

# A review of the situation of service-learning in higher education in Spain

HÉCTOR OPAZO<sup>1</sup>

PILAR ARAMBURUZABALA

ROSARIO CERRILLO

*Universidad Autónoma de Madrid, Spain*

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As the prevalence of service-learning (S-L) within higher education institutions grows across the globe, it makes sense to explore, describe and discuss the recent situation in Spain. As a relatively new pedagogy, S-L has gained prominence in Spanish higher education since its emergence in the early 2000s, and it is increasingly used. This article analyses S-L in higher education in Spain with the purpose of understanding the expression of this promising teaching strategy. The paper is based on documentary analysis of key documents from the last official conference of the S-L that took place in Bilbao (2013). Data was analyzed using thematic analysis and grounded theory, with Atlas.Ti. The process of data analysis was based on a thematic framework of three categories: [1] S-L University Qualifications, [2] S-L Institutionalization status, and [3] S-L Possibilities and Positive effects. This analysis can deepen understanding of the S-L pedagogy, improve practice and create a framework for future research. (*Asia-Pacific Journal of Cooperative Education*, 2016, 17(1), 75-91)

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## THEORETICAL FRAMEWORK

Spanish universities are engaged in a process of change. The adaptation of university degrees to the European Higher Education Area (EHEA) demands that universities offer an educational framework centered in the acquisition of competencies and this process deeply affects teaching and learning. It demands a change in the planning and structuring of curricular subjects, which need to increase practical aspects for developing professional competencies.

In the university context it is essential to develop professional competence, as it is the combination of knowledge, skills and attitudes that a person has to mobilize in an integrated way in order to act efficiently when faced with a specific context (Perrenoud, 2004). This is why it is necessary to design educational proposals that are centered on the acquisition of professional skills developed in different scenarios, resulting from the integration and adjustment of abilities and knowledge that are used efficiently (Lasnier, 2000; López Ruiz, 2011).

In order to train professionals who know how to manage a complex situation, act and react in a pertinent way, combine resources and use them in a specific context, understand, transfer and learn how to learn (Le Boterf, 2001), it is necessary to use innovative teaching proposals that help to integrate theory and practice.

Martínez (2008) considers that in order to properly integrate professional and socially responsible practice, "it is necessary that the training model of each university promotes in its practice teaching, learning and research, and working spaces, situations that imply community involvement and make possible the improvement of living conditions in the territory" (p. 7). Taking into account the stated premise, service-learning (S-L) is an important tool for developing this task in the Spanish context.

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<sup>1</sup> Corresponding author: Héctor Opazo, [hector.opazo@uam.es](mailto:hector.opazo@uam.es)

In Spain it is difficult to reach a consensus on the definition of S-L (Lucas & Martínez-Odría, 2012) since the literature offers multiple definitions of the concept (Francisco & Moliner, 2010). Some of them emphasize the sense of experience, activity or practice; others talk about a methodology, a way to understand and set out the teaching and learning processes, an approach, a perspective and even an educational offer or a pedagogy (Martínez, Martínez, Alonso, & Gezuraga, 2013). Josep María Puig and José Palos (2006) propose a definition that establishes a unified concept in the local Spanish context. They define S-L as “an educational proposal that combines learning and community service processes in a single and well-articulated project in which participants are educated while they work on real needs of the community with the aim of improving it” (p. 61).

One of the strengths of S-L is the link between theory and practice (Rubio, 2011). Participating in S-L projects means contributing to the improvement of social reality while leading to the development of specific skills related to the different subjects in which they are used, as well as general abilities, such as the capacity for team work, management skills, analytical skills, problem solving, critical thinking, decision making, social abilities for leadership, autonomy, interpersonal skills relations, ethical commitment, adjustment to new situations.

S-L programs become a practice of citizenship as students get responsibly and actively involved, and they learn to become a part of society and to coexist (Puig & Palos, 2006). This contributes to promoting quality of education and reflective and critical citizens who pursuit the construction and development of democracy and justice (García Gómez, 2011).

S-L projects in formal education allow the educational centers (including universities) to evolve and transform; to open up to the social reality of the community and create meeting points, as they enhance the feeling of belonging to the community and its immediate environment (Puig, Batlle, Bosch, & Palos, 2007).

Every S-L project has a direct educational and transforming impact on the development of participants, the involved institutions and the milieu. This will have an effect on the improvement of the social image of the educational centers and the role of the teacher, who becomes the promoter of changes in the immediate surroundings (Lucas & Martínez-Odría, 2012). These experiences facilitate the development of the teachers’ sensitivity regarding the needs of the students (Root, Callahan, & Sepanski, 2002).

