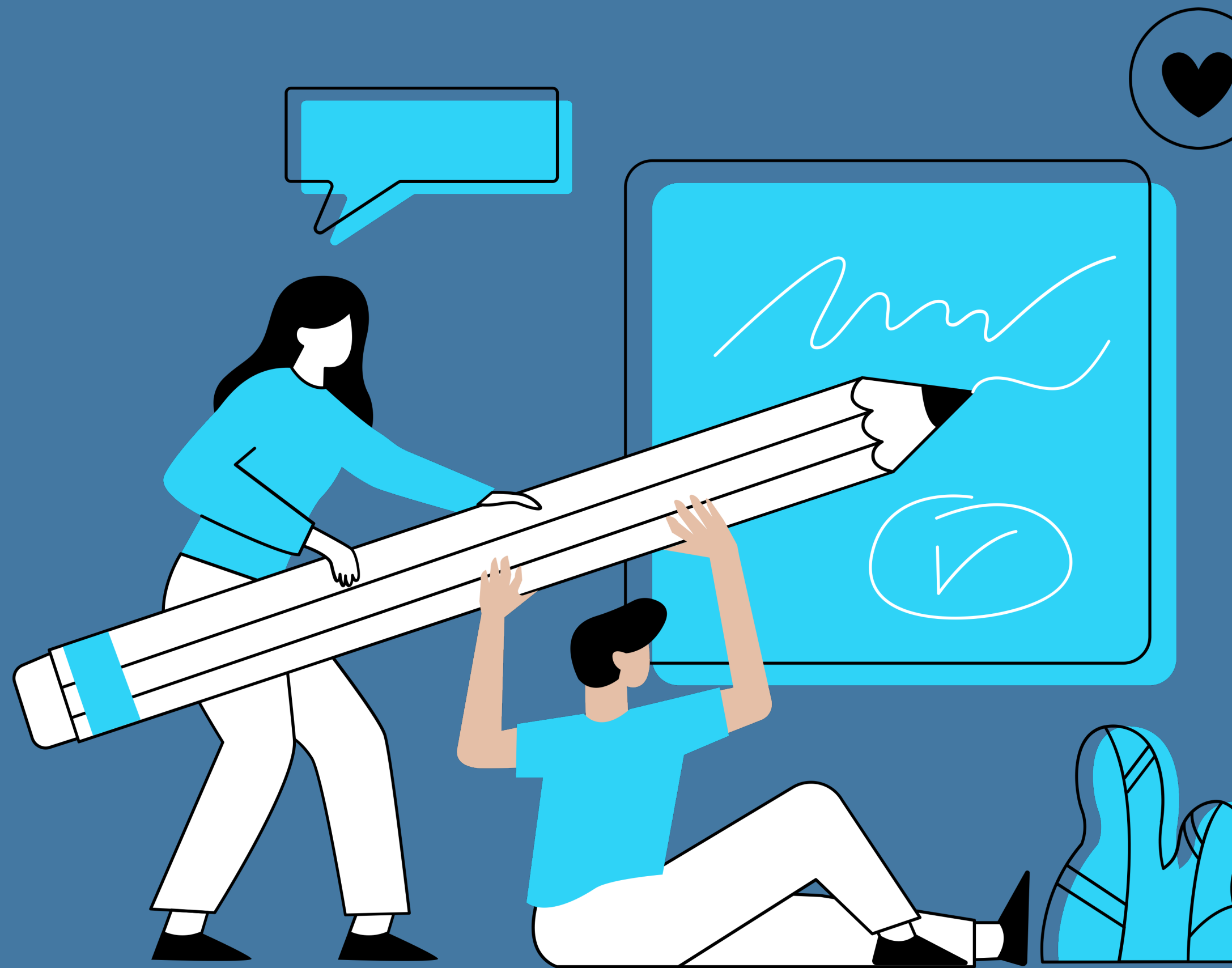


Module n. 7

Title Service Learning and Third Mission

ENHANCE - Training for CSL TUTORS

G.A. n. 2021-1-ES01-KA220-HED-000031128



Unit n. 1-2

Introduction

- Third Mission (TM) is **the third core of universities**, the transfer of knowledge from academia to society alongside the other two, providing education and conducting research
.....
- The term TM emerged from an analysis of the changing processes of **innovation** and the new roles and **responsibilities** of universities
.....
- The common concept of TM is: **public accountability** and the importance of **giving back to society** through the dissemination of knowledge and scholarship beyond academia
.....



Dimensions of the third mission activities

Social and Societal Transfer: refers to the targeted use of scientific knowledge to solve various societal challenges.

