

Educación basada en servicio: una estrategia para la formación integral de los estudiantes universitarios

Service-based education: a strategy for the integral formation of university students

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RESUMEN: En el presente estudio se centra en la determinación de la educación basada en servicio como una estrategia para la formación integral de los estudiantes universitarios. La metodología fue a través de la revisión sistemática de 58 publicaciones de 50 revistas revisadas entre los años 2019 al 2022, codificado en: proceso científico, tipo de diseño y la estrategia de recogida y análisis de datos. Se concluye que el desarrollo social de los estudiantes a nivel superior es elemental para lograr que la educación basada en servicio busca el compromiso a través de la comunicación oral y escrita.

Palabras clave: Educación; Servicio; Estrategia; Desarrollo.

ABSTRACT: In the present study, service-based education, whose objective focused on determining service-based education: a strategy for the comprehensive training of university students. The methodology was through the systematic review of 58 publications from 50 journals reviewed between the years 2019 to 2022, coded into: scientific process, type of design, and data collection and analysis strategy. Concluding that the social development of students at a higher level is essential to ensure that service-based education seeks commitment through oral and written communication.

Keywords: Education; Service; Strategy; Development.

Introduction

Education is a dynamic process, as it adapts to the needs and changes of the environment.

It is a complex process, since it involves a series of factors, such as personal, social, economic and cultural factors.

On the other hand, it is a multifactorial process, since it involves a variety of educational agents, such as teachers, parents, the media and the community. It is also characterized as a multidimensional process, since it develops in different areas, such as the cognitive, affective, social and physical.

In this sense, service-based education (SBE) is an innovative strategy that combines learning with community service. SBE is a pedagogical approach in which students learn while engaging in community action activities. This approach is based on the idea that learning is more meaningful when it is linked to a real experience and when it has a positive impact on society (Mayor, 2016; Ruiz-Cobella et al., 2019).

Service-based education has a number of benefits for university students. First, it helps develop the skills and knowledge necessary for professional success; second, it fosters social engagement and civic participation.

Thirdly, it contributes to the formation of more critical and reflective citizens, because the student is the protagonist of the learning task and the teacher is the one who facilitates this process (Chiva-Bartoll et al., 2018; Puig, 2007).

Seen in this way, service-based education starts by establishing three fundamental elements, the service to the community starting from a structured planning, where actions are projected with the participation of students supported by the pedagogical task (Montes, et al., 2011).

Taking into account the above, the present study is aimed at determining the foundations that ratify service-based education as a strategy for the integral formation of university students. For this purpose, scientific research methods such as analysis, synthesis, induction and deduction were applied to evaluate 50 publications on the topic in question between 2019 and 2022.

Development

1. University education as a lifelong learning process

The role of the university is not limited to the generation of disciplinary knowledge and the development of technical skills. The university also has a social role, which consists of teaching,

fostering and developing the values and attitudes required by society. In this sense, universities must prepare professionals who are able to use their knowledge and skills, not only in a scientific context, but also to meet social and environmental needs.

This implies addressing the entire process holistically, introducing competencies for sustainability in a cross-cutting manner, so that students learn to make decisions and carry out actions based on sustainable criteria (Fernández, et al., 2022).

In addition to this, the university is an institution that plays a fundamental role in society. Not only is it responsible for training professionals, but it also has a social role, which consists of contributing to the development of society. This social role can be manifested in various ways, such as the promotion of research, the dissemination of knowledge, the formation of critical citizens and participation in sustainable development.

The importance of training in values and attitudes

In addition to training in knowledge and skills, the university must also train students in values and attitudes.

These values and attitudes are necessary for professionals to be able to act responsibly and ethically in society. Some of the values and attitudes that can be promoted by the university are tolerance, cooperation, respect for the environment and social responsibility (Gutiérrez, et al., 2018).

Hence, university education is a learning process that aims to prepare students to perform successfully in society.

This process takes place throughout life, and must be based on the principles of integrality, relevance and contextualization. University education must address the cognitive, socioemotional and ethical dimensions of the human being. The cognitive dimensions refer to the development of critical thinking, problem solving and autonomous learning. The socioemotional dimensions refer to the development of social skills, emotional intelligence and teamwork Aramburuzabala, (2018).

The ethical dimensions refer to the development of values and social responsibility. The relevance of university education must be linked to the needs of society. This means that curricula must respond to the challenges facing today's world.

Therefore, university education must be contextualized. This means that students must learn to apply the knowledge and skills they acquire in real environments.

The analysis of university education from the perspective of Zuloaga (2021) suggests that university education should be comprehensive, relevant and contextualized. These authors argue that comprehensive training should promote the development of cognitive, procedural and attitudinal competencies.

Relevant training should be linked to the needs of society. And contextualized training should allow students to apply the knowledge and skills they acquire in real environments.

Likewise, Solórzano, et al. (2019) argue that university training should prepare students for lifelong learning. This author points out that university education should promote the development of critical thinking skills, problem solving and autonomous learning.

In addition to the above, university education is a lifelong learning process that aims to prepare students to perform successfully in society. This process must be based on the principles of integrality, pertinence and contextualization.

The integrality of university education implies that students should develop the cognitive, socioemotional and ethical dimensions of the human being.

The pertinence of university education implies that study programs should respond to the challenges faced by today's world. And the contextualization of university training implies that students must learn to apply the knowledge and skills they acquire in real environments (Ramírez-González, et al., 2019).

At the same time, university training from the combination of theory and practice is necessary for students to be able to: Understand the problematics and changes of the context. Theory provides students with the knowledge and concepts necessary to understand the problems and challenges facing society.