Higher education is especially relevant for transforming our society into a more dignified, inclusive, united and equitable one (Martínez, 2008). The implementation of S-L projects in the university promotes citizens’ commitment with the transformation of the environment, and an active and responsible citizenship. Indeed, one of the biggest challenges of the 21<sup>st</sup> century is to respect personal autonomy while, at the same time, promoting democratic values and establishing “organizational conditions that allow [one] to experience learning of democratic values” (Bolívar, 2008, p. 226).

In order to last, innovation within the university should lead to a change in the institutional culture. Even if S-L emerges from individual initiatives, ideally these experiences should entail institutional recognition as valued experiences (Martínez, 2008).

Programmatical and strategic documents of the universities show preparation for labor and education for an active citizenship as the key objectives (Martínez, 2008). S-L allows the combining of academic learning and education with active citizenship in real time.

However, the institutionalization of these types of methodologies requires changes in the educational model of the university. This is the case, for example, of initial teacher training, where S-L is of significant value (Aramburuzabala & García-Peinado, 2012). Teresa García Gómez (2011) points out that institutionalizing this methodology requires change in the educational model in order to connect the university, the school and the community.

The implementation of S-L methodology initiates processes of collaboration among teachers of the involved subjects (Martínez et al., 2013). Students experience a process of self-knowledge in which they discover their true vocation when they put into practice and in the real school context the knowledge that was acquired in the classroom. They also develop abilities and skills that in the future will be beneficial for their professional practice (Martínez-Odría, 2007). Students and the community benefit from each other, as they teach and learn at the same time (Jacoby, 1996). This learning is the result of a constant process of action and reflection (Eyler & Giles, 1999; Wendler, 2012). These significant interactions benefit the students who participate in the S-L projects (Brody & Wright, 2004).

The S-L methodology promotes social change and collaboration. Students become aware of their learning, but also of what they need to learn for constructing democratic schools and developing social and scholastic justice (García Gómez, 2011). Introducing S-L in higher education implies that the universities experience a process of opening towards its surroundings, which become a new didactic resource. Indeed, higher education institutions will contribute to social improvement through community service (Palos, 2009).

The development of S-L projects in Spanish universities demonstrates the need to look into this methodology and the research that is conducted about the different S-L experiences. Different perspectives and methodologies are used for studying S-L. For example, Páez and Puig (2013) describe a research study about the program *Amics i amigues de lectura* of the Universitat de Barcelona and the Consorcio de Educació de Barcelona, which uses an ethnographic methodology that allows one to understand the reflection activities of the program: tutoring activity, self-reflexive writing and reflection among classmates. In the same context, Folgueiras, Luna, and Puig (2013) present a diagnostic-comprehensive study where they analyze the satisfaction degree of the students to identify the level of satisfaction of university students in two S-L projects.

At the Universitat Jaume I of Castellón, results of a research study combining quantitative and qualitative methods show that S-L methodology fosters the acquisition of social and citizenship competence of the graduate student teachers (Gil, Chiva, & Martí, 2013).

Lorenzo and Matallanes (2013) focus their research in the development of psychosocial skills of the students from the Universidad de Deusto through a S-L program. Similarly, Raya-Diez and Caparrós (2013) present an experience of implementation of S-L in the external practicum of the graduate program in the field of Social Work at the Universidad de la Rioja.

Alonso, Arandia, Martínez, Martínez, and Gezuraga (2013) analyze in an evaluation research the results of introducing S-L in Social Education studies at the Universidad del País Vasco. The study offers very interesting reflections concerning challenges that universities have to consider when working with this methodology. In this same frame of mind, Martínez et al. (2013) present S-L experiences related to three areas: teaching innovation, teacher training and research.

S-L is being implemented at the Universidad Autónoma de Madrid in the framework of different teaching innovation projects. A large group of teachers has decided to use S-L in their subjects (Cerrillo, García-Peinado, & López-Bueno, 2013). These projects have an explicit approach to social justice (Aramburuzabala, 2013) as they focus on four key aspects: social justice, mutual trust, civic engagement and tolerance without discrimination (Opazo, Aramburuzabala & García-Peinado, 2014).

Since the emergence of S-L in the 1980s, it has grown quickly in many parts of the world. However, in Europe much remains to be done. In the last decade, the rapid growth of S-L experiences in Spanish universities is evident, although institutionalization is still at an early stage, considering that only six universities have formal S-L policies at the central level. In Spain, there is no legislation related to the topic; however, the Conference of Rectors of Spanish Universities is ready to undersign a charter to support the use of S-L. Many of the teachers who are using this methodology are members of the University S-L Network (ApS-U). This network was created with the aim of promoting the gathering, exchange and joint work between teachers of different universities for the promotion, recognition and improvement of S-L projects in the university (Rubio, Prats, & Gómez, 2013). This network has had yearly conferences since 2010—social scientific encounters that are conceived as spaces to exchange experiences and reflect together on the main limitations and challenges for the implementation of S-L projects in the university.

