



RURAL 3.0
SERVICE LEARNING
FOR THE RURAL DEVELOPMENT



SLUSIK

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*(Virtual) Spaces as Opportunities to
Establish Service-Learning at the
Local/National Level*



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Procedure

- Purpose
- Implementation of Service Learning
 - Analogue Space on the example of an "artistic meeting- and encounter zone" (SPA LOW SKY)
 - Virtual Space on the example of the Erasmus+ project Service-Learning, Inclusion, Diversity and Digital Empowerment (SLIDE)
- Discussion

Purpose



Focus on practical experiences



Possibilities of the analogue and virtual level in the context of establishing Service-Learning



Examples

Analogue Space

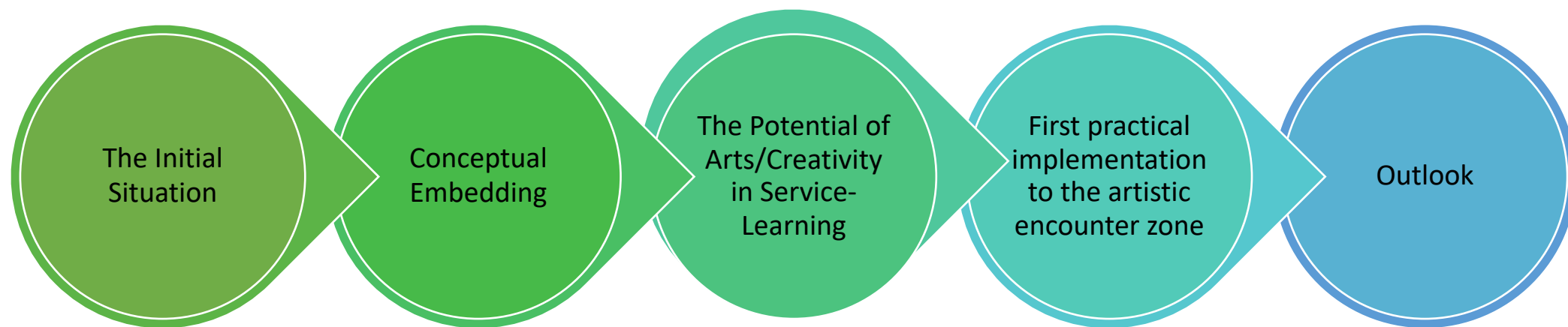
- Creating of an Artistic Encounter Zone SPA LOW SKY
- Use of the school space / environment and employs Service-Learning/ engaged learning approaches
- Based on cultural heritage and local history, opportunities with different materials (found objects, recycling, upcycling, ceramics, clay, etc.) have been developed



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Analogue Space



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Analogue Space -The purpose of contribution

- Within the scope of the contribution, the possibilities of the analogue and virtual level should be in focus to establish Service-Learning. Here, based on an "artistic meeting- and encounter zone", which is in a vulnerable area of the center of Vienna, possibilities of Service-Learning in the implementation are shown as representative for the analogue space. In this project 'Engaged Learning' is seen as support to ensure student participation with a curricular connection outside of the classroom interacting in informal teaching-learning settings outside the school building and to network the educative institution with its partners, communities, and neighborhood.
- The possibilities in virtual space are referred to using the Erasmus+ project Service Learning, Inclusion, Diversity and Digital Empowerment (SLIDE). It aims to intertwine the Service-Learning (SL) pedagogy with digital empowerment (DE) to promote inclusion (I) and diversity. The advantages of digital empowerment and Service Learning are presented from the student's point of view based on the results of focus groups.
- Furthermore, there is a discussion about the possibilities these spaces open for Service-Learning.
- How and to what extent it advances the practice and the impact of the contribution
- In bringing together the different spaces, the potential of Service Learning is discussed, which is significant and forward-looking.



