholders into an innovation ecosystem that relies on representative governance, open standards, and diverse activities and methods to gather, create, communicate, and deliver new knowledge, validated solutions, professional development and social impact.

[*Westerlund, M.; Leminen, S.; Habib, C. Key Constructs and a Definition of Living Labs as Innovation Platforms. Technol. Innov. Manag. Rev. 2018, 8, 51–62*.]

Rural Living Labs are perceived as ecosystems where all activities are directed by the needs of the local rural community that is part of the Living Lab.
At the forefront of the Rural Living Lab ecosystem is a mission to increase the innovation potential in rural areas by enhancing sensibility for local communities, economic structures and resources.
Rural Living Labs can also contribute to the conservation and promotion of material and immaterial cultural heritage.

Rural Living Labs aim to improve the social and environmental welfare of the communities, not the economic welfare.

LiveRUR project has established 13 Rural Living Lab initiatives in 11 EU countries to make the rural regional economy more competitive, resilient and entrepreneurial with respect to traditional value and supply chain approaches.
https://youtu.be/BWFxBt68hXA

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HANDOUT 3.3 Higher education institutions partnerships with rural communities

Higher Education Institutions that reside in rural communities:
- draw on students who are locals
- are smaller, with less hierarchy and less complex bureaucracies, which makes them more accessible to communities and allows for more personal and customized partnerships
- can better understand the importance of the local community, the deep and broad constraints and opportunities of that place

Higher Education institutions that do not reside in rural communities:
- both students and faculty have an urban life experience, so the separation between them and the rural can be significant
- long-standing partnerships create the capacity for service learning to address true community needs

There are four ways for a university to engage with the rural community.

The university can be a **leader** in the community. This model seeks to change/improve the community through its knowledge, research ability and sometimes through its political power.

The second type of institutional role is **facilitator**. Facilitator universities engage with the community by convening, mentoring, organizing and developing projects that will improve the community.

A third type is the **collaborative** institution. This university views the community as a true partner and each entity seeks first to find a way to bring its knowledge and expertise to the table.

Fourth type is that of **support**: university supports the community in whatever direction it chooses and engages with it only with a direct request from the community.

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HANDOUT 3.3 Higher education institutions partnerships with rural communities

This type of partnership creates the capacity for rural e-service learning to address true community needs.

Long-standing partnership

They have the opportunity to develop relationships far deeper than their urban counterparts.

Rural faculty

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

Rural e-service-learning benefits
- fewer organizations in rural areas means that SL practitioners can more rapidly assess who the stakeholders are in the community and gain access to those groups
- ability to avoid bureaucracy can improve efficiency and emphasize the "human factor"
- community residents, students, faculty and staff interact in a different setting, which creates strong relationships
- some community members can be referred to as "connectors"
- students are filling in for the lack of professionals in the community
- large community projects may engage students and sometimes entire institutions
- communities may define needs for actual community development

Rural e-service-learning challenges
- the logistics and structural demands of some types of rural e-SL require greater commitment by universities and significant institutional support

Rural e-service-learning challenges might include:
- Transportation for students from campus to the community
- Distance
- Preparing students for rural work
- Support for students engaged in summer/winter school projects
- Internet access to facilitate communication and project partnering
- Funding for rural engagement

Differences between rural and urban service-learning projects
- the lower population in rural areas will necessarily return lower numbers in the results of e-SL projects, but these numbers can be significant when put in proportion.
- rural e-SL projects might have a more visible impact, but that impact can also be more powerful than in urban setting.
- rural e-SL is focused less on site-based charitable volunteerism, and more on community-determined action based on personal relationships and trust.
- challenges facing implementation of rural e-SL are more prominent in large universities that do not reside in rural communities compared to smaller rural universities

Risk in rural e-SL
- failure to deliver projects cost community members personal and professional time, creates consequences for the community as a whole and can do greater harm than no action at all
- opportunity costs are much higher, as there are no "back up" options
- reputations of institutions and organizations in rural settings are very important
- bad experience might harm the larger reputation enough to make it harder for individuals to develop new partnership
- the project has the potential to change the whole community
- community partners can be overwhelmed by the needs of e-SL course

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

This is the most frequently mentioned challenge for implementing rural e-service learning Hybrid Type I or III.	**Transportation**
This problem makes it difficult for students to develop strong relationships with rural community.	**Distance**
Students need this to work effectively on rural e-service learning projects Hybrid Type I or III.	**Training and acclimation**

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

This heightens pride in the positive aspects of the community and makes it easier to familiarize outsiders with community needs.

Strong sense of place

They are people who have extraordinary amounts of local knowledge and an inherent ability to identify local contacts for specific e-service-learning projects.

Community members known as "connectors"

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

Trust in rural e-SL
- trust relationships matter more and differently in rural versus urban areas
- more and deeper trust is required in rural areas before effective service learning can occur
- long-term relationships are more important in rural areas
- faculty and staff seem to believe that trust relationships are more difficult to establish in rural setting
- strong community relationships that exist in rural areas can be part of the relationship process in e-SL
- building trust and presenting rural people with options is important part of the success of the e-SL project

When students do not appear, arrive late for scheduled appointments or, ultimately, do not deliver on projects, the consequences for the rural community are the same as for the urban community.

Rural e-SL projects need to:
- honor and utilize the intimate local knowledge and ability to organize informally that many rural community residents have.
- address multiple needs and capitalize on local pride in order to make rural service learning as valuable to the communities as possible.
- be responsive to the needs of rural areas and work with them to develop sustainable economic, social and environmental solutions to their changing landscape.

Higher Education Institutions could support community organizers (e.g. LAGs) providing a common thread for multiple points of "service" throughout a long-term commitment to bring about community development

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

This subjective qualitative belief is extremely important in rural settings.

Reputation of institutions and organizations

Rural communities are particularly concerned about this issue, while urban communities are less concerned, if at all.

Loss of jobs and the need for young people to move away

It is more visible and can also be more powerful than in an urban setting.

Impact of e-service-learning projects

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HANDOUT 3.4 Rural e-SL benefits, challenges and risks

These things do not exist in a rural setting and therefore e-service-learning carries more weight and risks than in an urban setting.

Redundancies in the system or "back up" options

It matters more and differently in rural versus urban areas.

Trust relationship

To develop sustainable economic, social and environmental solutions, rural e-SL projects need to obey this.

