

Teacher training proposal

Service-Learning (Innovative teaching and learning environments)

Training course topics: **Service – Learning** (innovative teaching and learning environments)

April 20 - 24, 2026

Skills, knowledge, and competencies participants will acquire:

During the training, participants are expected to:

- Participate in the proposed activities in person and interact actively with colleagues and staff.
- Deepen the contents from a theoretical point of view through the shared material
- Share their training and field experience
- Be critical and proactive

At the end of the training, participants are expected to:

- Know the history and evolution of Service-Learning.
- Know the main references of Service-Learning in Europe and in the world.
- Know how to identify the fundamental characteristics of Service-Learning and distinguish it from other practices of volunteering, internships, solidarity.
- Know some experiences of Service-Learning in the field.
- Are able to plan a possible Service-Learning project.
- Know how to deepen the theoretical and practical knowledge of Service-Learning.
- Have developed communication and teamwork skills.

Contents:

- Theoretical approach to the history of Service-Learning. Origins and development in the world.
- Identity Card, Programmatic characteristics, transversal processes, project itinerary (the cycle) and assessment of Service-Learning.
- Service-Learning as a pedagogical approach. Meaning and value of formative experiences.
- Field experience.
- How to design a Service-Learning project.
- What you need to know and how to start Service-Learning projects in your educational institution.

Measurable objectives to assess the effectiveness of the training:

The course includes a final evaluation to measure/share learning and satisfaction of participants in relation to the following goals:

- Knowing the origins and development of Service-Learning in the world.
- Knowing theoretically: Identity Card, Programmatic characteristics, transversal processes, project itinerary (the cycle) and assessment of Service Learning.
- Getting involved in a field project.
- Contextualizing theoretical knowledge and lived experience in one's own reality.
- Developing a service-learning project.

- Having material and indications available to deepen theoretical knowledge and to start / develop a concrete project.

Examples or scenarios illustrating how these outcomes will be achieved:

The results will be achieved through: lectures, face-to-face interaction, group dynamics and role-plays, workshops in cooperatives that welcome and offer services to migrant citizens, sharing of materials (articles, research etc..) and a final evaluation.

Training course summary:

Section 1. What Service-Learning?

Introduction to Service-Learning: historical backgrounds, concepts and definitions, Identity Card, Programmatic characteristics, transversal processes, project itinerary (the cycle) and assessment of Service Learning.

Section 2. Why Service Learning?

In this section, participants know about pedagogical proposal, impact and benefits and quality factors that make a Service-Learning projects experience meaningful.

Section 3. How Service-learning?

In this section, participants will have the opportunity to delve deeper into the theoretical and practical aspects of how to plan and develop a Service-Learning project. They themselves will be called to be protagonists, trying to contextualize what they have learned, to make it practical in their specific work context. The aspects related to local networks (institutions in communities), the possible starting points and the implementation and evaluation strategies will be addressed.

Timeline

Day	Activity	Location
Monday	<p><i>Morning</i></p> <p>Welcome and orientation: interactive session on general presentations by participants and the host partner. Introduction to the host partner's background, expertise, and role in the training program. Overview of the partner's contributions and how they support the course objectives.</p> <p>Session 1. What Service-Learning? Introduction to Service-Learning: historical backgrounds, concepts and definitions.</p>	Association Headquarter, Padua
	<p><i>Lunch</i></p>	
	<p><i>Afternoon:</i></p> <p>Interactive group dynamics.</p> <p>Session 1. What Service-Learning? Identity Card, Programmatic characteristics, transversal processes and project itinerary (the cycle) of Service Learning</p> <p>Visit to the Scrovegni Chapel</p>	Association Headquarter, Padua Scrovegni Chapel, Padua

Tuesday	<i>Morning:</i> Visit to a social project and workshop	Social Cooperative, Padova
	<i>Lunch</i>	
	<i>Afternoon:</i> Visit and workshop at the Cattaneo-Mattei high school, Monselice, Padua.	Cattaneo-Mattei high school, Monselice, Padua
	<i>Dinner:</i> Intercultural dinner	Association Headquarter, Padua
	<i>Evening:</i> intercultural night	Association Headquarter, Padua
Wednesday	<i>Morning:</i> Session 2. Why Service Learning? Service-learning as a pedagogical approach. Interactive session on meaning and value of formative experiences.	Association Headquarter, Padua
	<i>lunch</i>	
	<i>Afternoon:</i> Visit of the centre of Padua	Padua centre
	<i>Dinner:</i> Pizzeria in Padua	Padua centre
	<i>Evening:</i> Ice cream time in Prato della Valle, Padua	Prato della Valle, Padua
Thursday	<i>Morning:</i> Session 3. How Service-Learning? Interactive session on how to design a Service-Learning project	Association Headquarter, Padua
	<i>Lunch</i>	
	<i>Afternoon:</i> Session 3. How Service-Learning? Visit and workshop at the local Service-Learning partner social cooperative in Rovigo	Social cooperative, Rovigo
	<i>Dinner:</i> Intercultural night in social Cooperative	Social cooperative, Rovigo
Friday, 24	<i>Morning:</i> 09:00 Didactic seminary: Experiences of GloCal Service-Learning between Brazil and Italy: the research and exchange program Intereurisland. DPSS, UNIPD, Padova. Session 3. How Service-Learning? Assessment and evaluation of Service-Learning projects	Department of Developmental Psychology and Socialization, UNIPD, Padova.
	<i>Lunch:</i>	
	<i>Afternoon:</i> Material and indications available to deepen theoretical knowledge and to start / develop a concrete project Final evaluation focus group	Association Headquarter, Padua

	Visit the Botanical Garden of Padua , the oldest university botanical garden in the world.	Botanical Garden of Padua
	<i>Dinner:</i>	
	<i>Evening:</i> by night in Padova	Padua centre

Participant's requirements:

There are no specific prerequisites for participants. The only indication is to be available for concrete participation as protagonists also through the sharing of one's professional experience in relation to projects that involve educational and training contexts and communities.

The possible use of cell phones, tablets or PCs can be useful in some moments of research and planning.

From a personal point of view, on the occasion of the intercultural evening, the willingness to share something typical of one's culture (poems, music, theatre or other artistic and/or folkloristic forms) is welcome.

Validation:

The validation of participants' learning will be carried out through a final evaluation moment that includes a semi-structured online questionnaire and a sharing focus group. In addition, participants will be asked to share their satisfaction, strengths and weaknesses of the course.

Participants will receive a certificate of participation from the EnARS association.

Participants will be provided with indications on references and materials to deepen their knowledge of SL from both a theoretical and practical point of view and to be able to start a project experience in their own contexts.

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