

Handbook 1
Service-learning
and reflective practice

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Service-learning and reflective practice

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1. Service-learning and reflective practice¹

1.1. Experiential learning

Universities are becoming increasingly aware of the importance of experiential learning as a way of constructing knowledge, developing abilities and reinforcing values. The idea is by no means new; as far back as 1967, Dewey advanced his ideas on action learning and reflective practice, a process in which teachers actively involve students by asking them to reflect on experience and extract general theoretical concepts from it. This understanding of general principles will enable students to apply them in new contexts and situations.

What does reflective practice consist of?

What does reflection bring to experiential learning?

How and when must you consider reflection in service-learning projects?

On what must we base our reflection in service-learning projects?

In experiential learning, students are actively involved throughout the process, so they find it motivating and engage in meaningful learning. They move from the more concrete – observation and experience – to the more general and abstract, formulating hypotheses based on this experience. This is how they attribute meaning to the knowledge they acquire, that is to say, they clearly understand what the objectives of their learning are and what they are learning. Meaning is attributed to knowledge in experiential learning during the process of reflection after the experience, when the lived experience can be provided with theoretical content.

1.2. Reflection in experiential learning

But not all experiences have formative value, because this depends on the richness of the situation and the validity of the tools and strategies used to generate reflection (Kolb, 1984). As well as enabling students to design and implement activities, these tools must also make it possible to construct meaning from them, problematize them, make generalisations, point out specificities and establish relationships, thus preparing them for the next experience (Oser and Baeriswyl, 2001; Rodríguez, 2009).

In this approach, it is of the utmost important to enhance student reflection by encouraging the individual and collective construction of knowledge, either about the academic content that is put into play and learned, or about the personal and social significance of the activity. Thus, reflection should be a part of teaching and learning activities that extend the area of innovation, by retrieving the prior knowledge and tacit learning that students use (Rodríguez, 2009) and reworking it.

¹ This handbook is part of the research project “Anàlisi i millora dels processos de pràctica reflexiva en els projectes d’aprenentatge servei” (“Analysis and improvement of reflective practice processes in service-learning projects”) (REDICE16-1623). It is also based on previous studies published by the research team (Escofet & Rubio, 2018; Rubio & Escofet, 2017; Morín, Escofet, Esparza, Novella & Rubio, 2019).

Reflective practice is a means by which students can be encouraged to develop their capacity to observe, observe themselves and initiate a critical dialogue with themselves – about what they think and what they do – and those around them (Barnett, 1992). Reflective practice allows students to analyse the sense and meanings of their learning experiences, so that they can construct knowledge and develop competences (Schön, 1987). The students have the chance to acquire competences by doing what they do not know how to do (Meirieu, 1996) and taking decisions about specific, real educational situations (Perrenoud, 2004).

Reflective practice is therefore a formative methodology that is triggered by the person and not by theoretical knowledge, and which uses personal and professional experience to update and improve teaching (Domingo and Gómez, 2014). It has three main aspects:

1. The personal experience of the learning acquired throughout life, which has to be extended, updated and revised.
2. The professional scenario in which our knowledge is specifically used and in which teaching competences are activated to find solutions to particular situations.
3. Reflection as an element that involves both theory and practice.

1.3. Service-learning and reflection

Given that Service-learning is based on experience and reciprocity, it requires reflection if experiences are to be truly educational (Puig et al., 2006). This reflection reveals what the students have done, what it means and how it can be improved.

As a project shared by social entities and the university, Service-learning is a teaching strategy and a link to the responsibility of university education. In this context, reflective practice contributes to the training of ethically- and socially-committed professionals.

Reflection is of considerable importance in service-learning processes as it mixes the provision of the service with academic learning as a means to develop knowledge, skills and cognitive abilities.

Reflection must be continuous, connected, challenging and contextualised (Eyler, Giles & Schmiede, 1996):

- » Continuous: it occurs before, during and after the experience.
- » Connected: it is the link between service and the intellectual and academic interests of students.
- » Challenging: it pushes students to think of new ways to solve problems, and take on new challenges and interests.
- » Contextualized: it is appropriate for each context.

