



# The Impact of Service-Learning on Teachers and Educators

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## INTRODUCTION

### The Italian way to Service-Learning

- In **Italy**, Service-Learning proposal was experienced by Professor Fiorin, in 2011, in the academic course of Special Didactics and Pedagogy, in LUMSA University, in Rome
- Over the next ten years, many experiences of **Service-Learning** developed in different school grades, across the Nation. In 2020, SL was mentioned as an **innovative pedagogy** in the guidelines of the movement of educational vanguards (2020).
- Law 145/18** "Guidelines for the implementation of paths for transversal skills and the orientation", indicated SL as "[...] a pedagogical, methodological and didactic proposal that allow the student to learn through a community service, and to learn by dealing with real issues of the context".
- Besides Fiorin, the **Italian landscape** of SL has seen the contribution of many academic scholar, as Mortari (2017), Silva (2018), Zani and Albanesi (2019).

### Systematic Review

- The Systematic review concerned the **impact** of Service-Learning on teachers and educators. Findings, of the **58 full-text articles included**, after a research protocol, showed transformations in terms of professional and personal skills.
- Results** indicate the potential of SL in personal and professional transformation and suggest to explore the Italian context.

## AIMS

- Investigate the **impact** of Service-Learning on teachers and educators, in-service or in training;
- Analyze how Service-Learning can be **transformative** in personal and professional skills.

## METHODOLOGIES

### Prisma Statement

#### KEYWORDS

Teach\* Educator\*  
AND  
Service-Learning  
NOT  
Community  
NOT  
Student\*

Database (n=1229)

Records screened (n=950)

Reports sought for retrieval (n=255)

Reports assessed for eligibility in full text (n=64)

Reports included in review (n=58)

Studies included in review (n=60)

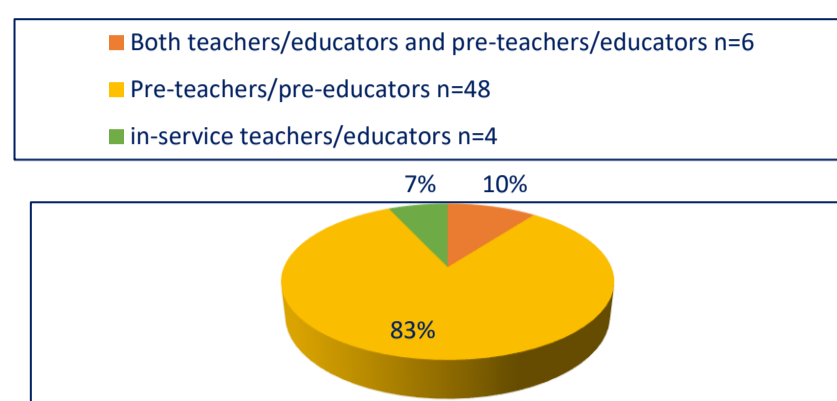
Software: ENDNOTE

Database  
Eric  
Scopus  
Web of Science  
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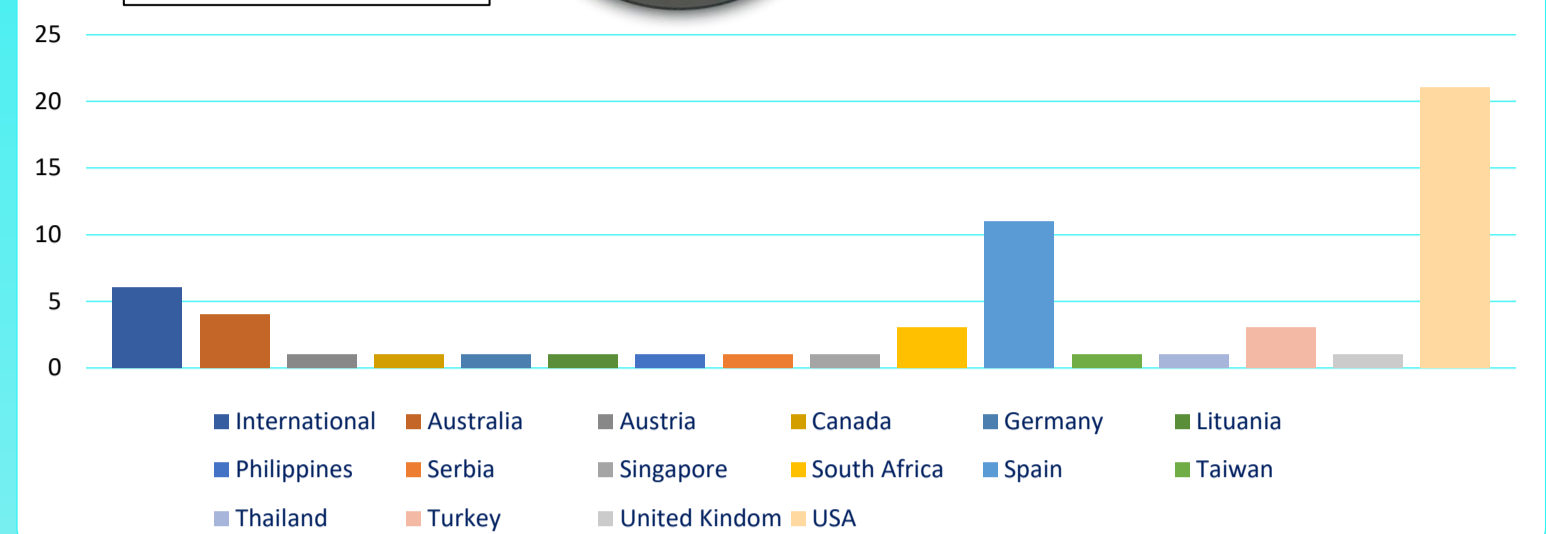
## RESULTS

