

Niina Manninen – Eija Raatikainen

Learning Through Service and Volunteerism – Ideas for Universities of Applied Sciences

CONTENTS

To the Reader	3
Learning from Voluntary Activities as Part of the Studies in Social Services.....	4
Social Pedagogical Voluntary Work as Part of the Education in Social Services	4
Why Combine Studies and Voluntary Activities?.....	6
The Learning through Service and Volunteerism Model: Starting Points.....	8
Background and Principles of Service Learning Thinking	8
From Service Learning Thinking to Learning Through Service and Volunteerism at Universities of Applied Sciences.....	9
The Pedagogical Model of Learning Through Service and Volunteerism.....	12
Learning from Volunteering Activities in Practice	13
Experiences From the KAMU Peer and Pair-up Activities.....	13
Assessment Supporting Learning	14
Materials Produced in the KAMU Project	15
Final Word.....	17
References.....	18
Attachments	

To the Reader

The objective of this guidebook is to present a new way to organize learning opportunities in a volunteering context. The primary target groups are universities of applied sciences to whom we wish to provide new tools for understanding learning through service and volunteerism activities.

This compendium was written as part of the *KAMU* project which operated between 2013 and 2014 and was financed by the European Social Fund. Its aim was to develop a Service Learning model based on cooperation between the *Degree Programme in Social Services at Helsinki Metropolia University of Applied Sciences*, *Keskuspuisto Vocational College* and the *Kalliola Settlement*. The method was to partner up a student of the Degree Programme in Social Services with a vocational school student having special needs and an immigrant background. These two became “KAMU pairs” who worked together for about a year. Their activities did not only give support for the integration of young immigrants but also developed the professionalism of students in Social Services. Additionally, the Kalliola Settlement offered voluntary training for the Social Services students and provided support for their partner activities.

The starting point for the project’s *Learning through Service and Volunteerism -work model* was the Service Learning approach. Having this standpoint in mind, the project workers structured a suitable model for the learning and collaboration happening in this particular project: a way of learning from voluntary work. It originated from social pedagogical thinking, the central reference point for studies in Social Services.

The Learning through Service and Volunteerism -work model can also be applied to other fields of study that are willing to include voluntary activities as part of their curriculum. In this case, each degree programme has to define the learning objectives that are to be pursued through volunteering.

At universities of applied sciences, voluntary work can be linked to e.g. elective studies. It can even be part of any other course, in which case volunteering will act as a learning environment for covering the course contents.

We would warmly like to thank all people collaborating in the writing process of this publication: Mrs. Marja Kannelsuo, Mrs. Mai Salmenkangas and all other people involved.

We hope that this guidebook shall generate interest in co-creating new learning opportunities through voluntary work and inspire new forms of cooperation.

Niina Manninen and Eija Raatikainen

Learning from Voluntary Activities as Part of the Studies in Social Services

Social Pedagogical Voluntary Work as Part of the Education in Social Services

The production of Social and health care services is constantly evolving. New ways of service delivery and social change challenge the current viewpoints of educational institutions and make them assess how they activate citizens of the service society into being active societal participants, and how they address these issues in their education. Training and development of the whole society requires people who are willing to cross borders and act differently from what is the usual norm (Saloniemi 2011). The essential things are participation, networking and creative collaboration.

Legislation and service structures are currently being reformed to better meet present and future needs and deal with ever-decreasing financial resources. In Finland, social and healthcare services are organized and coordinated by municipalities, but new kinds of complementary services and support networks are playing an increasing role besides official service structures. Nowadays, voluntary organizations, suburban projects and communal work are becoming increasingly important pillars of individual and collective activities. As experts in their field, professionals in social services do not only have to be familiar with municipal, state-defined services and their structures but additionally have a good knowledge of services supporting the third sector and other corresponding non-governmental assistance. In the future, social workers will be more and more responsible for conducting and coordinating very different kinds of services. This also means that they will increasingly be organizing projects and service management supporting the civil society.

Education and training in Social Services are based on nationally defined areas of expertise. According to them, the know-how of Bachelors of Social Services consists of the following areas: ethical competence in social services, communication and social skills, guidance skills, inclusiveness and social criticism, a good command of research and development, as well as working environment competence and management skills (Degree programme in Social Services: Curriculum 2014). In the learning gained through volunteering, the emphasis particularly lies on the student's ethical competencies, their communication and interpersonal skills, as well as their participatory and critical social competencies and professional appreciation.

At Helsinki Metropolia University of Applied Sciences, voluntary training (5 credits) is part of the curriculum in the Bachelor's Degree in Social Services. Voluntary training for social services develops the student's understanding of *social pedagogical orientation* – the essential foundation of the degree programme in Social Services. In voluntary activities, the focus lies on dialogueness and on supporting both the individual and community's everyday well-being. The principles of social pedagogical activities are also the principles of voluntary work (Kurki, 2001, 73).

