

# SLEAD Online Training



## Webinar I

(Module 1)

24.01.2024

## Webinar V

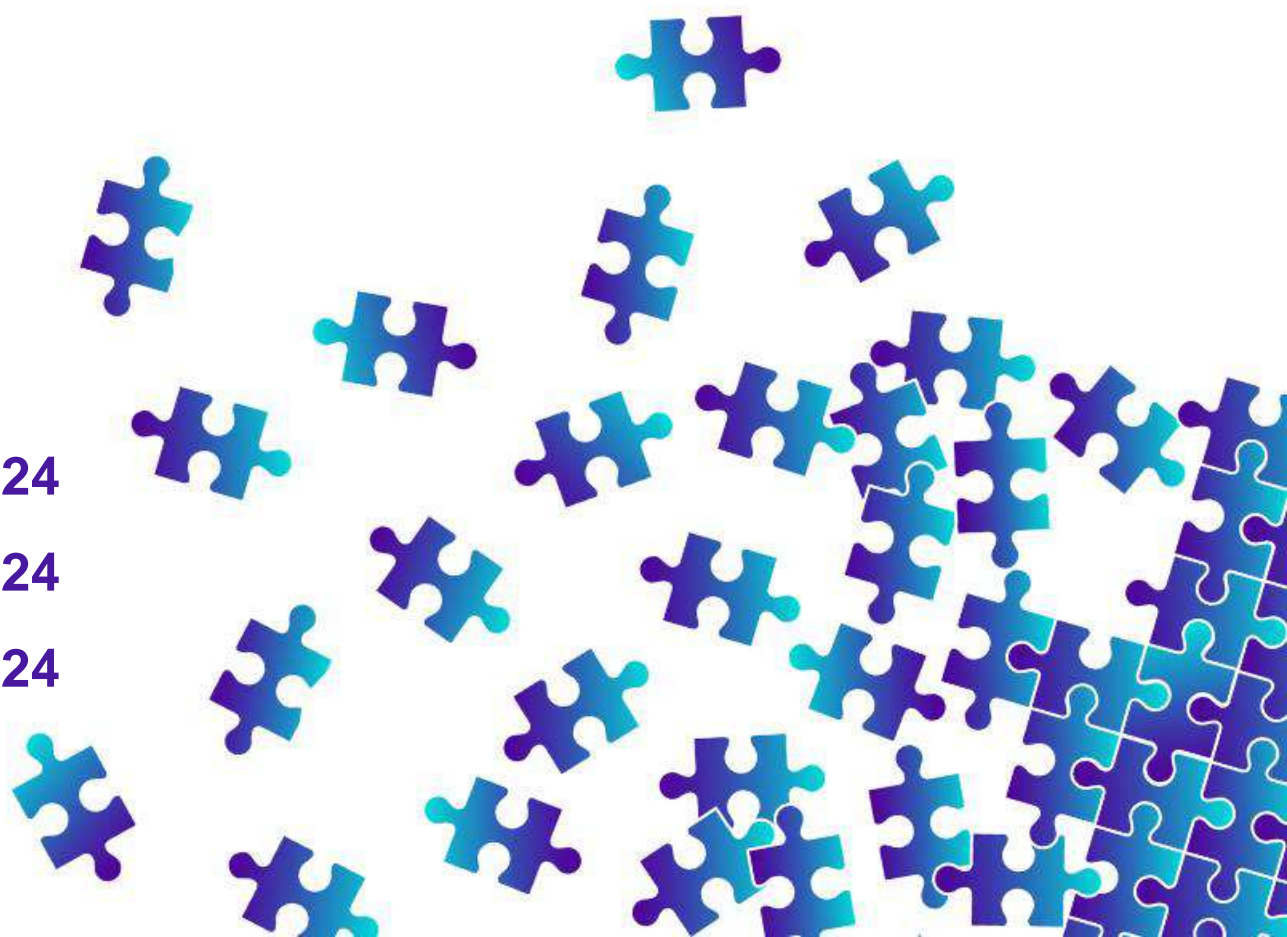
(Module 3)

