



UNISERVITATE
Solidarity Service-Learning in Catholic Higher Education

**IV *Uniservitate* Global Symposium
De La Salle University, Manila, Philippines
November 8 – 9, 2023**

CALL FOR PAPERS

We invite all Catholic Higher Education Institutions, our partners, and research collaborators to submit Extended Abstracts related to, but not limited to, the following Symposium themes.

INTRODUCTION

The Service-Learning (SL) institutionalization process offers a framework for incorporating SL into Higher Educational Institutions' curricula, policies, and structures. As a result, SL becomes a recognized and supported component of the educational system. Institutionalizing SL can pave the way for education to transcend traditional boundaries and empower students to become active agents of positive social change, addressing community issues by applying their academic knowledge. Accordingly, SL must emerge as a pedagogical approach to allow students to apply their learnings and skills in real-life contexts. Hence, the cultivation of student engagement is key. Active involvement in SL activities can encourage students to have a deeper understanding of social reality, critically reflect on their experiences, create life-changing SL projects, challenge their assumptions, and develop a sense of personal and social responsibility. Community partners also play a crucial role in shaping SL experiences; they act as co-formators in students' social formation, ensuring that SL projects are responsive to community needs and contribute to sustainable social change. Furthermore, spiritual reflection is vital. Reflecting on the role of spirituality in Service-Learning programs can develop and propose appropriate models for shaping the identity and mission of CHEs while considering the multicultural contexts they operate.

Thus, the IV Global Symposium *Uniservitate* explores the concept of transformative SL as a powerful pedagogical approach for integral education, highlighting its potential to empower students, promote community collaboration, and foster spiritual growth, ultimately resulting in social change in our interconnected world. It does this through a series of case studies, theoretical frameworks, concept notes and practical strategies.

THEME: Transformative Service-Learning: Cultivating Student Engagement, Community Partnership, and Spiritual Reflection for Social Change



RESEARCH THEMES

1. STUDENT ENGAGEMENT	
1.1. Integrating Service-Learning into the Curriculum	<i>Approaches to aligning service-learning projects with learning objectives, the academic discipline's core competencies, and the institution's core values and spirituality, overcoming institutional barriers to integration, and fostering collaboration between faculty, community partners, and students. Discussions can highlight examples of successful curriculum-based service-learning initiatives.</i>
1.2. Innovative Technologies for Engaging Students in Service-Learning	<i>Virtual platforms, social media, and digital tools connecting students with community partners facilitate collaboration and communication and amplify the impact of service-learning initiatives. Discussion can address potential limitations and considerations when integrating technology into SL.</i>
1.3. Overcoming Barriers to Student Engagement in Service-Learning	<i>Explorations on time constraints, lack of awareness or interest, and perceived disconnect between academic coursework and community service. Presentations can discuss strategies to overcome these barriers and promote greater student engagement.</i>
1.4. Assessing Student Learning Outcomes in Service-Learning	<i>What are the various approaches used to measure SL's impact on students' cognitive, affective, and behavioral domains? The presentations can explore how assessment data can inform program improvement and demonstrate the value of SL to stakeholders.</i>
1.5. Student Leadership and Empowerment in Service-Learning	<i>Opportunities for students to take on leadership roles, the benefits of shared decision-making and collaboration, and how SL can empower students to become active agents of change in their communities.</i>
1.6. Engaging Diverse Student Populations in Service-Learning	<i>Strategies for engaging students from diverse backgrounds, addressing cultural and linguistic barriers, and ensuring that SL programs are accessible and welcoming to all students. It can explore the benefits of diverse perspectives in community engagement.</i>
1.7. Student Agency and Community Partnerships in Service-Learning	<i>The benefits of meaningful community engagement, the role of students as co-creators of service projects, and strategies for fostering collaboration, trust, and sustainability in community partnerships.</i>
1.8. Ethical Considerations in Engaging Students in Service-Learning	<i>Issues include power dynamics, cultural humility, informed consent, and the potential for unintended harm. It can address ethical frameworks and guidelines for promoting ethical practices in SL and share examples of how ethical considerations have been integrated into SL programs.</i>
1.9. Supporting Student Reflection and Meaning-Making in Service-Learning	<i>Different methods and approaches to encourage reflection, the benefits of guided reflection activities, and how reflection can deepen students' understanding of social issues and personal growth.</i>