For all these reasons, a variety of times and activities need to be scheduled to facilitate reflection on the experience as a whole. As well as the discipline and the academic field in which the service-learning experience takes place, there are some central aspects that have a core meaning and which serve as a basis for the whole process of reflection:

- » The service itself: the sphere, the target group, the social need addressed and even the social dimension of the service (overall, needs are always reflected in the social inequality for which we are working).
- » Oneself: emotions, feelings, values, self-knowledge generated throughout the process of Service-learning
- » The profession: the skills required, ethics, new areas of application and development; in other words, the professional identity generated.
- » Academic content: associated knowledge, the specific competences that are put into practice and developed.
- » Why do Service-learning at university? The sense of commitment with the environment and the social responsibility of the university.

Service-learning projects must be designed with reflective practice as a fundamental part of it. From this perspective, reflective practice must include all the different agents, adopt a variety of reflective approaches, use various instruments and guarantee support throughout the process. In this way, service-learning projects will be able to move towards experiential learning that springs from reality and then returns to it in an attempt to change it and extract new learning.

Training students in social engagement is a shared task that reaches its maximum expression in service-learning processes. If these include reflective practices, it is easier to encourage the various participants in service-learning projects to reflect. And, insofar as reflective practice is part of meaningful learning, professionals from social organisations and teachers can make a twofold contribution by being reflective professionals themselves and helping students develop reflective skills. Therefore, all three of the main agents involved in a service-learning project, can engage in reflective practice.

2. Agents of reflective practice in service-learning projects

Service-learning projects involve various agents: teachers, students and managers of social organisations (Morín, Escofet, Esparza, Novella & Rubio; 2019). Reflective practice is no exception and although it is closely connected to student learning, it also needs the professionals of the organisations and the teaching staff to take active part.

Who are the key agents in reflective practice in service-learning projects?

What tasks do they each carry out in terms of reflective practice?

What key features do they encourage students to develop in each case?

2.1. Students

Reflective practice makes students aware of issues that are key to their training and the development of civic engagement. When asked, they point out that it enables them to learn and improve in several areas, the most important of which are the following:

- » The perception of their own learning process and the acquisition of competences.
- » Greater confidence in carrying out professional activities that are not automatic but need to be personalised and adapted to the situation.
- » The feeling of being fulfilled by the learning and, in particular, by their involvement in activities that are of considerable value and meaning for the community.
- » The development of a greater capacity to be critical of situations and social structure as a result of being immersed in the context.
- » The sense of getting involved in personal aspects because they share experiences with people in a wide variety of real-life situations unlike their own.
- » The shaping of a new vision of themselves and their capabilities.
- » The feeling of personal worth when their efforts are recognised by the organisations.
- » An increased perception of their sense of service and social engagement, and feeling of support, teamwork and being part of a team.

In response to proposals to engage in service-learning projects that involve reflective practice, the students themselves often say that at times it is of great value to focus not only on their individual development but also on reflecting with their peers. Reflective conversations on specific aspects or facts enable them to:

- » Open up new mutual learning spaces after discussion with colleagues.
- » Feel free to express and discuss with their peers what they experience and learn from their participation in projects. At times they understand the arguments of colleagues, but at others they disagree and feel confident enough to give their own points of view.

- » Learn reflectively and critically insofar as they learn with others, so their arguments can be refuted or refined by others, which is difficult for them to do by themselves, at least in the same depth.

Students learn how to engage in reflective practice during their participation in service-learning projects, as they have opportunities to practise, observe their peers, and observe and discuss with the teaching staff.

2.2. Professionals of social organisations

The contacts in every organisation are key to implementing reflective practice in service-learning projects. They can take part and give meaning and value to such aspects as social engagement, involvement with others, the civic nature of the activities and all the contextual features, which sometimes go unnoticed.

The reality of the work done by social organisations becomes the main teaching input for students since they take active part in real activity, which is contextualized and in direct contact with people. This makes some aspects of reflective practice feasible because:

- » It provides content on which to reflect, in particular situations and with the support of expert professionals in the field who can guide reflection on all those situations that require social engagement and commitment to improving the needs of the community.
- » It encourages joint reflection with professionals and teaching staff at various times during the service and during meetings scheduled specifically for joint reflective practice.

Likewise, it is also important to remember that organisations can also learn from moments of joint reflection. Sometimes, joint reflective sessions have made it easier for organisations to recognise that the relationships they have with students and teaching staff during the projects have:

- » Encouraged them to improve certain aspects of how they work and make changes to their dynamics.
- » Shown the value of their work to university teaching staff and also that, by joining forces, projects can have added value as they can complement or improve the services that organisations provide the community.
- » Given organisations a chance to reflect on their mission, vision and daily work.