31.01.2024

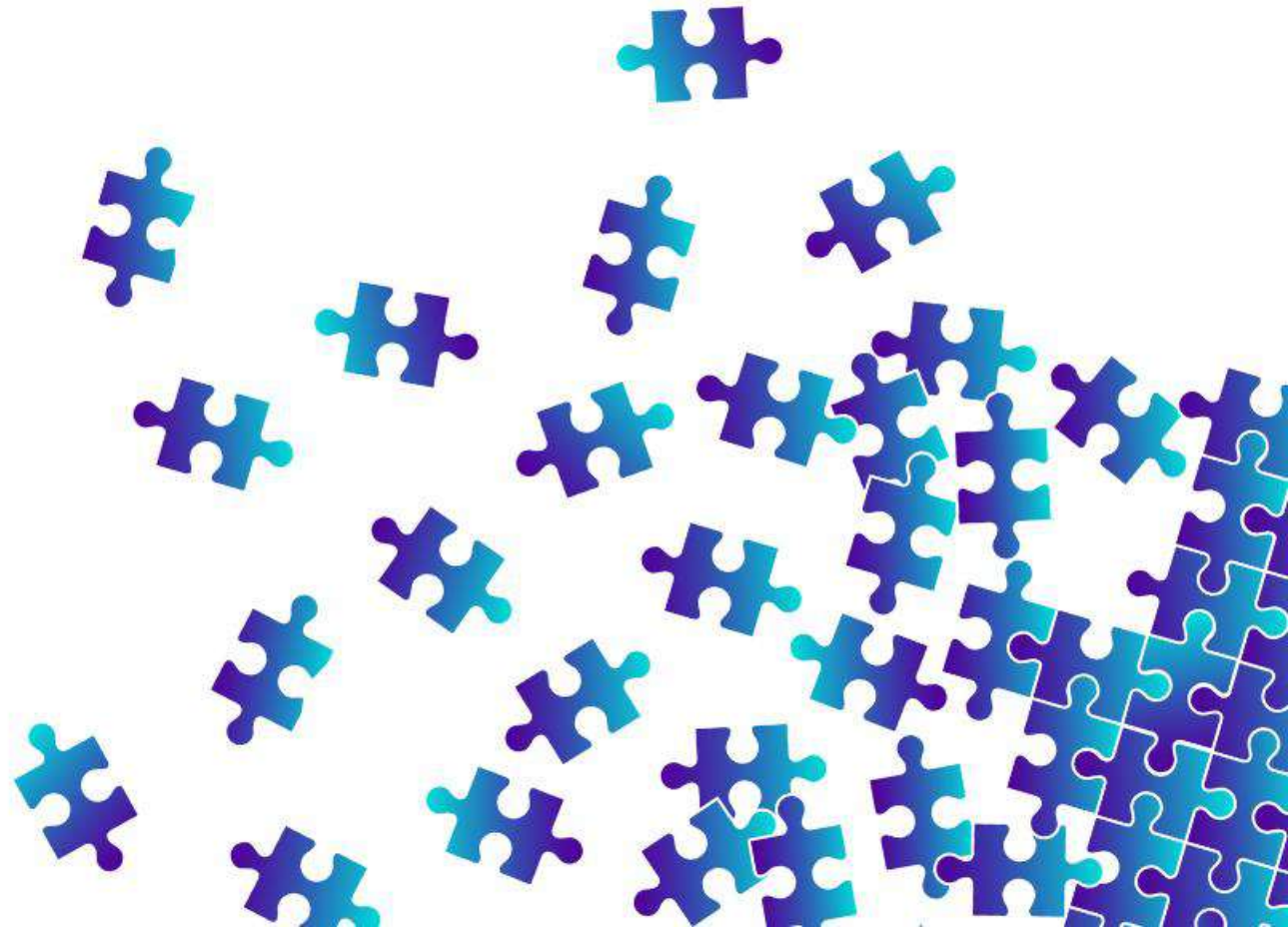
## Webinar II

(Module 1)

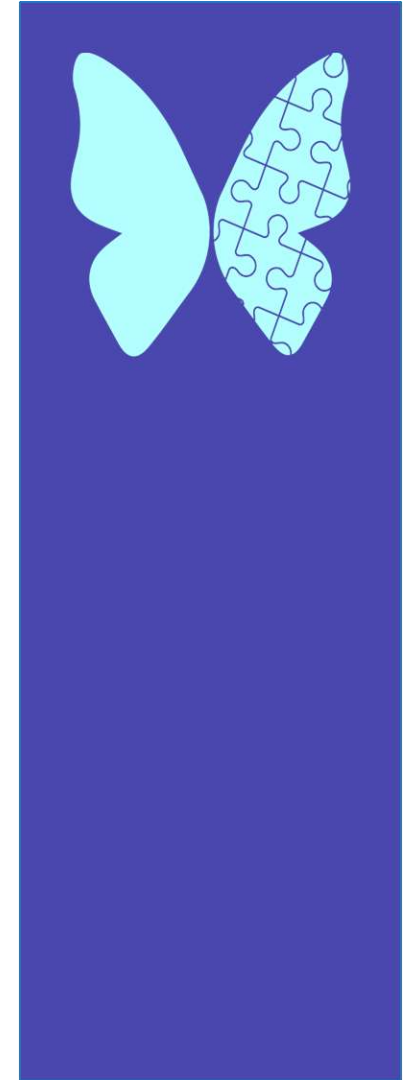
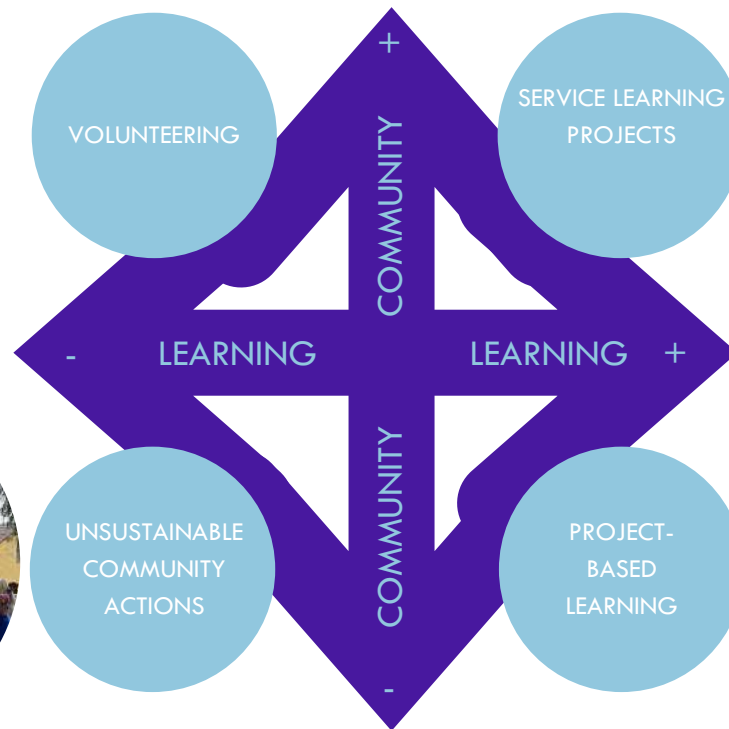
07.02.2024