Be responsive to the needs of rural areas and work with them

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HANDOUT 3.5 Good rural e-SL practices

Good e-SL Practices
In rural areas, e-service learning takes on innovative forms to address unique challenges like limited resources, geographic isolation, and specific community needs.
The following examples showcase how e-service learning in rural areas can be innovative by integrating local needs with academic objectives—whether through technology (telemedicine, robotics, solar energy), cultural preservation (storytelling, museum exhibitions, archive collection), or environmental action (forestry, water monitoring).

Mobile STEM Labs on Croatian islands
In remote Croatian regions (the island of Korcula and Peljesac peninsula), University of Zagreb collaborated with local action group LAG5 in e-SL Type I projects to reach local schools and bring mobile science, technology, engineering, and math (STEM) labs to underserved areas. These labs provided hands-on experiments, such as coding simple robotics, tailored to local pupils.
https://www.youtube.com/watch?v=AtPI_Zprj64

Agricultural Knowledge Exchange in Kenya
In rural Kenya, e-SL Type III projects supported by the Alliance for a Green Revolution in Africa (AGRA) pair Egerton university students of agronomy with smallholder farmers. Students work with farmers to test sustainable farming techniques—like sustainable potato production, drought-resistant crops or soil regeneration methods—while learning traditional knowledge from the community. The result is a two-way learning process that improves food security and equips students with practical, context-specific skills.

Rural Health Clinics in India
Medical and nursing students from the Christian Medical College in Vellore participated in e-SL Type III projects by staffing pop-up health clinics in rural villages. Community members contribute by identifying pressing health needs (e.g., malnutrition, maternal care) and co-designing outreach efforts, creating a collaborative learning environment.

Digital Literacy Hubs on Croatian Islands
In remote parts of Croatia, e-SL Type I projects like the "Online Advertising and Web for Rural Entrepreneurs" bring university students to rural areas to teach digital literacy—such as using online tools for farming, tourism, business. In return, locals share insights about regional challenges (e.g., internet connectivity, isolation), which students use to develop tech-based solutions. This exchange bridges the digital divide while grounding academic learning in real rural contexts.
https://www.youtube.com/watch?v=OS0DhZU9M4U

Cultural Preservation Projects in Indigenous Communities (Canada)
In rural Indigenous communities in Canada, the University of British Columbia partnered with tribal councils in e-SL Type III projects where students documented oral histories of First Nation, Métis and Inuits, traditional ecological knowledge, or language revitalization efforts. Students created digital archives and educational materials with community guidance, preserving culture while gaining skills in anthropology, media and education.
https://www.youtube.com/watch?v=tci0--ncDOY

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HANDOUT 3.5 Good rural e-SL practices

Renewable Energy Projects in Scotland
In rural Scotland, engineering students from the University of Edinburgh collaborated with communities to design and install small-scale renewable energy systems, such as wind turbines or micro-hydropower plants. Community members provided input on local energy needs and site selection, while students applied their technical knowledge in e-SL Type III project, leading to sustainable energy solutions and empowering of rural residents.

Water Quality Monitoring in Rural Montana (USA)
Students from Montana State University participated in e-SL Type III projects with rural communities near rivers and streams. They conducted water quality testing—measuring pH, turbidity, and contaminants—while working with local farmers and residents who rely on these water sources. The students shared their findings through community workshops, helping locals advocate for environmental protections, while reflecting on the intersection of science, policy, and rural life in their coursework.

Telemedicine Training in Rural Brazil
Medical students from the University of São Paulo engaged in e-SL Type I project by setting up telemedicine stations in remote Amazonian villages. They trained community health workers to use the technology for basic diagnostics and connect patients with urban specialists. The students gained hands-on experience in healthcare delivery and cultural competence, while rural residents benefited from improved access to medical care.

Sustainable Forestry in Rural Nepal
Environmental science students from Tribhuvan University collaborated with rural Nepalese communities to develop sustainable forestry practices. Through e-SL Type III projects, they planted trees, monitored reforestation efforts, and taught locals about agroforestry techniques that boost income (e.g., growing medicinal plants). The students' academic reflections explored the balance between ecological conservation and economic survival in rural settings, while communities gained long-term environmental and financial benefits.

Storytelling Programs in Rural South Africa
Education students from the University of Cape Town participated in e-SL Type I project by traveling to rural villages to run literacy workshops for children and adults. An innovative twist involves pairing these efforts with oral storytelling projects—students record local elders' tales, transcribe them into bilingual books, and use them as teaching tools. This preserves cultural heritage, improves literacy, and gives students practical teaching experience, with reflections tied to social justice and education equity.

Microenterprise Development in Rural Guatemala
Business students from Rafael Landívar University worked with rural Guatemalan communities to launch microenterprises, such as weaving cooperatives or eco-tourism ventures. Through e-SL Type I projects, they provided training in budgeting, marketing, and product development, while learning from locals about traditional crafts and community dynamics. The projects empowered residents economically, and students reflected on entrepreneurship's role in poverty alleviation.

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HANDOUT 3.5 Good rural e-SL practices

Rural Online Teaching in Spain, Autonomous University Madrid
In Spain, through the collaboration between Autonomous University Madrid and LAG Galsinma, the e-SL Type II project 'Collaboration with a Grouped Rural School (GRS) for its conversion to online teaching' was developed 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, bachelor students in the 2nd year course" Teacher in Primary Education" learned how to organise this process to respond to this especially critical situation in rural contexts.
https://www.youtube.com/watch?v=_QUMmPuuxJE

Rural e-service-learning in Sarsina, Italy
In Italy, 16 students of the University of Bologna applied and developed their transversal skills in e-SL Type I project to meet the needs of the rural community in Sarsina. Their partner was Il Pagliao, organization that breeds farm animals, produces dairy products and jams, works with children in a natural environment, receive people in a holiday house and they organise various events for the whole community. Their need was to organize a summer camp to support the planning of new educational projects and promotion of local network - a territorial network to pursue cultural and touristic goals.
https://www.youtube.com/watch?v=Y9NhLpgOZCY

Rural e-service-learning in Portugal: Right to Play
The students from Higher School of Education - Polytechnic Institute of Viana do Castelo went to the rural area Deão to participate in a project "Right to play" supervised by the local action group Associação Juvenil de Deão (AJD). All students were graduate 3rd year students of Primary Teacher Education. The aim of this e-SL Type I project was to draw the attention of AJD's children to other realities, where children do not have the right to play.
https://www.youtube.com/watch?v=BHeSHHHnHrs

