

LEARNING THROUGH TEAMWORK

NEWSLETTER #5 – SEPTEMBER 2021



Kendal, Erwin and Jeremy, EARTH students at the Tech. Institute of Hopelchén for their internship.

EXTENSION OF THE PROJECT TRANSFORMING HIGHER EDUCATION

The W.K. Kellogg Foundation has granted a no cost extension of one and a half years to the Transforming Higher Education project, through December 2022.

This announcement fills us with great optimism and hope, as we continue to construct and promote university change aimed at the education of creative professionals with the knowledge and skills to become ethical leaders who serve society, bringing well-being to their communities, and contributing to building a more equitable and sustainable planet, providing greater opportunity for all.

Change the University and we can
Change the World!

WEBINAR: UNIVERSITY- COMMUNITY PARTNERSHIPS AND STUDENT LEARNING: GLOBAL EXPERIENCES



October 6, 2021



1:00 pm GMT



To share experiences about different forms of University-Community Engagement such as, service-learning courses, participative or collaborative research, extension, and entrepreneurship, and to present the main student learning developed during those experiences.



Dr. Gael Pressoir, Quisqueya University, Haiti.
Dr. Raquel Oclarit-Salingay, Mindanao University, Philippines.
Enos Kule, Gulu University, Uganda.
Dr. Tobias Wünschler, EARTH University, Costa Rica.
Dr. Julieta Mazzola, EARTH University, Costa Rica.

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ENCOURAGING INNOVATION, ENTREPRENEURSHIP, SENSE: THE AVANT-GARDE MODEL OF UNILASALLE

UniLaSalle is a world-renowned higher education center, with areas of study focused on Earth, life, environment, energy and digital sciences.

The school consists of 4 campuses located in the north of France (Amiens, Beauvais, Rouen and Rennes). It has 3,800 students of which 1,700 are postgraduates. In its 167 years of history, they've reached 20,000 graduates.

Through its three student-centered educational areas (With and for youth, Together and by association, Empowered and committed students), the innovative educational model aims for students to be successful in their course and to make them capable to participate in the evolution of society.

Their vast experience has allowed the university to identify opportunities for the development of new teaching tactics that are consistent with the elements of the success of Transforming Higher Education, thus, they have developed a model called IES (Innovation - Entrepreneurship - Sense), which gives their students and graduates the feeling of commitment and the ability and motivation to go beyond oneself to reach others.

Ethical and value-based leadership: Promotion of Lasallian sense and values, including respect, commitment and a sense of community, urging students to practice service, teamwork and love for the environment.

Experiential learning: UniLaSalle is based on *Learning by doing*, ensuring that each student lives and actively participates in learning as a protagonist in the educational process.

University engagement with the community as part of the learning process: Involvement of all students and stakeholders in university life to create a unique learning culture through the *Together by association* area. It ensures that students are proactively interested in different ways of supporting each other and the community.

Entrepreneurial and business education: Development of enterprising and spirit of innovation to encourage creation within their internships or companies but also within the community in general.

Conflict resolution through dialogue: Learning process for conflict management through successful socialization and dialogue (group work, coexistence, and leadership of associations, among others)

For more information on UniLaSalle and its education model, download the UniLaSalle Case Study at [Transforming Higher Education's website](#) and be sure to visit <https://www.unilasalle.fr/en> for more information.



Kendal, and Jeremy working with the community.

THE INTERNSHIP EXPERIENCE AT THE TECHNOLOGICAL INSTITUTE OF HIGHER EDUCATION OF HOPELCHÉN

As part of EARTH University's syllabus, third-year students are required to complete a 15-week internship. This work experience is often an opportunity to open up the student's horizons and give them a taste of "real life." The Internship is an intensive experiential learning opportunity that is part of community engagement by the university, integrating two of the critical key elements of success.

Following the five elements of the success of Transforming Higher Education, the Technological Institute of Higher Education of Hopelchén (ITSH) has taken this opportunity to exchange experiences and knowledge between institutions, by opening their doors since 2019 to EARTH University students who want to be part of their educational experience.

This year, three EARTH students from the class of 2021: Erwin Burgos (Belize); Kendal Calvo (Costa Rica) and Jeremy Gómez (Costa Rica), carried out their internships at ITSH, making the most of their opportunity despite the difficulties that the global pandemic represents nowadays.

