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STUDENTS LEARNING TO TRANSLATE
THROUGH SERVING AN NGO:
A PRELIMINARY PROJECT REPORT

Abstract. In this preliminary project implementation report, the authors showcase how service-learning is used as a pedagogy underlying translation projects. The main objective is to argue in favour of the method in the academic context. In the case under analysis, the students of applied linguistics at Maria Curie Sklodowska University in Lublin translated and localized content that was crucial for the educational mission of a Lublin-based NGO – *Fundacja Sempre a Frente*. Out of the three translation projects, two were text-based (a text variety on youth employment challenges and a brochure on project management for NGOs). The third project involved the beneficiary's website localisation. Analysing project design, implementation and assessment, the authors pinpoint how these were planned to relate to the core tenets of service-learning. Also, the pedagogical concepts of *polyphony* and *communicative learning* are employed as instrumental in better understanding and implementing the communicative dimension of service-learning projects. Even though the project is not complete, partial conclusions are presented, mostly in the form of recommendations for educators contemplating service-learning for their teaching experience.

Keywords: service-learning; translation project; multiple voices (polyphony); communicative learning; formative (communicative) assessment

STUDENCI UCZĄ SIĘ TŁUMACZYĆ,
PRACUJĄC NA RZECZ ORGANIZACJI POZARZĄDOWEJ.
WSTĘPNY RAPORT Z REALIZACJI PROJEKTU

Abstrakt. W niniejszym wstępnym raporcie z realizacji projektu autorzy przedstawiają, w jaki sposób metoda *service learning* można wykorzystać w projektach tłumaczeniowych. Celem opracowania

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jest przedstawienie argumentów przemawiających na korzyść tej metody i jej użycia w kontekstach akademickich. Dwa z trzech projektów tłumaczeniowych miały charakter tekstowy (tekst dotyczący wyzwań związanych z zatrudnieniem młodzieży oraz broszura na temat zarządzania projektami dla organizacji pozarządowych). Trzeci projekt obejmował lokalizację strony internetowej beneficjenta. Analizując projekt, jego realizację i ocenę, autorzy wskazują, w jaki sposób zostały one zaplanowane, aby odnosiły się do podstawowych zasad *service learning*. Wykorzystano również koncepcje pedagogiczne *polifonii* i *uczenia się komunikacyjnego* jako narzędzi służących lepszemu zrozumieniu i wdrożeniu komunikacyjnego wymiaru projektów opartych na *service learning*. Mimo że projekt nie został jeszcze zakończony, przedstawiono częściowe wnioski, głównie w formie rekomendacji dla nauczycieli rozważających włączenie *service learning* do swojej praktyki edukacyjnej.

Słowa kluczowe: *service learning*; projekt tłumaczeniowy; polifonia; uczenie się komunikacyjne; ocena formatywna (komunikacyjna)

INTRODUCTION

This article is a project implementation report and discusses how service-learning can be used as an educational framework for linking in-class, formal learning with out-of-class, non-formal learning. Thus, it can play a role of an interface between the curricular educational formats and authentic, engaged, situated learning. To do so it needs to have a well-pronounced axiological impact, marked by tangible project results and stakeholders' reflection. The case in point is a student translation project, implemented as a curricular academic subject for students of applied linguistics at Maria Curie Sklodowska University in Lublin. The project design, objectives, role distribution and assessment framework are explored, showing how they are aligned with the founding criteria of service-learning. Also, the notions of communicative learning and polyphony are discussed as instrumental in effective learning through serving.

The main objective of this study is to argue in favour of service-learning since this method can make learning significant and valuable to the students and – necessarily – to other stakeholders of the learning process. Apart from the students, these stakeholders are educators (class designers and teachers), and those who benefit from the service delivered. The educators' advantage is that service-learning can be a method to abandon the current bureaucratic-positivist bias in academic education, with its paradigmatic focus on 'memorization and testing for the masses.' Service-learning is a way to redefine classroom design in line with individual and social needs, using authentic tasks and implementing solutions that real people really need. The benefit of the service users is, primarily, the service they need and find difficult to obtain. Equally vital is that the service provision process is dependent on the relationship between the

providers and the beneficiaries. This relationship adds value to the service itself by improved understanding of its content and role by both parties, collaborative service construction through translation/localization efforts, and greater knowledge about how to effectively implement translation/localization projects in the beneficiary's organization.