Rural e-service-learning in Portugal: Steps for a Better Society
In Portugal, 21 students from Instituto Politécnico de Viana do Castelo (Higher School of Education – Polytechnic Institute of Viana do Castelo) went to the rural area – Deão (about 15km from the city centre of Viana do Castelo) - to participate in a SL project Steps for a Better Society supervised by the local action group Associação Juvenil de Deão (AJD). The aim of this e-SL Type I project was to paint the walls of the facilities of AJD depicting the traditions, history and cultural heritage of Deão. All students were first year students of graduate study of Primary Education.
https://www.youtube.com/watch?v=TySy8MAEy5E

Rural e-service-learning in Austria: Bird Saving
In Austria, a transdisciplinary co-creation e-SL Type II project involved 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.
Students developed an idea book with creative works (children's book for biodiversity issues, podcasts, bird paths, birds dance, songs for children). It was planned to offer students' service directly to the population of the town of Woelbling (Lower Austria, approx. 2,500 inhabitants). But, after the pandemic lockdown, the final product was a compendium of artistic project ideas for rural communities regarding bird's conservation.
https://www.youtube.com/watch?v=0JGQ5lAhS_E

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HANDOUT 3.5 Good rural e-SL practices

Rural e-service-learning for Heritage Institutions in Croatia
Students from University of Zagreb went to the rural area – island Korčula and peninsula Pelješac (about 550km away from the Zagreb) - to participate in the e-SL Type I projects for rural heritage institutions (Korčula Town Museum and Archive Collection Center Korčula-Lastovo). Students participating in arranging and describing museum collections encountered many issues that can be rarely seen in the urban setting, such as the unresolved property-legal relations with a family living on the ground floor of the museum building. In the archive, students created a database of the agrarian court decisions of the district court with parcels and the name of the owner from the 1930s onwards, the material that is most in demand and important for this rural area which is still very unorganized in terms of land registration.
https://www.youtube.com/watch?v=Qiz03ogk5q0

Rural e-service-learning in Melgaço, Portugal: Walk (Portugal)
In Portugal (Melgaço), 5 students from Higher School of Sport and Leisure – Polytechnic Institute of Viana do Castelo) participated in the e-SL Type I project Walk with the Union of Parishes of Prado e Remoães. The aim of this SL project was to organize a Walk with 5130 meters in the area of Melgaço for the rural population, mostly elderly who suffer from loneliness and isolation. All students were second-year students of graduate study of Sport and Leisure.
https://www.youtube.com/watch?v=8f0skoi9Us4

Rural e-service-learning in Kaunas, Lithuania (Linksmadvaris)
The students of the B.A. study program "Public Communications" (University of Kaunas), developed an Extreme e-SL project dedicated to providing support and help to animal shelter located in the village Linksmadvaris, situated about 25 km from Kaunas city center. Students acquired the advocacy, fundraising, and social engagement skills, participating in social media campaigns and creating a video on the importance of fostering adoptable pets, donating and volunteering at the shelter.
https://www.youtube.com/watch?v=f3K7dh9d2VY

Rural e-service-learning in Netherlands
In the Netherlands, Rotterdam School of Management (RSM) of the Erasmus University, in the minor course "Learning by Doing: Consulting Social Entrepreneurs" partnered with the rural organization Stichting Schutsluis Alblasserdam (SSA) in Extreme e-SL project where students consulted the rural social organisation on tackling contemporary challenges. SSA provided a needs assessment of the rural target groups in the Netherlands. In return, it received from students an integrated vision for the Alblasserdam lock, including a cost-benefit analysis and a multi-functional analysis – heritage, social, economic, ecological/biodiversity, sustainability.

Rural e-service-learning in Slovakia
In Slovakia, SenSkype e-SL project engaged psychology students to practice their counselling psychology skills completely online, as a direct service to the social services facility Viničky clients. The project was conducted as Extreme e-SL - the students gained basic technical skills by working in an online space, which they also went on to teach online to Vinika's clients. They also gained the counselling skills needed for their future profession. The project lasted for 2 years.

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HANDOUT 3.5 Good rural e-SL practices

Rural e-service-learning in the Balearic Islands

The master students in health sciences and quality of life of the University of the Balearic Islands developed indirect e-SL projects Hybrid Type II as a joint activity for Llana Viva organization and Es Garrover (an organization for inclusion of people with intellectual disabilities). While Llana Viva selects and collects the wool from local farmers, Es Garrover participants clean and prepare the wool for its use. Students provided them information (derived from online scientific research) about the possibilities of wool in public health care and for health professions development.
The project gave visibility to the wool in the Balearic Islands, as a very valuable, sustainable fibber, raised awareness of the impact of promoting its use for farmers, craftspeople, architecture, education and helped to create an online mapping survey. The service ended with and exhibition that was presented in Mallorca, Menorca and Ibiza at the eco- sustainable events, local production events

and local markets.

Rural e-service-learning in Dentistry, Chile

The first e-SL Type III project was implemented as part of the first-year curriculum in the Dentistry program at the Pontifical Catholic University of Chile (PUC).
It emerged from the need to address the holistic education of students, emphasizing not only technical skills, but also the development of values and social responsibility. The project targeted socially vulnerable populations in the communities of "La Pintana" and "Puente Alto" areas on the southern outskirts of Santiago, Chile, characterized by low to middle socioeconomic levels. Students conducted a direct SL project which started with "diagnosis visit" to assess the oral health conditions and needs of the community and then designed "educational interventions" to reduce risk factors affecting the community's oral health. These interventions targeted preschool children; parents; older adults and caregivers of the elderly.

Rural e-service-learning in Biological Science, Chile

The second project was implemented as e-SL Type II in the course for Bachelor students in Biological Science. The service activity was an indirect service - the creation of videos that allowed students to transfer knowledge learned in the course and related to the Chilean school curriculum (Infectious Diseases, viruses, COVID-19 and Vaccines, Drug Addiction, Global Change and Metabolic Diseases). The community partners were vulnerable schools of the Belén Educa Foundation and their Natural Science teachers.

Rural e-service-learning at La Salle Campus Barcelona, Spain

Students of Audiovisual Engineering from La Salle Campus Barcelona in e-SL Type III project worked on the creation of audiovisual content to highlight the social impact of the rural Marianao Foundation on promotion of the well-being of children and their families, educational success for children and youth, social inclusion for groups at risk of exclusion, community development and citizen participation.

Rural e-service-learning with people with disabilities in Spain

Students from the third year of the degree of Telecommunications Engineering from La Salle Campus Barcelona collaborated with the AIS AYUDA foundation in an activity with people with disabilities in the town of Vilopriu (Baix Empordà, Spain). In this e-SL Type III project, students co-organized hands-on technology-related workshops and ludic activities for people with functional diversity and their families.