### Quantitative Data

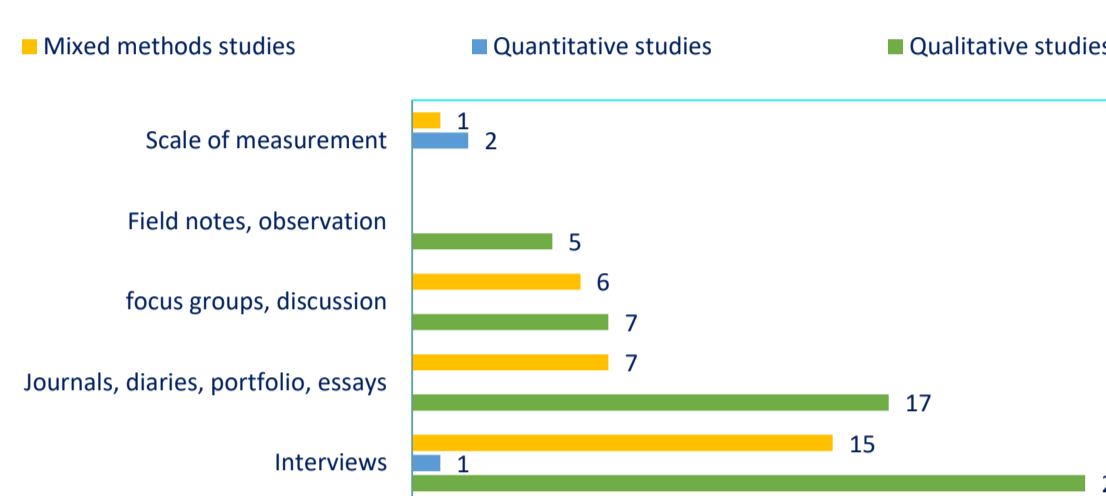
#### Population



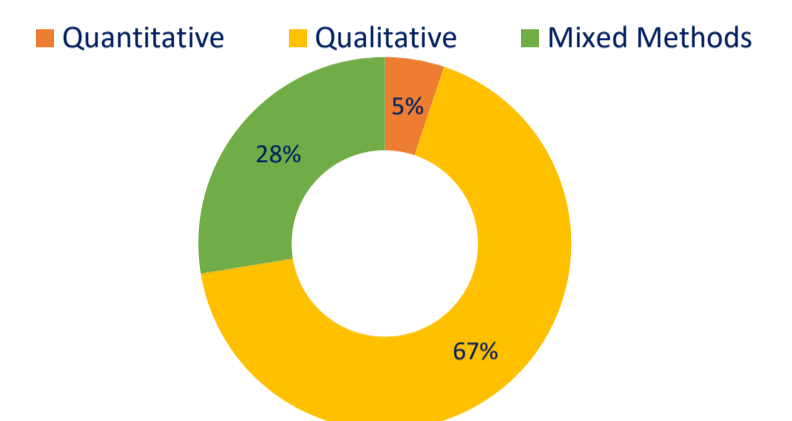
#### Geographic Areas



#### Research Tools



#### Research Methods of the studies



### Qualitative Data



## DISCUSSION AND CONCLUSION

- The systematic review of **58 articles** showed an updated **international framework** of researches concerning the impact of SL on future and in-service teachers.

There is a substantial **unbalance** between the studies regarding future teachers (n= 56) and the studies about teachers (n=11). Only one article concerned educators (Roberts, Edwards and Ivey, 2019). The **reason** is probably the availability of the population as sample size.

Most of the studies presents a **qualitative or a mixed methodology** (Amaro-Jmenez, 2012; Chiva-Bartoll, Gil-Gomez, and Zorrilla-Silvestre, 2019). Pure quantitative studies represent the less part of the total (Abellán and Hernández-Martínez, 2021; Kwon, Park, and Kim, T. 2022; Opazo, Aramburuzabala and Ramirez, 2018). Probably qualitative or mixed methods put better in evidence the transformative aspects of SL pedagogy.

It must be added that **the low of number of sample size** in each study should be considered as a limit, for a generalization of the results.

From the review it is possible to conclude that it could be interesting **explore the Italian situation**, both for in service and in training teachers, due to the lack of dates available.

## References

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