



ERI LAILLA YHDESSÄ



Combining studies with voluntary work: Experiences of KAMU project

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Intro

- * Niina's role
- * Sources (2 booklets, FESET, Niina's article)
- * Aim:
 - * Introduce Internship in Voluntary Work to Finnish colleagues > promotion
 - * Exchange experiences with foreign colleagues (Service Learning)

Internship in Voluntary Work (5 ECTS = 135h)

- * As part of curriculum for all students in Social Services since year 2011
- * Contents: *"Students will comprehend the importance, principles, and practices of volunteer work in the social services field. Students will present an internship plan and carry it out during their studies. For example, the internship can include civic activities, volunteer and mentor activities."*
- * Implementation: usually after 1st year of studies, minimum 20h/ organisation, possible to start specialisation, flexible schedule

Why Internship in Voluntary Work and project around it?

- * Interesting, flexible learning environment resulting in more thorough understanding in voluntary work (in line with social pedagogical approach)
- * Answer to limited resources
- * Path to continued voluntary work
- * Way to engage students in the development of the civic society

KAMU (Buddies) project 2013-14

- * Aim: develop Learning from Voluntary Work model in Finnish Universities of Applied Sciences
- * Pilot: Students of Keskuspuisto and Metropolia serving as each others' "KAMU" for one year
- * Roles of partners in the development work:
 - * Keskuspuisto Vocational College: students with immigrant background become "KAMU"
 - * Metropolia UAS: Social Services students become "KAMU", supervision of learning
 - * Kalliola Settlement: training on voluntary work, supervision of KAMU students
- * Funded by European Social Fund

Service Learning as starting point

Service learning

- * Reflective, relational pedagogy that combines community or public service with structured opportunities for learning
- * Based on action and reflecting action
- * Aims at a new way of carrying out services and learning together
- * At best, can break the traditional role expectations and perception of the service user as an object, as a recipient of help
- * Affected e.g. by Dewey's thinking on experimental education and feminist pedagogy

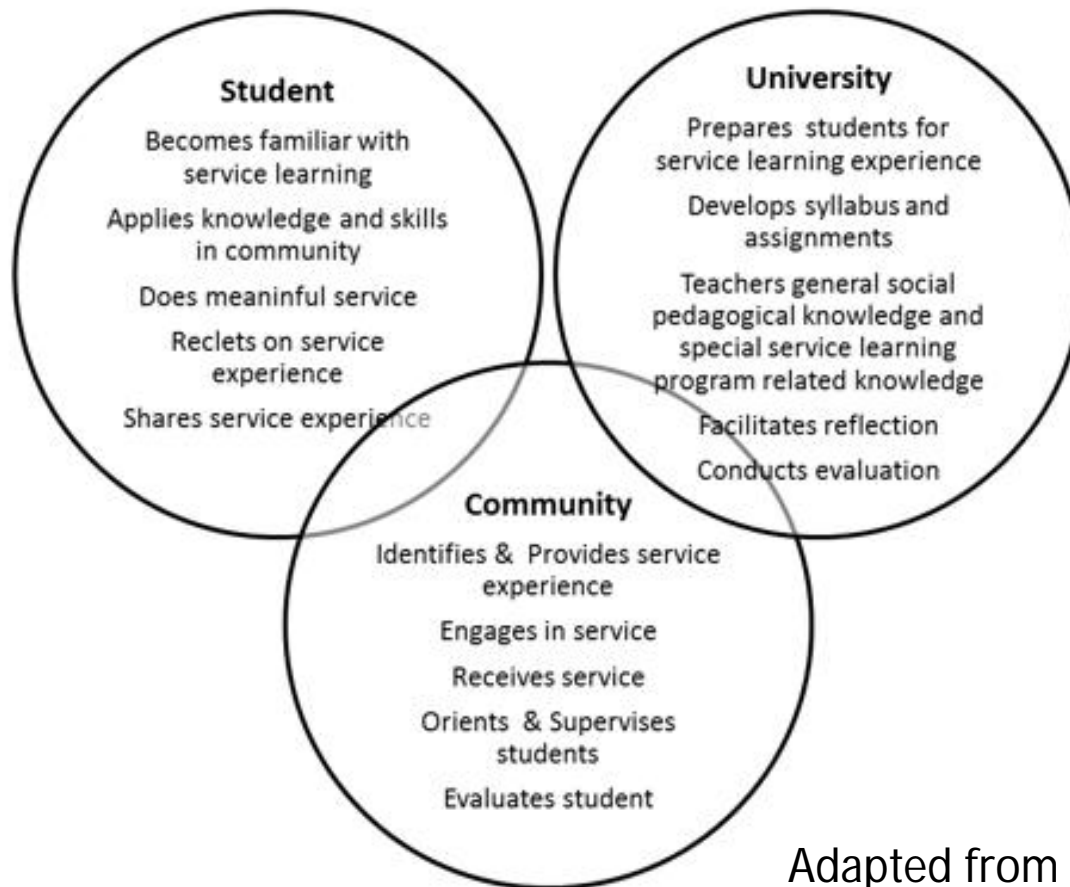
Why Service Learning in UAS?