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HANDOUT 3.5 Good rural e-SL practices

Rural e-service-learning in house restoration, Spain

Students from the third year of the Architecture Studies from La Salle Campus Barcelona collaborated in an international e-SL Type III project with the VIS foundation in an activity aimed to restore and rehabilitate houses in the remote areas of Bosnia and Herzegovina (zones close to Ljubuški). In this activity students contributed to planning and execution of the restoring of damaged buildings in difficult to access areas.

Rural Service-Learning in Italy, Santa Sofia: Via Romea Germanica

In Italy, 16 graduate and undergraduate students of the University of Bologna had the opportunity to apply and develop their transversal skills to meet the needs of the rural community in Santa Sofia.
Via Romea Germanica, the first partner aimed to design innovative ways through the e-SL Type I project to promote the pilgrim route among young people. Even in the area of Santa Sofia, where the Association was officially born, few people know the route.
The Auser Center of S. Sofia, the second community partner supports the elderly in times of need and socialization, helping people escape from loneliness. The aim of the SL project was to promote AUSER active participation in Santa Sofia context; strengthen the connection between AUSER and the context of Santa Sofia and to promote a generational change into AUSER.
https://www.youtube.com/watch?v=nXyNwzVnylc

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HANDOUT 4.1 Needs analysis in rural e-SL projects

Planning of rural e-SL projects: Needs Analysis as a first step

Planning is a critical phase that lays the foundation for a successful, impactful, and mutually beneficial collaboration between educational institutions, students, and community partners. It involves intentional, collaborative, and strategic steps to ensure that the service-learning project meets both educational goals and community needs. Below is an overview of what is encompassed by planning in this context.

1. Needs Analysis
  - **Community Assessment:** Engage with community partners to assess their needs, priorities, and challenges. This might involve surveys, interviews, focus groups, or reviewing existing data.
  - **Alignment with Community Goals**: Ensure that the project addresses real, rather than perceived, needs as identified by the community itself.
  - **Cultural and Contextual Understanding**: Gain an understanding of the community's history, culture, values, and socioeconomic context to design a project that is respectful and relevant.

In the Facilitation methodology (developed in the eSL4EU project), starting from page 23, you can discover the key tools to conduct a thorough needs analysis in the rural e-SL project.

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HANDOUT 4.2 Planning of rural e-SL projects

After the Needs analysis, in the next step:

2. Establishing Partnerships
- **Building Relationships**: Identify and establish relationships with community organizations, nonprofits, government agencies, or other groups that will serve as partners.
- **Defining Roles and Responsibilities:** Collaboratively outline the roles of the community partners, educators, and students in the planning, implementation, and evaluation phases.
- **Mutual Agreement**: Develop a shared understanding of goals, expectations, and commitments, often formalized through a memorandum of understanding (MOU) or partnership agreement.

3. Setting Goals and Objectives
- **Educational Goals**: Define the academic learning objectives for students, such as developing critical thinking, applying course concepts, or gaining practical skills.
- **Service Goals**: Establish clear service objectives that address the identified community needs, such as improving literacy rates, enhancing environmental sustainability, or supporting health initiatives.
- **Reciprocity**: Ensure that goals benefit both the community and the students, fostering a reciprocal relationship.

4. Designing the Project
- **Project Scope**: Determine the scope of the project, including the timeline, scale, and specific activities or deliverables (e.g., workshops, research, events, or resource creation).
- **Integration with Curriculum:** Align the project with the course curriculum, ensuring that service activities enhance and complement academic content.
- **Feasibility Assessment:** Evaluate the resources, time, and skills required to complete the project successfully, ensuring it is realistic for all parties involved.

5. Resource Identification and Allocation
- **Human Resources:** Identify the participants (students, faculty, community members) and their roles in the project.
- **Material Resources:** Determine the materials, funding, or tools needed, such as transportation, technology, or supplies, and secure them through institutional support, grants, or community contributions.
- **Logistical Planning**: Plan logistics, such as scheduling, transportation, and access to community sites, to ensure smooth implementation.

6. Risk Management and Ethical Considerations
- **Risk Assessment:** Identify potential risks (e.g., safety concerns, ethical dilemmas, or unintended consequences) and develop strategies to mitigate them.
- **Ethical Guidelines:** Establish guidelines for ethical engagement, such as respecting community autonomy, ensuring informed consent, and avoiding exploitation or harm.
- **Cultural Sensitivity Training:** Prepare students and faculty to engage with the community respectfully, including training on cultural competence and humility.

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HANDOUT 4.3 Planning of rural e-SL projects

7. Communication and Coordination
- **Communication Plan**: Develop a plan for ongoing communication between all stakeholders, including regular meetings, updates, and feedback mechanisms.
- **Coordination with Partners**: Ensure that community partners are actively involved in the planning process and that their input shapes the project's direction.
- **Transparency**: Maintain transparency about goals, timelines, and expectations to build trust and alignment among all parties.

8. Reflection and Assessment Planning
- **Reflection Opportunities**: Plan structured opportunities for students to reflect on their experiences, connecting their service work to academic learning and personal growth.
- **Evaluation Methods**: Design methods to assess the project's impact on both the community and the students, such as surveys, interviews, focus groups, or measurable outcomes (e.g., number of people served, resources created).
- **Feedback Loops:** Establish mechanisms for community partners and students to provide feedback during and after the project to inform adjustments and future planning.

9. Capacity Building and Sustainability
- **Empowerment Focus**: Plan the project in a way that builds the community's capacity to address its own needs, rather than creating dependency.
- **Sustainability Considerations**: Explore ways to ensure the project's impact continues beyond the service-learning experience, such as training community members or securing ongoing funding.
- **Long-Term Partnership Potential:** Lay the groundwork for sustained collaboration between the educational institution and the community partner.

Planning in rural e-SL is a comprehensive process that requires careful coordination and a commitment to collaboration, ensuring that the resulting project is meaningful, ethical, and impactful for both the rural community and the students.

You can use tools for Preparation and Planning of the rural e-SL projects described in the [Facilitation methodology](#) (developed in the [eSL4EU](#) project), starting from page 28.

These are designed to equip you with the necessary skills and strategies to ensure successful project execution. From setting realistic goals to implementing robust planning structures, these tools provide a collection to help navigate the learning journey efficiently.

