

BOOK REVIEW

EL APRENDIZAJE-SERVICIO Y LA EDUCACIÓN UNIVERSITARIA: HACER PERSONAS COMPETENTES

Title in English: *Service-Learning and University Education:
Making Competent Persons*



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Service-learning is a pedagogy integrating academically relevant service activities that address human and community needs into a course. Students connect knowledge and theory to practice by combining service with reflection in a structured learning environment.

Faced with a society progressively singled out by the most accelerated transformations and the persistent reciprocity of information in all spheres of the social imaginary. The institutions of higher education are distanced from this metamorphosis, remaining stuck to the usual teaching-learning patterns, which have little relation with the incipient tendencies of knowledge transmission.

The significance of this work lies in the aforementioned, as well as in the fact that it is shown as a spring to pleasantly value service-learning (ApS) as a seasoned technique to favor the speculative growth of the students of university institutions, assembling their experiences with the knowledge acquired and the work developed in certain communities.

This multidisciplinary line of work is articulated in four chapters. The first and second chapters, from a historical point of view, the evolution of the methodology within the European Higher Education Area (EHEA), relating it to the increase and acquisition of skills in real conditions and framed in a specific field, which favor the implementation of the learning received in order to respond to certain challenges.

In the third chapter we can see how the skills and requirements for the implementation of service-learning in higher education centers are dealt with in a concrete way, reflecting the stages and stages involved in the implementation of a PSA program and the consequent analysis of the results obtained in it, considering this last stage as a technique aimed at improving both the learning and the service carried out in the entities that collaborate in it. Likewise, in a clear and coherent way, it shows the correlation between the learning that arises from the achievement of an ApS project and the attainment of certain competencies, which are currently considered essential to be part of that social, labor and cultural imaginary that delimits the professional itineraries of various branches of knowledge.

The last chapter, the fourth, calls for a stable framework within educational institutions for this methodology, since its recognition and implementation is not linked to the responsibility of teachers, but requires the support and complicity of the "alma mater" for its sustainability and prolongation, either with specific plans and programs at the institutional level that support it or, rather, by creating specific structures for it. For this reason, it is necessary to show an example, a case study that illustrates the functioning of the service-learning methodology. The University of Santiago de Compostela, a pioneer in this methodology and with numerous studies on the subject, offers a series of certainties regarding the acquisition of certain competencies by students in different higher education institutions.

In the same way, we find ourselves with a publication characterized by a diction and a direct and easy to understand language, which, although primarily intended for teachers, can also be understood and assimilated by all university students in general and by any person interested in the subject in question in particular, regardless of the specific area of their training. A contribution, the work, to the dissemination of this methodology that, from its theoretical framework to its implementation, follows a path of progress and enrichment in those who put it into practice.

In conclusion, this is an illustrative work of great quality that constitutes a reference and a manual for the understanding and implementation, after a corresponding and detailed analysis, of the transfer of knowledge in the field of higher education and the analysis of the careful relationship between the University and the society it serves for a better quality of life for all its members.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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