LITERATURE OVERVIEW

The main concept that needs outlining in this article is *service-learning* (sometimes, though infrequently spelled *service learning*). Most concepts in humanities and education studies are hard to exhaustively define, and this also holds true for service-learning. One of the leading researchers of the concept observes that:

> [t]he issue of definition is complex, and arguments about conceptions of service-learning have plagued the field for years. Although most service-learning researchers, evaluators, and practitioners would agree that service-learning involves both service to the community and learning tied to academic curriculum, the definitions of service, community, learning, and academic curriculum all vary widely. (Billig, 2008, p. viii)

Notwithstanding the above, variety of sources abound with definitions of the notion. Frequently quoted defining criteria are provided by (Bringle & Hatcher, 1995):

> We consider service-learning to be a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Bringle & Hatcher, 1995, p. 112)

Other definitions available in the educational research of the 1990s (e.g. Giles & Eyler, 1994 or Meyers, 1999), the early 2000s (e.g. Jacoby, 2003 or Welch & Billig, 2004) and recently (Furco, 2023; Shek et al., 2019) list up to four defining elements of service-learning, which are as follows:
   (a) students engage in community service activities,
   (b) the engagement is part of their formal education,
   (c) the engagement brings (tangible, realistic) benefits to the community,
   (d) as well as to the pedagogies, curricula and educational institutions.

Another vital perspective on service learning, helping to explain its meaning and operational principles, is presented in Furco (1996). Trying to position service learning against a wide array of related pedagogies, Furco (1996) develops two scales to determine the similarities and differences between service-learning and e.g. community service, field education or volunteerism.

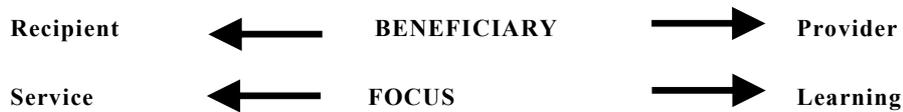| Recipient | ← | **BENEFICIARY** | → | Provider |
| Service | ← | **FOCUS** | → | Learning |

Figure 1. Twin-process scale in service-learning and other pedagogies
according to Furco (1996) – adapted from Furco (1996, p. 3)

Furco's (1996) parallel view of the service and the pedagogical process is helpful in that it pinpoints the two process threads that need recognising and addressing in any service-learning activity. Firstly, service-learning projects are not only about delivering a service to a beneficiary, but they have an identifiable layer of relationship building (e.g. as in the form of partnerships advocated for in Jacoby, 2003). Secondly, service-learning requires an approach where social problem solving is correlated with how these solutions inform pedagogies, curricula and education institutions.

Giles and Eyler (1994) trace the concept of service-learning back to the work of Southern Regional Educational Board (Southern Regional Education Board, 1973), but one of the Board's collaborators, Robert Sigmon observed in his seminal article (Sigmon, 1979) that despite the then decade-long interest in service-learning, the authors of the concepts remained unknown. Yet, Sigmon was able to pinpoint three principles that he personally found pivotal for service-learning:

Principle one: Those being served control the service(s) provided.

Principle two: Those being served become better able to serve and be served by their own actions.

Principle three: Those who serve are also learners and have significant control over what is expected to be learned. (Sigmon, 1979, p. 10)

Sigmon's principles have a simple formulation, but they significantly influence both understanding, or even more so, the practical application of the pedagogy. Principle one is about the beneficiary being the 'owner' of the service. It may look unquestionable at first sight, but anyone engaged in project work realizes that 'project ownership' and control is always a question of negotiation.

In the course of service provision, the beneficiaries may realize that the service does not match their initial expectations, or it may happen that the expectations grew in the course of project realization. The providers may experience problems in service delivery when project complexity exceeds their resources or skills. These and other critical points are part of project work and learning, and hence the first principle must be approached faithfully but in a dynamic, processual way. In fact, the issue of control should perhaps be addressed as much as possible at the project design stage ('Is the scale of what we plan controllable by the parties? What can we do to keep the resource-expectations balance at the design stage? What communication solutions do we use to keep the balance?').