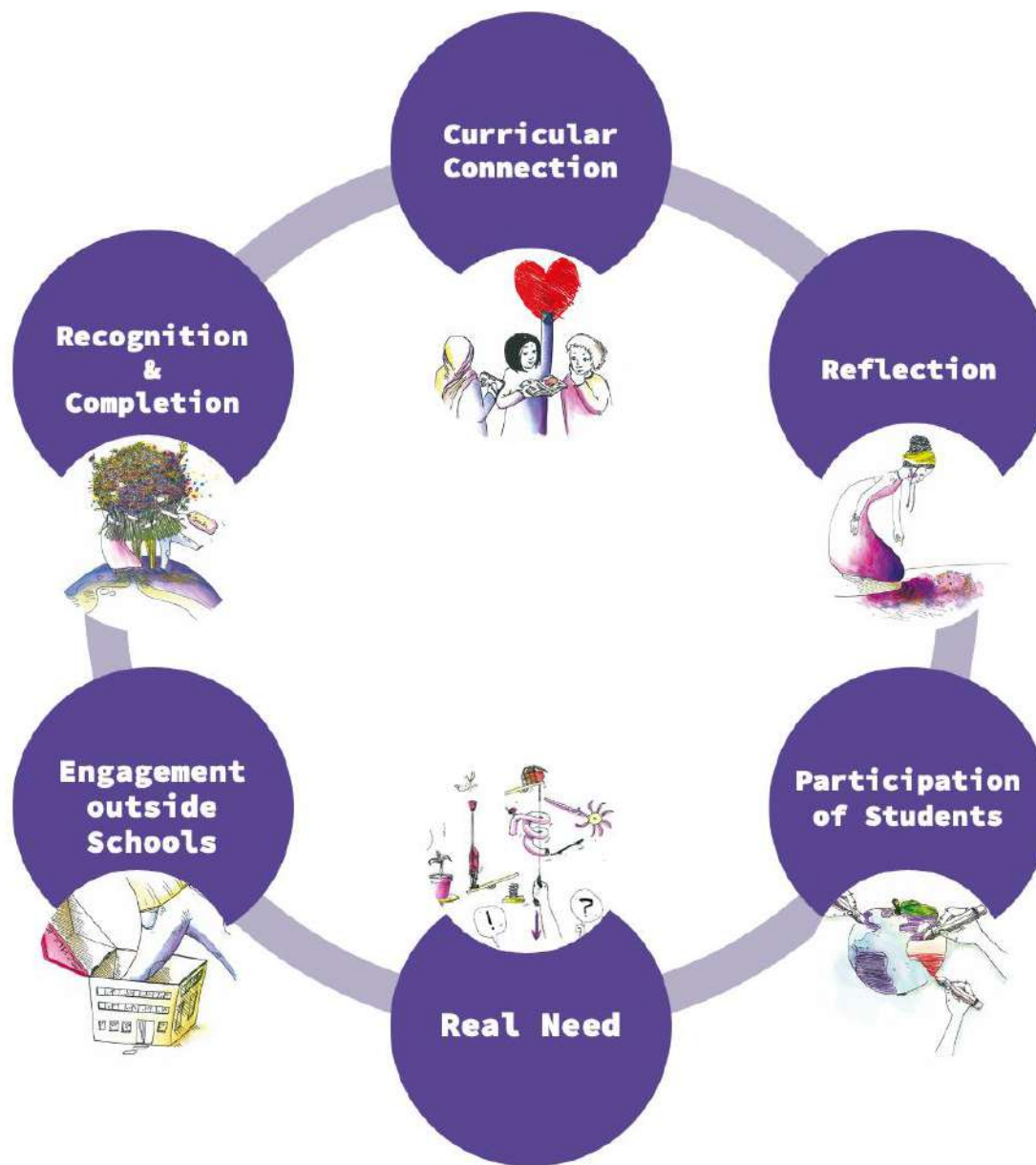


# What happened so far...



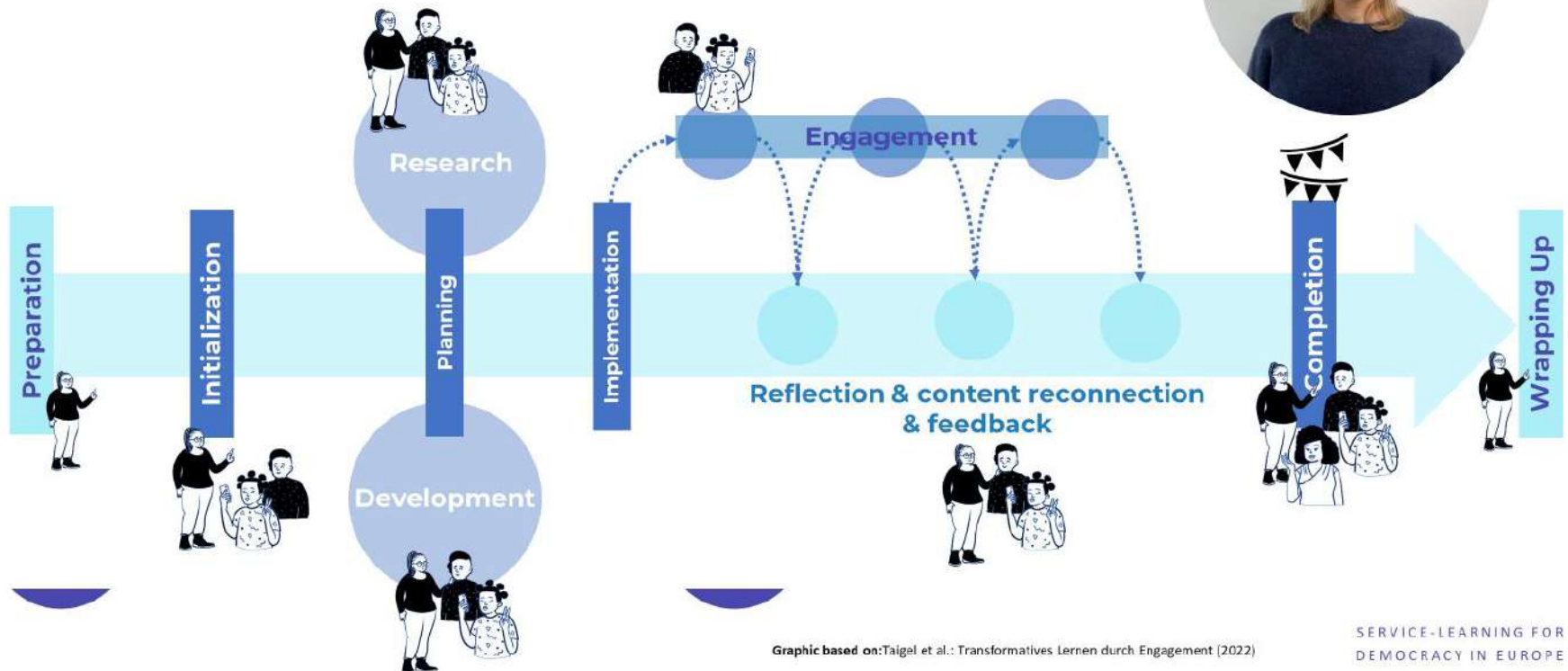
# HOW DO WE DIFFERENTIATE BETWEEN DIFFERENT TYPES OF APPROACHES?