It seems that in the next decade institutionalization processes will increase as well as experiences and research on the topic. As Roser Batlle (2013) has noted, this is the story of contagious and necessary pedagogical revolution. It is, therefore, urgent to know the actual status of the implementation of S-L in Spanish universities. We are aware of the technical limitations that arise, as there are no national databases, making it difficult to analyze the actual state of the art of S-L in Spain.

Undoubtedly we are not only facing an academic phenomenon since S-L also represents a social phenomenon that can enhance a change in the university practices carried out to date. That is why we agree with Anselm Strauss and Juliette Corbin (1998) when they state that it is essential to have a deep understanding of this “academic and social phenomenon” in order to represent this reality with theories derived from available data. The following questions guide the research work presented in this paper:

1. Which Spanish universities carry out S-L activities and in what disciplines?
2. What is the state of S-L institutionalization in the Spanish University?
3. Which are the facilitating and/or limiting elements in the Spanish university context?

## METHODOLOGY

The paper is based on documentary analysis of 56 key documents published after the last official Conference of the University S-L Network that was celebrated in Bilbao (2013). Data was analyzed using thematic analysis and grounded theory techniques (Andréu Abela, García-Nieto, & Pérez Corbacho, 2007; Strauss & Corbin, 1998). The document analysis is a form of qualitative research in which documents are interpreted by the researchers to give meaning around S-L in Spain. Analyzing physical evidence (artifacts) incorporates coding content.

The objectives of this study are [1] to know the status of S-L institutionalization in Spanish universities; [2] to determine the degrees, field of knowledge, administrative type of university (public and private) and location (regions) where the experiences are developed; and [3] identify facilitators and possibilities of improvement regarding S-L institutionalization in Spanish universities.

#### *Data Analysis*

Using a Computer Assisted Qualitative Data Analysis Software - CAQDAS package, (Atlas.Ti 6.2.27) a first general analysis was conducted using an open coding strategy in order to identify emerging themes and categories (Charmaz, 2006; Gibbs, 2007). In the next phase the focus was on the process of data analysis based on a thematic framework of three categories: [1] S-L University Qualifications, [2] S-L Institutionalization status, and [3] S-L Possibilities and Positivities (positive effects) in higher education in Spain (Appendix A).

The "bottom up" or "inductive method" is primarily used in this research for the purpose of describing and exploring the status of S-L in Spain as it has emerged from physical evidence based on qualitative data.

The thematic analysis for this research is performed through the process of coding in six phases in order to create established and meaningful patterns: [1] familiarization and transformation of the data of 56 artifacts [posters], [2] generating initial categories and codes [3] searching for themes among codes, [4] reviewing themes, [5] defining and naming themes, and [6] producing the final report.

## FINDINGS

### *Service-Learning in University Qualifications*

The five emerging codes are:

- Educational Attainment: There are 38 academic programs where S-L is used: 31 Bachelor's degrees and 7 postgraduate programs (Master's degree).
- Academic Program: The 38 academic programs represent 4 fields of knowledge, as established by the EHEA (Appendix B).
- University: In Spain there are 76 universities. S-L is used in 24 of them (Appendix C): 18 are public universities and 6 are private universities (5 secular and 1 Catholic ownership, which is the only one where S-L is compulsory).
- Experience Level: Most S-L experiences are directly linked to the curriculum (45 S-L experiences); however, some experiences are directly established in the community without a link to an academic course (11 S-L training actions in community).
- Target of S-L: The objectives of the S-L actions developed are: support in the educational system (29 projects), civic participation (26 projects), support for persons with special needs [e.g., disabilities, senior citizens] (13 projects), environment (11 projects), health promotion (8 projects), and International Cooperation (3 projects; in Guatemala, Colombia, and Ethiopia).

### *Service-Learning Institutionalization Status*

The progress of institutionalization of S-L can be identified based on the geographical regions (e.g., *Comunidades Autónomas*). The process of creating stable support structures for S-L is characterized by its sustained progress, although there are evident differences.

There are 24 institutions in 10 Spanish regions that have S-L programs (Appendix D): Only six universities have support from the Rectorate and one has a specific office for S-L (Universitat de Barcelona). In seven universities the S-L actions are supported by the School authorities (Dean, Vice-deans); in two universities there is support from the Department, and S-L is used through the personal initiative of teachers in nine universities.