Principle two substantially adds to the four defining parameters discussed above. It states that the ultimate test service-learning is that thanks to the service delivered, a beneficiary can enhance its service to others. It is not enough to 'work to help others', but we need to 'work to help others help others.' The second principle holds providers and beneficiaries accountable for what happens with the service when implemented, so that it can bring maximum social good, or – at least – that it does not inflict social problems. In practice, this principle can mean a careful selection of beneficiaries at the design stage, and an informed approach to what happens the service after implementation.

Sigmon's principle three is a call for student empowerment. Even though students work in a well-defined framework, where control is pre-defined by the service requirements, they can and should respond with aligned control processes in both project communication and project management. In practical terms, the control can be executed when students perform as project managers, responsible not only for service delivery, but also for free and effective communicative engagement of the stakeholders.

The literature on service-learning showcases multiple projects engaging academic students (e.g. Bringle & Hatcher, 1995; Cheung & Kwan, 2019; Cress et al., 2023; Crews, 2002; Jacoby, 2003 or Reilly et al., 2023). Also, in the field of translator (Angelelli, 1998; Marais, 2009; Valderrey Reñones et al., 2023; Weinberg Alarcón & Mondaca Becerra, 2022) and interpreter (Lesch, 2011; Monikowski & Peterson, 2005; Shaw & Roberson, 2009) education, service-learning projects are noticeable. Translation and interpreting are a natural match for project work since projects are an industry standard. In Poland, translation and interpreting can be a costly service to social community entities like NGOs, with their budgets under strict state supervision. It happens quite regularly that an NGO could provide additional language assistance to some of its clients in

contingency cases (e.g. new state regulations in force, which lead to some unexpected complications to clients or some unexpected modifications of models for social assistance etc.), yet their budgets do not allow it unless they apply for additional funding. Such applications take time, while in contingencies, time is always a scarce resource. It is also often the case that NGOs are not well acquainted with what it takes to provide effective language assistance. They often hold the static view of translation as text-for-text transfer, without considering either functional (communicative), cultural or technological aspects. This is why translation and interpreting projects offer translation students an opportunity to deliver services and to communicate about them with the client. This communication offers a chance for students to learn to talk about their profession in a way that helps clients understand the advantages and risks behind translation and interpreting projects (Klimkowski & Klimkowska, 2024). That helps build a community that ensures the cooperative (relational) quality of the service (Klimkowski, 2015; 2022).

As has already been illustrated, the role of communication in learning and in service provision cannot be overestimated. Hence this literature review needs to be completed with two more concepts that underlie the authors' approach to classroom communication, including service-learning projects. These two concepts are *polyphony* – making everyone in the class and project able to speak out, comment and share. The other is *communicative learning*, which marks a specific approach to education, or at least a specific educational dimension, where the facts of the classroom are discussed, their sense and reading is negotiated and all the positions taken are dialogically explained between the parties.

The notion of polyphony as employed here is anchored in the concept of *multiple voices in translation classroom*, proposed by González Davies (2004). Her idea was not merely to create a space for everyone to speak out and be heard in the classroom, but to give "support to these other voices" (González Davies, 2004, pp. 4–5), which means to allow their impact on the learning environment: class content and classroom dynamics. Although the idea of multiple voices represents a powerful educational metaphor that informs a lot of task and activities proposed in (González Davies, 2004), the notion itself is not overtly operationalised. Klimkowski (2024) offers a synonymous notion of classroom *polyphony*, and tries to operationalise the idea by seeking potential configurations for alignment of the stakeholder voices in the educational process, without hindering their rights to learning autonomy. Klimkowski (2024) offers a proposal for polyphony levels to pinpoint how various dimensions of class content and interaction can be designed to encourage voice interactions. The first polyphony

level is sought in the interaction between students and teachers in a "regular" classroom environment, while the second concerns how to allow students customise their learning trajectories within the formal curriculum constraints. The third level opens the classroom to voices from outside the academia, exactly the way postulated by service-learning.