# Process Phases of Service-Learning

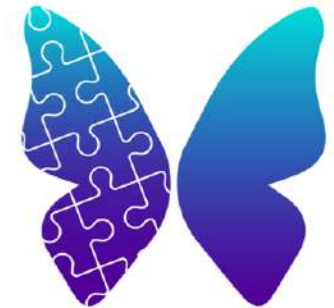


Graphic based on: Taigel et al.: Transformatives Lernen durch Engagement (2022)

SERVICE-LEARNING FOR  
DEMOCRACY IN EUROPE



Jens Koslowsky



# SERVICE-LEARNING FOR DEMOCRACY IN EUROPE

Service-Learning as an Instrument for  
School Development

31 January 2024



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held

# Today's Agenda

## **Overall topics:**

Service-Learning in schools as a means of school development /  
Supporting Service-Learning as a School Leader or a School  
Manager

## **Short Insights into Research**

Prof. Claudia Fahrenwald – University of Education Upper Austria

## **Examples from practice I**

Margarita Kaliwoda - Bundes-Oberstufenrealgymnasium  
Grieskirchen

## **Examples from practice II – Global Learning and S-L**

Jens Koslowsky – Deutsche Schule Athen

## **An American Perspective – Thoughts on S-L in High-Schools**

Assoc. Prof. Maureen K. Porter – University of Pittsburgh, Assoc.  
Director of the Institute for International Studies in Education



# Deutsche Schule Athen (DSA)

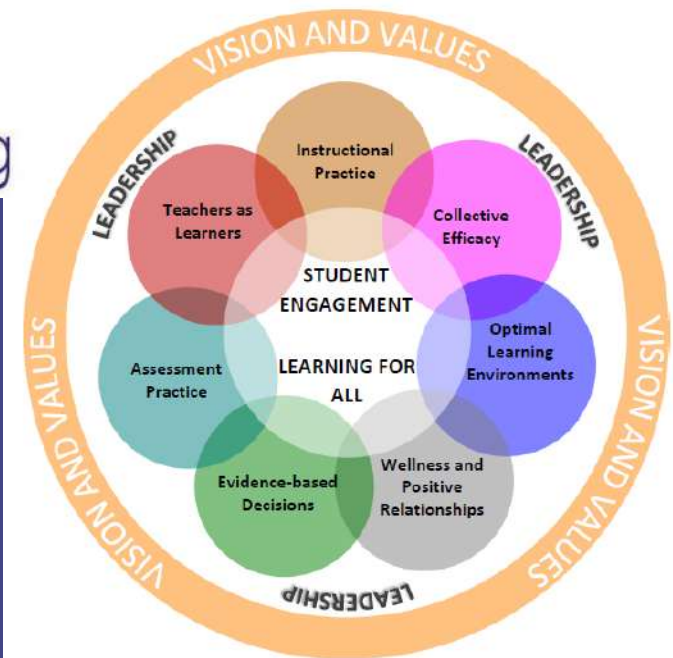
## Bildung für eine gemeinsame Zukunft

## Παιδεία για ένα κοινό μέλλον





Understanding  
Service-Learning



# Global Learning as elective subject

## Purpose and Implementation

- Introduce "Global Learning - Learning for Sustainability" as an elective subject at Deutsche Schule Athen.
- Implementation set for the 2023/2024 academic year.

## Development Process

- A working group from Deutsche Schule Athen formulated a comprehensive concept from 2021-2023
- Detailed curriculum for Grade 7-9 developed

## Curriculum Innovation and Alignment

- New and innovative curriculum
- Aligned with aspects of HH's educational plan, and with links to SH's "Learning through Engagement – Fit for Future"





# Global Learning as elective subject



## Understanding Service-Learning

Service-Learning in School Education





# Global Learning - an Educational Concept

## Global Changes for Societies

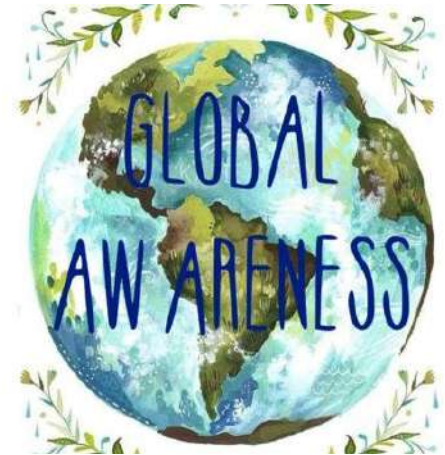
- Addressing the rapid and profound changes impacting societies
- Strengthen, promote and demand “global awareness” and, above all, the pupils' future ability to act and respond to the challenges

## Developing Global Competence

- Connecting pupils' immediate reality (family, neighborhood, school, city) with the intermediate reality (region, country), and global reality (global world).

## Holistic Learning Process

- Emphasizing active, engaged, creative, self-responsible, effective, and comprehensive learning.
- Encouraging students to develop their perspectives through collaborative, cooperative, and practical actions.