### *Service-Learning Possibilities and Positive Effects*

The current status of S-L in Spain has created a number of positive effects (defined as Possibilities), but they also coexist with elements that need to be improved, which are named as Possibilities.

It is possible to visualize the possibilities of improvement that imply the implementation of S-L in the Spanish university model, according to four aspects: institutional recognition, removal of obstacles in university teaching, improvement in the design of S-L projects and improvement in operational aspects: coordination of entities and/or organizations.

In institutional recognition there is a need to develop recognition systems of S-L in order to create real structures for its institutionalization in the Spanish universities. As participant 50 stated “developing such a complex curriculum proposal and offering a service with so much responsibility requires more recognition and institutional support in order to be sustainable”. Participant 25 indicated “the great challenge lies in institutionalizing this methodology and the activities that are carried out through it in college, and in recognizing the work of the involved teachers”.

Teachers make personal efforts for developing S-L experiences in their centers, even without recognition by their universities. Participant 15 said “in our case it is necessary to emphasize the overstrain for teachers, without any kind of institutional recognition. There is a small group of professors who are involved in the use of this methodology”. Moreover, participant 32 expressed “however, for some of us the personal reward for the social service work and the educational innovation done is enough. That is what keeps us going”.

As regard to obstacles in university teaching, the need to facilitate the integration of S-L in the Spanish University is related to the recognition of its intimate relationship with college teaching, which must move from the personal initiative to institutional practices. Participant 10 reported, “the problem is that the project is based on the personal initiative; that is, if the people responsible for the course change, then continuity is jeopardized”.

With teaching obstacles there is evidence of problems around the number of teaching hours involved in the S-L activities, the difficulty of establishing an exclusive dedication to the tutoring and the support of students. Participant 4 reported:

While there is no doubt about the success that the experience has had among students, it is necessary to find other ways that allow to provide closer assistance both with access to the community and monitoring during the process, as well as with evaluation of the final report that is written by all students.

The difficulty of providing personalized attention to the students is a factor to be considered in order to improve the implementation of S-L in the University. In this regard, virtualization of communications could be helpful. Participant 52 stated, "we also consider necessary to open a space for reflection and dialogue about the possibilities of implementing S-L projects in virtual or distance educational contexts".

With regard to improvement in the design of S-L projects, it is necessary to improve the design of S-L projects (e.g., initial definition of the study and intervention object), and overcome cultural and practical factors. Participant 52 reported:

Overcoming a "Eurocentric" view of educational innovations. In a subject related to "values", it is very positive to facilitate comprehensive understanding of reality; however, it is also very complicated as teaching moves in a "conceptual logic" that is aimed at "contents" instead of also transmitting also a "logical practice" (praxis) that is oriented towards "learning concrete experiences.

Concerning improvement in operational aspects, coordinating entities and/or organizations, a greater coordination between the University and the participating social entities is urged. At the same time it is necessary to provide prior knowledge about the characteristics of the places where the experience is developed. This enhances the development of S-L.

Among the positive aspects and advantages arising from the implementation of the Spanish university system we point out five main points: improvement of personal and professional development of students; improvement in the curriculum and learning; strengthening ties with institutions; institutional support structures; and development of commitments beyond teaching.

With the improvement of personal and professional development of students, the development of S-L activities has brought a number of advances in the teaching-learning process, where the student is the protagonist of the process, who receives a number of incentives and opportunities for developing his or her professional work, with support and supervision. As participant 4 expressed:

It has served them to get motivated with their career, to confirm that this is what they really want to study, because it has allowed direct contact with groups, social problems and reality; something that many of them lacked [...] it has allowed them to see themselves putting on personal abilities and skills that they did not know that they had... It has helped them understand theoretical concepts of the subject.

In relation to improvement in the curriculum and learning, there is evidence that acquisition and conceptual understanding of the subject matter is done in a more natural way; it is a type of experience-based learning that is linked to social reality, giving it meaning and utility. Participant 22 reported "S-L fits the paradigm shift proposed by the European Higher Education Area that is based on development of competencies, students-centered teaching and credits for work and volunteering projects".

Regarding strengthening ties with institutions, institutionalization processes of S-L improve and deepen ties with the community and institutions. Informant 6 stated "we have also tried to create a network for collaboration between the university and the schools. I think that we've accomplished this as we have managed to "build a bridge" between our subject and the pre-school centers for future projects and collaborations". As participant 19 expressed:

Synergies and support among community initiatives, universities and schools, and government and public institutions, allow [one] to strengthen community logics of work: the principles of solidarity, exchange and mutual support. Thus it is possible to “demarketise” the satisfaction of social needs, by making real non-competitive, non-profit, and non-overly bureaucratic dynamics and workspaces; and featuring, instead, popular social initiatives, accessible to all social sectors, with no elitism or exclusions.

