

## Event management as a methodology of teaching innovation in service learning for the construction of global citizenship

Pompeu Fabra University

Department of Communication

From theory to practice: from brainstorming to staging

“Missing Water”, a campaign to raise awareness of the lack of water at African schools

Catwalks for equality

### Programme description

*A pilot social teaching innovation project was run as part of the optional subject Communication and Events Management subject addressed at third and fourth year students of the degree in Advertising and Public Relations. This subject is taught in English, and involves considerable participation of international students from Erasmus, Seneca and bilateral agreements. The idea of the programme is for students to work autonomously as a team to design and implement a real social commitment event.*

*The method is based on participation, creativity and the internalisation of the concepts taught. This hands-on technique means students are accompanied throughout the event creation process: from brainstorming, through strategy, to staging and subsequent communication in the media and social networks. The course syllabus involves a variety of practical sessions, training methods and personalised student monitoring that fosters intercultural and international teamwork. In doing so, the applied process deconstructs the traditional role of teachers as experts, promoting them instead as facilitators and mentors.*

*On the one hand, the students have created a complete project from scratch through to the finished product, and do so completely autonomously in conditions that simulate the professional reality. On the other hand, the teachers have adapted the subject to the needs of each student, in a personalised way. The project has also very much taken into account the implication of and coordination with the different departments of the University for a dual purpose: for it to be integrated in the institutional strategy of social commitment in order for students to understand the university structure, whereby the teams had to liaise with university services in search of financial and logistical support. Other students chose another type of funding and venue off the UPF grounds and also managed to promote social actions of impact. The programme, promoted by the Office of the Vice Rector for Social Commitment and Equality, received support from CLIK (Centre for Learning Innovation and Knowledge), which is responsible for accompanying Service Learning projects; the UPF Equality Unit; the University Community Attention Service (SACU); the Institutional Communication and Projection Unit; and the Campus Management.*

*The fact that so many of the students came from the Pompeu Fabra University mobility programme vastly enriched the subject and its impact, both personally (improving knowledge and fostering greater integration in society) and in terms of social transformation. Regarding communicational and reputational aspects, the organised events had a positive impact in the media and social networks. The applied methodology fostered an interest among the students in the construction of global citizenship and developed their social commitment through events focused on gender equality, the fight against energy poverty, health and sustainability, among others. The standout projects included a fashion parade called Passes*

*per la igualtat (Catwalks for Equality), whose purpose was to condemn violence against women; the Prende la luz (Turn on the Light) project to raise awareness about energy poverty; and the Win Win Market for second-hand clothes and small entrepreneurs in the field of design that gave a new lease of life to old garments while also promoting young talents that have set up own brands. Other outstanding projects include Vive la illusion (Live the Dream), an event conceived and materialised for the Make a Wish Spain NGO and Evasión, a collective exhibition on social themes by different young artists. So, the field of action was mostly local but also international, since one of the events focused on collaborating with a NGO to raise funds to build a water tank for a school in Kenya. That tank is currently under construction (see story).*

*Although the Communication and Events Management subject took place in the first term, it has had a medium term impact since the projects continued throughout the year. In the coming years, the challenge is to open up the subject to students on other degrees through the Open Choice Transversal Programme and possible association to Degree Final Projects.*

## Mobility Programme in Learning Service (MApS)

Pompeu Fabra University

International Relations Service / Social Responsibility Area

[www.upf.edu/web/estudiarfora/programa-maps](http://www.upf.edu/web/estudiarfora/programa-maps)

### Programme description

*By merging two of the main lines of transversal work at the university, internationalisation and social responsibility, the UPF set up the MapS (Mobility in Service Learning) programme in 2016 to offer students the opportunity of international placements on social commitment projects as part of their academic training.*

*Until 2009-2010, the UPF was offering the possibility of short international mobility placements that involved an element of cooperation. Despite its success, the programme was cancelled due to lack of guaranteed monitoring, supervision and academic recognition of the projects, which were not necessarily linked to the academic training that the students were receiving at the university. Following the creation of the Office of the Vice-rector for Social Responsibility and the creation of the 2016-2025 Strategic Plan, the idea has been reinstated, but now linked to Service Learning (ApS).*

*The Teaching Area of the Strategic Plan makes reference to student involvement in social commitment activities and projects that are integrated in the teaching methodology and learning process, in order for all graduates to have participated in voluntary and social responsibility activities during their years at the UPF. With this dual objective in mind, that of both integrating human and transversal education on the basis of an international charity experience that ties in with the students' academic training and also diversifying UPF students' opportunities for mobility and work placements, the MApS Learning Service was defined. The programme hence brings together two strategic and transversal dimensions: internationalisation and social responsibility in the form of an experience that is fully integrated in the students' curricula. It integrates community service with the learning of contents, skills, abilities and values.*

*This is a compulsory and academically recognised mobility programme in which credits are included in the report either as curricular work experience or as mobility or exchange credits. The participants can also make an early start on their Degree Final Project and in all cases tutoring is shared between the UPF and the counterpart.*

*The programme benefits globally from the university's strategic partners in various emerging or developing countries that define and offer community service placements and programmes for working on real local needs and improving the environment, with the necessary academic supervision. In the last edition, there was an option whereby students could make their own proposals for NGOs and projects, provided they met the service learning objectives and were validated by the work placement coordinators or final project tutors.*

## Impact

*The 2018 edition will benefit a total of 19 third and fourth year students. The programme has grown considerably since the 1st edition in 2016 (1 student), and the 2nd in 2017 (7 students). The number of applications received has also risen since the 1st edition: 4, 16 and 40 respectively, as well as the number of places that the UPF has coordinated with its partner universities, which has risen from 4 in 2016, to 9 in 2017, and 22 in 2018.*

*The programme received 15,000 euros of funding in 2018, which was distributed among the 19 selected students. The growing demand guarantees the continuity and sustainability of the project, and even allows for medium and long term growth, both in terms of places and the allocation of grants thanks to the university's strategic commitment to promoting more personalised learning itineraries, new forms of international mobility and more socially committed students.*

*In this regard, the Mobility in Service Learning (MAPS) programme has helped to improve the mobility and internationalisation figures of the university's degree courses and has increased institutional cooperation and alliances with partner universities, while also transversally integrating social commitment in its students' academic education. As for students, the programme benefits them culturally, linguistically and in the transition to employment and promotes the training of young professionals with open minds and an international outlook.*