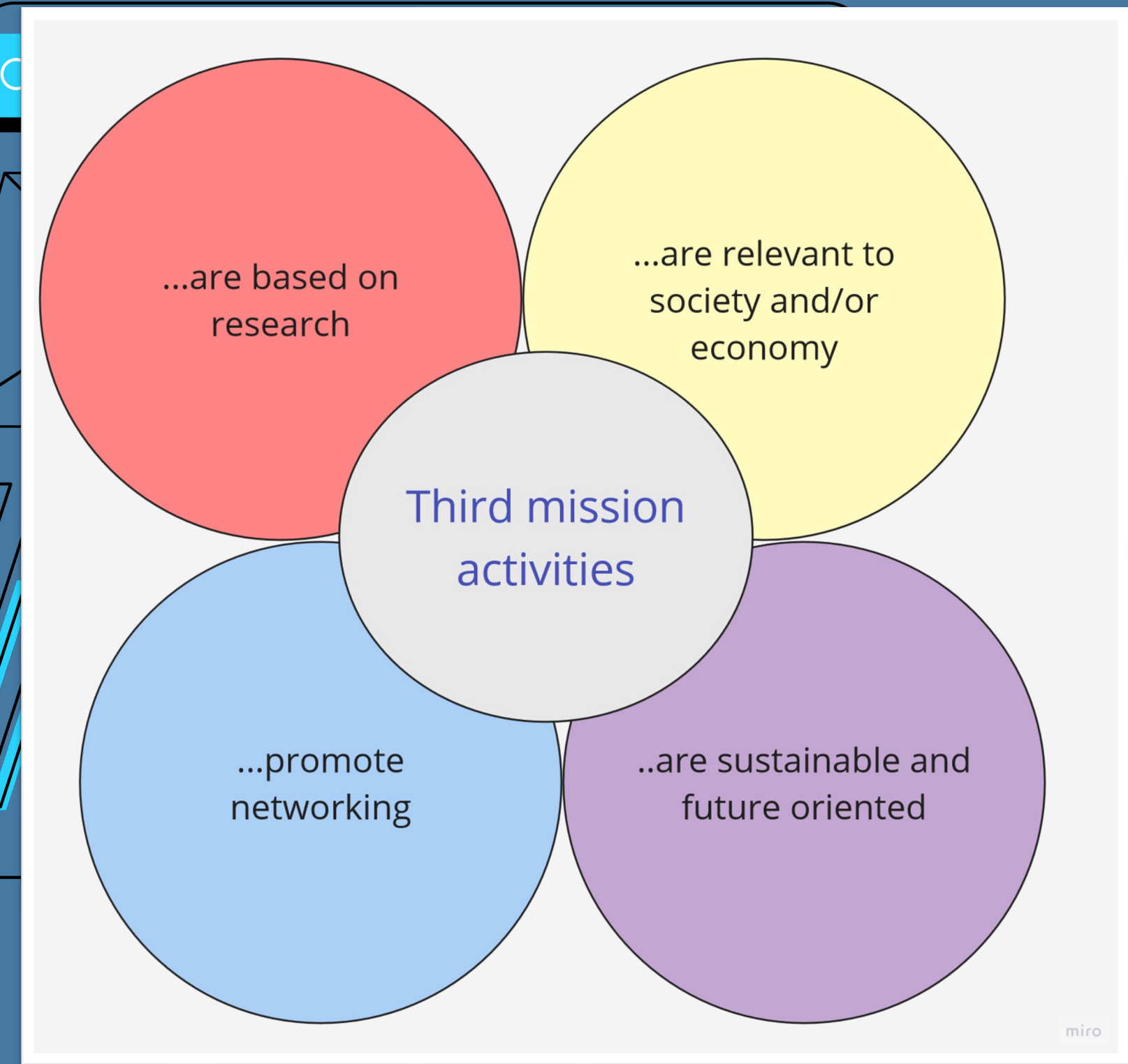
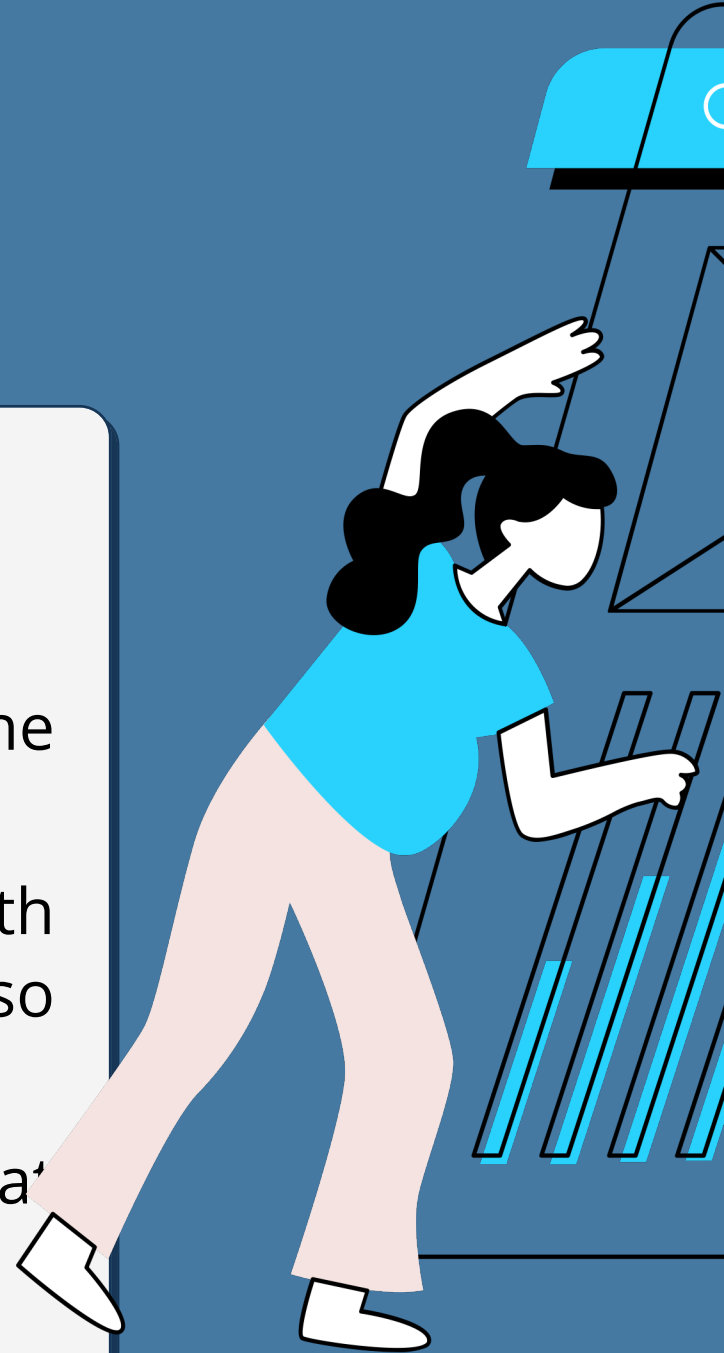
Knowledge Transfer: involves the adequate preparation and sharing of scientific knowledge with target groups outside of the university sector (e.g. practitioners, politicians, pupils), and the systematic integration of scientific knowledge into societal discourses.

