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**Service-Learning as a Practical Introduction of Undergraduate Pedagogues
to the community**

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Abstract

Teaching and learning present new challenges of alignment with social, political, and environmental changes of the last five years. The service-learning (S-L) pedagogical methodology helps build something tangible in such an uncertain scenario. S-L promotes activities that allow for giving back to society the acquired knowledge and skills aiming to improve the environment. Here, we describe the process of implementation of S-L at the Real Conservatorio Superior de Música “Victoria Eugenia” de Granada. The project consisted of seven phases: 1) identification and definition of one of the needs of the neighborhood/community; 2) setting of goals; 3) planning; 4) implementation of the plan; 5) intermediate evaluation and re-planning; 6) introduction of modifications; 7) final evaluation. Finally, the students were asked to discuss the experience. The participants, students enrolled in the subject Didactic Concerts decided collectively to set their main goal as presenting different forms of participation in the musical community as healthy and sustainable leisure activities for vulnerable and at-risk children (users) and their families (beneficiaries).

Six sessions were implemented that comprehended the presentation of different musical instruments and worked with the voice (singing) and body (dancing). Also, at the beginning and the end, data were collected about users’ and beneficiaries’ attitudes toward and knowledge of music and dancing.

The results of the implementation of the S-L program were discussed with the students, also, they were asked to evaluate their own experience during the implementation. First and foremost, a significant positive attitudinal shift was observed among users and beneficiaries towards non-industrialized kinds of music and dancing. Regarding the students’ own experience, two aspects were highlighted: 1) they felt they could be active agents of change in their communities, and 2) all of them reported having more control over their present education through gaining real experience, instead of training for some hypothetical future. Finally, this work presents another example of how S-L methodology contributes to reaching sustainable development goals such as 10. Reduced inequality, 11. Sustainable cities and communities, and 4. Quality Education.

Keywords: service-learning, musical community, pre-teachers, sustainable development goals.