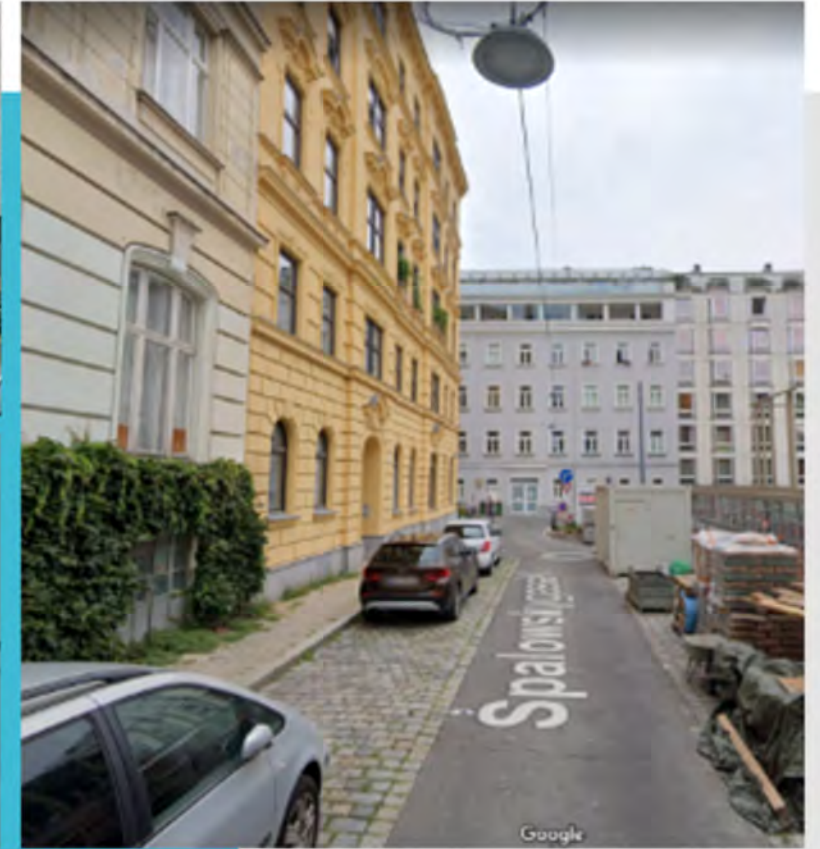
Practical Experiences

Art & Diversity Service Learning course

- Title of study program: BA Primary Education
- COURSE TITLE: Abschlussprojekt Kreativität (Final Project Creativity)
- ECTS Value: 4
- Academic Year: 4 Semester: 1/2
- General Framework:

56 students from PH Wien (University College of Teacher Education Vienna) and BOKU (University of Natural Resources and Life Sciences Vienna) - participated in the rural service-learning project 'Bird Saving' supervised by rural partner plenum. The project was planned to be carried out in the rural area of Lower Austria. Moodle course:





Kulturelle Begegnungszone Spalowskygasse / Mittelgasse, 1060 Wien

In the direct and immediate neighbourhood of three schools, a kindergarten and a artist studio



Kulturelle Begegnungszone Spalowskygasse/ Mittelgasse, 1060 Wien

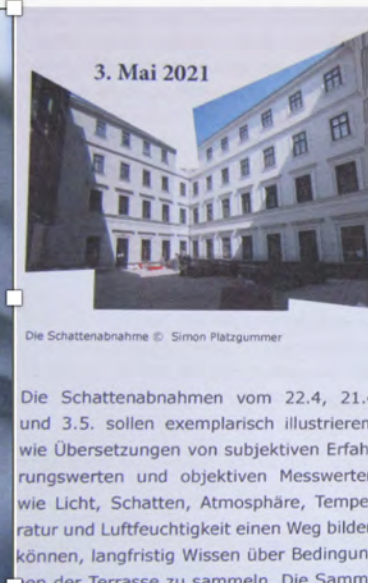
In direkter und unmittelbarer Nachbarschaft dreier Schulen, eines Kindergarten und eines Ateliers





ARTISTIC ENCOUNTERZONE AS A GREAT MEETING ZONE FOR CREATIVE IDEAS
 Folder (Front and back side of the zine) © Jacob Bartmann

DESIGNING THE WE - Raum für Nachhaltigkeit



Virtual Space

SLIDE Project



SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT



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Output



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- Manifesto: policy and action plan
- Training program for higher education teachers, trainers and educational leaders
- **Online World Cafè**
- MOOC – digital competence, fluency and engagement of HEI students
- Social Hackathon – peer learning activity



WHY AN ONLINE WORLD CAFÉ?

It will provide an opportunity to all participants to work closely on hosting selected digital challenges and plan service-learning projects for students in sustainable and ecologically responsible ways, addressing accessibility in an inclusive manner, and gradually moving from pilots to full-fledged projects.

WHY AN ONLINE WORLD CAFÉ?

- will help to effectively utilize students, assess potential vulnerabilities and negative unforeseen consequences, which might arise from the use of emerging digital technologies.
- The methodology of the innovative transfer of the World Café tool to online environment using state-of-the-art interactive distance-learning technologies will be made available as a manual in the virtual European Hub for teachers to learn how to design, host, and harvest online World Café events.