Technology Transfer: involves the transfer of knowledge, ideas, technologies, innovations, and patents from the university to economic contexts.

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The criteria for the third Mission activities:

- ❖ are based on one's own research,
- ❖ are relevant to society and/or the economy,
- ❖ promote networking (primarily with societal and/or economic actors but also between activities and internationally),
- ❖ future-oriented and geared towards (or at least consider) sustainability



How can we build up a project for the third mission through a series of organized phases in the University?

- ❖ It is important to collectively develop a specific content-related profile for the Third Mission of the University
- ❖ Conceptualize an explicit framework for a sustainable implementation of the Third Mission at the University
- ❖ Develop concrete measures for implementing the Third Mission, including identifying and valorizing relevant activities, making them visible and interconnected, and developing quality assurance measures.
- ❖ Finally, the project should be implemented in coordination with research and academic teaching, with the aim of further strengthening these essential pillars of the University.



Active participation in Third Mission activities may include a variety of different aims and priorities, depending on the focus of the organizational units or individuals, such as:

- ❖ extended networking with societal actors and third-party funders;
 - ❖ extended cooperation with public and private enterprises;
-
- ❖ establishment of new and transdisciplinary research projects in direct response to economic and social needs;

- ❖ integration of socially-relevant topics in research and teaching (**service learning**);
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- ❖ better preparing students for taking over responsible tasks in politics, society and economy;

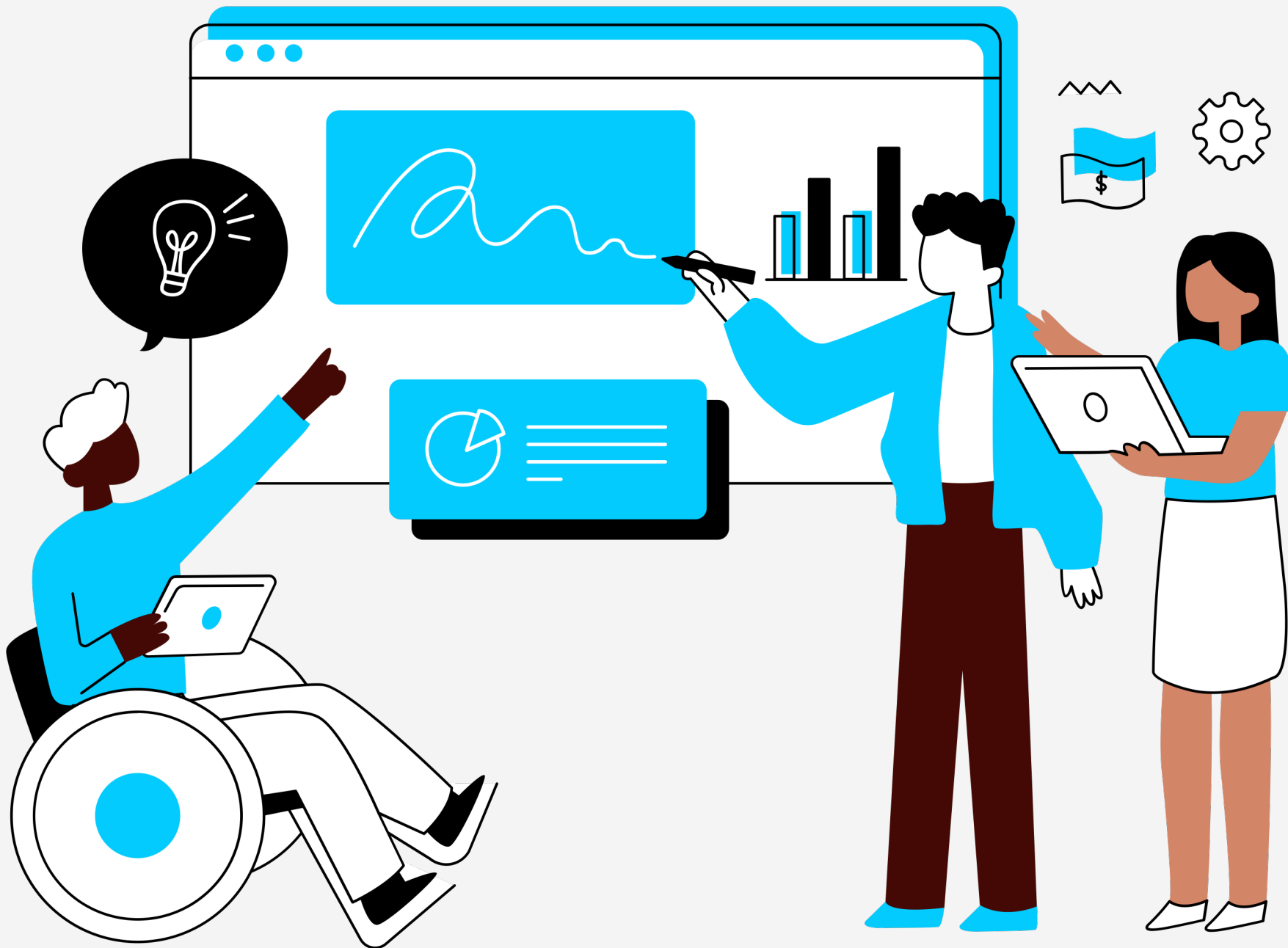
- ❖ extending the professional skill profile of the workforce;
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- ❖ increasing the society's appreciation of science and research at the Universities