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HANDOUT 4.4 Implementation of rural e-SL projects

Implementation is the phase that involves carrying out the service activities, engaging with the rural community, and ensuring that the project aligns with both educational and community goals.
It is a dynamic process that requires coordination, adaptability, and ongoing communication among all stakeholders—students, educators, and rural community partners.
Here is an overview of what is encompassed by implementation of rural e-SL projects.
Slide2

1. Execution of Service Activities
- **Carrying Out Planned Tasks:** Students, guided by educators and community partners, perform the specific tasks or projects outlined during the planning phase. These might include tutoring, organizing community events, conducting research, building infrastructure, or delivering workshops.
- **Application of Skills and Knowledge**: Students apply academic concepts, skills, and theories from their coursework to real-world situations, bridging classroom learning with practical experience.
- **Adherence to Timeline**: The implementation follows the established timeline, with tasks completed according to agreed-upon milestones and deadlines.

2. Engagement with Community Partners
- **Collaboration**: Students and educators work closely with community partners, who may provide on-site supervision, guidance, or resources.
- **Respectful Interaction**: Participants engage with the community in a respectful, culturally sensitive manner, adhering to ethical guidelines established during planning.
- **Addressing Community Needs**: The activities are carried out with a focus on meeting the identified needs of the community, ensuring the work is meaningful and impactful.

3. Adaptability
- **Responding to Challenges**: Implementation often involves unforeseen challenges, such as logistical issues, changes in community needs, or student availability. Stakeholders must adapt plans as needed while staying true to the project's goals.
- **Flexibility**: Be prepared to modify activities, timelines, or approaches based on feedback or evolving circumstances.
- **Conflict Resolution**: Address any conflicts or misunderstandings that arise in a constructive and collaborative manner.

4. Monitoring and Support
- **Supervision**: Community partners and teachers monitor student performance and provide guidance to ensure tasks are completed effectively and ethically.
- **Support**: Offer support to students as they navigate real-world challenges, helping them develop problem-solving skills and resilience.
- **Communication**: Maintain open lines of communication through meetings, emails, or progress reports to ensure alignment and address any issues.

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HANDOUT 4.5 Implementation of rural e-SL projects

5. **Reflection**
- **Ongoing Reflection**: Encourage students to reflect on their experiences as the project unfolds, connecting their service work to academic learning, personal growth, and civic responsibility.
- **Structured Opportunities**: Provide structured opportunities for reflection, such as journaling, group discussions, or debriefing sessions, to deepen understanding and address challenges.
- **Feedback Integration**: Use insights from reflection to make real-time adjustments to the project, improving its effectiveness and relevance.

6. **Documentation and Data Collection**
- **Tracking Progress:** Document the implementation process, including activities completed, hours spent, and milestones achieved, to support evaluation and reporting.
- **Collecting Evidence**: Gather data or evidence of impact, such as surveys, interviews, photos (with consent), or measurable outcomes (e.g., number of people served, resources created).
- **Maintaining Records**: Keep accurate records of participation, resources used, and feedback received for accountability and future reference.

7. **Transition to Evaluation**
- **Preparing for Assessment**: As implementation nears completion, begin preparing for the evaluation by collecting final data, soliciting feedback, and reflecting on the overall process.
- **Celebration**: Acknowledge the contributions of all stakeholders through events, presentations or other dissemination activities.
- **Sustainability Efforts**: If applicable, implement plans for sustaining the project's impact, such as training community members or transitioning responsibilities to local stakeholders.

You can use tools for Implementation of the rural e-SL projects, described in the [Facilitation methodology](#) (developed in the [eSL4EU](#) project), starting from page 40.

These are designed to support the implementation phase, ensuring that objectives are met effectively and efficiently.

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HANDOUT 4.6 Celebration of rural e-SL projects

Celebration marks the culmination of the experience. It's a time to recognize, reflect on, and honor the efforts, achievements, and impact of the collaborative work between students, teachers, and community partners. This phase isn't just a "party"—it's a deliberate step to validate the work done and honor the reciprocal nature of rural e-service-learning.
It serves practical and emotional purposes, reinforcing the value of the partnership and the learning process.
Here is an overview of what is encompassed by celebration of rural e-SL projects.

1. Acknowledgment of Contributions
This involves recognizing the hard work, dedication, and contributions of all participants—students, faculty, and community partners. It's a moment to express gratitude for everyone's role in the project's success.

2. Showcasing Outcomes
The celebration often includes presenting the results of the rural e-SL project. This could be through presentations, exhibitions, reports, or demonstrations that highlight what was accomplished, such as a community garden built, a research study completed, or a workshop implemented.

3. Reflection on Learning and Impact
Participants reflect on what they've learned and how the experience has affected them personally, academically, and professionally, as well as how it has benefited the community. This might involve group discussions, written reflections, or storytelling.

4. Strengthening Relationships
The celebration reinforces the bonds formed between the educational institution and the community. It's an opportunity to solidify partnerships and set the stage for future collaboration.

5. Public Recognition
The celebration might extend beyond the immediate participants to include the broader community, such as through a public event, media coverage, or an open house. This amplifies the project's visibility and impact.

6. Festive or Symbolic Elements
Celebrations often incorporate a sense of festivity—food, music, awards, certificates, or even a ceremonial closing activity like planting a tree or unveiling a plaque. These elements make the experience memorable and meaningful.

7. Closure and Transition
Celebration provides closure to the rural e-service-learning cycle while potentially transitioning into future phases or projects.

You can use tools for Celebration of the rural e-SL projects described in the Facilitation methodology (developed in the eSL4EU project), starting from page 47.

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HANDOUT 4.7 Reflection in rural e-SL projects

Reflection serves as the bridge between experience and learning. It's the intentional, structured act of thinking critically about the rural service experience to extract meaning, deepen understanding, and connect it to academic, personal, and civic growth.

Here is an overview of the purpose and what is encompassed by reflection in rural e-SL projects.

Purpose of Reflection
- Reflection helps students transform experience into learning, turning hands-on work into a meaningful educational experience by linking it to academic concepts or skills.
- It encourages students to examine their assumptions, biases, values and emotions, fostering personal growth and a deeper sense of identity or purpose.
- Reflection situates the service within larger social, cultural, or ethical frameworks, helping students see how their actions relate to issues like justice, equity, or community well-being.
- Reflection cultivates an understanding of one's role in the community and a commitment to ongoing engagement or social change.
- It allows students to assess what worked, what didn't, and how to approach similar projects more effectively in the future.
- It cultivates an understanding of one's role in the community and a commitment to ongoing engagement or social change.

Structured Reflection Activities
- **Journaling**: Writing about experiences, emotions, and insights regularly throughout the project.
- **Group Discussions**: Sharing perspectives with peers, instructors, or community members to explore collective takeaways.
- **Guided Questions**: Responding to prompts like "What did you learn about yourself?" "How did this impact the community?" or "What surprised you?"
- **Creative Expression**: Using art, storytelling, or multimedia (e.g., photos, videos, storytelling, podcasts) to process and communicate the experience.

