

**Title [Arial small letters, size 18, bold, centred text, single line spacing, space between paragraphs 12 before and after and under 15 words]**

**Author/s [Arial, bold, 12, centred, single spacing, paragraphs 6 pt before and after]. Example: Name Family name<sup>1</sup> and Name Family name<sup>2</sup>**

*Affiliation for each author [Arial, 12, italics, centred text, single line spacing, no before or after paragraph spacing]. Example: <sup>1</sup> Department. University. Address. E-mail.*

*<sup>2</sup> Department. University. Address. E-mail. E-mail is required in any case.*

**ABSTRACT [ARIAL CAPS; SIZE 11, BOLD, FULLY JUSTIFIED, SINGLE LINE SPACING, PARAGRAPH SPACING 12 PT BEFORE AND 0 PT AFTER]**

Include here the text for your abstract, it should not be over 125 words [Arial, size 11, fully justified text, single line spacing, paragraph spacing 0 pt before or after, 1 cm indentation both sides].

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**Keywords:** Include here 5 key words max. between semicolons “;” [Arial, size 11, fully justified, single line spacing, paragraph spacing 6 pt before and 0 after, 1 cm indentation both sides].

***Presentation type:*** Oral contribution or Poster<sup>1</sup>

**1. INTRODUCTION [LEVEL 1 EPIGRAPHS: ARIAL CAPITALS; SIZE 12, BOLD, FULLY JUSTIFIED TEXT, WITHOUT INDENTATION, SINGLE LINE SPACING, SPACE BETWEEN PARAGRAPHS 24 BEFORE AND 0 AFTER]**

The body of the text in each level follows the following: Arial, size 11, fully justified, 0.5 cm indentation in first line, single line spacing, paragraph spacing 6 pt before and 0 after, no matter which level it belongs to. Margins are 3 cm left and right and 2.5 cm top and bottom.

Maximum paper extension—including all sections and following these formal requirements— 6 pages.

Although is not mandatory, the following outline is suggested for the paper: 1 INTRODUCTION; 2 DESCRIPTION; 3. ANALYSIS; 4 ARTICULATE LEARNING; REFERENCES; there may be an ACKNOWLEDGEMENTS section. This outline follows the DEAL model for a critical reflection about experiences (Ash, Clayton, & Moses 2009). In the chapters, are included questions as guidelines in order to help to make sense about

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<sup>1</sup> Having an oral contribution or not will depend on the number of papers which select this type of presentation and time availability in the programme. The organizing committee may change an oral presentation to poster if needed (this serves as an example of footnote).

them. It is not necessary to respond to each one of the questions. They are only guidance, a scaffolding to write the paper.

Please, do not leave any blank line between main sections or subsections.

## 2. DESCRIPTION

Describe your experience objectively. Answer the following prompts. What did you do?; Where did you do it?; Who were you working with and/or for?; When did this happen?; Why did you do it?; What did you say or otherwise communicate?; Who else was there?; What did others do?, what actions did you/others take?; Who didn't speak or act?; What else happened that might be important (e.g., equipment failure, weather-related issues, etc.)

Quotes in text will always be italicised and between double inverted commas. At the end of each quote indicate reference in parentheses as follows: (Surname, year, page number). Example: (Furco & Billing, 1999, p.125). They should never be indicated using footnotes. When there is more than one publication by the same author in the same year, add a letter right after: 1999a, 1999b, etc.

Each chart should be headed by adding Chart N° 1 and, in the next line, its title. Below the chart make reference to the source of information; if it is your own development, state it: "own development".

When including tables, use the example below (table #1). They have to be referred to along the text, placing them where necessary. Adapt font size to your needs, taking into account the fact that the table should be centred. Use size 10 pt characters and centre the text inside. Tables should have a heading explaining content, following the same format as the example. Number them consecutively using Arabic numbers.

**Table N°1.**

Arial, size 10, centred, single line spacing, paragraph spacing 6 pt before and after.

Sample	N	Characteristics
Group 1	100	.....
Group 2	75	.....
Group 3	84	.....

## 3. EXAMINATION

Examine your experience in terms of ONE of the following four learning outcomes: knowledge, skills, values, or motivation. Answer the prompts associated with ONE of the four learning outcomes listed below.

### 3.1. Knowledge (Intersection between academic enhancement and learning)

Did any academic concepts become apparent during this experience?; Were any academic concepts utilized to reach the goal you were trying to accomplish? How so?; Did you need to change your approach after new information and experiences were presented to you?; What do the differences between your textbook and your experience in the community suggest about changes that may be needed in the policies that affect the individuals your partner organization serves?; How can you or others in the community use what you learned about the course material and are there any challenges associated with doing so?; Did this experience differ from your initial expectations? Why or why not?; How does your civic engagement experience and academic knowledge inform your

understanding of systemic causes of the social, political, or civic issue on which you are focused?