# Global Learning - an Educational Concept

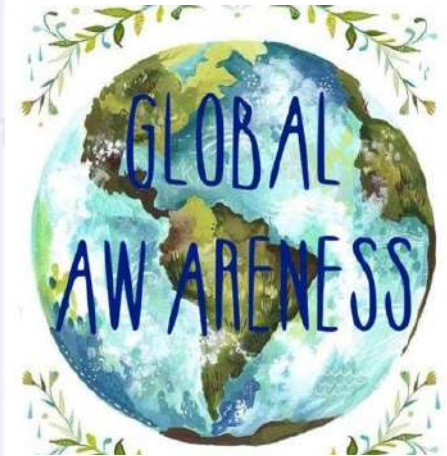
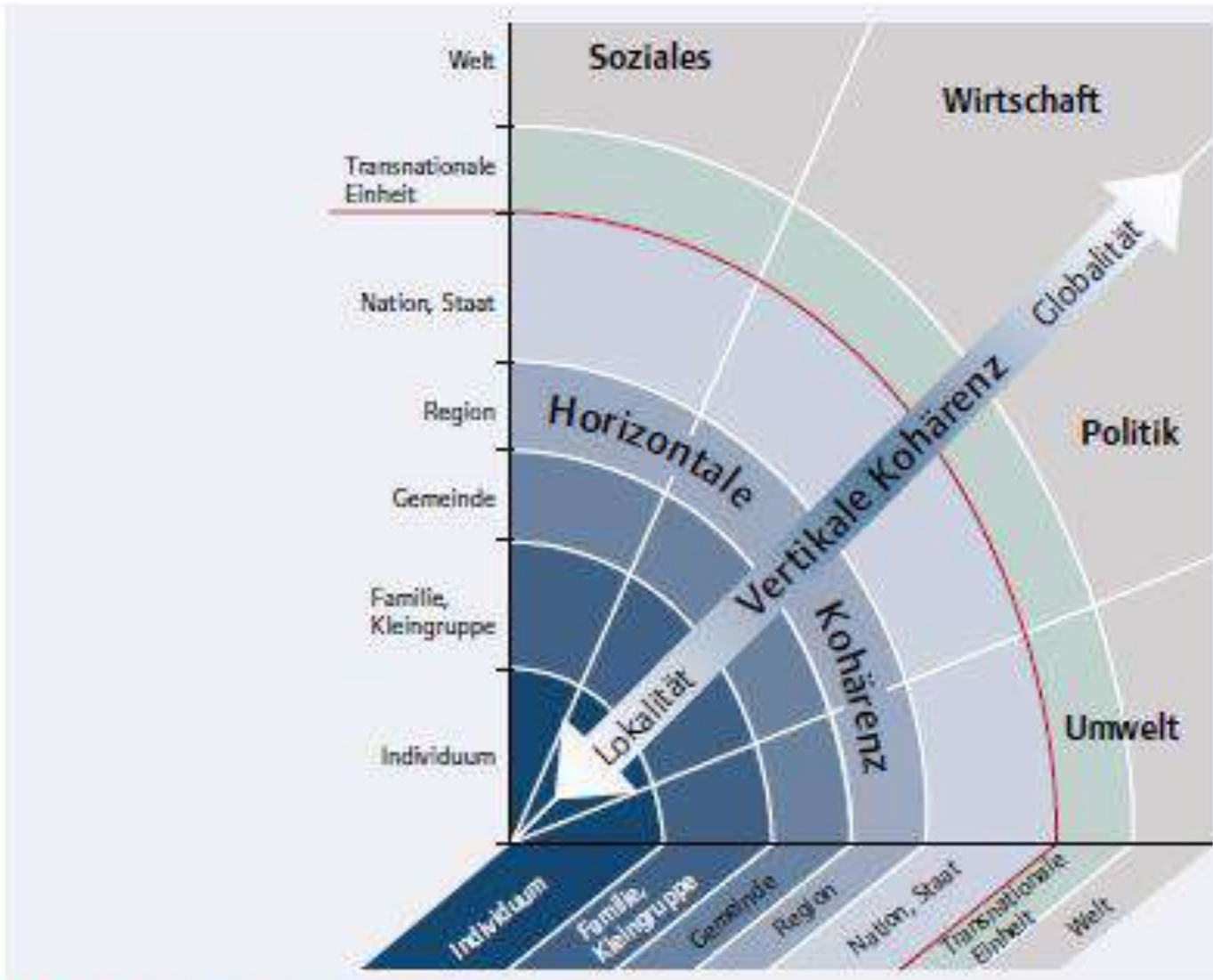


