

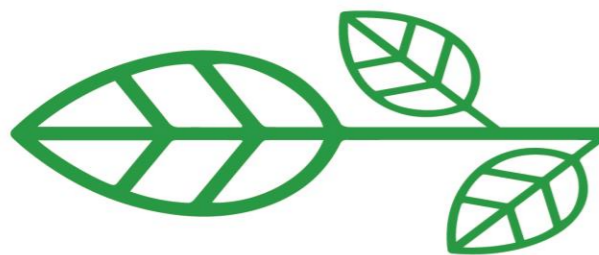
Educating for the Sustainable Development Goals through Service-Learning: Competences developed by secondary and university students

Mota Ribeiro*, L., Miranda, F., Themudo, C., Gonçalves, H., Bringle, R. G.,
Rosário, P., Aramburuzabala, P.

[*lmribeiro@ucp.pt](mailto:lmribeiro@ucp.pt)

International Conference “University as an epicentre for social
responsibility: commitment to people and the planet”

19 and 20 June 2023



Method

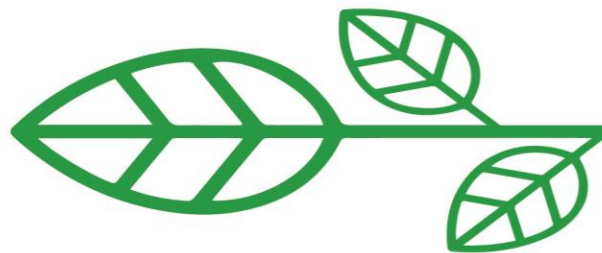
SL experience “Educating for Sustainable Development Goals (SDGs) was developed at UCP - Porto

UCP students were challenge to conduct trainings about SDGs, raising awareness among high school and university students (recipients)

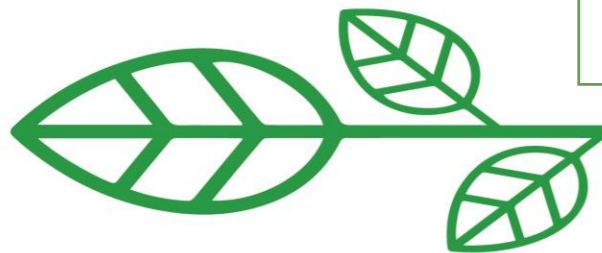
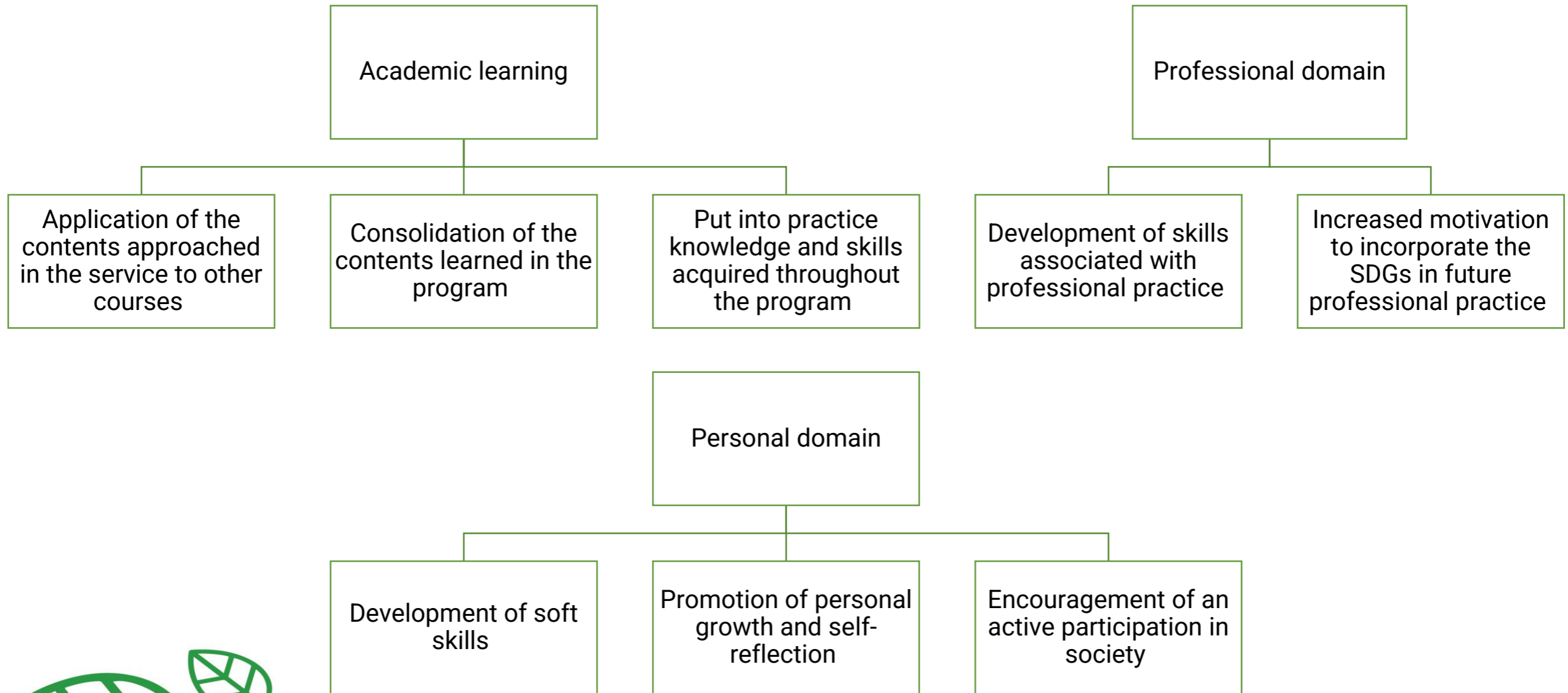
Participants: 15 university students from different programs, 13 female (86.7%), aged between 19 and 21 ($M = 20.33$; $SD = 0.62$)