In connection with institutional support structures, institutional structures that support the development of S-L allow to offer different services to the students, such as consultation, monitoring, facilitating reflection processes and linking with the curriculum, and recognition of the European Credit Transfer System (ECTS); at the same time that provides support for teachers who are involved in these experiences.

Finally, with regard to development of commitments beyond teaching, S-L allows one to cultivate ties that transcend the university and it establishes itself as a tool for social change and civic engagement.

## DISCUSSION

The descriptive and comprehensive approach of this paper offers some significant elements for the debate over S-L in the Spanish context. The analysis was conducted on the premise of Puig and Palos's (2006) definition of S-L as an educational proposal that combines learning processes and community service around a well-articulated project. From this perspective, the study showed evidence that all 56 detected experiences were S-L actions.

We can see the strong bond between the concept of S-L and the Spanish university policy and educational model. This methodology appears as a powerful tool that is on line with the social responsibility of the university and the orientation towards developing competencies that enable future graduates to operate effectively in multiple contexts (Perrenoud, 2004). This methodology is even more necessary nowadays when an economic and social crisis deeply affects the country.

It is remarkable the effort of 24 Spanish universities and 38 academic programs that use S-L in 10 regions. Data show a significant change in the university practice (Batlle, 2013). S-L provides a tool for making real the need of promoting practices that include working with and for the community and improving the living conditions of the people in the territory (Martínez, 2008).

Barbara Jacoby (1996) argues that in the S-L practice students and local communities are mutually benefited. The positive effects extend to the university and motivate Spanish university teachers from diverse disciplines, who choose to use this methodology in their courses (Cerrillo et al., 2013). However, a new step has to be taken, as it is necessary to promote collegiate research, academic exchange, joint work for improving practice, and promotion, support and recognition by the institutions (Rubio et al., 2013).

There is a need to further study the impact of S-L in the development of professional, social and civic skills (Gil et al., 2013) with the perspective of a change from the competitive paradigm to a cooperative paradigm in terms of reciprocity (Lorenzo & Matallanes, 2013).

Following Alonso et al. (2013), we note that the S-L represents a huge challenge in Spanish universities. It is necessary to consolidate this pedagogical method by making it sustainable



through "training, commitment and awareness of the individual responsibility that one assumes and the institutional recognition" (p. 214). These are not only innovative experiences for institutional interest but they are a real source of changes in institutional culture (Martínez, 2008).

The recognition of the work implies taking a series of ontological challenges, because in Spain there is not yet an agreed definition of S-L (e.g., Francisco & Moliner, 2010; Lucas & Martínez-Odría, 2012; Martínez et al., 2013), an ambiguity that may create complex situations. For example, while it is evident the enormous value of S-L in teacher training (Aramburuzabala & García-Peinado, 2012), the fact that there is not a common vision of the phenomenon could lead to the transmission of certain biases of personal traits and/or business practices (Raya-Diez & Caparrós, 2013).

However, we agree with the thesis of Puig et al. (2007), who indicate that the existence of S-L projects in formal education allows universities to evolve and change by opening to the social reality of the community and creating meeting spaces. Perhaps this issue will allow us to define common grounds for addressing with full recognition the establishment of S-L in the Spanish university.

## CONCLUSION

It is clear that S-L in Spanish universities has been developing steadily under different circumstances and with its own characteristics, which is a sign of the evolution of a movement in persistent progress. The 24 universities identified in this study (18 public and 6 private) are located in 10 different regions, which facilitates the recognition of the expansion of this educational phenomenon.

There were 38 academic programs detected (31 Bachelor's Degree; 7 Master's Degree) and organized according to the fields of knowledge used at the EHEA. The largest amount of actions took place within the Social Sciences and Law area, with a special representation of teacher training studies (8 Bachelor's Degrees, 3 Master's Degrees).

These are interesting facts as they reveal the importance of S-L in academia. We must take into account that the rapid dissemination of S-L is taking place during a deep economic crisis that is affecting the Spanish university system. There are significant legal and organizational changes that influence the offer of studies. In the middle of this crisis, S-L emerges as a tool that can help improve professional skills.

The status of the institutionalization processes of S-L in Spanish higher education is still very varied. While only six universities have opted for the institutional support at the highest level, the Rectorate, seven are being supported at the School level, and two have the backup of the Department.

S-L projects are being carried out by the teacher's own initiative in nine institutions. This creates a number of problems. For example, in some cases the teacher does not know about the large amount of work that can be attached to a S-L project. These tasks have to be done together with the rest of duties.