There is one more aspect that the notion of polyphony and service-learning share. It is the strong conviction that polyphonic learning through serving needs to transform the stakeholders' knowledge, skills and mindsets. To address this reality, the notion of transformative learning can help. The founding father of this educational concept is Mezirow. In one of his later works (Mezirow, 2003), he defines transformative learning as:

> […] learning that transforms problematic frames of reference – sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) – to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames of reference are better than others because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action. (Mezirow, 2003, pp. 58–59)

It is more than evident that the list of qualities provided by (Mezirow, 2003) is fully in line with the principles of service-learning: (a) better understanding of others by listening to their needs; (b) reflecting on what we know and can do to solve their problems; (c) planning the outreach of our actions ('to help others help others'); (d) designing learning through serving, guided by our transformed outlook on others. Mezirow (2003) completes his picture of transformative learning by suggesting an educational method that is prerequisite for a learning transformation. *Communicative learning* defines learning in terms of a complex communicative process, aiming to understand "the assumptions, intentions and qualifications of the person communicating" (Mezirow, 2003, p. 59). In communicative learning:

> [s]kills, sensitivities, and insights are relevant to participating in critical-dialectical discourse – having an open mind, learning to listen empathetically, "bracketing" premature judgment, and seeking common ground. (Mezirow, 2003, p. 60)

Finally, Mezirow observes that communicative learning changes the way in which we need to approach assessment:

> In communicative learning, emphasis is on critical reflection and critical self-reflection, assessing what has been taken for granted to make a more dependable, tentative working judgment. (Mezirow, 2003, p. 60)

Thus assessment is not something that follows learning (as in formal curricula), but makes an integral part of the learning experience: reflection, decision-making and self-regulation. It is a communicative practice whose aim is to determine the most reliable status quo about what happened or is to happen and plan optimal steps forward. Thus, any service-learning project needs to rely on communicative approach to learning and assessment, irrespective of the fact it is subject to formal assessment as part of the curriculum.

SERVICE-LEARNING PROJECT: TRANSLATING FOR AN NGO

In what follows, the authors try to showcase how service-learning can empower educational projects that serve community and bring educational benefits in return. Our case in point is an academic subject recently introduced to the curriculum of the 2-year MA course in applied linguistics at Maria Curie Sklodowska University (UMCS) in Lublin: *Translation project: design, implementation and management*. The class is held for two distinct specialisations (majors): *Artistic translation* and *Specialised translation with interpreting*. The class takes a semester to complete (15 teaching hours and 2 ECTS), starts in October and ends early January. The first edition of the class ended in January 2025. In October 2024, the students were provided with project proposals designed to match their specialisations. In the polyphonic approach adopted, the students were free to choose the project of their liking, irrespective of whether it felt closer to the artistic or specialised field. For one thing, the class organisers wanted to maximise the students' meaningful engagement. Also, a considerable number of students take both specialisations, hence it was mandatory to offer them the choice.

The artistic translation projects seek participation or art-related beneficiaries, while the specialist translation and interpreting projects target NGOs or business entities. The first – currently running – edition of the class involves 44 students. They were presented with eight projects, each of which required teamwork as prerequisite, along with project role diversification, project management and assessment procedures. Out of the eight project proposals, six were selected for team implementation. Worthy of a special mention is that one student team submitted their own project, where the beneficiary is a foreign student service

at UMCS and the task concerns translating university-level documentation that has not yet been available in English to foreign students at UMCS.

Two projects are artistic, and the other four are specialised. The artistic projects involve two beneficiaries, both well-recognized Lublin-based cultural institutions (*Warsztaty Kultury* and *Fundacja Sztukmistrze*). One specialised project is as a product development campaign for ENZO, a Lublin-based marketing agency. The project covers multi-language localisation of a culinary e-book and a related web-based marketing campaign for the product. However, in this article, the focus is placed on the three specialised projects implemented for *Fundacja Sempre a Frente* (later as *Sempre a Frente* or SaF), a Lublin-based NGO with an educational mission addressed at children and youth, aiming to equip them with core social competences with non-formal education initiatives and therapeutic measures.

PROJECT 1

The first project team is to prepare a Polish version of the texts and media materials used in promoting research results on the challenges of market transition experienced by contemporary youth in Europe. Also, this team is responsible for an English translation of a best-practices brochure concerning youth employment. The project team is comprised of three members: Project Manager and two Translators. The PM's tasks included: (a) participation in and coordination of terminological mining – including negotiations with SaF; (b) creating and managing terminology database – including solving translation decision problems; (c) managing project implementation; (d) running a project log to record information exchanges, critical points (incidents) and solutions; (e) project revision/proof-reading. Apart from translating, the team Translators are expected to implement PM's indications or recommendations.