Abb. 4: Horizontale und vertikale Kohärenz

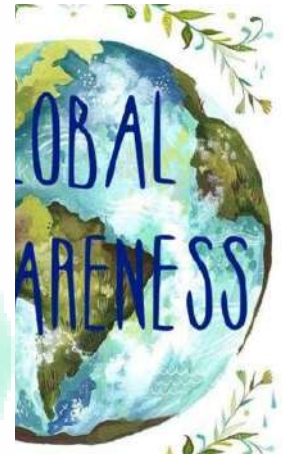
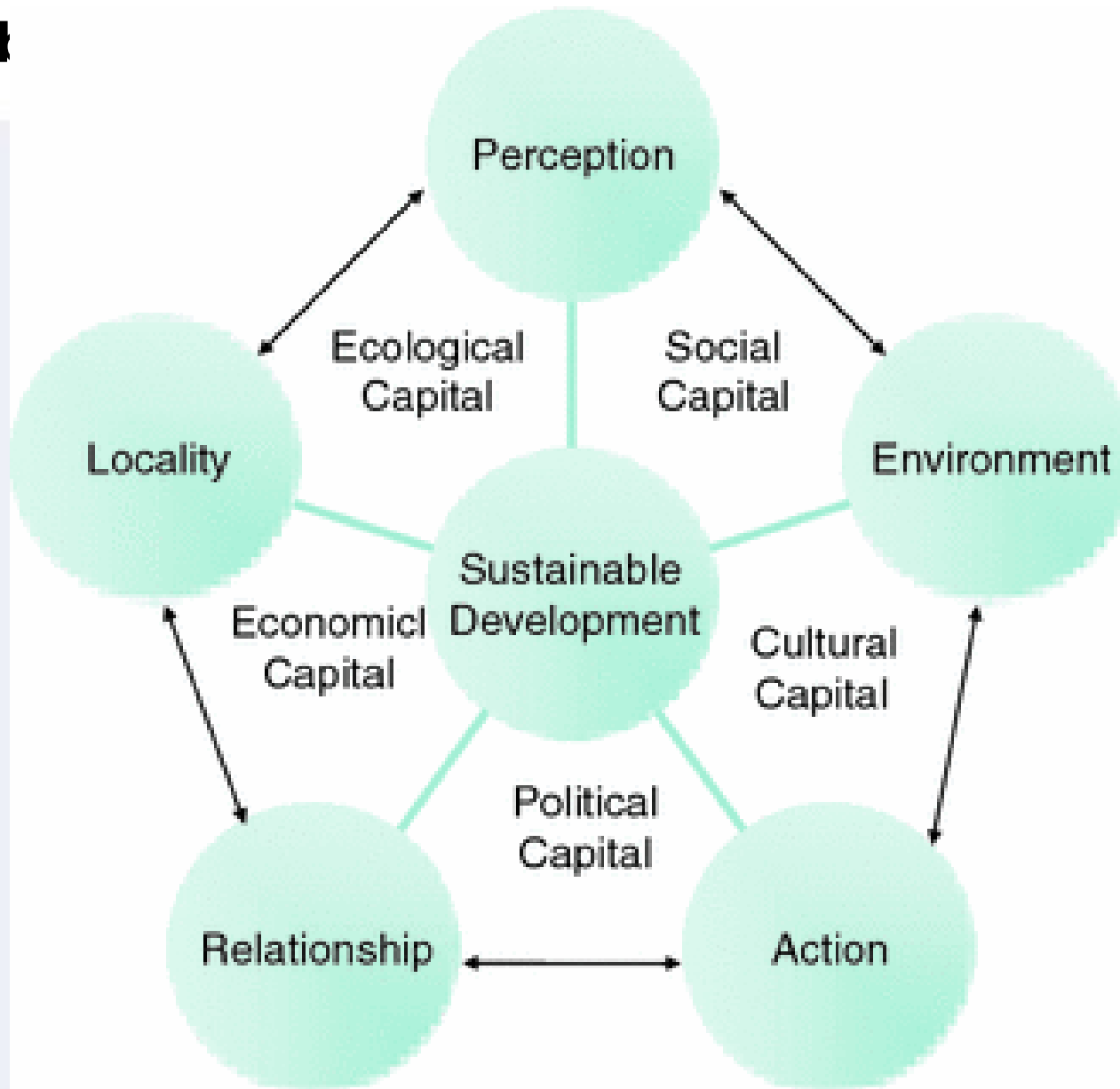


Abb. 4: Horizontale und vertikale Kohärenz

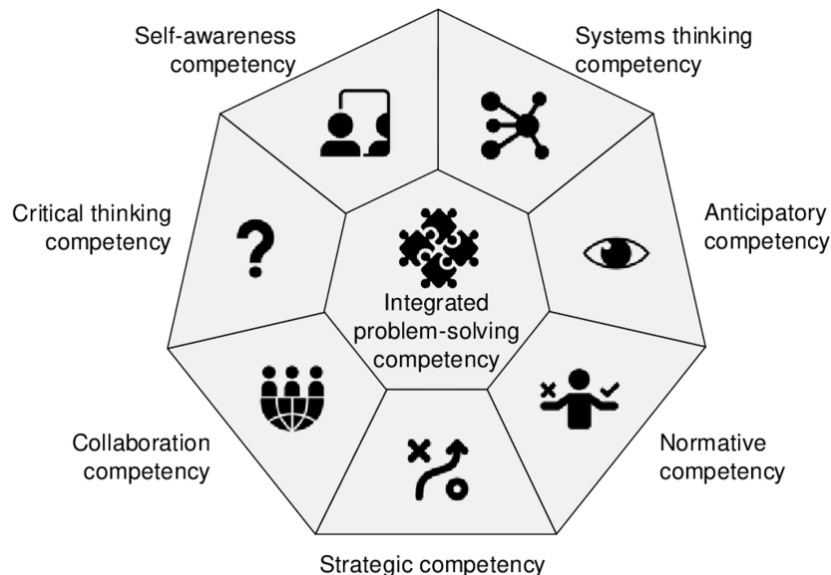
# Key Competencies in Global Learning

## Competence-Oriented Approach

- **Recognizing:** Understanding and identifying global issues and their complexities.
- **Evaluating:** Assessing global situations critically and ethically.
- **Acting:** Applying knowledge to take responsible actions in global contexts.