The professionals working for the organisations encourage students to engage in reflective practice and give it meaning by supplying content on which to reflect such as the organisation's mission and the social service it is responsible for. Likewise, the reflective practice shared with students and teaching staff helps improve the service provided.

2.3. Teaching staff

In third and final place, it is essential to recognise the role that lecturers play in the design, implementation and evaluation of reflective practice processes. The teaching staff who take part in service-learning projects do so for a variety of reasons:

- » The need to give greater meaning to students' learning, thus making teaching more practical and connecting with the real needs of society.
- » The desire to address issues of public concern and to offer society a useful return, always with the involvement of students.
- » The intention to enter into closer relationships with organisations external to the university, which allows both parties to improve.

The university teaching staff act as a model insofar as they show how to carry out the reflective process and how this process affects their teaching and their social engagement.

In this framework, the teaching staff are aware that service-learning projects are opportunities for civic and social action in the interests of citizens and in response to the real needs of society. These projects also require students to participate throughout, involving them with the society that surrounds them and, therefore, favouring their civic training.

All these aspects give meaning to the teaching profession and require reflected action, that is to say, reflective practice by the teaching staff who must:

- » Play a twofold role: that of reflective teachers who learn from their experience and “model” teachers who aim to show their students forms and strategies of reflection, and the tools and techniques they can use to engage more readily in reflection.
- » Give examples of reflection on aspects of the profession from activities carried out during the service-learning project.
- » Ensure that the social engagement that is such a part of teaching is also a part of reflection. This is also connected to the development of the interdisciplinary competence in ethical commitment. Although this competence is expressed by training future professionals in specific ethical codes, its overall use in other aspects of social life is no less important.
- » Incorporate intentional reflective practice as a strategy that helps students understand and become engaged with their own learning and their contribution to society as a student.

These ways of carrying out reflective practice in service-learning projects incorporate the social engagement of the teaching staff and the professionals of the organisations who are responsible for training good professionals, who engage in reflective professional practice, teamwork and student commitment to their own learning and to connecting with society.

The illustration below summarises the agents and features of reflective practice mentioned so far.