PROJECT 2

The second project for SaF is website localization. SaF wants this to be a community project so as to stay in control of the English content or modify it (scale up or down), according to the present and future needs of the organisation and its beneficiaries. The tasks and actions in the project are parallel to Project 1. The website localisation team comprises Project Manager and three Translators. The task arrangement for both parties is identical to that of Project 1. The only difference is the deadline, which is set for the end of January 2025. Another operational difference is that because of website text diversification, the period necessary for revision is longer than in Project 1, to allow for post-localization

consultations with SaF and for ensuring terminological and textual coherence of the localized website.

PROJECT 3

The third project concerns translating an 80-page brochure about project management methodology particularly profiled for NGOs. It contains case studies concerning the risks that NGOs can face in project work. It is worth mentioning that in Poland NGOs operate regularly on project methodology, which is also their regular way of fundraising. This is why this brochure in English can be helpful for NGOs in neighbouring countries or for foreign organizations planning their activities in Poland. Project Manager and three Translators are involved, and the distribution of responsibilities repeats that of Project 1 and 2. The deadline for project completion is mid-February 2025.

SERVICE-LEARNING ASPECTS

Having presented the outline of the projects the authors attempt to show how they meet the principles and criteria of service-learning, polyphony and communicative learning. The table below presents a synthetic view of the project architecture, including main tasks, executive actions and how these relate to the pivotal criteria of service-learning.

Table 1. Tasks, actions and service-learning criteria in projects 1–3

Main tasks	Actions	Service-learning criteria
1. texts and media materials; best-practices brochure 2. website localization 3. NGO project management brochure	– task briefing – action plan – task team created – task implementation – SaF's response – project assessment (product-based and process-based)	1. SaF defined the needs, deadlines and communication channels 2. The website will inform others (educators, schools and NGOs) about research results and recommendations 3. The students defined their project roles (responsibilities) and the way to communicate in the team 4. The class organisers collect data (responses and project logs) to enhance the class in future editions.

As can be seen above, the criteria in the right-hand column refer directly to Sigmon's (1979) core principles of service-learning. Principle one concerns control over the project content and objectives, which Sigmon bestows on the

beneficiary. This is exactly how the three projects are designed and implemented. In the table, these facts are represented in the action of task briefing, but also by SaF's response to task completion (comments, approval, improvement requests etc.). Sigmon's principle two addresses maximizing the impact of the service ('help others help others'). In all three cases, the services provided offer leverage for reaching beyond the beneficiary organization. The text relating to youth employment challenges is planned for distribution among state job agencies or career advisory centres. SaF website is more than an information board; it is a vital resource for its core educational mission. This is why its localization in accord with the expectations of SaF is paramount. Since NGOs in Poland depend critically on project methodology for operation and fundraising, the English brochure sharing SaF's experiences regarding NGO project management can be helpful for a variety of players in the third market sector. Principle three on Sigmon's list concerns controlling learning by the students. This aspect is represented in the project in the following ways: (a) students selected projects for implementation; (b) students are in charge of project role distribution; (c) students (PMs) are responsible for initiating communicative exchange with the beneficiary, responding to the beneficiary's request for information etc.; (d) students are responsible for effective intra-team communication; (e) students (PMs) are responsible for defining and registering all project milestones and critical points; (f) student project control is considered a skill, and as such assessed.

The table above contains one more criterion, which is not covered by Sigmon's (1979) list, but which the authors of this article find strategic. Sigmon's vision of service-learning focuses on the interaction between the service providers, the beneficiaries and the service *per se*. In the authors' view, a missing element is the teachers as project organisers, whose empowerment should also be defined as a mandatory objective of each service-learning project. This view stems from the fact that under pedagogical approaches like service-learning (and many related, anchored in social constructivist epistemology) teachers and students are both learners. By collecting data and reflecting on service-learning project implementation, teachers – project organisers – can improve the learning and serving experiences in the subsequent project editions. The two main documents that are collected for assessment and reflexive purposes are: (a) PM-administered project management (Gantt) chart; (b) PM's log of major decisions, actions, completion points, information exchanges etc.