The work placement among voluntary work is linked to various theoretical studies at Metropolia's degree programme in Social Services. Volunteer activities emphasize the basic principles in social pedagogy such as highlighting the importance of the community as a part of human well-being and inclusion. During the first year, students of Social Sciences learn e.g. the basic values of socio-pedagogical work and its means to prevent social exclusion. As a rule, the work placement in voluntary training is carried out in the second year of study – a time when the social principles of pedagogical activity have been sufficiently studied both in theory and practice (i.e. during the first work placement).

At its best, learning through service and volunteerism diminishes traditional role expectations and the tendency to see the customer as nothing else than a target of assistance and aid. Being a kind of 'lay social worker' (acting as a volunteer or a peer) functions as a 'protection area' in human relationships, meaning that it is not possible to explain or understand the other person or include them into definitions and agendas. In voluntary activities, even the expert must be able to enter the 'area of ignorance', a state enabling new dialogical encounters (Mönkkönen 2005, 287, 288–289).

Social Pedagogy as a Discipline and Learning Orientation

“As an academic discipline, social pedagogy teaches students to analyze questions of human growth, functionality, active citizenship, social trust, inclusion, education, guidance and counseling. It examines growth and educational issues on a wide range and in different phases of human life.

With its empowering, inclusive and inspiring 'community-pedagogical' point of view, this discipline offers creative and innovative opportunities to approach the social conditions of education and growth in a constantly changing society.

The areas of interest in social pedagogy are the processes of human growth in fields such as social integration and the individual identity. In addition, these include all specific problems related to these issues as well as all pedagogical activity contributing to society membership and preventing and alleviating social exclusion.”

(Translated citation from University of Eastern Finland / Institute of Social Sciences:
<http://www.uef.fi/fi/yhteiskuntatieteet/sosiaalipedagogiikka.>)

A student's experiences as a volunteer strongly support their professional growth. In order to obtain it, the person in question needs a fair knowledge of their own personality, emotions and ways of reacting to things. This type of self-knowledge constructs a personalized, yet professional approach to work, and the volunteering experiences play a significant role in structuring it.

Why Combine Studies with Voluntary Activities?

Several studies have shown that combining formal studies with volunteering has various positive effects. These include the development of the students' thinking and empathy, an increase in their cultural sensitivity and a build-up in their personality. Furthermore, it leads towards a deeper commitment to social issues, development in life skills, and an improvement in self-efficacy and accountability (Warren 2012). The combining of voluntary work and studies also increases student engagement and motivation for studying a certain topic. In addition, voluntary activities as a learning process allow people to combine their academic studies with civic activities (Seifer – Connors, 2007).

Learning through Service and Volunteerism has a lot of advantages:

1. It helps to achieve deeper learning outcomes as the students are more committed and have a greater interest towards the themes which they *experience* through voluntary work.
2. In the *context* of voluntary work (the community), it is easier for the students to memorize the things they have been studying.
3. Learning is closely related to students' personal values. Volunteering has a real impact on people's lives (Eyler – Giles 1999).

When learning through voluntary activities, the student comes in contact with their neighbourhood and people's everyday challenges and will be able to consider possible solutions to them. The community's diversity and the 'project-like' nature of volunteering motivate the student to act outside their own comfort zone and accept as well as endure the uncertainty and unpredictability that is typical for project work. Project-based learning allows students to develop new personal capacities for today's ever-changing working life.

From a social pedagogical point of view, voluntary activities help to develop the learner's ethical values. They improve people's skills to participate, act and influence, and to meet other people and communicate with them. Non-governmental and voluntary work is one of the best educators in social participation and related expertise (Harju 2005, 70, 72). In volunteering and the learning happening through it, the aim is to find and build a community in which everyone has the opportunity to implement their right to be a human being in all its equally valuable forms (Kurki, 2001, 73).

A socio-pedagogical theoretical framework and related concepts are the basis for developing professional social pedagogical practices; after all, theory deepens one's understanding and directs practical work (Timonen – Kallio 2012; Raatikainen 2013). With the help of social pedagogical reflection on practical work, it is possible to reach a deeper understanding and expertise in social pedagogy and its goals. Social pedagogical orientation requires a collective aspect and an increasing of social skills of both individuals and groups. (Ranne – Lundmark 2001). Learning through service and volunteerism is a way of creating good conditions for such actions.