### **3.2. Skills (Intersection between learning and personal growth)**

What was the goal you were trying to accomplish?; Were you able to effectively achieve your goal? Why or why not?; Which skills did you bring to the experience that helped you meet your goal?; How did your skills contribute to the diversity of the people with whom you worked? and how did you approach the harnessing of those differences for maximal effectiveness?; Did you form any new assumptions that required you to change your approach? How so?; Did you acquire any new skills by having to work to achieve this goal?; Was this an easy or a difficult task to undertake? Why?; Did you recruit others to help accomplish your goals or raise awareness of the problem you are actively trying to address? Why and how? Or Why not?

### **3.3. Values (Intersection between personal growth and learning)**

How did your strengths and weaknesses contribute to working towards the goal you were trying to accomplish? What were the positive and negative effects of these personal characteristics?; What assumptions did you bring? And what new assumptions did you need to form as you undertook this process?; Did your assumptions about members of the community make your experience more or less successful when accomplishing your objectives?; Did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How and why? Or why not?; What effect did you and this experience have on others?; In evaluating the plan in light of its benefits and challenges, did you recognize any need for you to change personally? How so?

### **3.4. Motivation**

Did this experience increase your sense of responsibility for acting on behalf of others?; Did this experience have any influence on your future educational or career path?; What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavours in this area?; Did this experience inspire you to continue a commitment to serving others? What steps have you taken - or do you plan to take - to implement this plan of continued commitment?.

If figures are used —corresponding to graphs, pictures, or any other type of images— (Fig. 1) follow the example below, referencing it in the text. It should be included in the appropriate location. Adapt size to your needs, taking into account the fact that it should be centred. Use good quality pictures to ensure a right result (optimize picture size/quality). Photographs format should be JPG, with a minimal resolution of 300 DPI. Figures are required to include an explanation below, following the example given.

Tables, charts, graphs, pictures will be placed where needed, but use them only when necessary.



**Figure 1.** Arial, size 10, centred, single line spacing, paragraph spacing 6 pt before and after.

#### **4. ARTICULATE LEARNING**

Use your responses to the prompts above in both the “Describe” and “Examine” sections of this reflection template to create a thoughtful essay wherein you articulate what you have learned from your civic engagement experience.

Each of the following questions should be addressed in your essay: What did I learn?; How did I learn it?; Why does it matter?; What might/should be done in light of it?.

#### **AKNOWLEDGEMENTS**

If needed, include in this section your acknowledgements for organisations, societies, or entities which have made possible the present paper. Funding sources or co-workers (no authors) may also be mentioned here.

#### **REFERENCES**

References should be alphabetically arranged by author. Indentation 1 cm (hanging indent) and single line spacing. For quoting along the text follow 6<sup>th</sup> ed. APA guidelines. Some examples follow. Use italics when needed but do not classify references regarding its kind (book, chapter of a book, article, etc.).

##### -Book

Ash, S.L., Clayton, P. H. y Moses, M. G. (2009) *Learning through Critical Reflection: A Tutorial for Service-Learning Students*. Raleigh, NC: PHC Ventures

Furco, A. y Billing, S. H. Jr. (1999). *Where's the learning in Service Learning*. San Francisco, CA: Jossey Bass Publishers.

##### -Chapter of a book

Harker, D. (2014). Ideology, policy, and engagement: What role can service learning play in a changing democracy? En A. J. Treviño, y K. M.McCormack (Eds.), *Service Sociology and academic engagement in social problems* (pp. 61-82). Wheaton College, MA: Ashgate Publishing Ltd.

##### -Accepted publication

Davis, L. I., Wright, D. J., Gutierrez, M. S., Nam, J. J., Nguyen, J. y Waite, A. T. (in press). Interprofessional global service learning: A pharmacy and nursing practice experience in Botswana. *Currents in Pharmacy Teaching and Learning*. Recuperado de <http://www.sciencedirect.com/science/article/pii/S1877129714001786>

-Article

Poon, P., Chan, T. S. y Zhou, L. (2011). Implementation of service-learning in business education: Issues and challenges. *Journal of Teaching in International Business*, 22(3), 185-192. doi: 10.1080/08975930.2011.653746

-Unpublished Ph.D. dissertation

Gil, J. (2012). *El aprendizaje-servicio en la enseñanza superior: una aplicación en el ámbito de la educación física* (Tesis doctoral, Universidad Jaume I, Castellón, España). Recuperado de <http://www.tdx.cat/handle/10803/86937>

-Newspaper article

Prats, J. (2015, 23 de enero). Los maltratadores no podrán hacer voluntariado con menores o mujeres. *El País*. Recuperado de [http://politica.elpais.com/politica/2015/01/23/actualidad/1422018960\\_929515.html](http://politica.elpais.com/politica/2015/01/23/actualidad/1422018960_929515.html)

-Legislation

Ley Orgánica de Voluntariado (2015). En Boletín Oficial del Estado No. XXX. Ministerio de Sanidad, Servicios Sociales e Igualdad.

-Web resources

Canadian Center of Science Education. (2015, febrero 16) *Paper template*. [On line]. Recuperado de <http://web.ccsenet.org/images/stories/myfiles/template-paper.doc>