Unit n. 3

The Third Mission and the connection to Service Learning

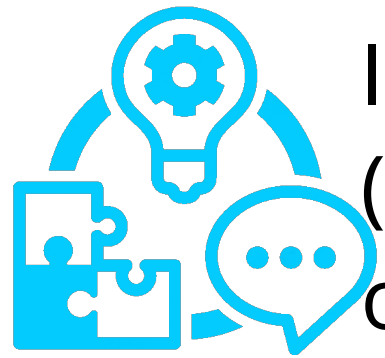
- There **are differences in the academic discussion** of the Third Mission concept
.....
- In contrast to economically dominated approaches to the third mission **participation-oriented concepts** emphasize the dialogical mission of universities to promote **social co-creation** rather than simply to transfer knowledge to society
.....
- Service Learning (SL) enables students to participate in community service and then reflect on their experiences in class to gain a better knowledge of the course subject and a stronger sense of **civic participation.**
.....
- **Service Learning** (SL) and **volunteering** are two concepts that are sometimes **confused** in everyday use because they have overlapping characteristics and we can use them interchangeably and as synonyms, although they are **not.**
.....

The Third Mission concept

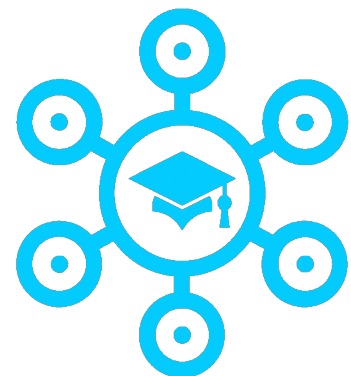


There are **differences** in the academic discussion of the Third Mission concept, particularly in relation to the roles and responsibilities of entrepreneurial universities and the move from simply commercializing research to investing in regional economic and social development.

TM approaches



In contrast to **economically dominated approaches** to the third mission, (which focus on cultural or social factors, on sustainability, on the integration of policy development strategies or on their economic efficiency), **participation-oriented concepts** emphasize the dialogical mission of universities to promote **social co-creation** rather than simply to transfer knowledge to society.



The **participatory approach** sees universities as leaders in both knowledge and innovation transfer



The difference between Volunteering and Service Learning

Service Learning (**SL**) provides both a practical learning experience and meets societal needs, **distinguishing it** from approaches like charity or volunteering.

SL and **volunteering** are two concepts that are sometimes confused in everyday use because they have overlapping characteristics and we can use them interchangeably and as synonyms, although **they are not**.

The pedagogical intention, the careful design of the service activities which are properly connected with academic material is key to **differentiate** between the two types of actions.