Voluntary work as part of the curriculum can at its best be a world-expanding project for both the student and their instructor, enabling one to see the established ways of thinking from a new perspective. Through volunteering, students may diversify their professional field and learn a new working model not based on economic values (Ropo–Eriksson, 2001, 52). At its best, voluntary work can bring the learner to the centre of activity. After all, it is the social meanings of learning that volunteering activities as a learning process primarily emphasize (Kurki 2001).

Learning from volunteering activities benefits all parties involved. Examples of what co-operation included in volunteer activities can achieve are mentioned below:

Benefits of the Cooperation Related to Voluntary Activities: Some Examples

CONTEXT OF VOLUNTARY ACTIVITIES: ENTITIES AND COMMUNITY MEMBERS

- Community Development
- Making social and environmental issues visible and raising awareness of the phenomenon
- Increasing interaction with external parties
- Enabling the integration and of persons needing of social support, which in turn increases participation and community spirit

COORDINATING ORGANIZATION FOR VOLUNTARY ACTIVITIES

- Introducing new members to participate in voluntary activities
- Strengthening civil society and social influence
- Getting new development perspectives from students

EDUCATIONAL INSTITUTIONS

- Gaining current social and regional information on society
- Enhanced knowledge of the conditions of expertise in voluntary work
- Development of activities
- Improved learning results in practical environments

STUDENTS

- Combining academic studies and active citizenship
- Dialogue skills for developing an authentic learning environment
- Development of problem-solving skills
- Development of one's sense of responsibility, initiative-taking and motivation through concrete action
- Development of one's values and identity

The Learning through Service and Volunteerism Model: Starting Points

Background and Principles of Service Learning Thinking

In many educational institutions outside Finland, the Service Learning model is a well-established part of every student's education. In this teaching and learning strategy, voluntary work and systematic reflection generate new learning (Seifer – Connors, 2007).

The roots of Service Learning are in the 1960s, and the model is based on John Dewey's (1933, 1938) idea of experimental education. Dewey's perspective was educational and social psychological and it emphasized experiential learning and citizenship. In addition to Dewey's thoughts, other movements such as feminist pedagogy have influenced the development of this perspective. This can for example be seen in its way of questioning existing power structures and seeing education as an opportunity towards a fairer society. In terms of its background, Service Learning is also influenced by the critical school of thought, according to which the political power of education is relevant and makes it possible to achieve a more equal society.

As Service Learning thinking originates from the United States, its central objective is to strengthen the individual's civic responsibility in fields like education and healthcare, hereby serving the society's and its citizens' best interest (Keltto 2012). As a concept and a method, Service Learning was established when the *Southern Regional Education Board* introduced it in 1970. Since the 1990s, international interest towards this perspective has grown strongly (National and *Community Service Trust Act* 1993).

In the background of Service Learning thinking is thus an experiential learning model. It differs from the traditional model of experiential learning (Kolb 1984) in that it emphasizes *reciprocal learning between different parties, societally relevant activities (community)* as well as a *structured learning experience*. As a process, Service Learning is also a dynamic model binding and benefiting all parties involved. In this way, both the education provider (for example, in terms of changes in educational content and curricula) and the volunteering organization (e.g. developing their own operations based on feedback) will react to changes. The key point is that all underlying values are common and shared. (Flecky – Gitlow 2012, as cited in Keltto 2012). The elements of a successful Service Learning process are (see Basics of Service Learning, n.d.):

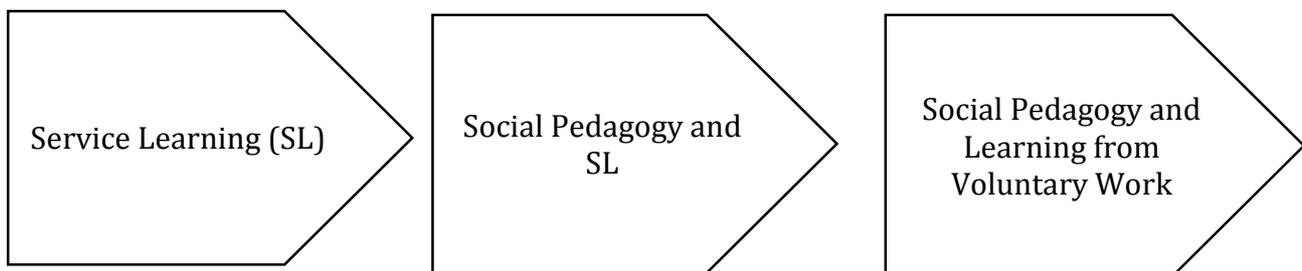
- (1) active participation
- (2) caring
- (3) community building

In addition, there is another set of factors ensuring successful cooperation (see Seifer – Connors 2007, 6–7):

- mutual planning,
- reciprocity,
- clearly set roles and continuous dialogue between the people involved
- student orientation
- careful planning of the students' learning process
- clearly defined objectives at higher education institutions, and
- ensuring that students receive support on multiple levels

Overall, Service Learning can also be seen as charity, so that it increases the students' civic responsibility and develops their altruism. In this case, it can at its best have an impact on the entire community. On the other hand, Service Learning may also be about making a difference, in which case the change brought about is part of a respectful human relationship resulting in a better understanding of other people's lives and life situations (Kahne – Westheimer 1996, as cited in Basics of Service Learning, n.d.). In summary, Service Learning differs from traditional experiential learning in that it emphasizes mutual and shared learning (Furgo 1996).