Practice, on the other hand, allows students to apply this knowledge and concepts to concrete problems, as well as to act proactively from their personal and professional profile.

Theory provides students with the knowledge and concepts necessary to make informed decisions. Practice, on the other hand, allows students to develop the necessary skills to act effectively.

1.2 Service-learning: a methodology that fosters the integral formation of students

Service learning is an educational approach that combines academic learning with community service. It involves students acquiring academic knowledge and skills while engaging in service activities that benefit the community (Arratia, 2008).

The definition and perspectives of four prominent authors in relation to service learning.

The term "service learning" was first coined in the United States in 1967 by authors William Ramsay, Robert Sigmon and Michel Hart.

In this sense, Sigmon, considered one of the founders of the concept of service learning, defines it as a strategy that integrates service to the community with teaching and academic learning in a way that benefits all parties involved (cited by Tapia, M.N (2005)).

In this order and direction, students learn and develop skills through engagement in projects that address real needs and challenges in the community."

Sigmon further highlights the idea that service learning not only benefits the community, but also enriches students' education by applying.

Their knowledge in real-world situations. Fernandez et al. (2021) are other advocates of service learning and has emphasized the importance of reflection in this process. He further argues that reflection is critical for students to understand how their service relates to their academic learning and personal development. Service learning is a pedagogy that uses the service experience as the primary context for learning.

Service-based education, translates to responding to specific problems and applying the knowledge learned Espinosa et al. (2015).

In Chile, ApS has been implemented in universities in recent years. The University of Chile, the Pontifical Catholic University of Chile and the University of Concepción are some of the institutions that have developed programs and courses based on ApS.

Worldwide, ApS has become an increasingly popular educational methodology. In the United States, ApS is recognized by the Department of Education as an effective educational methodology. In Europe, ApS is promoted by the European Commission as a way to promote active citizenship and sustainability (González-Alfaro, R. 2022).

The need leads to point out the scientific problem: How is service-based education a strategy for the integral formation of university students?

This study is assumed through the systematic review according to Sánchez-Meca, et al. (2010) of those articles published on this topic in the most relevant journals in the context in the educational field, thus systematizing the results of several studies reviewed in order to answer the research question posed, it is noteworthy that the systematic review is established in phases:

In the first one, the formulation of the problem is raised, selecting the articles indexed between 2019 to 2022 in the Scimago Journal & Country Rank (SJR) and Wos bases.

Then, the search criteria were established to conform the systematic review including journals, and research whose studies comprise: title, abstract and keywords, among the terms to be searched are: Service Education, Service-Education, Service-Learning, Service-Learning, and Solidarity Service-Learning.

The search using these criteria in each of the journals was carried out with the help of the journals' online platform.

Next, the studies were coded by the types of variables, establishing 58 publications from 50 journals reviewed between the years 2019 to 2022, among the variables that were coded in the study was: scientific process, that is, the year of publication, gender of the authors and the journal in which the article was published; as for the methodological: addressing the type of design, data collection and analysis strategy and sample size.

Starting from the aspects of the scientific process, of the 50 journals analyzed, only 24 of them refer to the topic of service-based education.

Analysis of the results

The results of the different scientific research methods applied showed that the journal with the highest number of articles published on service-based education is the Teachers Magazine, with 15 articles published, followed by the Complutense Magazine of Education with 6 articles, followed by the Bordon Magazine and the Interuniversity Magazine of the Formation of teachers with 5 articles in each of the aforementioned journals.

Regarding the sex of the authors of the articles reviewed, 147 authors, where 57 are women and 88 are men, it is observed that women are underrepresented in these topics. The results show that 80% are authors from Europe while 20% are from Latin America, 65% of these authors work in public universities, 5% in private universities in Europe, while 35% of the remaining authors work in public universities in Latin America.

At the methodological level, 80% only present theoretical-empirical studies, such as Eureka Magazine, Comunicare, Complutense of education, adopting a non-experimental design, using techniques and instruments to collect data with a qualitative approach, even though only 5 of the articles are a minority, using observation, semi-structured interviews, documentary analysis, evaluation forms, among others),

With respect to the analysis of the information, content analysis and triangulation prevail, other articles use experimental designs, other control groups or pretest. On the other hand, the remaining articles used standardized tests, and also applied statistical analysis through computer programs such as SPSS and AMOS for data analysis.

Likewise, 95% of the empirical studies have higher level students as participants, while 5% are limited to elementary and high school students, which leads us to believe that this type of methodology coincides with the Anglo-Saxon one, where the university is not extrapolated to society, basically in Europe, because in Latin America, this situation is different, the university is projected outside its environment.

In addition, regarding the dimensions consistent with the theme of evidence-based education, according to Sanchez-Martinez, et al. (2022), the dimensions are: Personal, academic and professional development and social development. The academic dimension implies improvement in student performance at the academic and professional level, in terms of the educational environment, which calls for innovative practices applied in the educational task, personal development, developing interpersonal relationships, in turn, emotional self-regulation and critical capacity,

While social development is framed within the fluid communication, both written and oral. Taking into consideration these dimensions, the review focused on the fact that 80% of the articles reviewed take into consideration at least one of these dimensions, especially the one related to social development.

Conclusions

The study confirms that service-based education is an educational methodology that has the potential to promote the integral formation of the student. This methodology is relevant for the university reality of Chile and the whole world, since it contributes to prepare students for the future.

This methodology has the potential to promote the integral formation of the university student, since it contributes to the development of the following dimensions: Personal dimensions: service-based education allows students to acquire new knowledge and skills.

Also, service-based education encourages the social dimensions: based on the development of empathy, solidarity and social responsibility and the academic and professional dimensions: service-based education prepares students to actively participate in society.

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