Institutional recognition is undoubtedly a key issue in the progress of S-L in the Spanish university. Each university, according to its organizational culture and way of understanding what professional education means, should look for the appropriate agreement that leads to a supporting structure and a recognition system. But special care

should be taken in order to prevent S-L from becoming just one more academic practice. It is important that S-L does not turn into a bureaucratized practice.

The specific characteristics and situation of each university become distinguishing elements. The type of institution (public or private) is also an aspect of divergence. However, it is necessary to establish as a shared key principle that support and recognition is only possible with the organizational aid that provides a stable structure. We, therefore, believe that through institutional support the following objectives would be achieved:

1. To recognize the academic potential of S-L, as an improvement of the professional development of students and methodological innovation of teachers. It is necessary that the 45 actions that were performed from the curriculum have a monitoring and organizational support to allow S-L to persist in the study plans. An example of this is the statement that the Conference of Rectors of Spanish Universities (CRUE) is about to sign in order to support the use of S-L as an educational tool for sustainable development and training in professional skills.
2. To foster civic participation and critical awareness of graduate and postgraduate students. S-L stimulates reflection on action, and thus changes in the representations of the social and labor fields. This causes the change of personal epistemologies of our students, thereby enhancing their personal and professional development.
3. To promote social responsibility of Spanish universities in a context of crisis. Institutions operationalize their policies through the committed actions of their students and faculty. Civic participation becomes a reality and research and development is transferred from the classrooms to the community.
4. To facilitate the bonding and dialogue between the university and the community (social organizations, groups), moving from administrative spaces into the space of collective action that is engaged to community improvement of the quality of life of all its members.
5. To develop policies of research on S-L effects: To date a number of individual contributions are set on the issue, but progress based on institutional support is needed in this area. The development of data-sets is key to determining the impact on the college field. Universities should know what real effects S-L have on their classrooms, students and teachers. It is important to develop shared units between different institutions, and, respecting singularity, set out similar protocols, assessment tools, data bases of good practices. It is important to develop shared units between different institutions, and, respecting singularity, set out similar protocols, assessment tools, and data bases of good practices. These would allow one to have a precise picture of the issue.

There are many possibilities and positive effects, and they raise a number of challenges in the university recognition of S-L. Among the possibilities for improvement that have been identified, we would like to highlight that the conceptualization of S-L in Spanish universities is established in a context of epistemological diversity. The multiple definitions of S-L that teachers and students have can negatively affect their experiences. It is urgent to have a dialogue between the various academic centers with the purpose of constructing a common definition of the S-L concept that respects local contexts.

We can assume that the diversity of the S-L concept is transferred to the actions carried out in the community (e.g., support in the educational system, civic participation, support for people with special needs, environment, health promotion, international cooperation), which may be hindered by misconceptions (e.g., identifying S-L with charity or with volunteering work, or a practicum).

Results of this study have shown that there are positive effects, even in the most adverse conditions, as S-L sets out the improvement in the personal and professional development of the students, and its strengthening relations and developing engagement beyond teaching. This may explain why many actions are developed even without explicit sponsorships. However, the existence of institutional structures that support the development of S-L enhances all of the above aspects, and this should be treated with special care by university authorities.

We should recognize that the evolution of S-L does not involve only innovation in didactic methodologies or sustained improvement of the development of professional skills. The university has a responsibility to itself and its surroundings, and S-L is an effective tool for civic commitment.

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APPENDIX A: Categories and Codes of the Research of the Situation of Service-Learning in Spain