- * Applying theory into practice in real life encounters
- * Profound learning outcomes
- * Increased responsibility
- * Developing empathy skills, cultural sensitivity, civic skills
- * Opportunities for learning in a multidisciplinary context
- * Increased motivation towards studies themselves

Implementing principles of Service Learning

- * All partners learn during the process
- * All partners are equally committed to common aims and equally treated
- * Division of labour is clearly defined
- * Those needing the service are involved in defining the contents of the service
- * Systematic reflection and feedback related with the service are ensured
- * Into an extent students must have a free choice in the spirit of voluntary work
- * There should be enough flexibility in the aims and implementation of the service

Responsibilities of Service Learning partners



Adapted from Furuto 2007.

Structure of KAMU pilot

Metropolia

Keskuspuisto Vocational College

Kalliola Settlement

1. Kick off

Orientation and supervision of students

Practical arrangements

Training of students in voluntary work

Support to start KAMU activities

2. Implementation

Supervision/learning

KAMU activities

Supervision/voluntary work

3. Wrap up

Assessment of learning

Support to end KAMU activities, assessment

Adjustment to a Finnish UAS: Learning from Voluntary Work

- * UAS has an important role > voluntary work organisation has an important role
- * Intensive supervision > self study and reflection
- * Strong partnership > loose partnership
- * Needs assessment by students > needs of the community
- * Empowerment of the community by producing services > empowerment of the community and the learning of a student from the perspective of their needs (services may be created)
- * Change and charity > empowerment (social pedagogy)

Experiences of students in KAMU

- * Metropolia students: shift from professional, counselor approach changed gradually into partnership, friendship based relationship
- * Keskuspuisto students: certain distance between them and Metropolia students experienced, wish for more friendship –like relationship
- * Learning reciprocal, reflective and based on shared experiences and communality
- * The idea of 'us'; partnership that is based on doing something together, meeting and acting in dialogical relationship

Identified learning in KAMU

Metropolia students

- * Use of plain Finnish in communication
- * Guiding and counselling at an individual and group level
- * Gender roles in different cultures
- * Encounters and creation of dialogical relationship through meaningful and shared activities

Keskuspuisto students

- * Finnish language and culture
- * People have different occupations
- * It's good to ask for help
- * Visiting different places (e.g. library, flea market, museum, swimming hall)

What changed in Internship in Voluntary Work?

- * Diverse learning from voluntary work contexts
- * Systemitised collaboration with volunteer work organisations
 - * Expectations and aims defined: collaboration background form & information sharing with students
 - * Long term engagement of partners
 - * Possibility for dialogue between partners once a semester
- * Process consists of training – (supervision) – systemitised assessment

Concrete outcomes of KAMU

- * Self study package in voluntary work
- * Structured system for networking between UAS and voluntary work organisations
 - * Goals and expectations described in a form
 - * Process defined
- * Guides
 - * Vapaaehtoistoiminnasta oppimaan (UAS)
 - * Oppia, innostusta ja draamaa (voluntary work org.)
 - * Pelisujuttajan opas (KAMU games)
- * Self assessment questionnaire
- * Activating methods (drama, board games)
- * Material for voluntary work training
- * For further information: kamu.metropolia.fi



THANK
YOU!



References

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- * Manninen, Niina ja Raatikainen Eija. 2014. Vapaaehtoistoiminnasta oppimaan – Ajatuksia ammattikorkeakouluille. Metropolia ammattikorkeakoulu: Espoo.
- * Manninen Niina. (to be published) Service Learning and social pedagogy – Discussing the KAMU service learning program. KAMU project – Combining service and learning in promoting integration. Will be available at: <http://kamu.metropolia.fi>
- * Reflection discussions and feedback from Metropolia KAMU -Bachelor of Social Services Students. Fall 2013 and spring 2014.
- * Seifer SD and Connors K. , Eds. 2007. Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse. Available at: https://ccsr.ku.edu/sites/csl.drupal.ku.edu/files/docs/HE_toolkit_with_worksheets-4.pdf

Discussion questions

- * How could voluntary work be used in different fields of study?
 - * Students of Nursing + Clothing in a palliative care home
 - * Students of IT + Education in asylum seekers reception centres
- * How could the use of voluntary work as part of studies be developed in the context of Higher Educational Institutions?