Learning from Voluntary Work: Stages of Development



From Service Learning Thinking to Learning through Service and Volunteerism at Universities of Applied Sciences

The following section presents the Learning through Service and Volunteerism -work model developed in the KAMU project with Service Learning as a vantage point. It presents the different stages of development experienced on the way.

In the beginning of the project activities, the trigger for the KAMU project's activities was Service Learning thinking, a perspective in which all involved parties cooperate and learn from each. Furthermore, activities are systematised and carefully structured to support the development of students' learning. Service Learning also reinforces the community in the voluntary sector as well as the individual and potentially creates new profitable services. It is hence a systematized cooperative process between educational institutions, volunteering organizations, students and volunteers.

Among other things, Service Learning aims at producing new kinds of services in co-operation with a voluntary organization. The planning of activities should take place in collaboration with a voluntary work context, i.e. the community, and the learning should be structured, supervised and clearly linked to the curriculum contents. The goal of the Service Learning model is that students will simultaneously learn research and development skills while identifying needs for support. In this way, they will be able to discover new practices and current issues as the result of this co-operation moves forward to school curricula and teaching.

The original values of Service Learning emphasize activities for the people's best interest. The model emphasizes the ideas of charity and services for civil action (doing good for the community). Additionally, the everyday-oriented strengthening of individual and collective subjectivity – a characteristic feature of social pedagogy – underlines sufficient support for existing resources by empowering the community.

In the KAMU project, the Service Learning approach was modelled in cooperation with the Keskuspuisto vocational college and the Kalliola settlement. In the piloting phase, student guidance was structured according to the Service Learning model. Students were supervised on a regular basis at all three partner institutions: Keskuspuisto Vocational College, Helsinki Metropolia University of Applied Sciences, and the Kalliola Settlement. The objective of this supervision was to link students' KAMU partner activities with theory courses in Social Services and to reflect on the theoretical arguments of the activities through one's own experiences. However, structured guidance proved to be a very time-consuming task in a multi-actor project. Because of the original learning model based on Service Learning was to be reshaped into a more flexible learning-from-voluntary-work model with broader socio-pedagogical orientation.

The learning-from-voluntary-work model has many of the same policies as the Service Learning model, but there are also differences. In terms of both as a value-based and a practical approach, the learning-from-voluntary-work concept is better suitable for a social pedagogical framework than Service Learning. The Service Learning model emphasizes the charity service sector (community, activities) as well as teacher-centred, curriculum-bound supervision. The learning-from-voluntary-work model was thus best able to describe the learning from voluntary activities taking place in the Degree Programme in Social Services, its key elements being a social pedagogical value basis, confidence in both the individual's and the community's ability to solve problems (empowerment), and the volunteering organization's major role in supporting the learning.

Differences between the Service Learning and the Learning through Service and Volunteerism Model