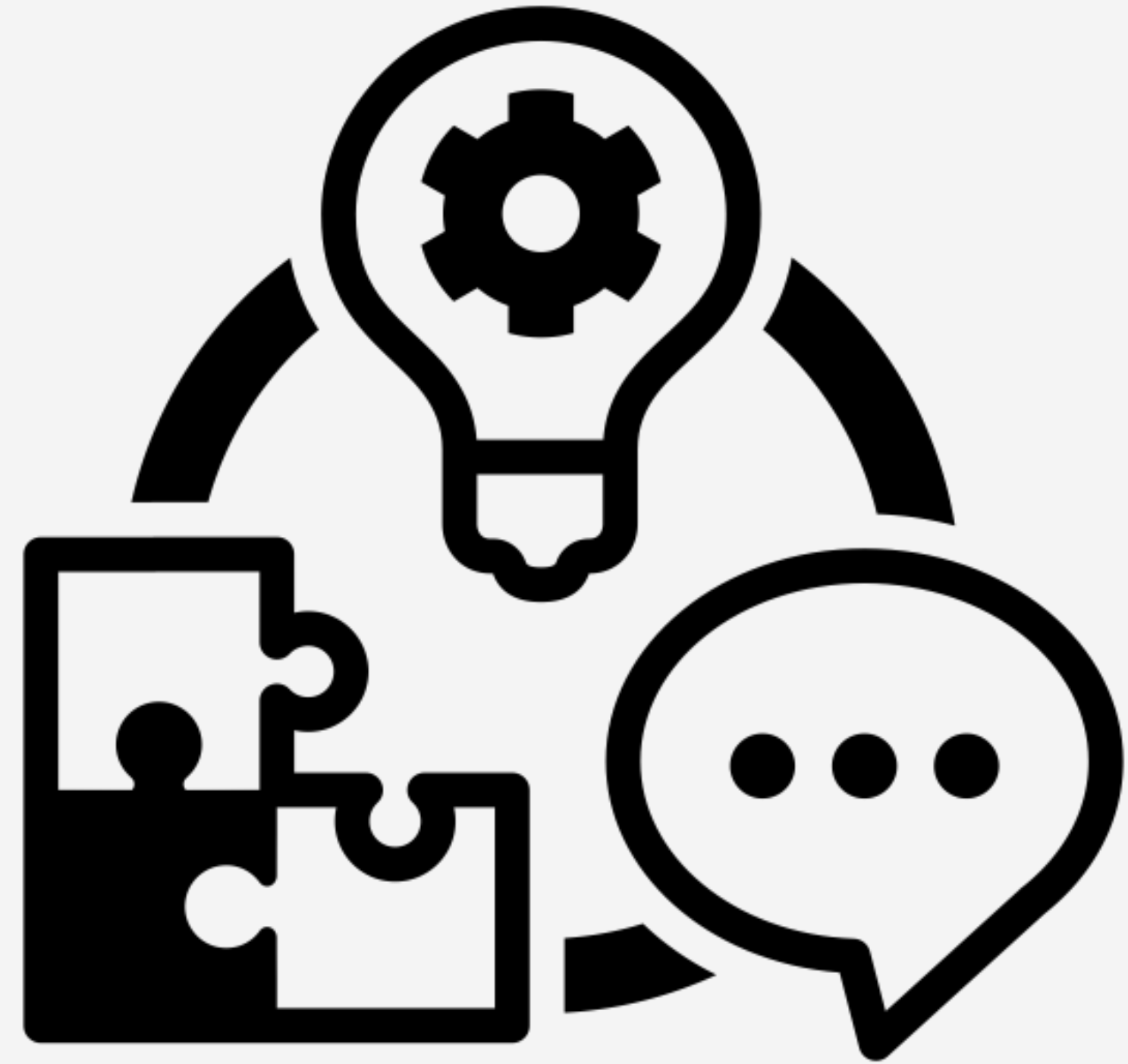
In the case of **SL**, the division between community service and learning is overcome since **pedagogical intentions** are fused with solidarity.

SL projects incorporate learning objectives which **depend on the curricular time and place** they occupy.



If we want to develop a **Service Learning** project, we need to **make sure** that we also fulfil the **two central features**:

- ❖ The process must be carried out by the **students** (including planning, development, and evaluation), and
- ❖ the project must be integrated into the academic curriculum, and include the development of generic skills linked to ethical learning and **civic engagement**.



Unit n. 3.1

The importance of student engagement in the embeddedness of Service-Learning in Academic Third mission