Timing and Frequency of Reflection
- Reflection **Before Service**: Anticipating goals, challenges, or expectations.
- Reflection **During Service**: Processing ongoing experiences and adjusting approaches in real-time.
- Reflection **After Service**: Synthesizing the overall impact and lessons learned.

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HANDOUT 4.8 Reflection in rural e-SL projects

Key Components of Reflection

- **Description**: Recalling what happened during the service (the "what").
- **Analysis**: Examining why things unfolded as they did, including successes and challenges (the "so what").
- **Application**: Considering how the insights gained can be applied moving forward (the "now what").

Integration with Learning Goals and Inclusion of Multiple Perspectives
- Reflection ties the service to academic objectives, whether it's applying a sociology theory, practicing a language skill, or testing an engineering design in a real-world setting.
- It often involves input from students, instructors, and community partners to provide a holistic view of the experience. For instance, a community partner might share how the project affected their organization, adding depth to student reflections.

Emotional Processing
- Reflection acknowledges the feelings—pride, frustration, empathy, or inspiration—that arise during service, helping students make sense of their emotional journey.

You can use Reflection activities of the rural e-SL projects described in the [Facilitation methodology](#) (developed in the [eSL4EU](#) project), starting from page 51.

5. HANDOUTS

HANDOUT 5.1 Assessment vs. evaluation in rural e-SL projects

Evaluation and assessment in rural e-service-learning
There is a distinction between **Evaluation** and **Assessment** in rural e-service-learning, though the terms are sometimes used interchangeably in casual conversation.
The difference lies primarily in their **scope**, **purpose**, and **focus**.
In practice, **assessment feeds into evaluation**. It collects the "what" (data on performance), while evaluation interprets the "so what" (overall meaning and impact).

Assessment in rural e-service-learning

- **Definition**: Assessment focuses on **measuring specific outcomes,** often at an individual or component level. It's typically about gathering data to understand progress, performance, or achievement against defined criteria.
- **Purpose**: It is often used to gauge student learning or specific aspects of the experience (e.g., skills gained, knowledge applied). It's more diagnostic or formative, aimed at providing feedback for improvement during the process
- **Scope**: Narrow and targeted. It answers questions like, "What did the student learn?" or "How well did they perform this task?"
- **Timing**: Can occur throughout the experience (formative) or at a specific endpoint (summative), but it's often ongoing.

Evaluation in rural e-service-learning

- **Definition**: Evaluation is broader and more holistic, focusing on the overall effectiveness, impact, or value of the experience.
- **Purpose**: It assesses the success of the entire endeavor—student learning, community impact, and partnership quality. It's often summative, aimed at determining whether goals were met and informing future iterations.
- **Scope**: Wide and more comprehensive. It answers questions like, "Did this rural e-SL project achieve its intended outcomes for all stakeholders?" or "Was the partnership mutually beneficial?"
- **Timing**: Typically occurs at the end or after key phases of the project

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HANDOUT 5.2 Evaluation in rural e-SL projects

Evaluation is a critical component that assesses the effectiveness, impact, and outcomes of the experience for all stakeholders - students, community partners, and faculty or institutions. It incorporates input from all these stakeholders ensuring multiple perspectives.

It goes beyond traditional academic grading and focuses on both the learning process and the service provided.

Here is an overview of what is encompassed by evaluation in rural e-SL.

1. Evaluation of the Student Learning Outcomes, Reflection and Personal Growth
- Assessing how well students have achieved the educational goals of the rural e-SL experience, how students connect their service experiences to broader social issues or academic concepts, their critical thinking, civic responsibility, problem-solving, or discipline-specific knowledge. It often includes personal values.
- Methods might include structured reflection activities, journals, presentations, discussions or pre- and post-assessments to measure changes in understanding or skills.

2. Evaluation of the Community Impact
- Evaluating the tangible and intangible benefits delivered to the community partner or population served. This could involve measuring the quality of service provided, the number of people impacted, or the sustainability of the outcomes.
- Feedback from community partners (e.g., surveys, interviews) is often used to gauge effectiveness and alignment with their needs.

3. Evaluation of the Project and Partnership Quality
- Reviewing how well the collaboration between the educational institution and the community organization worked. This includes communication, mutual benefit (reciprocity), and logistical coordination.
- It might involve assessing whether the project met the agreed-upon goals and whether both parties felt respected and valued, identifying strengths, weaknesses, and areas for adjustment in future iterations based on stakeholder feedback.

Evaluation performed by academic teachers
It focuses on gauging the effectiveness of the experience in meeting educational goals, fostering student development, and benefiting the community.
Unlike assessments (which often measure student performance against specific criteria), evaluations by teachers are broader, examining the overall success of the program and its components.
Teachers typically perform evaluations at key points—mid-project to make adjustments and at the end to draw conclusions. The process is reflective and iterative.

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HANDOUT 5.2 Evaluation in rural e-SL projects

Evaluation performed by academic teachers

- **Review of Student Reflections**: the depth of students' written or oral reflections are evaluated, as well as the evidence of critical thinking, connections between service and course content, and personal growth.
- **Observation of Student Engagement**: student interaction with community partners, peers, and the tasks is evaluated - participation levels, initiative, and professionalism to determine if the experience is achieving its intended developmental outcomes.
- **Feedback from Community Partners:** it is collected to analyze whether the students' efforts met community needs and whether the partnership was mutually beneficial.
- **Alignment with Learning Objectives**: how well the service-learning experience integrates with the course's academic goals.
- **Program Effectiveness**: Teachers might use surveys, focus groups, or interviews with students and partners to evaluate the structure of the rural e-SL, logistics, relevance to the curriculum, and overall satisfaction to refine future iterations.
- **Qualitative and Quantitative Measures**: tallying measurable outcomes (e.g., hours served, projects completed) alongside qualitative insights (e.g., student testimonials, partner feedback) can give a holistic view of the experience's success.

Evaluation performed by students
It involves assessing both their learning outcomes and the impact of their service on the community. This process often combines reflection, self-assessment, and feedback to measure personal growth, skill development, and the effectiveness of their contributions.
The evaluation is typically ongoing, with students reflecting at multiple points—before, during, and after the service—to track their growth and the project's impact.
Teachers might guide this process, but the students' perspectives are central.