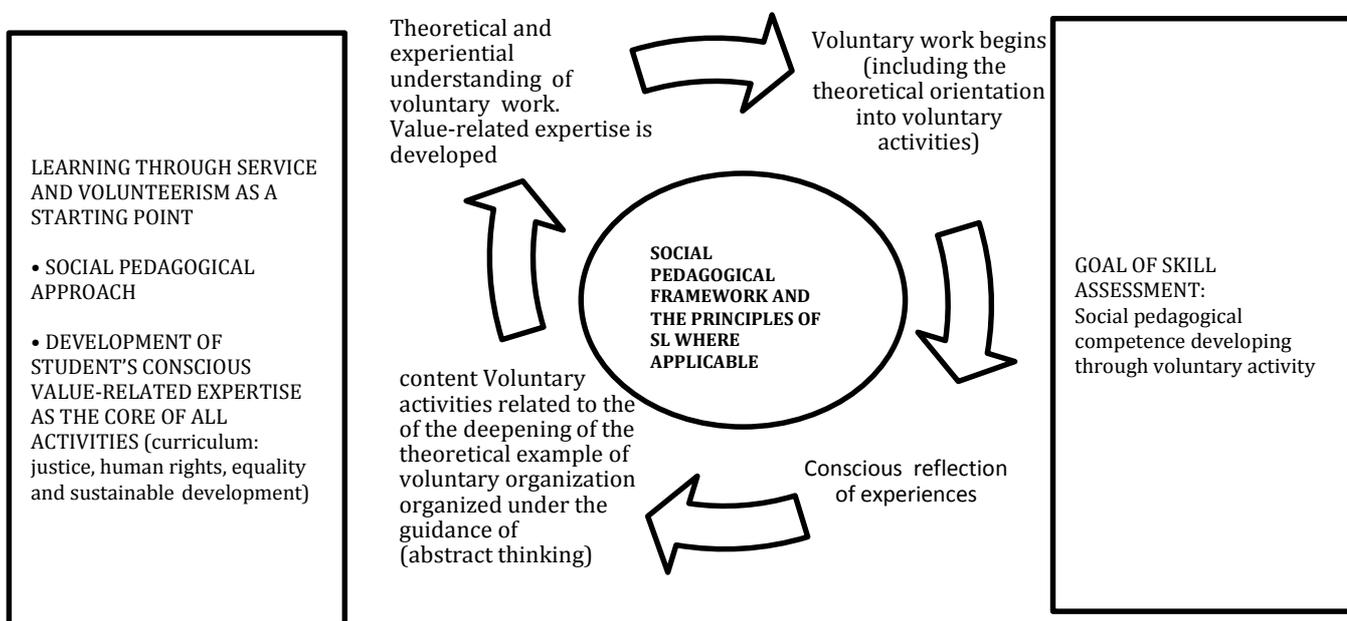
Service Learning	Learning Through Service and Volunteerism
Based on the values and historical background of critical pedagogy, feminist pedagogy and the "doing good" of the 1960's American society ", e.g. services production in the nation's best interest.	The values and curricula are based on social pedagogical thinking (e.g. people's everyday, individual and community support to promote inclusion, emphasizing the reciprocity in learning), and co-operative pedagogy.
The higher education institution has an important role to play (not accompanied by volunteering organization).	Volunteering organizations have an important role to play.
The basic approaches in: Service Learning thinking: <i>change</i> and <i>charity</i> .	Confidence in the individual and the community's ability to solve problems (empowerment).
The higher education institution binds the teaching into the curriculum and guides students' learning.	If possible, the volunteering organization organizes a training course in voluntary work. Another option is organized it cooperation with the higher educational institution.
The aim is to strengthen the community by providing services (e.g. active citizenship and charity).	The aim of the activities is to reinforce or empower the community, to fulfil the demands of the student's curriculum to strengthen their value-related expertise. The aim is not in itself to produce new services, but it is possible that such will emerge as a result.
The starting point of the learning process is the initial mapping made by the (assessment of the service needs of the target community).	No initial mapping.
The supervision provided by the institution is in an active role.	The responsibility of the supervision of the volunteering activities lies on the volunteering organization. The educational institution will create the structures for cooperation and student counselling.

The Pedagogical Model of Learning through Service and Volunteerism

The aim of the pedagogical model of Learning through Service and Volunteerism is to structure a work placement in a context of voluntary work (5 credits) for students in the Degree Programme in Social Services at Helsinki Metropolia University of Applied Sciences. Founded on experience-based learning and its conceptualization, its main objective is to strengthen the righteousness of students' actions of and to increase human rights, equality and sustainable development. During the course of the KAMU project, it became clearly visible that the core objective of learning from voluntary work should be to support the development of the students' competencies on values and ethics.

In addition to curriculum content and objectives, the aim of the work placement among voluntary work is to build up conscious value-based competencies. The pedagogical model can even be applied in case if the social pedagogical starting point is not the guiding principle, meaning that the organization or institution using it must independently decide the values upon which the work placement will be built. Principles can be chosen according to each individual degree programme and its training objectives. The cycle presented in the following figure is Kolb's (1984) Experiential Learning Cycle, upon which also the Learning through Service and Volunteerism -work model is based.

The Pedagogical Model of Learning through Service and Volunteerism



Learning from Volunteering Activities in Practice

Experiences from the KAMU Peer and Pair-up Activities

Students in Social Services were in the centre of the KAMU project, acting as tutors and supporters, (KAMU partners) for immigrant students at Keskuspuisto vocational college. The Kalliola Settlement offered a voluntary education and training to Social Services students and provided the opportunity for individual and group support during the work placement in voluntary work. The Keskuspuisto Vocational College instructed and oriented the students of Social Services to work with immigrant students and to pay attention to e.g. the importance of simple language communication (See Manninen 2014).