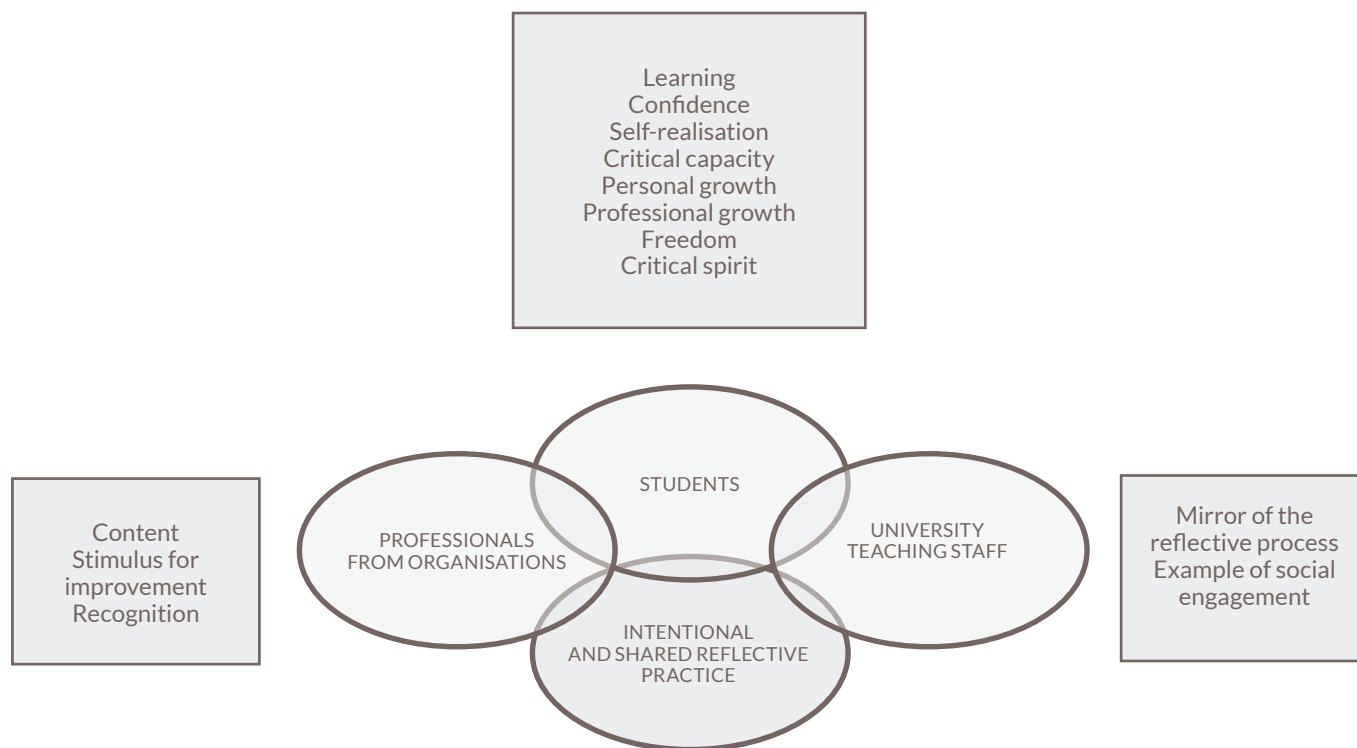


Figure 1. Agents and features of reflective practice. Source: authors.

3. Key features of support to reflective practice in service-learning projects that are part of university courses

Providing support is one of the functions of university teaching. The process of teaching and learning requires close, flexible and structured support that is open to dialogue. This support involves adjusting assistance during the teaching process to encourage learning that addresses the diversity of every student.

*How to support reflective practice in service-learning projects?
What features does reflection need to have if it is to increase learning potential?
What strategies facilitate support to reflective practice?*

The university teaching methodology makes it possible to systematize how the formative value of reflective practice can be encouraged, promoted and intensified, so it enhances the development of competences in engaged, critical and reflective students. On this occasion, the teaching is undoubtedly carried out by the various agents involved in the teaching-learning process of the service-learning experiences – as explained above – and in every meeting reflective practice takes place in three complementary ways (Perrenoud, 2001):

- » *Reflecting during the activity*, which requires the ability to question yourself about what is happening or what will happen, what you can do, what you have to do, etc.
- » *Reflecting about the action* before and after the period of intense commitment to the socio-educational intervention. What we do here is take the action itself as an object of reflection or, in this case, as learning content. The reflection lies outside the impetus of the action and is also both retrospective and prospective
- » *Reflecting about the system of the action*, that is to say, reflecting about stable structures of action, about which we must become aware so that we can analyse them and introduce variants that optimise the action.

The support provided by the university teaching staff and the professional from the social organisation must help students recognise the competences they have and develop in such a way that they can identify as professionals in the field. Their relationship with others is part of their process of identification and individualisation. Self-reflection on what they question needs to be basis of the processes of introspection of the “I / we” so that they can move on to take part in a deliberative public forum that will generate collective agreement or disagreement.

We construct our history by taking active and committed part and, from there, we explore a positioning that reconstructs how we are, how we behave and how we feel.

The educator will strive to keep this dynamism permanently active and fuelled by the questioning of the “I / we” when students come up against the world of values that forces them to confront and question the foun-

dations of what they believe they are. In one way or another, students will be asked to engage in a variety of tasks which require them to reflect on professional practice, on what sort of professional they are and what sort they want to be, and what they decide to be in the professional world. At the same time, reflection will be enhanced as a professional tool that can be used to shape their knowledge, what they can do, what they can be and how they behave.

Eyler (2001) designed a map of activities for different moments and different types of reflection.

	Before service	During service	After service
Reflection alone	Letter to oneself	Structured journal	Reflective essay
Reflection with classmates	Exploration of hopes and fears	Discussion group	Team presentation: collage, poster or video
Reflection with community partners	Planning strategies with community	Lessons learned	Presentations to community group

Table 1. Reflection map for Service-learning. Source: Eyler, 2001.

Activities involving reflective processes are particularly important insofar as they enable students to create new knowledge, understand problems and organise their experiences. Deeley (2016) adds that most reflective models combine descriptive features with critical reflection, which gives meaning to the practical work carried out.