<p>1.10. Engaging Students in Global Service-Learning <i>The benefits of cross-cultural exchange, cultural competency and sensitivity, and strategies for fostering meaningful partnerships with international communities. The presentation can address the ethical considerations and responsible practices in global SL.</i></p>
<p>1.11. The Role of Service-Learning in Civic Engagement <i>How SL can cultivate active citizenship, promote democratic values, and inspire students to participate in social and political processes. What are the strategies for empowering students to become informed and engaged members of their communities?</i></p>
<p>1.12. Scaling Up and Sustaining Student Engagement in Service-Learning <i>Strategies for expanding SL programs to reach a larger student population, securing resources and funding, and building institutional support. Papers can explore partnerships with external organizations and integrate SL into community development initiatives.</i></p>
<p>2. COMMUNITY PARTNERSHIP</p>
<p>2.1. Technology for Community Partnership Development in Service-Learning <i>Digital platforms to connect with community organizations, coordinate projects, and share resources and information. How to address the potential challenges and ethical considerations related to technology-enabled partnership development.</i></p>
<p>2.2. Cultural Competency in Service-Learning Partnerships <i>Strategies for promoting cultural understanding, addressing power dynamics, and building relationships that respect and value diverse cultural perspectives. The presentations can share examples of successful cross-cultural partnerships in SL.</i></p>
<p>2.3. Addressing Power Dynamics in Community Partnerships <i>Strategies for promoting equity, fostering authentic collaboration, and ensuring community voices are heard and respected in decision-making. Discussions can address the potential challenges and complexities associated with power dynamics.</i></p>
<p>2.4. Effective Community Partnerships in Service-Learning <i>Critical elements of successful partnerships, strategies for establishing mutually beneficial relationships, and ways to address challenges and ensure long-term sustainability.</i></p>
<p>2.5. Reciprocity and Collaboration in Service-Learning Partnerships <i>Benefits of co-designing service projects, engaging community partners in decision-making processes, and fostering a shared responsibility for community impact.</i></p>
<p>2.6. Sustainable Partnerships and Networks for Service-Learning <i>Strategies for fostering ongoing communication, resource sharing, and knowledge exchange among educational institutions, community organizations, and other stakeholders. What is the role of networking in sustaining and expanding service-learning initiatives?</i></p>
<p>2.7. Measuring the Impact of Community Partnerships in Service-Learning <i>Evaluation of community outcomes, student learning, and the overall effectiveness of the partnership. What is the role of community feedback and continuous improvement in enhancing partnership impact?</i></p>



<p>2.8. Challenges in Community Partnership Development <i>Issues such as resource constraints, misalignment of expectations, and cultural barriers. They can share strategies for overcoming these challenges and fostering successful partnerships.</i></p>
<p>3. SPIRITUAL REFLECTION</p>
<p>3.1. Theoretical and Philosophical Frameworks or Models of Service-Learning <i>How spirituality can be understood and expressed within SL programs and explore its possible impact on personal growth, ethical development, and community engagement.</i></p>
<p>3.2. Navigating Faith-Based Boundaries and Ethics in Service-Learning <i>Considerations related to proselytization, religious neutrality, and respecting individual beliefs while engaging in service activities. What are the strategies for creating inclusive spaces that honor diverse spiritual perspectives?</i></p>
<p>3.3. Multicultural and Interfaith Perspectives in Service-Learning <i>Inclusive practices, ways to engage students from different cultural and religious backgrounds, and the importance of dialogue and understanding across faith traditions.</i></p>
<p>3.4. Ethics and Spirituality in Service-Learning <i>How spiritual beliefs and values inform ethical decision-making, address potential conflicts between cultural norms and service objectives, and explore the role of spiritual reflection in promoting ethical behavior and social responsibility.</i></p>
<p>3.5. The Role of Faith-Based Organizations in Service-Learning <i>Unique contributions of faith communities, the potential for interfaith collaboration, and the challenges and benefits of partnering with religious institutions in multicultural service-learning programs.</i></p>
<p>3.6. Personal Transformation and Spiritual Growth in Service-Learning <i>Sharing experiences of how service has impacted their sense of purpose, meaning, and connection to something greater than themselves. They can also discuss strategies for facilitating and supporting students' spiritual development within the service-learning context.</i></p>
<p>3.7. Mindfulness and Contemplative Practices in Service-Learning <i>Benefits of incorporating meditation, reflection, and silence to deepen self-awareness, cultivate compassion, and enhance the connection between spirituality and service.</i></p>
<p>3.8. Fostering the Spiritual Dimension of Service-Learning in the Curriculum <i>Significance of incorporating the spiritual dimension within Service-Learning experiences in educational curricula. Benefits of integrating the spiritual dimension into Service-Learning programs. How spirituality can enhance the students' service experiences, promote personal growth, and foster a sense of purpose and connection to others. What are the potential concerns or reservations regarding incorporating spirituality in the Curriculum and acknowledging the need for a respectful and inclusive approach that recognizes and accommodates diverse belief systems and perspectives?</i></p>