- The active involvement of **students** in solving a need identified in the community with a view to their personal development and **civic engagement** is an essential element of service-learning approach.
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- Civic engagement is considered on a **micro level** contributed the development of the students' competences
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- Third Mission (TM) activities in the higher education institutions are considered on the **meso-level**.
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- **Service Learning** can be understood as an **ideal didactic tool** for merging community needs and academic goals
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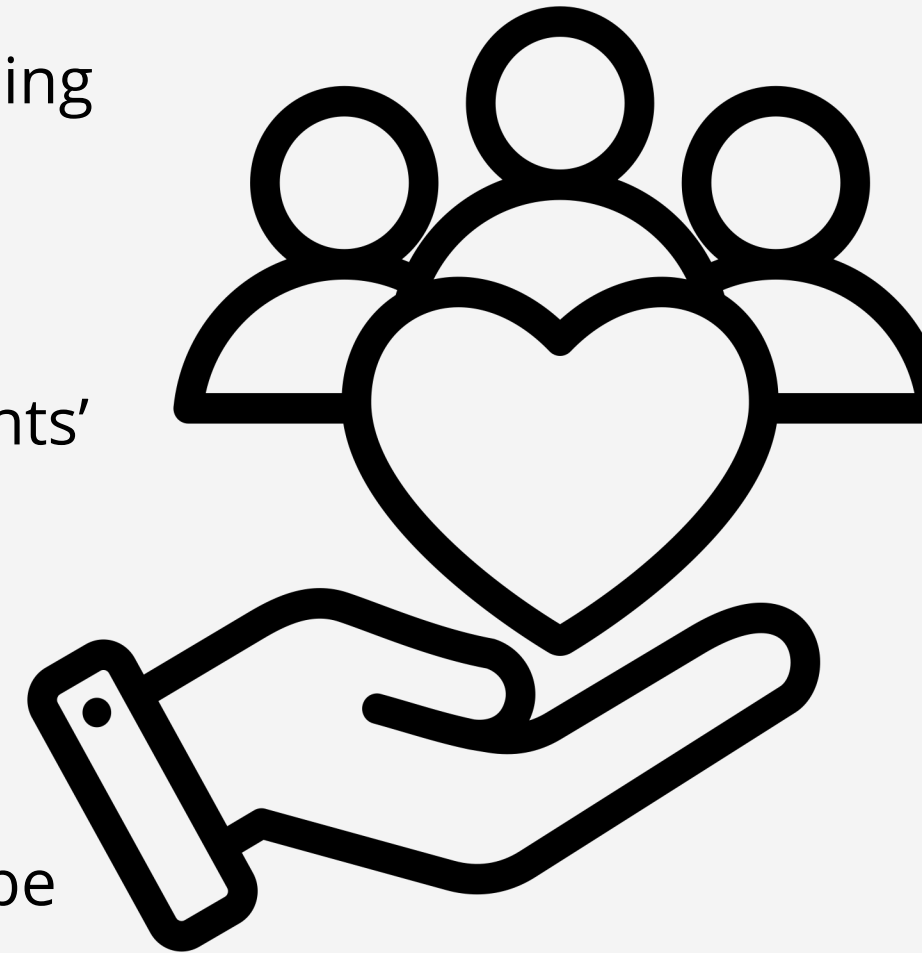


The active involvement of students with the **community** and **civic engagement** provides spaces for reflection upon their experiences

The **active involvement of students** in solving a need identified in the community with a view to their **personal development** and **civic engagement** is an essential element of service-learning approach

Civic engagement is considered on a **micro level** contributed the development of the students' competences however, Third Mission (TM) activities in the higher education institutions are considered on the **meso-level**.

While the Third Mission (TM) can be operationalized in different ways, **Service Learning** can be understood as an **ideal didactic tool** for merging community needs and academic goals. With this, third mission comes the **responsibility to evaluate** the impact of service learning.

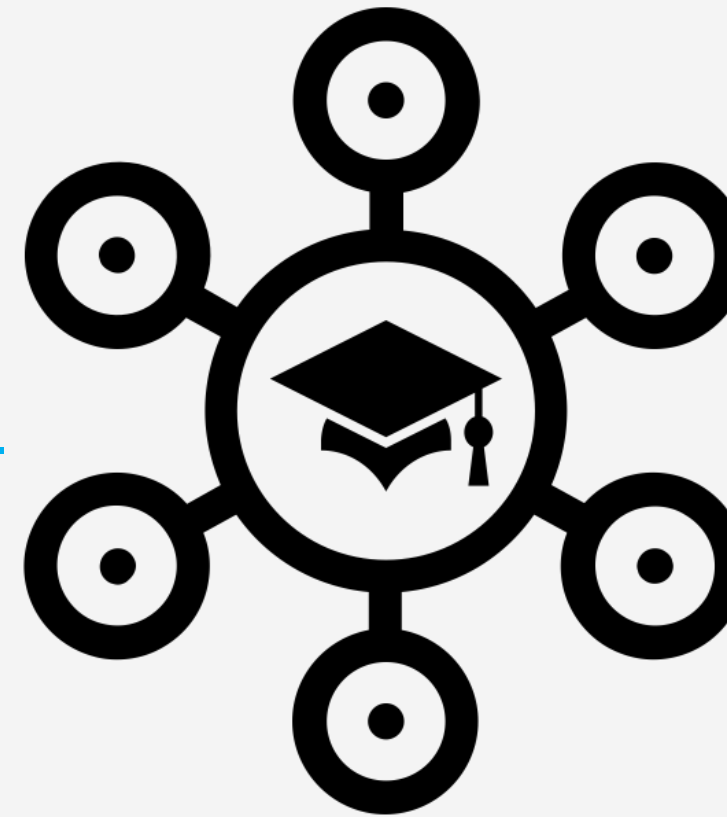




SL in practice

Service learning must be tied in the strategic practices of Third Mission of higher education, making TM more **accessible** and **quantifiable and** must related to **pedagogical aims** and integrated into **academic programs**.