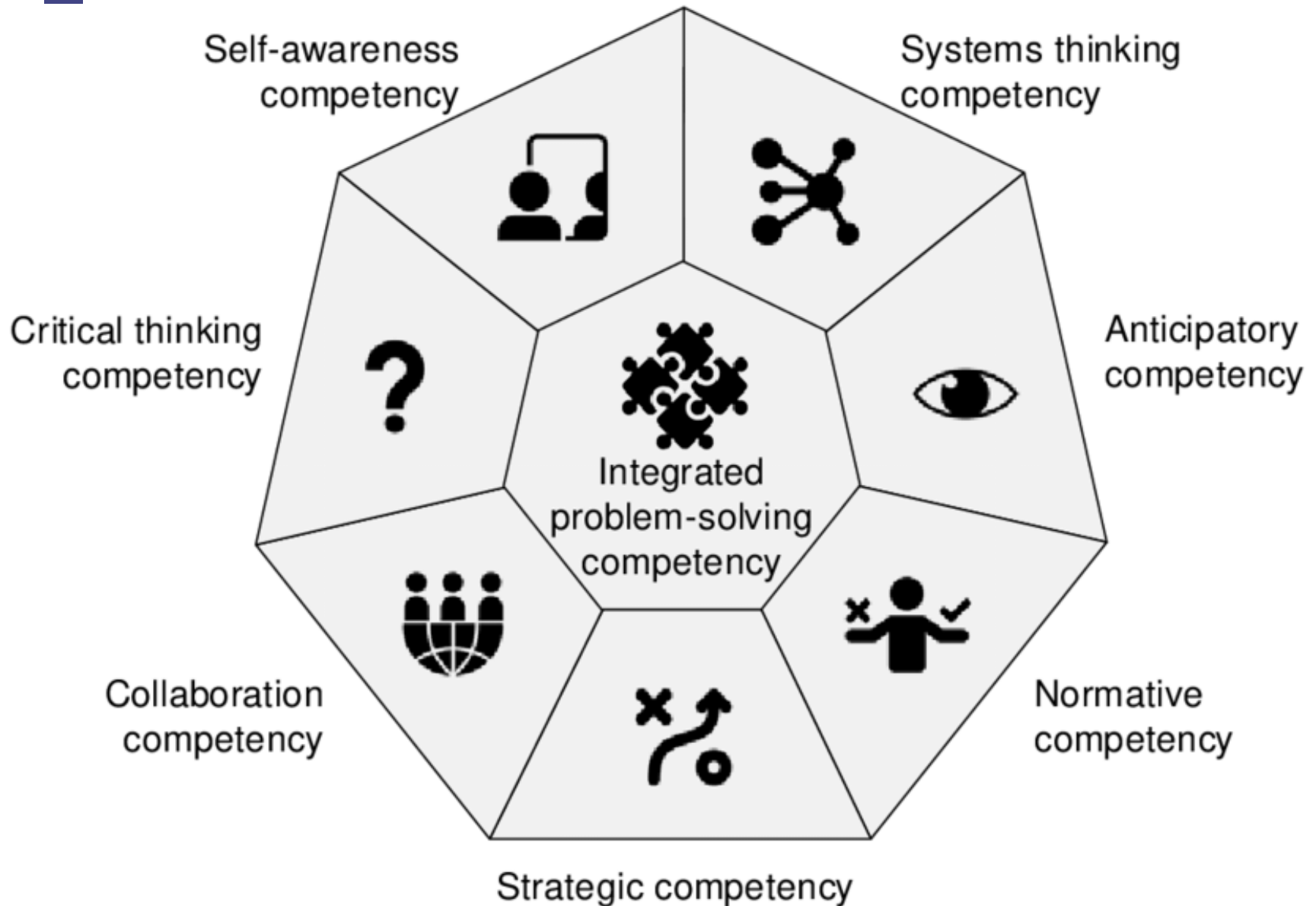
## Based on the UNESCO Competences for ESD

- Adoption of a more detailed and concrete list of key competencies.
- Aligns closely with the core competencies outlined in the KMK framework.





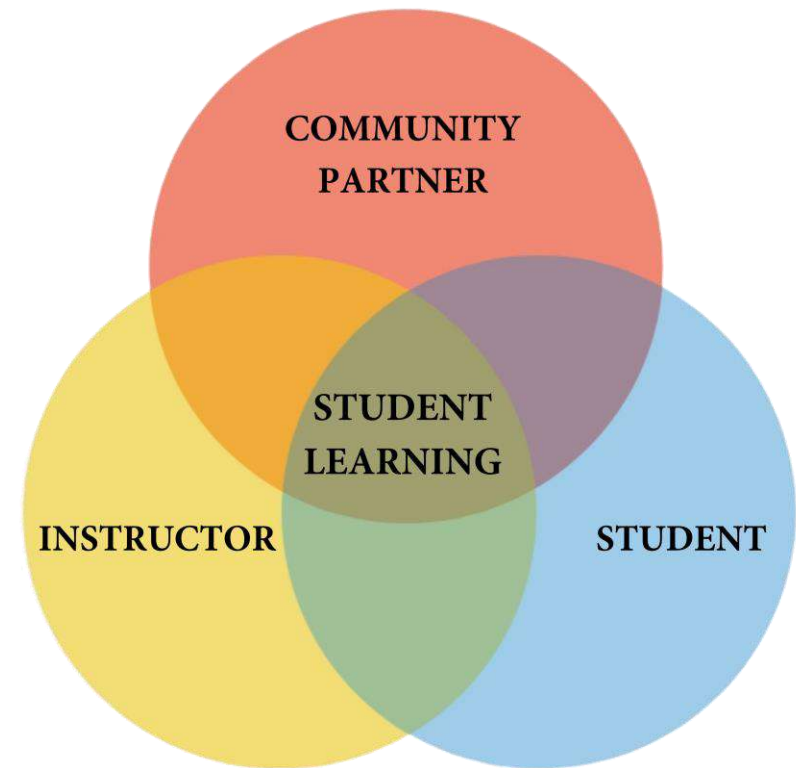
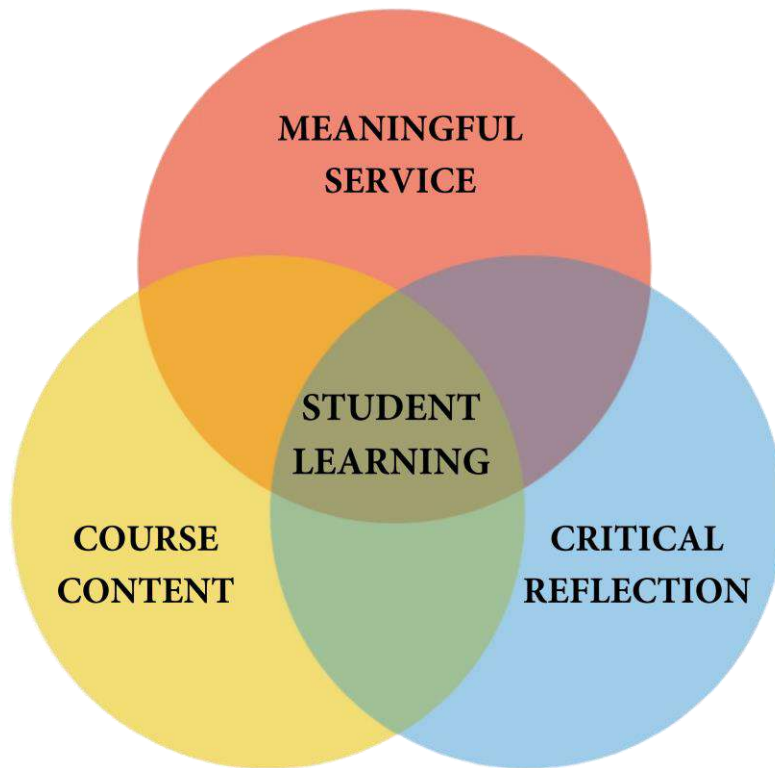
# Key Competencies in Global Learning