BASIC IDEA OF A WORLD CAFÉ

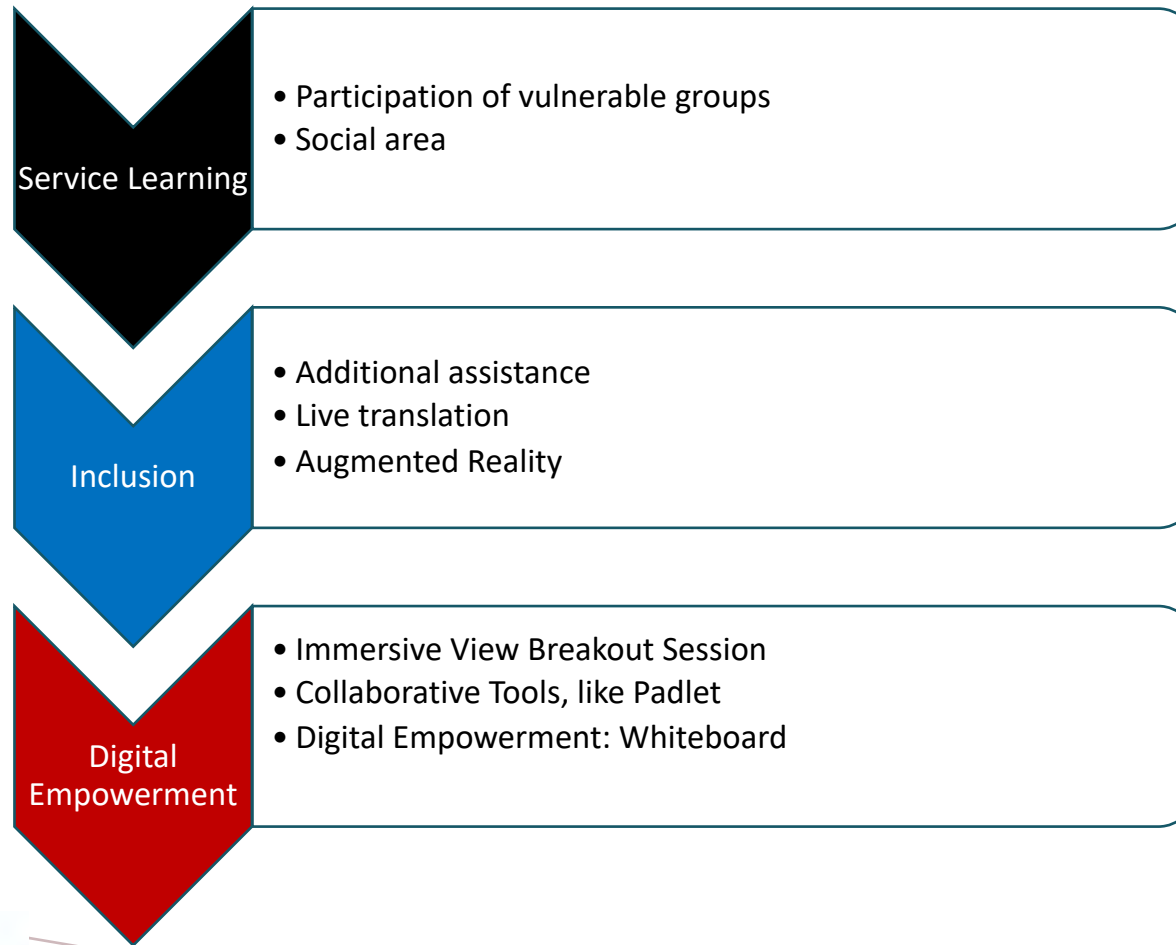
- The basic idea of the "World Café" is to bring participants into conversation to discuss and reflect on problems or questions in small groups.
- The type of question depends on the importance for the learners/participants as well as on their interests.
- The conversations should resemble everyday conversations in a street café.
A deepening of the conversations is made possible here by the multiple switching and mixing of learners/participants.

At the end, a final round is held in the plenum, in which the learners/participants present their results.

PROCEDURE:

You start with a welcome and explanations about the procedure and the role of the hosts. The hosts are the fixed discussion leaders at the respective tables. In successive discussion rounds of 15-20 minutes, questions or problems are discussed at all tables simultaneously. In each round, learners write, draw, and scribble what they think is most important on the paper. After each round, learners reshuffle. The hosts remain at their table, welcome the newcomers, summarize what has been discussed so far and get the discourse going again. Eg. 3 Rounds.

METHODS TO GAIN SUPPORT



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Practical Experiences


- Challenges
- Potential

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Discussion





Thank you for your
attention!