



European labour mobility-led Career and Service-Learning System in Higher Education

Toolkit Guidance for HEI Educators on Career Development through CSL Practices

Project Number: 2024-1-SI01-KA220-HED-000252281

www.elix-project.eu



Co-funded by
the European Union

1

Practical resources and tools for educators

From methodology to ready-to-use teaching practice

This chapter translates CSL into concrete resources



Lesson plans and teaching modules



Reflection tools



Career planning activities



Partnership guidelines

How to use it



A practical toolbox for designing, implementing and improving CSL.



Ready to embed in marketing, community projects and interdisciplinary learning.

What this chapter provides



Lesson plans and teaching modules for designing CSL activities.



Student reflection and career planning resources for connecting experience with employability.



Industry and community partnership guidelines for sustainable cooperation.



Examples show how CSL can be embedded in marketing, community projects and interdisciplinary learning.



The chapter is a practical toolbox for designing, implementing and improving CSL.

CSL teaching module logic



Use this sequence as a modular template in any discipline.

MODULE 1

Identifying community needs

Turning observation into a learning task



Begin with a class discussion on community or organisational needs.



Use community walks, observation or stakeholder interviews.



Collect data through short surveys, informal conversations or desk research.



Define one specific problem that is realistic for student action.



Present the problem and explain its relevance for the partner and the course.



The first practical task is not to “solve” but to understand the real need.

MODULE 2

Designing a CSL project

From problem definition to a feasible project plan



Connect the partner need with course learning outcomes.



Define project goals, activities, roles, outputs and indicators.



Create a simple timeline with milestones and partner feedback points.



Clarify ethical issues, responsibilities and communication channels.



Prepare criteria for evaluating both process and output.



A CSL project is a teaching design, not only a volunteer activity.

MODULE 3

Implementation and collaboration

Managing action in real-world conditions



Students work with the partner on agreed tasks and deliverables.



Teachers monitor progress through checkpoints and mentoring.



Partners provide contextual information, feedback and professional expectations.



Students adapt plans when real-world constraints appear.



Digital tools can support coordination, documentation and teamwork.



Implementation develops adaptability, teamwork and professional behaviour.

MODULE 4

Reflection, evaluation and presentation

Converting experience into learning evidence



Students write reflective journals or short reflection papers.



Peer evaluation helps identify contribution and teamwork quality.



Community or partner feedback captures project relevance and impact.



Students analyse whether objectives were achieved.



Final presentations communicate outcomes, lessons learned and recommendations.



Reflection is where practical activity becomes career learning.

Illustrative CSL case studies

Examples that can be adapted to different courses



Environmental sustainability

Waste reduction, awareness campaigns and recycling stations.



Education support

Tutoring, mentoring and reading support for younger pupils.



Public health

Workshops, health information and preventive awareness campaigns.



Marketing with CSL

Campaigns for NGOs, social enterprises or local entrepreneurs.



Case studies help educators imagine practical transfer into their own discipline.

CASE EXAMPLE

Marketing with a CSL approach

A practical course example from Slovenia



Students apply marketing theory to challenges faced by local organisations.



Partners may include NGOs, social enterprises and local entrepreneurs.



Activities can include market analysis, campaign design, digital content and evaluation.



Mentors from the university and the partner organisation support student teams.



Assessment may include participation, quality of solution, reflection and presentation.



The course becomes a bridge between academic concepts and real market needs.

Student reflection resources

Guiding students from experience to self-awareness



Reflection prompts help students analyse skills and competences developed through CSL.



Journals encourage students to record challenges, decisions and learning moments.



Group discussions support peer learning and constructive feedback.



Mentor and partner feedback connects student behaviour with professional standards.



Reflection should be planned before, during and after the CSL activity.



Students need structured questions, not only a general request to “reflect”.

Career planning resources

Connecting CSL with employability



Students translate CSL experience into career narratives for CVs and interviews.



Skills self-assessment helps identify evidence of communication, teamwork and problem-solving.



Career reflection links values, interests and aspirations with real experiences.



Professional portfolios document outputs, feedback and competences.



Workshops or consultations help students convert experience into career goals.



CSL becomes career development when students can name, evidence and communicate their skills.

PARTNERSHIPS

Partnership guidelines

Building cooperation with industry and community actors



Identify partners whose needs match course outcomes and student capacity.



Clarify roles, expectations, communication channels and timelines.



Use simple agreements or memoranda to define responsibilities.



Prepare partners for feedback, mentoring and evaluation.



Maintain relationships beyond one project cycle through follow-up and shared learning.



Good partnerships are designed, maintained and evaluated.

Practical checklist for educators

Before launching a CSL activity



Define learning outcomes and target competences



Select an authentic but manageable partner need



Prepare students for ethics, roles and expectations



Agree on deliverables, milestones and feedback points



Integrate reflection before, during and after action



Assess process, product, teamwork and reflection



Collect partner and student feedback



Document evidence for portfolios or micro-credentials



Review the activity and improve the next cycle



Share good practice within the institution

Key message

A practical toolkit for course-level implementation



Start with a small but meaningful CSL activity.



Use structured modules: need identification, project design, action, reflection and presentation.



Support students with reflection, career planning and portfolio tools.



Develop partnerships through clear expectations and mutual benefit.



Use each implementation cycle as a learning opportunity for the educator and institution.



THANK YOU

For exploring Career Service-Learning with ELIX



www.elix-project.eu



Co-funded by
the European Union



European labour mobility-led Career and Service-Learning System in Higher Education

Toolkit Guidance for HEI Educators on Career Development through CSL Practices

Project Number: 2024-1-SI01-KA220-HED-000252281

www.elix-project.eu



Co-funded by
the European Union

1