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PARES o NONES® Un break científico

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Sustainable development through service learning and community engagement in higher education: a systematic literature review
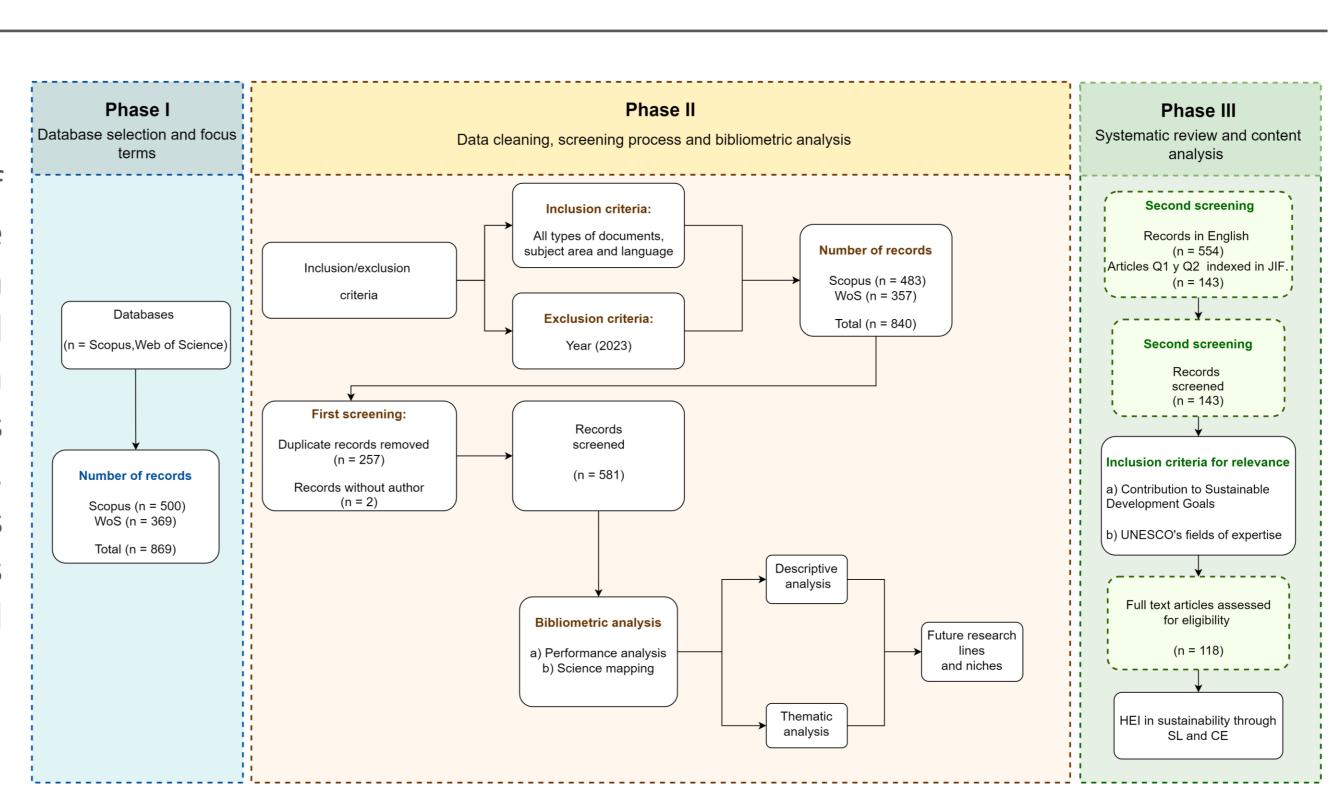
AIM OF THE STUDY

This study aims to delve into the evolution, trends and implications of scientific production related to service learning (SL) and community engagement for sustainability in higher education institutions (HEIs). Because HEIs play a crucial role in achieving the sustainable development goals (SDGs), experiential learning approaches are needed to actively involve students in sustainable development.

RQ1. How do experiential learning approaches of SL and community engagement promote sustainable development?