Roles of the Organizations Participating in the KAMU Project

Helsinki Metropolia UAS, Degree Programme in Social Services

- Recruits students to KAMU activities
- Develops voluntary activities together with the partners

Kalliola Settlement

- Organizes training in voluntary work for students in Social Services participating in the **KAMU project**
- Provides individual and group support for students

Keskuspuisto Vocational College

- Provides a context for voluntary work for the KAMU activities
- Orientates and supervises the KAMU students' cooperation with the Keskuspuisto Students

All Keskuspuisto vocational college students involved in the KAMU activities had been diagnosed with mild to moderate learning difficulties, which is why they had an emphasized need for support. Students of Social Services at Helsinki Metropolia UAS (n = 13) helped them to acquaint themselves with Finnish society, e.g. by visiting various leisure-related places and playing games designed to support their integration. All in all, 17 immigrant-background vocational students participated in these activities that took place during one school year.

The learning experiences of both the vocational school and social services students were generally positive, although it took time to build a relationship of mutual trust between the partners. Particularly at the end of the operations, participants emphasized that they experienced the best moments when both types of students met as equals and without pre-defined roles. However, did this not happen until a relationship based on trust mutual was built between the partners.

In the course of the partner activities, students of social services learned both concrete skills and socio-educational principles, such as socio-cultural empowerment and the importance of community dialogue and solidarity:

"If one person is better at verbal communication and the other prefers to do things, the dialogue can be in the action, the doing." (Student of Social Services, Helsinki Metropolia University of Applied Sciences)

In turn, immigrant students at the vocational school felt that they learned new concrete skills through creative activities. They learned, for example, new Finnish words – and at the same time, students of social services acquired competencies in simple language communication. Above all, however, everybody learned something of diversity; of how, despite differences in all of us, we all have a lot in common and how a lot of things have been established through creating them together.

"This KAMU project has concretely shown what it is like when you truly get in contact with another human being." (Student of Social Services, Helsinki Metropolia University of Applied Sciences)

"My own partner is nice. And I think that [the] KAMU [project] was nice as well and I learned a lot. For example, if I was not able to go to some place, I could go with them [KAMU partners, students of Social Services] and it was good. And if they come here and they're talking about something, we can look it up in the book and get help, read aloud and have it explained, which is a good thing." (Student at Keskuspuisto Vocational College, an extract from Minna Lahtinen's thesis (2014)).

Assessment Supporting Learning

Learning through Service and Volunteerism emphasizes the social nature of learning and the importance of dialogue as both a learning tool and target. The core issue in the student's learning is the conversational support and feedback from all parties involved: the voluntary organization, teachers and the customers. Sharing experiences and reflecting on what has been learned – both orally and in writing – are the basic prerequisites for turning voluntary activities into a learning process. These features help students assess their own learning, personal goals and voluntary activities. Furthermore, student participation in the resource planning of a volunteering organization provides the means to structure the student's evaluation of his or her own learning.

In addition to general objectives of the work placement among voluntary work, there are two further issues guiding the students' activities: their own interests and the development of their professional expertise. In order to assess the learning during the work placement among voluntary work, members of the KAMU team developed an evaluation form for the students to fill out after finishing their internship period. Its key areas consist of assessing the voluntary activities as a learning process and a way of developing one's knowledge, skills and attitudes (see Learning Evaluation Form: kamu.metropolia.fi/en/materials).

Students also evaluate their own learning informally through keeping a learning diary and by doing other written assignments related to their work placement. In these tasks, the student

will in more detail consider the development of their expertise in relation to the pedagogical objectives of the work placement. Below you can see the detailed description of the elements and assessment methods used in Metropolia's work placement among voluntary work.

Assessment Areas and Evaluation Methods Used in the Work Placement among Voluntary Work

Knowledge of Content: the student understands the importance of voluntary activities as part of the Nordic welfare society and the field of social services -> **written reflection of the learned content discussions with actors in the field of voluntary work**

Knowledge, skills and attitudes developing through voluntary activities: -> **Learning Evaluation Form for learning from voluntary work**

General social pedagogical objectives of voluntary exercise including issues related to values and ethics: -> **Learning diary and other training-related written assignments**

The KAMU project's main objective was to develop learning materials to support conceptualizing the model of Learning through Service and Volunteerism and to do it in practical co-operation of voluntary organizations. Below we have listed the materials produced in the KAMU in order to launch the Learning through Service and Volunteerism - work model.