Erwin is originally from southern Belize, an area renowned for growing citrus fruits such as orange and grapefruit. In Hopelchén, his work has consisted of creating a forage bank in which plants are harvested to function as food for the Mexican creole hairless pig (*Sus scrofa domesticus*), a much-loved species at risk of extinction. Upon arriving in Mexico, Burgos, saw those in charge of feeding the pigs had to travel long distances to get their food, so adapting this land would mean a huge saving of time and resources, while the animals receive a nutritious diet.

On the other hand, Kendal is working on honey production (one of the most important practices in the area) and on the creation of a vegetable garden.

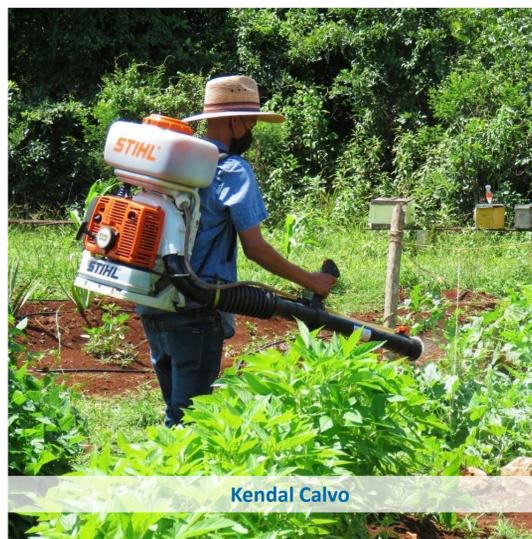
Here Calvo is making a mandala with different local seeds provided by women in the community, among these are watermelon, cucumber, corn, melon, beans, sesame and more. Everything done in the garden aims to turn it into a seed bank.

Finally, Jeremy is focusing on the production of ladybugs (*Coccinella septempunctata*) to use for biological control: reproduction management, diets, egg count, controlled conditions, temperature and economic balances found in different crops in the area to know if pests can be controlled naturally or some agrochemical applications will be necessary to supplement natural control.

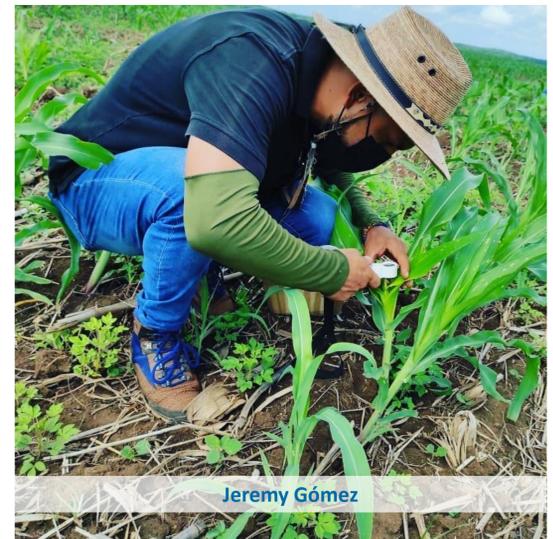
Thank you, Erwin, Kendal and Jeremy, for sharing your experience with us!



Erwin Burgos



Kendal Calvo



Jeremy Gómez

"At EARTH we were taught to think using our own criteria. When I got here, I laid out the reasons why the forage bank must be made up of various species. I was able to train other students and they understood the benefits of the implementation. In exchange, something that I will take from here for the future is the entrepreneurial thinking of the people who live here and how they manage to diversify their income. Community members are not satisfied with just one thing to do; therefore, they're always looking for the best way to work and generate business".

"In these four years of studies, field practices have prepared us to get to the real world. The university has motivated us to be proactive and understand the problems of the places where we arrive and the opportunities even without realizing it. Among ourselves we exchange opinions and give advice as something that we bring impregnated in our way of working, always thoughtful of the producers and the people in the communities who were here before us".

"I always knew that I wanted to do the internship in a subject of my interest, regardless of where it was. Fortunately, at the internship symposium held at EARTH, I saw the colleague who was in Hopelchén before me, and I became too interested in coming here. All the objectives that he had were met and I gained an enriching experience both professionally and personally".