Evaluation performed by students
- **Reflective Journals or Essays**: Students evaluate how the experience shaped their understanding of course material, their sense of civic responsibility, or their personal values, connecting service activities to academic concepts.
- **Self-Assessments**: Students complete surveys or rubrics, rating their teamwork, communication skills, problem-solving abilities, or how well they met the goals of the service project.
- **Project Outcomes**: Students evaluate the tangible results of their service, such as the number of people served, resources provided, or improvements made.
- **Group Discussions or Presentations**: students collaboratively evaluate the collective impact of their work, presenting their findings to peers or instructors, discussing successes, challenges, and lessons learned.
- **Feedback from Community Partners**: students gather evaluations that are informal (conversations) or formal (surveys from community members rating the students' contributions).
- **Connection to Learning Objectives**: they often evaluate how well the service aligned with the course's goals.

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HANDOUT 5.2 Evaluation in rural e-SL projects

Evaluation of student learning outcomes in rural e-SL projects

Evaluation of student learning outcomes in rural e-SL projects is usually performed using **gradable assessment tools**, where a score or grade can be assigned based on clear criteria.
This makes them suitable for evaluating student performance in a structured, quantifiable way, which is needed for providing students with academic credits for learning that stems from active community engagement.

Here is an overview of the selection of tools.

1. Reflective Journals
- **Purpose**: Students write regular entries reflecting on their experiences, challenges, lessons learned and insights gained. Teacher assesses student learning, personal growth, and ability to connect service to academic concepts or broader social issues.
- **Example**: teachers use a rubric to assess depth of reflection, connection to course objectives, critical thinking, or writing quality. For example, points might be assigned for evidence of self-awareness (e.g., 0-5) or linking service to academic content (e.g., 0-10).

2. Portfolios
- **Purpose**: students compile artifacts (e.g., photos, written reflections, project deliverables) into a portfolio, which is holistically evaluated to provide a comprehensive view of student work and growth over time.
- **Example**: portfolio including a project plan, a photo of the completed service, and a reflective summary can be evaluated for completeness, organization, quality of reflections, and evidence of learning. For example, 20 points for included artifacts, 30 points for analysis, etc.

3. Observation Checklists
- **Purpose**: assesses student participation and behavior during service activities, noting participation, behavior, communication, collaboration with others as well as specific actions or skills demonstrated (e.g., punctuality, collaboration, problem-solving).
- **Example**: checklists can be quantified by assigning points to observed behaviors (e.g., 5 points for punctuality, 5 for demonstrated cultural sensitivity, 5 for teamwork). The total score reflects performance during service activities.

4. Pre- and Post-Assessments
- **Purpose**: measures changes in students' knowledge, skills, or attitudes before and after the experience through surveys or quizzes. Results are compared to evaluate growth.
- **Example**: a survey asking students to rate their understanding of community issues (e.g., poverty, sustainability) on a scale of 1-5 before and after the project

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HANDOUT 5.2 Evaluation in rural e-SL projects

Evaluation of student learning outcomes in rural e-SL projects

5. Self-Assessment and Peer Assessment
- **Purpose**: students reflect on their own contributions or evaluate their peers' efforts, fostering accountability and self-awareness. This might include rating their own growth in areas like leadership or empathy.
- **Example**: students' self-assessments can be graded for completeness or thoughtfulness using a rubric. Peer assessments can contribute to a group project grade, with scores averaged or weighted (e.g., 0-10 for each peer's evaluation of teamwork).

6. Learning Contracts or Goal Sheets
- **Purpose**: at the start, students outline personal or academic goals for the rural e-SL experience. Later, they assess their progress toward these goals, providing a self-directed evaluation tool.
- **Example**: initial goal-setting can be graded for specificity and relevance (e.g., 10 points), and a follow-up assessment of progress can be scored based on evidence of effort or achievement (e.g., 20 points).

7. Case Studies or Presentations
- **Purpose**: students analyze their service experience and present findings, connecting it to course objectives. This assesses their ability to synthesize and articulate their learning.
- **Example**: teacher uses a rubric for evaluation of content (e.g., 20 points for analysis), delivery (e.g., 10 points for clarity), and connection to rural e-service-learning goals (e.g., 20 points for relevance).

8. Service Logs or Time Sheets
- **Purpose**: tracks the quantity and consistency of service contributions, often as a baseline for further evaluation. Students document hours spent and tasks completed, which can be reviewed alongside qualitative assessments.
- **Example**: a log noting "3 hours tutoring elderly in basic computer skills" or "4 hours developing a social campaign for a community event."

You can use Tools for evaluation of student learning in rural e-SL projects described in the [Evaluation methodology](#) (developed in the [eSL4EU](#) project).

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HANDOUT 5.3 Community impact evaluation

Consider this as a collaborative process with the community partners.
A good evaluation uses quantitative and qualitative measures to present a complete picture of the rural e-SL community's impact.
There are two ways of measuring the impact of rural e-SL on community partner organization (CPO):
(1) before and after or (2) retrospective.

Understanding the purpose of the evaluation - it could be used, for example, to:
• Support for SL institutionalization;
• Show the successful stories to the university or faculty management;
• Account for funding or provide evidence to support a funding application;
• Showcase achievements;
• Gain the visibility of SL benefits to the community;
• Develop a SL program or activity;
• Identify "what works";
• Understand the community impact that rural e-SL brings.

Tripartite Model for Assessing Community Impact identifies three domains of impact on the CPO:
(1) increased capacity,
(2) furtherance of goals and values, and
(3) knowledge/ insights gained.
The model also identifies (a) needs fulfillment and (b) quality of life as two broad impact domains for end-beneficiaries. Lau and Snell (2021) also prepared a **Community Impact Feedback Questionnaire,** which you can find in the **Tools section**.

Community impact evaluation is a process that consists of several steps.
The first step is **planning**: identify why you want to evaluate the impact, who the evaluation is for and design the evaluation based on the answers.