The teaching support provided must develop the following key areas (Morín, Escofet, Esparza, Novella & Rubio; 2019):

» *Communication, proximity and recognition*

Communication is fundamental, not only the willingness to listen and provide a fitting response, but also the understanding of the communicative codes that help construct meaning from reflective practice and the representation of the process throughout the experience. In communication, the relational, the emotional and the affective are linked.

» *Organisation of knowledge through metacognitive strategies and narrative instruments*

Reflection allows us to analyse and interpret those elements that affect and optimise our experiences in a permanent search for meaning. Tools need to be provided that support reflection and facilitate the construction of reflective narratives, both individually and collectively. The tools that are most useful for reflective practice are those that bring out the content central to the learning process and which, in personal and collective experience, are constructed and internalised in professional and reflective practice.

» *Deliberative sessions for reflective collaboration*

Deliberative and reflective practice is an opportunity to bring out the core ideas constructed by the group and which are upheld by experience and the conceptual approach, practical development, and ethical implications of the context and professional practice. It is fundamental that the teaching staff support the group and engage in constructive deliberation based on arguments grounded in theory and practice, and guided by the desire to understand the other people involved in the exchange of knowledge who seek collective construction.

» *The development of competences to define the reflective professional*

The relationship with others, the environment and one's own experience is an essential part of this process of identification and individualisation. Learning must allow students to act in their immediate environment, and to recognise that they improve their competences thanks to their agency and internalisation of theoretical and practical knowledge. The teaching staff must ensure that this dynamism is permanently active by encouraging students to constantly question what kind of professional they are, what kind they want to become and, therefore, how they decide to occupy a place in the professional world for which they are preparing.

These key features are integrated throughout the teaching strategies that are central to reflexivity and have specific practices associated with them: for example, the reflective journal, which is a narrative instrument and metacognitive strategy, and individual tutoring, which is an opportunity for deliberation that enhances the reflective process and the development of competences. Below, we shall examine these practices in greater detail.

4. The reflective journal: a tool at the service of reflective practice

Bringle and Hatcher (1999) point out that writing-based activities are particularly important to creating new knowledge, understanding problems and organising experiences. Deeley (2016) adds that most reflective models combine descriptive elements with critical reflection, which makes it possible to give meaning to practical experience. For this reason, journals are one of the most commonly used tools in service-learning projects; they are based on different models and are mediated by different activities.

How a journal can be used to encourage the practice of Service-learning?

Bringle and Hatcher (1999) discuss the following formats:

- » Personal journals in which students regularly write freely about their experience. These journals are often based on finding relationships between the experiences undertaken and answering questions about personal development, academic connections, and recommendations for future action.
- » Critical incidents that occurred during the service-learning experience. They start with the description of the incident and go on to propose other possible actions and analyse their strong and weak points.
- » Ethical dilemmas designed to analyse a situation, and explore decision-making and associated values. To this end, the context, the individuals involved and the situation that created the ethical dilemma need to be described, so that the decisions taken can finally be analysed.

The authors themselves describe various activities or work proposals that can complement journals understood as open spaces for reflection. Of these, the activities below are particularly suggestive:

- » Dialogue journal. Students regularly send individual pages of their journal to their lecturers so that they can read them and make comments. This provides continuous feedback and new questions for reflection.
- » Annotated journal. Students highlight sections of the journal that are directly related to concepts analysed in class. Lecturers can then guide reflection on their experience in terms of the content of the course.
- » Key-phrases journal. Students use a list of terms and key phrases provided by their lecturer or drawn up by themselves, which they have to integrate into their journal entries. This enables them to relate the service experience with the content of the course. It can also be done with academic citations.
- » Double-entry journal. Students have to write an entry in their journal every week describing their thoughts and personal reactions to their service activities on the left-hand page. On the right-hand page they have to list the key topics of the subject. Students are then required to draw arrows indicating the relationships between personal experiences and the formal course content.
- » Three-part journal. Each page of the journal is divided into three sections. In the top section, students describe some aspect of the service experience; in the middle section, they are asked to analyse how the course content is related to the service experience. Finally, in the bottom section they have to dis-

cuss how the experience and the course content can be applied to the students' personal and professional lives

- » Brainstorming. This activity should take place before the start of the service. Students should write down on cards all the feelings they have about the service-learning activity before it starts, after the first day of service, and at the present moment. It is important to write down as many thoughts as possible (one for each card). Once the cards have been written, students have to relate their words to three feelings (joy, sadness, indifference) and then everything is discussed as a group.
- » Artistic expressions. Students use poetry, visual art, music or games to explain their feelings about the service-learning project.