COMMUNICATIVE LEARNING ASPECTS

The mid-column in the table above displays actions taken in response to the project tasks defined and commissioned by the beneficiary – *Sempre a Frente*. Apart from the operative and executive aspects – typical of project implement-tation – this list gives a vital insight into the project communication flow. Task briefing, SaF's response to task completion and project assessment are parti-cularly worth mentioning for their direct relation to the notion of polyphony (González Davies, 2004; Klimkowski, 2024) as part of communicative learn-ing (Mezirow, 2003). These actions prove that the communicative dimension of the project design is valued on a par with the executive dimension.

A particular emphasis is placed by project organisers on the communicative interaction of the project stakeholders at the assessment stage. The assessment framework is presented in the table below.

Table 2. Project assessment framework

PRODUCT ASSESSMENT BY PROJECT ORGANISERS (FORMAL, SUMMATIVE)
– Terminological correctness
– Textual coherence
– Target text naturalness and communicative impact
– Grammatical (formal-linguistic) correctness
PRODUCT ASSESSMENT BY THE BENEFICIARY (FORMAL, SUMMATIVE)
– Terminological correctness
– Textual coherence
– Target text naturalness and communicative impact
– Grammatical (formal-linguistic) correctness
PROCESS ASSESSMENT BY THE BENEFICIARY (FORMATIVE, COMMUNICATIVE ASSESSMENT)
– Response times to tasks and incidents (crises)
– Proactivity in task management and execution (including reasonable readiness to pinpoint potential or actual problems or crises)
– Keeping records of actions and steps taken (PMs mostly) to provide traceability of the teams' efforts
– Deadline compliance and principle-based deadline negotiations
– Swift response to changes in schedules and tasks
– Realistic and effective planning of tasks and stages (milestones) (PMs)
– Realistic and effective delegating along with tactful but effective task execution
– Effective communications in the team and outside
– Individual project outcome relational quality assessment
– Team project outcome relational quality assessment

As illustrated above, the assessment procedure is planned to be a dynamic merger of formal assessment components (summative, point-based) with information exchange meetings to determine how the process management practices influenced the product-related facts. The latter, communicative and dialogical form of assessment is to help all the stakeholders understand 'what happened, with what consequences, and what is the next step.'

The readers who are familiar with the well-known distinction between the summative and formative assessment may conclude that the framework outlined above is a synergy of these two methods. This can to a large extent be true, on condition that formative assessment exceeds a mere comment to a grade assigned, and represents a complex communicative framework intended for polyphonic, collaborative understanding of summative facts. Since the project has not been completed, the authors cannot share with the readers any post-assessment observations. Undeniably, they will be worth elaborating upon in a dedicated publication.

CONCLUSIONS

The main objective of this study has been to argue that service-learning is a pedagogy of choice to those teachers who opt for learning practices that are significant to their students by allowing them to engage into learning through serving beneficiaries outside the classroom. Perhaps the greatest advantage of the service-learning concept is that it effectively distributes added value among all the stakeholders. Another great advantage the article strives to pinpoint is the methodological flexibility of service-learning, where frames and criteria are clearly defined, but modes of application can be contextually adapted (service scale, project complication, project time-span etc.). The authors hope to have shown that service-learning is a fully-fledged pedagogy: a theoretical concept and a set of methods to plan and realize actions and assess performance. Yet it is not a method in a positivist, objectivist sense, but a social constructivist, emergentist and communicative concept, which puts equal emphasis on 'what is done' and 'how the stakeholders talk about it.'

Even though it cannot be inferred directly from this case study, the greatest limitation of service-learning is that it represents an anti-systemic approach to the current academic practice – at least in the authors' perception of their working environment (also see Butin, 2005 or Lackéus, 2015 for similar views). Service--learning marks a continuation of the developmental and educational thought

of Dewey, Vygotsky, Rogers and Bruner (Giles & Eyler, 1994; Klimkowski, 2015; 2020) or – in the field of translator education – of Kiraly (Kiraly, 2000; 2019). These ideas are in stark contrast to the prevalent academic practice, which remains under the strong influence of Thorndike's behaviourist legacy (Klimkowski, 2020; Lackéus, 2015). In view of the above, a teacher's decision to embark on service-learning must be preceded by detailed diagnosis of the knowledge, skills and attitudes that can equip this person with tools for 'system resistance.' After all, we can reverse the limitation argument and say that if service-learning is an axiologically-driven pedagogy (Furco, 2023), it expects reflexive teachers to resist the adverse status quo (Butin, 2005).

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