Materials Produced in the KAMU Project

Learning Through Service and Volunteerism:

- **Publications Learning Through Service and Volunteerism – Thoughts for Universities of Applied Sciences and Oppia, innostusta ja draamaa – Opiskelijat vapaaehtoistoimintaan ('Learning, Enthusiasm and Drama – Students joining voluntary activities', available only in Finnish)**
- **Self-study material to support the orientation to voluntary activities.** At Helsinki Metropolia University of Applied Sciences, students completing their work placement in voluntary work familiarize themselves with voluntary activities by focusing on either the school's self-study material, or participating in the voluntary work training course arranged by the partner organization.

Structuring the co-operation:

- **Cooperating Form.** Helsinki Metropolia UAS clarified the volunteering placement process by gathering information on their own and partners' practices and expectations to a cooperating form.
- **"Bridge student"**. After the beginning of an intensive cooperation between Helsinki Metropolia UAS and the Keskuspuisto Vocational College, a student from Helsinki Metropolia UAS completed her work placement at the Keskuspuisto Vocational College, thus acting as a

"bridge" between the two organizations. For example, she supported the flow of information between the different organizations and ideated solutions to possible challenges.

KAMU Partner Activities:

- **Student recruitment material for KAMU partner activities.** The project team developed suitable recruitment material for students at Keskuspuisto Vocational College. If other higher education institutions co-operate with other educational institutions, they can benefit from the same flyers and posters (in Finnish and English).
- **Collecting background information on the students involved in KAMU partner activities.** At Helsinki Metropolia UAS, an e-form is used to collect data on the participating students' background information and their expectations.
- **Agreement for KAMU partner activities.** When KAMU partner activities are started, the Social Services student and their partner from, e.g., the Keskuspuisto Vocational College, sign an agreement defining the objectives, schedule and communication method of their activities.

Assessment:

- **Assessment supporting learning from voluntary work.** A learning assessment form is to be completed after the work placement among voluntary work
- **"Memory box method"** The KAMU project team applied the "memory box method" (See. Lahtinen, M. 2014) to assess the experiences of the participants, taking into consideration different learning abilities and language skills.

Functional Methods:

- **Functional board games and drama stories.** Games and stories can, for example, be used to group up people, sensitize them to diversity issues or to orientate them into voluntary activities in a multicultural context.
- **The Game Facilitator's Handbook – Games for Integration and Encounters.** Support for the use of functional KAMU methods.

Final Word

The aim of this guide has been to provoke thought and discussion about voluntary activities as a learning process. *Learning through Service and Volunteerism* was a method developed as part of the KAMU project and the work placement among voluntary work in the Degree Programme in Social Services at Helsinki Metropolia University of Applied Sciences. In terms of both their work placement and future workplace, Bachelors of Social Service operate among a wide variety of activities in their field. Learning through voluntary activities seeks to take account of this multi-disciplinarity by letting students choose their workplace for themselves and by having the possibility to apply and develop their social pedagogical skills in a wide range and taking their personal learning goals into account.

Until now, the Service Learning model has not been widely studied or applied in Finland. This makes the KAMU project one of the first attempts to develop and organize learning in universities of applied sciences by using this approach. Hence, the learning-through-voluntary-activities model presented in this guide is an applied version of the Service Learning approach. Its central feature is the connection to social pedagogy, close cooperation with voluntary organizations (such as student support) and linkage to curricula (including the development of teaching).

When students conduct their work placement among voluntary work, the acquisition of their skills is guided through assignments. In order to get started, instructors familiarize their students with the role of voluntary work in the social services system during an orientation period. Unlike the conventional work placement where the student's learning is evaluated on the basis of written reports, this work placement uses a self-assessment form which lets the students evaluate their learning process in a structured, yet versatile manner.

As a final word, we hope that this guide will spark interest in developing voluntary activities in cooperation with educational institutions and organize learning in the context of voluntary activities. In addition, we would like to give our warm thanks to all who participated in this co-operation, who have otherwise been have actively involved in the KAMU project, or who have done their share developing a voluntary activity learning model at Helsinki Metropolia University of Applied Sciences, the Keskuspuisto Vocational College, the Kalliola Settlement and other organizations. Special thanks are due to Marja Kannelsuo and students of the innovation project course from whose ideas the KAMU project initially originated.

References

Basics of Service Learning, n.d.

Furgo, A. 1996. Service Learning: A Balanced Approach to Experiential Education. In Taylor, B. (ed.): *Expanding Boundaries: Service and Learning*. Washington, DC: Corporation for National Service.

Eyler, J. – E. Giles, D. Jr. 1999. *Where's the Learning in Service Learning?* Jossey-Bass. A Wiley Imprint. San Francisco.

Harju, A. 2005. Kansalaisyhteiskunta vapaaehtoistyön innoittajana. In Nylund, Marianne – Yeung, Anne Birgitta (toim.): *Vapaaehtoistoiminta. Anti, arvot ja osallisuus*. Vastapaino.