The Service-Learning Office at the Faculty of Education of the University of Barcelona (<https://www.ub.edu/portal/web/educacio/aps>) uses the journal as a reflective instrument and schedules activities at different moments following Eyer's reflection map (2001) discussed above.

Journals are important because, no matter how stimulating a lived experience is in itself, it can lose its value if it is not accompanied by spaces and moments that go beyond just emotion so that learning can take place (Zabalza, 2011). It is necessary to stress the value of systematic reflection as an organised process that focuses on the difficulties of experience to enable new learning (Páez and Puig, 2013). The figure below illustrates the tools and moments of the Office's reflective process (Escofet and Rubio, 2017):



Figure 2. Tools and reflective moments. Source: Office of Service-learning of the Faculty of Education.

The journal is a personal training tool that students draw up individually on the basis of a script and some shared premises that give practical expression to Kolb's learning cycle (1984): 1) identify what is learned, both new learning and previous learning that has been reinforced; 2) appraise this learning and plan how it can be transferred; 3) self-assess what they have done, the expectations they had when they started and when they finished the project; and 4) correct and readjust the project by finding solutions to the problems and issues that have come up.

Ensuring that students carry out the various tasks assigned and move through the various levels of reflection is the fundamental objective of the tutoring and support throughout the service-learning project.

The reflective journal is a living, breathing, supervised document that students produce over the course of the service-learning project. The aim is for them to reconstruct their experience and not only describe it but reflect on what is happening to them, how they feel and what they are learning.

To do all this and to guide and enhance the students' reflections throughout the service-learning project, at the beginning of the project an index and a series of reflective exercises are drawn up on key areas of the training of future professionals in socio-educational intervention. The aim is to do more than merely describe the experience they are undergoing; it is to go into it in much greater depth. For this reason, the part of the journal with a brief description or account of day-to-day activities needs to be differentiated from the other parts that explore the learning derived from participation in the project.²

1. About me
 - » Personal and academic background
 - » Expectations in relation to Service-learning

2. About my service-learning project
 - » Context
 - » Institution
 - » Group / Target population
 - » People

3. The first days. Challenges and solutions

4. Reflective documents
 - » Positive description: description of one of the participants in the service-learning experience from a positive perspective. To this end, students are asked to think of and list the three main virtues of this person and then describe them in detail. They must also explain when they identified these virtues. Subsequently, they are asked to reflect on the possibilities of improvement and growth, and analyse and propose actions and activities to help them.
 - » Educational link: explanation of everything done to establish a positive link and emotional bond with the participants in the service-learning experience. Students are asked to describe and reflect

² This proposal is the result of the work done by the various teams that have been part of the Service-Learning Office.

on everything they have done to establish an educational link, as well as the attitudes and reactions of the learners, and how this link will develop in the future.

- » Critical incidents: description of any queries and/or difficulties that may have arisen during the service-learning project. Students are also required to explain their feelings and sensations, and how the search for solutions to problems can be used to act with greater confidence at other times and in other situations at both the personal and professional level.
- » Farewells: description of the moments of farewell and any activities organised with the learners and the members of the organisation to bring the service-learning experience to an end. For example, they can be asked to identify the 10 ideas or key final reflections about the project or include a significant image of the experience with an explanation of what it represents and what it means in terms of the service-learning project.

5. Personal and professional learning

6. Appendix: diary of the sessions at each institution

The journal is a living document that is supervised throughout the process. Tutorials and the tutor who provides support to the whole process of reflection are key to designing a variety of rich opportunities for reflection, helping to achieve the goals set, creating spaces to analyse and synthesise the objectives and providing students with emotional support. All this can be done through active listening, critical questioning of everything that is being done and spaces of silence for reflection.

The ultimate aim of the process discussed above is for students not only to analyse the situation they experience by focusing on a variety of issues but also to move through the three stages of reflection: the description of the experience; analysis and the reflective description of the lived experience; and, finally, the projection of the experience.

Identifying and discussing these different levels can be a way of evaluating, optimising and giving value to the reflective work of students. Ensuring that students go through the whole process of reflection, using the various approaches proposed, is one way to enhance the quality of the service-learning experience.

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