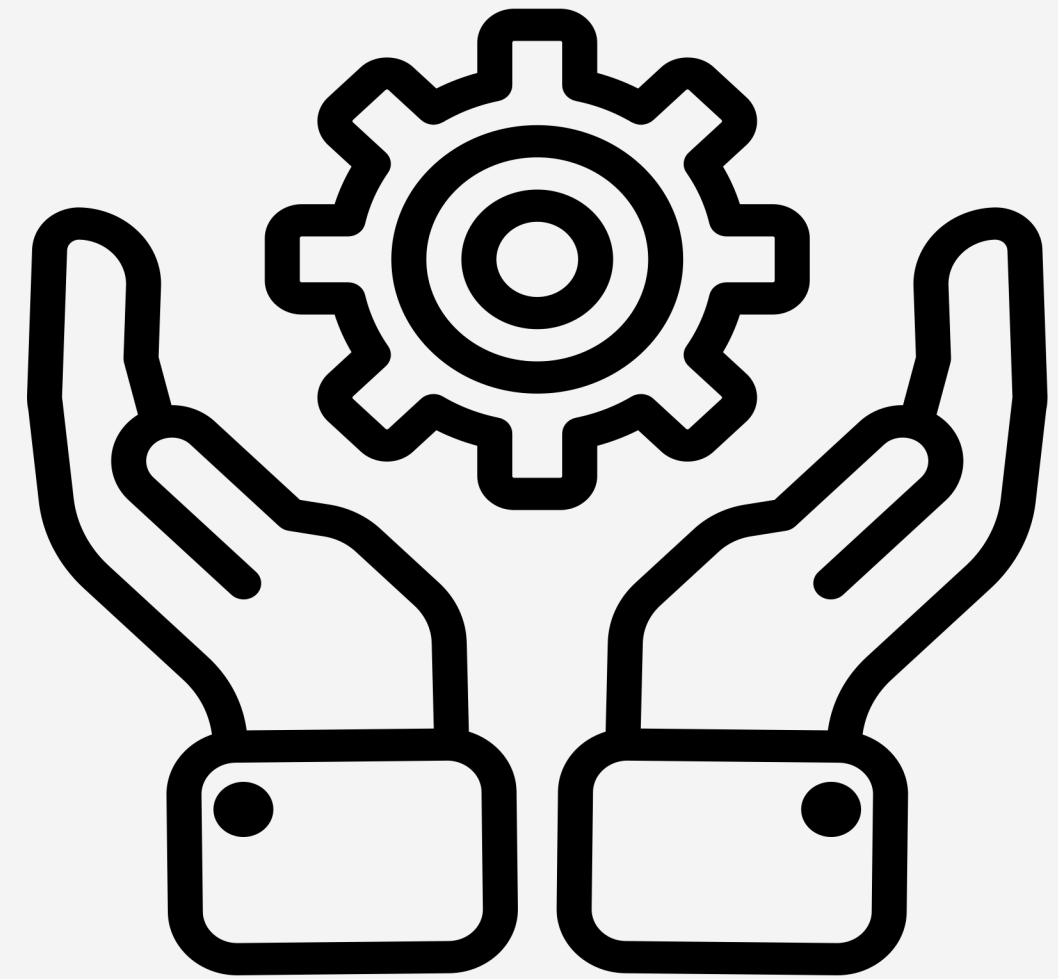
Service learning is a **methodology** that makes Third Mission **accessible and measurable**. On a **strategic level**, Service Learning must be connected to these concepts, and on a **pedagogical level**, it must be **meaningful, practice-oriented**, and related to **academic goals**.





SL in practice

As a **pedagogical practice** of SL, an important element is the reflection of students **on what they do, how they do it and what the result is**. This reflection must be based on **constant communication** and **dialogue** with all the people involved in the project and on the idea that **SL is a transformative process that is not separated from action**.