CATEGORIES	CODES
<p>1. Service Learning in University Qualifications:</p> <p><i>It includes aspects related to the educational attainment, program, type of university (public or private), level and target of the S-L experience.</i></p>	<ul style="list-style-type: none"> <li>• Educational Attainment                             <ul style="list-style-type: none"> <li>○ Bachelor's degree</li> <li>○ Master's degree</li> </ul> </li> <li>• Academic Program (Field of knowledge, as specified by the EHEA*)                             <ul style="list-style-type: none"> <li>○ Art and Humanities</li> <li>○ Health Sciences</li> <li>○ Social Sciences and Law</li> <li>○ Engineering and Architecture</li> </ul> </li> <li>• University</li> <li>• Experience Level                             <ul style="list-style-type: none"> <li>○ From Curricula (subject or course)</li> <li>○ Training actions in community</li> </ul> </li> <li>• Target of service-learning                             <ul style="list-style-type: none"> <li>○ Environment</li> <li>○ Health Promotion</li> <li>○ International Cooperation</li> <li>○ Civic Participation</li> <li>○ Support for People with Special Needs (e.g., Disabilities, Senior Citizens)</li> <li>○ Support in the Educational System</li> </ul> </li> </ul>
<p>2. Institutionalization Status of Service-Learning</p> <p><i>It includes aspects related to the geographic location (region) and the level of institutionalization.</i></p>	<ul style="list-style-type: none"> <li>• Universities</li> <li>• Level of Institutionalization                             <ul style="list-style-type: none"> <li>○ Rectorate</li> <li>○ School</li> <li>○ Department</li> <li>○ Teacher Initiative (Individual)</li> </ul> </li> </ul>
<p>3. Service Learning Possibilities and Positivities</p> <p><i>It involves actions and interactions that can be described as possibilities (that include contradictory and even negative aspects) and positivities (that include positive elements).</i></p>	<ul style="list-style-type: none"> <li>• Possibilities                             <ul style="list-style-type: none"> <li>○ Institutional Recognition</li> <li>○ Obstacles to University Teaching</li> <li>○ Improvement in the design of service-learning projects</li> <li>○ Improvement in Operational Aspects: Coordination of Entities and/or Organizations</li> </ul> </li> <li>• Positivities                             <ul style="list-style-type: none"> <li>○ Improvement of the Personal and Professional Development of the Students</li> <li>○ Improvement of Curriculum and Learning</li> <li>○ Strengthening Links with Entities</li> <li>○ Institutional Support Structures</li> <li>○ Development of Commitments Beyond Teaching</li> </ul> </li> </ul>
<p>Notes. * European Higher Education Area; **(Master).</p>	

APPENDIX B: Relation of S-L Actions in European Higher Education Area (EHEA) and Academic Program

FIELDS OF KNOWLEDGE- EHEA	ACADEMIC PROGRAM
1. Arts and Humanities	1.1. Degree in Translation and Communication [Grado en Traducción y Comunicación]*.
	1.2. Degree in English Studies [Grado en Estudios Ingleses]*.
	1.3. Degree in Fine Arts [Grado en Bellas Artes]*.
2. Health Sciences	2.1. Degree in Psychology [Grado en Psicología]*.
	2.2. Degree in Nursing, Nutrition and Dietetics [Grado en Enfermería; Nutrición Humana y Dietética]*.
	2.3. Degree in Pharmacy [Grado en Farmacia]*.
	2.4. Degree in Physical Therapy [Grado en Fisioterapia]*.
	2.5. Degree in Occupational Therapy [Grado en Terapia Ocupacional]*.
3. Social Sciences and Law	3.1. Degree in Social Work [Grado en Trabajo Social]*.
	3.2. Degree in Elementary Education [Grado de Maestro en Educación Primaria]*.
	3.3. Degree in Elementary Education, bilingual group [Grado de Maestro en Educación Primaria, grupo bilingüe]*.
	3.4. Degree in Early Childhood Education [Grado de Maestro en Educación Infantil]*.
	3.5. Degree in Social Education [Grado de Educación Social]*.
	3.6. Degree in Applied Sociology [Grado de Sociología Aplicada]*.
	3.7. Degree in Physical Activity and Sports Science [Grado en Ciencias de la Actividad Física y del Deporte]*.
	3.8. Degree in Teaching [Grado de Maestro]*.
	3.9. Degree in Advertising and Public Relations [Grado en Publicidad y Relaciones Públicas]*.
	3.10. Degree in Journalism [Grado en Periodismo]*.
	3.11. Degree in Communication [Grado en Comunicación]*.
	3.12. Bachelor of Business Administration (BBA)*.
	3.13. Degree in Pedagogy [Grado de Pedagogía]*.
	3.14. Degree in Psychopedagogy [Grado en Psicopedagogía]*.
	3.15. Degree in Law [Grado en Derecho]*.
	3.16. Degree in Law and Business Management and Administration [Grado ADE-Derecho]*.
	3.17. Degree in Criminology [Grado en Criminología]*.
	3.18. Master in Policy and Practice of Educational Innovation [Máster de Políticas y Prácticas de Innovación Educativa]**.
	3.19. Master in Secondary School Teaching, Vocational Training and Language, Arts and Sports Teaching [Máster en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de idiomas, artísticas y deportivas]**.
	3.20. Master of Business Law and Contracts [Máster Universitario de Derecho de la Empresa y de la Contratación]**.
	3.21. Master in Educational Intervention in Social Contexts [Master en Intervención educativa en contextos sociales]**.

Notes. \*(Bachelor); \*\*(Master).

... cont.