# Methodological Principles

- **Student-centered Learning / Responsibility in Learning**
  - Encouraging students to take charge of their learning processes.
  - This approach leads to increased motivation and enjoyment in learning.
- **Practical hands-on experience**
- **Individualized personalized, differentiated learning processes**
- ➔ **Promoting self-determination:** Encourage and require self-determined, self-organized student activities.
- ➔ **Collaborative learning environments** Create collaborative and cooperative learning situations in a respectful environment.
- ➔ Engage with **external partners** for a broader learning experience.
- ➔ **Critical reflection:** Stimulate and practice critical self-reflection among students.
- ➔ **Project work** as a core element

# Service-Learning key components



# Service-Learning key components





# Increasing the Complexity

## Project Work as an annual goal

- Each grade focuses on project work
- Increasing complexity of projects across grades:
  - Start with large-scale internal school projects
  - Progress to active learning forms with external partners, in large and small groups

## Challenges for Students - Focus on methods training

- Students lack the skills and competencies
- Time needed for testing and building methodological competencies
- Emphasis on research skills, collaborative and cooperative learning methods
- Development of presentation skills, debate techniques, and (self-)reflection abilities

## Ultimate Objectives

- Enable students to actively shape action-oriented learning
- Foster awareness of their societal impact and empowerment
- Build (self-)confidence leading to greater civic participation and societal engagement.

# Curriculum and Key Questions – 7<sup>th</sup> Grade

Context	Content focus	Main methods
A good life	<ul style="list-style-type: none"> <li>• Diversity of values</li> <li>• Globalization of religious and ethical models</li> <li>• Political rule, democracy and human rights (good governance)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and feedback techniques</li> <li>• Collaborative forms of learning</li> </ul>
Sustainable nutrition	<ul style="list-style-type: none"> <li>• Production, trade, consumption</li> <li>• Agriculture and food</li> <li>• Poverty and social security</li> <li>• Peace and conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Research techniques</li> <li>• Presentation techniques</li> </ul>
Social Media	<ul style="list-style-type: none"> <li>• Globalized leisure</li> <li>• Opportunities and dangers of technological progress</li> <li>• Communication in a global context</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with digital tools</li> <li>• Self-reflection techniques</li> </ul>
School Project	<ul style="list-style-type: none"> <li>• open</li> </ul>	<ul style="list-style-type: none"> <li>• Project work / internal school service-learning project</li> </ul>

# Curriculum and Key Questions – 7<sup>th</sup> Grade

What is a "good life"?

**Context**

**Content focus**

**Main methods**

A good life

• Diversity of values

• Reflection and feedback

What conditions are necessary to enable all people to live a good life?

What norms and values exist in the philosophical tradition?

## School Project

Where does our school have a need for more sustainability?

What possibilities are there to meet this need?  
How do I implement the project in practice?

How can we achieve sustainable development with our school? What are the possibilities to meet this need?

How sustainable is our school? What are the possibilities to meet this need?

To what extent does social media influence my identity development?

How can you use social media consciously?

What is social media and how does it work?

# Performance Evaluation / Grading

## Traditional written tests or exams are not part of the evaluation

- Grade composition:
  - 33.3% from first part
  - 33.3% from second part
  - 33.3% from focal area / project work

## Evaluation Criteria

- General criteria for grading participation include processes, presentations, and products
- Weighting is at the discretion of the teacher and their individual teaching style

Types	Examples
<b>Process</b>	Learning diary, Time management (timetables), Learning behavior ((self-)assessment sheet), group processes ((self-)assessment sheet), etc.
<b>Presentations</b>	Presentations, Group presentations, Role playing etc.
<b>Products</b>	any artistic product, written documentation, survey with evaluation, interview, poster, leaflet, play, radio play, podcast, Progress/results report, portfolio (also as eBook),etc.



## Some guiding questions

- Any **question** to the presentation?
- What **experience** do I have with Service Learning as a school leader/school manager?
- What experience do I have with **School Development**?
- How can we **support** our teachers?
- How can we transform our schools towards **more democratic** organizations?

Prof. Fahrenwald [claudia.fahrenwald@ph-ooe.at](mailto:claudia.fahrenwald@ph-ooe.at)

Jens Koslowsky [koslowsky@dsathen.gr](mailto:koslowsky@dsathen.gr)

Margarita Kaliwoda [kali@borg-grieskirchen.at](mailto:kali@borg-grieskirchen.at)

Maureen Porter [mporter@pitt.edu](mailto:mporter@pitt.edu)

# Next Steps / Outlook

## Next Webinar

07 February 2024 Understanding Service-Learning II  
16:00h-18:00h

## Please give us your feedback!

[https://www.surveymonkey.com/r/SLEAD\\_WEBINAR5](https://www.surveymonkey.com/r/SLEAD_WEBINAR5)

## Self-study on NELE

<https://app.nele-campus.org/category/slead>

## Follow us on Facebook!

<https://www.facebook.com/SLEADproject/>

Contact us:

Prof. Fahrenwald [claudia.fahrenwald@ph-ooe.at](mailto:claudia.fahrenwald@ph-ooe.at)

Jens Koslowsky [koslowsky@dsathen.gr](mailto:koslowsky@dsathen.gr)

Margarita Kaliwoda [kali@borg-grieskirchen.at](mailto:kali@borg-grieskirchen.at)

Maureen Porter [mporter@pitt.edu](mailto:mporter@pitt.edu)

*Thank You!*