University of Eastern Finland, n.d. Sosiaalipedagogiikka.
<www.uef.fi/yhteiskuntatieteet/sosiaalipedagogiikka>. Accessed 7.1.2013.

Kelto, T. 2012. *Palveluoppiminen ammattikorkeakoulussa*. Master's Thesis. Faculty of Behavioural Sciences. Helsingin yliopisto.

Kolb, D. A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, N.J. Prentice-Hall.

Kuosmanen, V. 2012. Yhteiskunnan muutos haastaa palvelut, asiantuntijuuden ja asiakkuuden rakentamaan sosiaalipedagogiselle perustalle. *Sosiaalipedagoginen aikakausikirja (Social Pedagogical Yearbook) 2012*, vol. 13, pp. 133–161.

Kurki, L. 2001. Kasvaminen palvelutehtävään – sosiaalipedagoginen katse vapaaehtoistyöhön, pp. 67–92. Teoksessa Eskola, Antti – Kurki, Leena (toim.): *Vapaaehtoistyö auttamisena ja oppimisena*. Vastapaino. Tampere.

Lahtinen, M. 2014. *Kamu – läsnä oleva ystävä vai etäinen ohjaaja? Maahanmuuttajaopiskelijoiden kokemukset Kamu-kaveriohjauksesta*. Helsinki Metropolia University of Applied Sciences. Degree Programme in Social Services, Bachelor's Thesis.

Manninen, N. 2014. *KAMU project- Combining service and learning in promoting integration*. http://kamu.metropolia.fi/wp-content/uploads/2014/02/KAMU-Project_Service-Learning-Case-Model.pdf.

Mönkkönen, K. 2005. Toiminnallinen vaikuttaminen. Maallikkous vuorovaikutuksen energianlähteenä. In: Nylund, Marianne – Yeung, Anne Birgitta (toim.): *Vapaaehtoistoiminta. Anti, arvot ja osallisuus*. Vastapaino.

Mönkkönen, K. 2002. Dialogisuus kommunikaationa ja suhteena. Vastaamisen, vallan ja vastuun merkitys sosiaalialan asiakastyön vuorovaikutuksessa. Kuopion yliopisto. Väitöskirja. Kuopion yliopiston julkaisuja. *Yhteiskuntatieteet*, n. 94.

National and Community Service Act 1990. Public Law 101–610.

National and Community Service Act of 1990 by the 101st Congress of the United States. 1990.http://en.wikisource.org/wiki/Portal:Acts_of_the_United_States_Congresses/Acts_of_the_101st_United_States_Congress
<http://en.wikisource.org/wiki/National_and_Community_Service_Act_of_1990>. Luettu 19.12.2012.

Raatikainen, E. 2013. Teoksessa Juha Hämäläinen (toim.) vuosikirja 2013. Suomen Sosiaalipedagoginen seura. Sosiaalipedagogiikkaa opitaan vapaaehtoistoiminnassa osana ammattikorkeakouluopintoja pp. 137–144.

Ranne-Lundmark, K. 2001. Pohjoismaisen sosiaalipedagogiikan olemusta etsimässä. Sosiaalipedagoginen aikakausikirja (Social Pedagogical Yearbook) vol. 2, 2012, pp. 99–111.

Rekola, H. – Vuorikoski, M. Feministinen pedagogiikka rajojen ylittäjänä. Kasvatus 37 (1), pp 16–25.

Ropo, A. – Eriksson, P. 2001. Hyvinvointipalvelut, liiketoiminta ja vapaaehtoistyö. Teoksessa Eskola, Antti – Kurki, Leena (toim.): Vapaaehtoistyö auttamisena ja oppimisena. Tampere: Vastapaino pp. 41–53.

Saloniemi, K. 2011. Aktiivinen kansalaisuus ja avoimet oppimisympäristöt tulevaisuudessa. Aktiivi project, Kemi-Tornion ammattikorkeakoulun julkaisuja. Sarja B. Raportit ja selvitykset 3/2011.

Seifer, S. D. – Conners, K. (eds.) 2007. Community Campus Partnership for Health: Faculty Toolkit for Device-learning in Higher education. Scotts Valley, CA.: National Service Learning Clearinghouse.

Timonen-Kallio, E. 2012. Suomen sosiaalipedagoginen seura - vakiintunut toimija tutkimuksen ja koulutuksen kehittäjänä. Sosiaalipedagoginen aikakausikirja (Social Pedagogical Yearbook) 2012, vol. 13, pp. 173–183.

Warren, J.L. 2012. Does Service-Learning Increase Student Learning? A Meta-Analysis. Michigan Journal of Community Service Learning, pp.56–61.