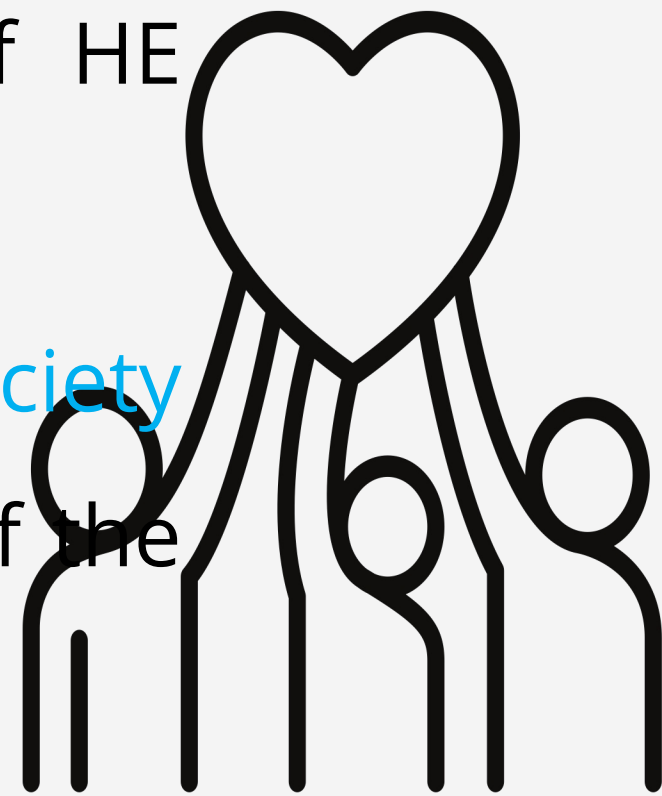


SL in practice

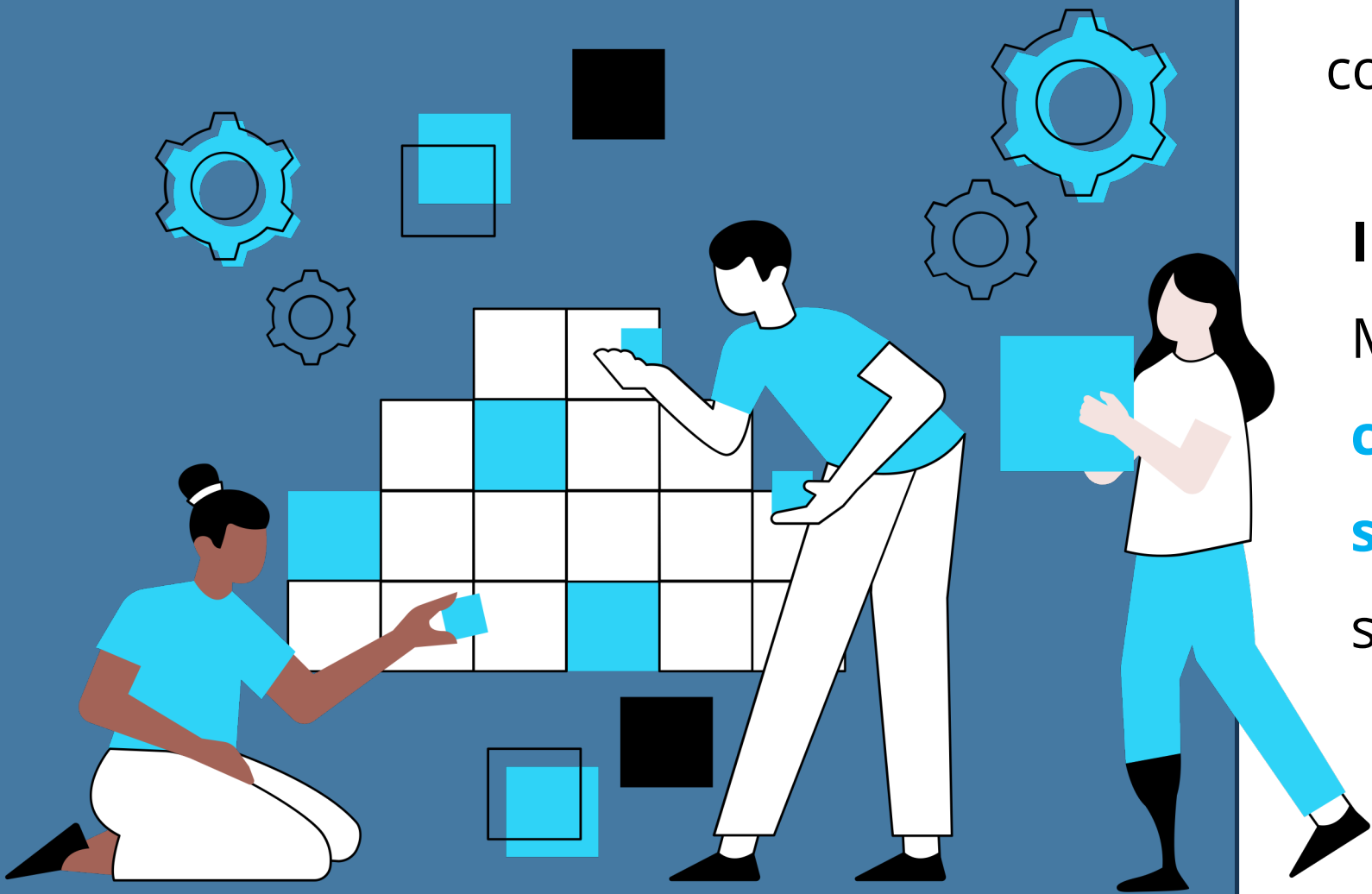
Higher Education (HE) is a **key tool** to promote sustainable human development and commitment to sustainability in the search for **environmental quality, social justice** and a **viable and equitable economy**.

It is necessary to generate a culture that contributes to an **environmentally sustainable development** and establish **channels** that facilitate the involvement of the entire academic community in the construction of a model of HE institutions that promote **sustainability and social responsibility**.

In this case, **civic engagement**, contribute to the **development of a fairer society** and **improve academic** and **social learning** that favours the development of the **students' competences**



Conclusions



The activities of the Third Mission are related to **research** (technology transfer and innovation), **teaching** (lifelong learning/continuing education) and **social engagement** in line with regional/national development

There are **differences** in the academic discussion of the Third Mission concept, especially **in the responsibilities** of higher education institutions

In contrast to the economically dominated approaches to the Third Mission as a **simple transfer** of knowledge to society, **participatory concepts** emphasize the dialogical mission of universities to promote **social co-creation** and to link both knowledge and innovation transfer to society

Service Learning is a methodology that **makes the Third Mission accessible and measurable.**

Thank you for your attention!