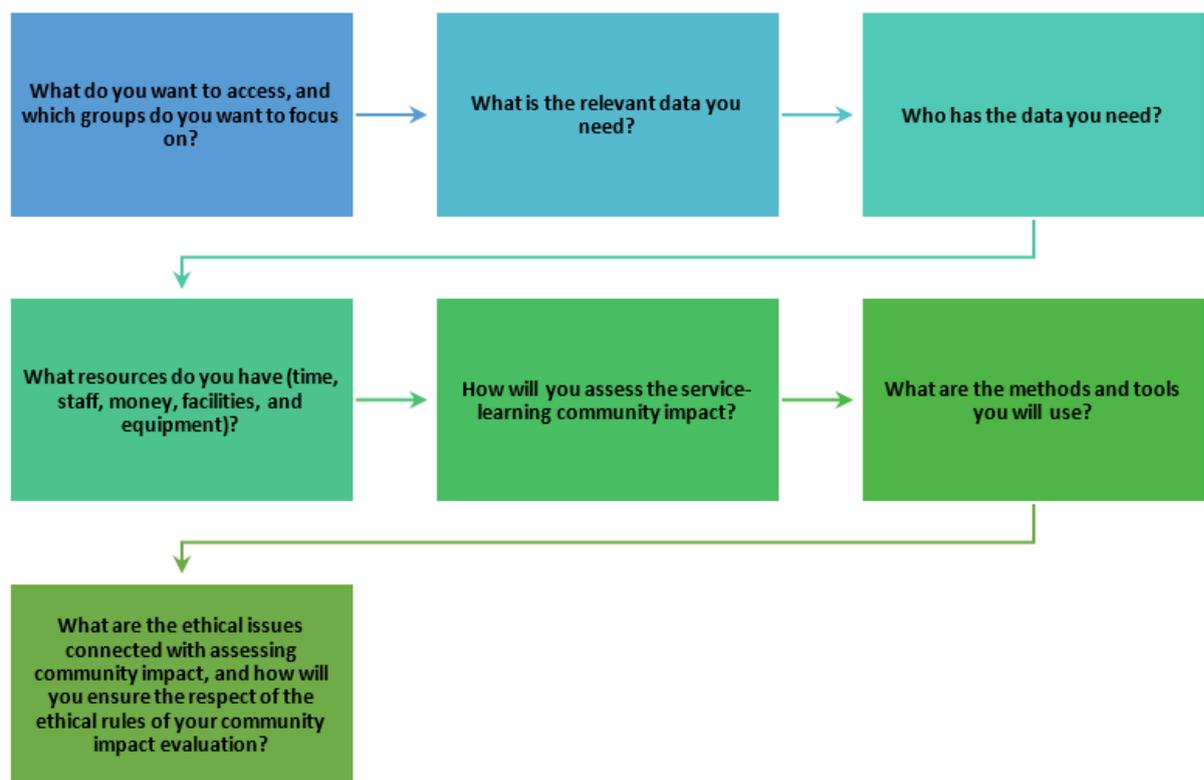### Steps of evaluation of service-learning community impact
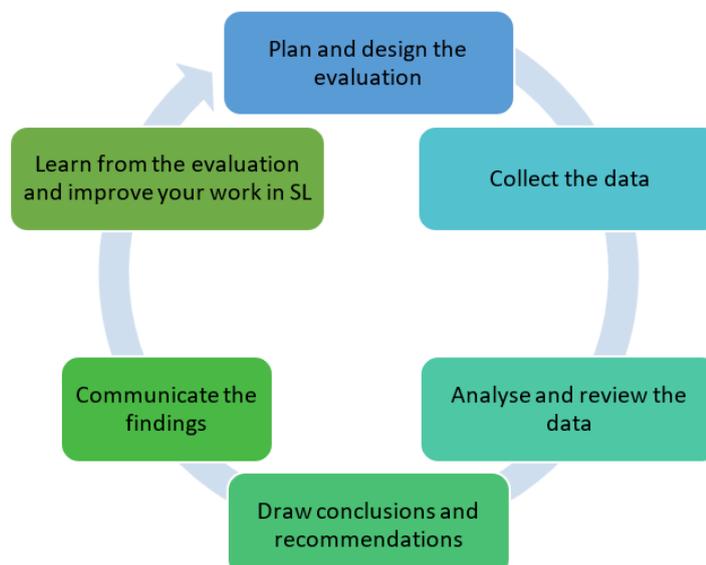
5. HANDOUTS

HANDOUT 5.4 Community impact evaluation

After establishing a suitable design for your evaluation, you need to collect the relevant data and analyse it to extract the relevant information and to draw conclusions.
Think through how the process and results will be communicated amongst those who have taken part, stakeholders, other organisations, groups and funders.

In the final step, actively use the findings from your evaluation to learn what is working well and identify areas that need to be improved. This is the most important reason to evaluate the community impact.

Questions for the designing of the community impact evaluation

What do you want to access, and which groups do you want to focus on?

What is the relevant data you need?

Who has the data you need?

What resources do you have (time, staff, money, facilities, and equipment)?

How will you assess the service-learning community impact?

What are the methods and tools you will use?

What are the ethical issues connected with assessing community impact, and how will you ensure the respect of the ethical rules of your community impact evaluation?

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HANDOUT 5.4 Evaluation of the project and partnership quality

Evaluation of the Project and Partnership Quality in rural e-SL projects ensures that service-learning is not just a one-off activity but a meaningful, reciprocal process that benefits all involved.
It helps identify strengths, areas for improvement, and whether the experience aligns with the core principles of service-learning: integrating academic learning with civic engagement.
Here is an overview of the selection of tools.

1. Evaluation of the Project
- **Goals**: Were the intended learning outcomes (for students) and service outcomes (for the community) achieved?
- **Impact**: What was the observable effect on the students, the community, or the issue being addressed? It contains qualitative (e.g., reflections from participants) or quantitative data (e.g., hours served, resources delivered).
- **Implementation**: How well was the project executed regarding logistics, planning, and alignment of the activities with the educational and service goals.
- **Community Feedback**: Did the community partners feel the project addressed their needs effectively?

Tools for the Evaluation of Project
- **Outcome Measurement Tools**: they quantify the direct impact. Specific metrics are tracked, often in collaboration with the community partner, to assess tangible results.
- **Example**: Counting the number of attendees at a workshop organized by students.

2. Evaluation of Partnership Quality
- **Collaboration**: How well did the partners work together? Were roles and responsibilities clear and mutually beneficial?
- **Communication**: Was there effective, open, and consistent communication between all parties throughout the project?
- **Mutual Benefit:** Did the partnership serve the interests of both the educational institution and the community?
- **Trust and Respect**: Was the relationship built on trust, cultural sensitivity, and respect for each partner's expertise and needs?
- **Sustainability**: Is the partnership strong enough to support future project?

Tools for the Evaluation of Partnership Quality
- **Feedback Forms**: collect quick, targeted input through a short form with rating scales and open-ended questions that is distributed at the end of the experience. For example, a form asking, "How satisfied were you with the partnership?" and "What was the most valuable outcome?"
- **Focus Groups**: gather qualitative feedback from community partners to explore perceptions and experiences in depth. A facilitator leads a discussion with a small group, asking open-ended questions like, "What worked well?" or "How could this be improved?"
- **Community Partner Interviews**: evaluate the impact and quality of the service provided from the community's perspective. They participate in a guided interview, rating aspects like student preparedness, project usefulness, and communication.

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