APPENDIX B (continued): Relation of S-L Actions in European Higher Education Area (EHEA) and Academic Program

FIELDS OF KNOWLEDGE- EHEA	ACADEMIC PROGRAM
3. Social Sciences and Law	3.22. Master in Marketing and Corporate Communications [Máster en Marketing y Comunicación Corporativa]**.
	3.23. Master in Human Rights, Democracy and International Justice [Máster en Derechos Humanos, Democracia y Justicia Internacional]**.
	3.24. Erasmus Mundus European Master in Lifelong Learning [Máster Europeo Erasmus Mundus en Lifelong Learning]**.
4. Engineering and Architecture	4.1. Degree in Nautical Engineering and Maritime Transport [Grado en Ingeniería Náutica y Transporte Marítimo]*.
	4.2. Degree in Computer Engineering [Grado en Ingeniería Informática]*.
	4.3. Degree in Agri-food Engineer and Rural Agricultural Sector [Grado en Ingeniero Agroalimentario y del Medio Rural]*.
	4.4. Degree in Chemical Engineering [Grado de Ingeniería Química]*.
	4.6. Degree in Architecture [Grado en Arquitectura]*.

Notes. \*(Bachelor); \*\*(Master).

APPENDIX C: Universities where S-L is used and Type of University

PUBLIC UNIVERSITY	PRIVATE UNIVERSITY
1. Universidad Autónoma de Madrid	1. Mondragon Unibertsitatea
2. Universidad de Cádiz	2. Universidad San Jorge
3. Universidad de Castilla La Mancha	3. Universitat de Vic
4. Universidad de Granada	4. Universitat Internacional de Catalunya
5. Universidad de Las Palmas de Gran Canaria	5. Universitat Ramon Llull
6. Universidad de Málaga	6. Universidad de Deusto*
7. Universidad de Zaragoza	
8. Universidad del País Vasco / Euskal Herriko Unibertsitatea	
9. Universidad Nacional de Educación a Distancia (UNED)	
10. Universidad Pablo de Olavide	
11. Universidad Pública de Navarra	
12. Universitat Autònoma de Barcelona	
13. Universitat de Barcelona	
14. Universidad de La Rioja	
15. Universitat de Lleida	
16. Universitat de València	
17. Universitat Jaume I	
18. Universitat Rovira i Virgili	

Notes. \*Owned by the Catholic Church



APPENDIX D: S-L Level of Institutionalization in Spanish Universities by Geographic Location

REGION	UNIVERSITY	LEVEL
Andalucía	Universidad de Cádiz*	Teacher Initiative
	Universidad de Granada*	Department
	Universidad de Málaga*	Teacher Initiative
	Universidad Pablo de Olavide*	Rectorate
Aragón	Universidad San Jorge**	Rectorate
	Universidad de Zaragoza*	School
Islas Canarias	Universidad de Las Palmas de Gran Canaria*	Teacher Initiative
Castilla-La Mancha	Universidad de Castilla La Mancha*	School
Cataluña	Universitat de Barcelona*	Rectorate
	Universitat de Vic**	Teacher Initiative
	Universitat Internacional de Catalunya**	School
	Universitat Autònoma de Barcelona*	School
	Universitat de Lleida*	Teacher Initiative
	Universitat Rovira i Virgili*	Rectorate
La Rioja	Universitat Ramon Llull**	Teacher Initiative
	Universidad de La Rioja*	School
Comunidad de Madrid	Universidad Autónoma de Madrid*	Department
	Universidad Nacional de Educación a Distancia (UNED)*	Teacher Initiative
C.F. Navarra	Universidad Pública de Navarra*	Teacher Initiative
País Vasco	Universidad del País Vasco / Euskal Herriko Unibertsitatea*	Rectorate
	Universidad de Deusto**	Rectorate
	Mondragon Unibertsitatea**	School
Comunidad Valenciana	Universitat de València*	School
	Universitat Jaume I*	Teacher Initiative

Notes. \*Public University; \*\*Private University.





## About the Journal

The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work-Integrated Learning/Education (WIL).

In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs should have clear linkages with, or add to, the knowledge and skill base of the academic program. These programs can be described by a variety of names, such as cooperative and work-integrated education, work-based learning, workplace learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning.

The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

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Before submitting a manuscript, please ensure that the 'instructions for authors' has been followed ([www.apjce.org/instructions-for-authors](http://www.apjce.org/instructions-for-authors)). All manuscripts are to be submitted for blind review directly to the Editor-in-Chief ([editor@apjce.org](mailto:editor@apjce.org)) by way of email attachment. All submissions of manuscripts must be in Microsoft Word format, with manuscript word counts between 3,000 and 5,000 words (excluding references).

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*Research reports* should contain; an introduction that describes relevant literature and sets the context of the inquiry, a description and justification for the methodology employed, a description of the research findings-tabulated as appropriate, a discussion of the importance of the findings including their significance for practitioners, and a conclusion preferably incorporating suggestions for further research.

*Topical discussion* articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical discussion of the importance of the issues, and implications for other researchers and practitioners.



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