Two structured reflection prompts

Two data collection moments: during and after the SL experience



According to students' perceptions, how did the SL experience impact the students?



According to students' perceptions, how did the SL experience contribute to UCP students' understanding of sustainable development?

Change in attitudes and behaviors

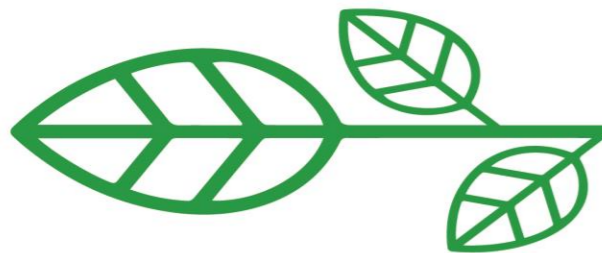
Increased SDGs literacy

Greater awareness of SDGs and the urgent need to achieve them

Increased knowledge of strategies to achieve the SDGs

Increased knowledge about the practices country and companies have been implementing

Desire to know and research more about SDGs

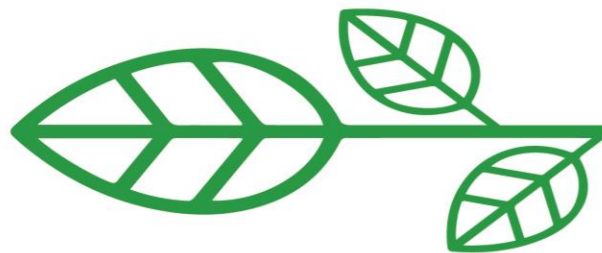


According to students' perceptions, how did the SL experience impact the recipients (high school students and university students from Angola and Brazil)?

Increased literacy and awareness of the SDGs

Increased knowledge of strategies to achieve the SDGs

Greater predisposition to change practices



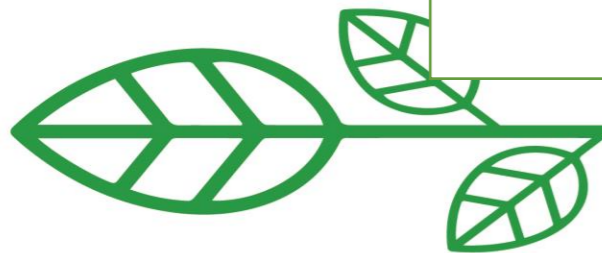
Conclusions

SL can play an important role in promoting the development of general skills and in increasing students' literacy on SDGs (Arquero-Avilés et al., 2020, Castro et al., 2020, Cebrián et al., 2019, Chofré et al., 2021)

Importance of including courses in the curriculum of universities concerning education for sustainability in which active learning methodologies such as SL are used

Contribution on how the SL methodology can be implemented in higher education institutions to promote students' sustainable development

SL experiences can be integrated into mandatory or extracurricular subjects (Cebrián et al., 2019)



References

- Arquero-Avilés, R., Cobo-Serrano, S., Marco-Cuenca, G., & Siso-Calvo, B. (2020). Objetivos de Desarrollo Sostenible y Aprendizaje Servicio en la docência universitaria: un estudio de caso en el área de Biblioteconomía y Documentación. *Ibersid: Revista De Sistemas De información Y documentación*, 14(2), 13–24. [doi:10.54886/ibersid.v14i2.4689](https://doi.org/10.54886/ibersid.v14i2.4689)
- Castro, P. M., Ares-Pernas, A., & Dapena, A. (2020). Service-learning Projects in University Degrees Based on Sustainable Development Goals: Proposals and Results. *Sustainability*, 12(19), 7940. [doi:10.3390/su12197940](https://doi.org/10.3390/su12197940)
- Cebrián, G., Moraleda, A., Fernández, M., Fuertes, M. T., Segalàs, J., & Blanco, I. G. (2021). Multiple case-study analysis of service-learning as a means to foster sustainability competencies amongst pre-service educators. *Teachers and Teaching*, 27(6), 488-505. [doi:10.1080/13540602.2021.1977269](https://doi.org/10.1080/13540602.2021.1977269)
- Chofré, L. A., Marchori, L. B., Gallardo, C. P., Robla, C. E., Frita, E. G., & Moreno, J. M. Q. (2021). Los ODS como instrumento de aprendizaje: una experiencia multidisciplinar en los estudios universitarios. *Revista Educación y Derecho*, 307-332. [doi:10.1344/reyd2021.1ext.37706](https://doi.org/10.1344/reyd2021.1ext.37706)