RQ2. What are the current state of research and emerging trends in SL and community engagement for sustainable development?
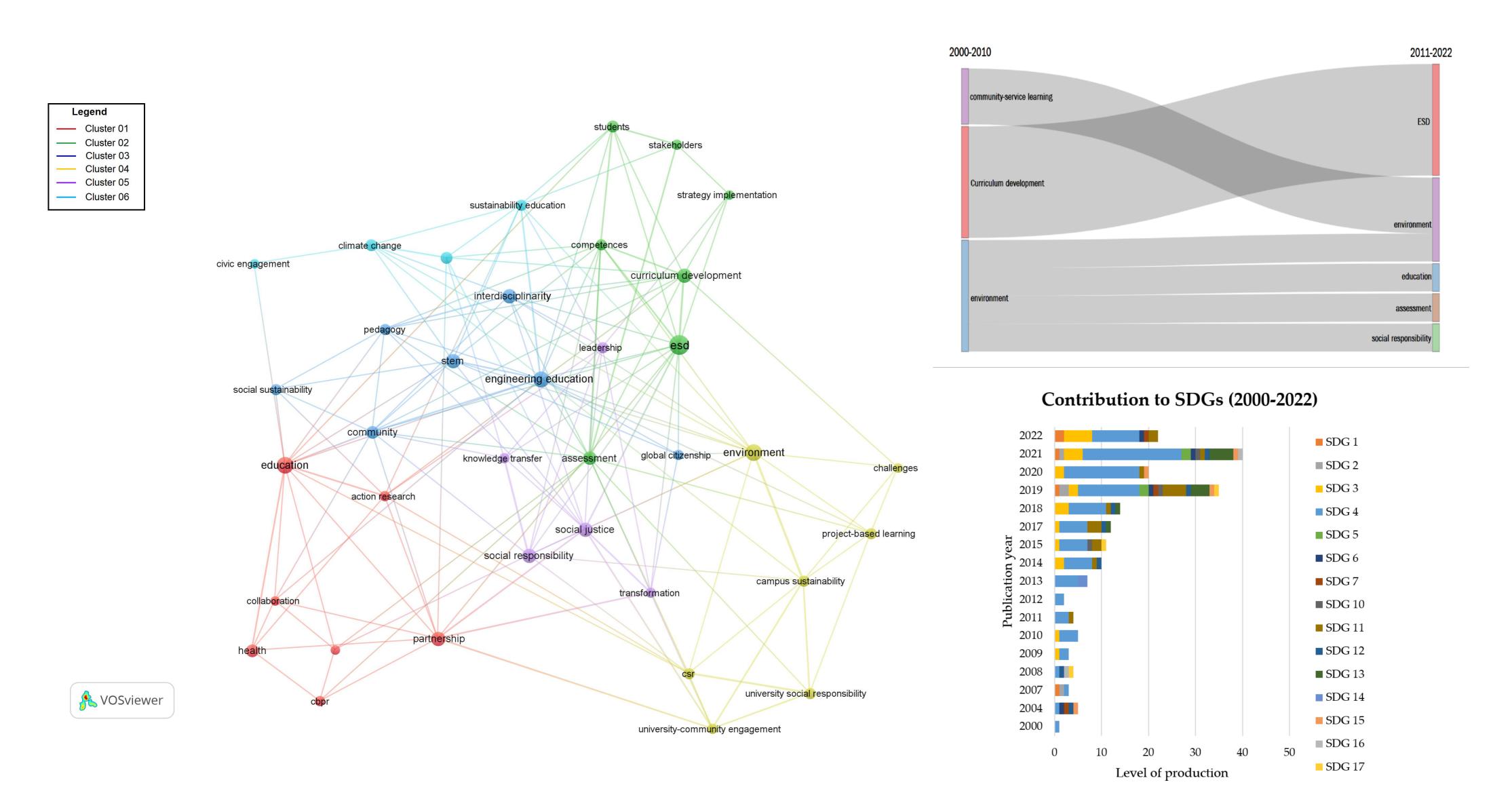
METHODOLOGY

In total, 869 publications from Web of Science and Scopus databases were analysed using a bibliometric approach that included performance analysis and science mapping. Subsequently, a systematic literature review was conducted on 118 publications, focusing on their contribution to SDGs and alignment with United Nations Educational Scientific and Cultural Organisation's fields of expertise

RESULTADOS

The findings reveal two significant trends: a substantial shift from curriculum development (2000–2010) to education for sustainable development (2011–2022), and the effectiveness of experiential learning teaching approaches, such as the integration of SL with community engagement and the use of innovative research methods in promoting the acquisition of sustainable development competencies. Additionally, community-based research, participatory action research and capacity development emerged as the primary topics.

Contribution to SDGs (2000-2022)

CONCLUSIONES

Through a detailed bibliometric analysis of 698 publications and a systematic literature review of 118 articles, this study sheds light on the current and emerging fields of SL and community engagement for sustainable development within HEIs. This research defines six main areas that concentrate efforts on: (a) education and partnership, (b) EDS and curriculum development, (c) engineering education and Interdisciplinary approaches, (d) environment and CSR, (e) social responsibility and social justice and (f) climate change and experiential learning. In addition, it is noteworthy that community-based research, participatory action research and capa development have emerged as the primary research topics.