OPPORTUNITY TO PUBLISH

1. Selected papers will be published in the Proceedings of the IV Global Symposium Uniservitate (publication with ISBN).
2. Some papers will be selected for publication in the RIDAS journal.

IMPORTANT DATES

Deadline of Submission	August 15, 2023
Review Period	September 1 – 30, 2023
Notification of Acceptance	October 2 – 7, 2023
IV Global Symposium Uniservitate	November 8 – 9, 2023
Submission of Full Paper	December 31, 2023

SUBMISSION INSTRUCTIONS:

Extended Abstract

1. Submission of an Extended Abstract is required for paper presentations.
2. The Extended Abstract must contain (1) an abstract, (2) an introduction, (3) methodology, (4) results and discussion, (5) conclusions, (6) acknowledgment (optional), and (7) references.
3. Use APA style for citation.
4. The abstract of the Extended Abstract (200-250 words) must be in TEXT FORMAT only, excluding any Graphs, Pictures, or Tables. It should include a Title, Author's Name/s (with the presenting author's name underlined), affiliated University/ies and Regional Hub, and email address/es.
5. Extended Abstract should be submitted in a WORD File format (not PDF).
 - a. Maximum of 1,200 words
 - b. Letter-sized or 8.5 x 11-inch page,
 - c. One-inch margins on all sides
 - d. Times New Roman, 12 Font Size, Justified, Single-spaced
6. All Extended Abstracts must be written in ENGLISH or SPANISH and sent electronically to the [SUBMISSION FORM](#). Extended Abstracts in Spanish should provide the abstract part in both Spanish and English. Extended Abstracts in English should only include an abstract in English.



7. Submission should be named as follows:
 - a. For single-author submissions:
"SURNAME OF MAIN AUTHOR_ THEME"
E.g., CONNON_1.1. Integrating Service-Learning into the Curriculum
 - b. For articles submitted by several authors:
"SURNAME OF MAIN AUTHOR ET AL_ THEME"
E.g., CONNON ET AL_1.1 Integrating Service-Learning into the Curriculum
8. Extended Abstracts not meeting the length and format requirements specified in this document will not be accepted for evaluation.
9. Do not use headers, footers, or numbering.
10. Notes and comments, if included, should be presented at the end of the article, after the bibliographical references and/or figures and tables.
11. Consistent use of standard abbreviations is encouraged in the text. For any special or uncommon abbreviations, please provide the full spelling upon the first reference, followed by the abbreviation in parentheses. It is advised to minimize the use of abbreviations whenever possible.
12. Thoroughly examine the manuscript to correct any grammatical or typographical errors.

Symposium

1. Paper presentations on the Symposium Day must not exceed 15 minutes each in the concurrent sessions, including all the speakers in the panel session.
2. Paper can be presented either Live (onsite or synchronous) or Pre-recorded during the Symposium.

Final full paper

1. For the accepted paper to appear in the Symposium proceedings, the author has to prepare and submit the Full Final Paper, incorporating any received comments during the review process and/or Symposium, until December 31, 2023. The Full Final Paper should not exceed six (6) pages on a letter-sized or 8.5 x 11-inch page, with one-inch margins on all sides, single-spaced, including any graphs, pictures, tables, and references. It should be submitted in .doc/.docx file format to the organizing committee via email at symposium@uniservitate.org
2. The Symposium proceedings will include the publication of the Final Full Paper. However, the author may opt not to submit the Final Full Paper and notify the committee of the decision.

For general inquiries, please email at symposium@uniservitate.org