



DEVELOPMENT OF A PROCEDURE FOR THE CERTIFICATION OF TRAINERS AND STUDENTS IN SERVICE-LEARNING PROJECTS



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PRESENTATION

Service-Learning is seen as a solid educational innovation, both with regard to the improvements of the students' learning process and with regard to the fulfillment of the university's social responsibilities (Santos Rego, Lorenzo Moledo & Mella Núñez, 2021). In this sense, one of the main aspects which justify the appropriateness of institutionalizing this practice is its transversal character, i.e. its potential to go across and unite the three great missions of the university: teaching, research, and service to the community (Kezar & Rhoads, 2001; Speck, 2001).

Hence, there are reasons why these educational practices have been taking the attention of the different layers of the higher education system, since teachers, to faculties, universities and administrations. Of course, this interest must be translated into institutionalization, in the necessary normative, administrative and pedagogical tools put at the service of the different agents of Higher Education (McMillan, Goodman & Schmid, 2016). Only this way we can ensure a rigorous and quality performance of this methodology and educational perspective.

Such institutionalization has been performed in many ways in the different University systems around Europe. In fact, the capacity of SL to adapt to the present-day university and the consistent efforts being made for its institutionalization are the fruit of both external changes, and of the internal transformation of the institution itself. Such is Bender's (2007) idea, when he suggests that the introduction of SL responds to three levels of change: the change which is external to the university, the one in the institution itself, and the change in the individuals. We understand that this does not occur in a pre-established order and can take place in both senses: if we take a closer look at the Spanish example, we see that it was the initiative of certain professors and research groups which triggered the process.

Indeed, the emergence of some SL experiences on Spanish university campuses is a fairly recent development. They have appeared in the context of different degrees and have been promoted by individual professors, carried out in a tentative way and with little possibility of taking root if they are not consistently evaluated.

Institutionalization would imply that these very experiences, whose number is constantly increasing, would be carried out within a framework which acknowledges them —which should entail their assessment, because what matters is that they be high-quality processes. It does not always happen that the "SL" label is consistent with the elements that define it, which Santos Rego, Sotelino, and Lorenzo (2015), after reviewing the scientific literature, list as the following five: learning, service, project, active participation, and reflection.

If we must aspire to high-quality projects, it is because their credibility might go hand in hand with a sustainable growth of SL in our universities, and lead us farther away from the shadow which always hangs over innovative proposals in higher education: the fact that they are associated with an ephemeral, transient trend or to the good —but not always well interpreted— intentions of some professors which insist to seek (on their own, in most cases)



new actions which would favour their students' learning process and which, in their case, might imply better levels of social equity (Zastoupil, 2021).

In addition, we need to say that the Service-Learning institutionalization process should abide by a commitment of academic and community authorities in the interest of its sustainable implementation in the university. This will be possible if supported by two interconnected elements: the conviction of the University, of its governing bodies and structures that SL can help it to better exercise their functions of teaching, research, and social responsibility; and the conviction of the Faculty, aware that this might be an appropriate methodology in view of improving its didactic functions and formative task.

Precisely, one key point on the interconnection of these two elements is the accreditation of the S-L practice performed by teachers (Santos Rego, Lorenzo Moledo and Mella Núñez, 2021). The accreditation is, from one side, the recognition of the good work in teaching and social recognition, that is nowadays too reliable on voluntarism. It entails the acknowledgement and reward, by the educational system, of those educational agents that are opening and walking the path towards innovation and good practice. Not only the teachers, but also students and social agents that are putting effort, time and not less intelligence. From the other side, the rules of accreditation will be those that protect the rigor and quality of the practice, making sure that those S-L that are being recognized as such, really entail an academic knowledge development, a social impact and the authentic engagement of all agents.

The purpose of this document is, precisely, to provide of secure guidance for the construction of this accreditation system in different universities. Of course, it must be taken into consideration that the development of this system must be endogenous: what we can hand to readers/users are criteria and tools for constructing it, but never instructions to directly apply to specific contexts.

In the literature —especially in the English-speaking one— we find different guides or patterns for the institutionalization of SL in the university (Bringle & Hatcher, 1996; Furco, 1999; McMillant, Goodman & Schmid, 2016), although in our case we will use the one devised by Bucco and Bosch (1996) as a starting point, for we think that, on the one hand, it lays the foundations of a process likely to guarantee a sustainable introduction of SL and, on the other hand, it is more adapted, in our opinion, to the reality of our universities.

We will start by setting the normative scope where University Service-Learning finds its place, fundamental to take in consideration in construction of an accreditation system, and also we will develop more on how S-L can fulfil the three missions of university. Secondly, we share a guide for the institutionalization process of S-L at university, including guidance for analysis of context and for the construction of accreditation system. Finally, we provide tools for the different agents of S-L.



SERVICE-LEARNING SCENARIO

1. Service-Learning in Higher Education institutions in the EHEA

One can identify three institutional levels from which Service-Learning is promoted in the university: the European university policy, as reflected by the European Higher Education Area (EHEA); the national level policies; and the initiatives taken by each university.

The European Higher Education Area

For University, the XXI century has entailed, between others, a methodological change, more centered in optimizing teaching-learning processes and adjust youth preparation for the socioeconomic scenario. A number of instances have encouraged this change, transcending academic confortness and engaging with civil society, which has been reflected in the political eagerness than, in the European Union, conformed the EHEA.

In this renovating effort, we single out the Bucharest Declaration (2012) as one of the main guideline-setting documents of the EHEA which supports the relevance of Service-Learning and calls for stimulating student focused learning process by means of innovative methods which would develop critical thinking in the Student Body, as well as sustainable development and the social dimension of the university.

Together with this social orientation, we must not forget that the bounds between University and employment must be increasingly narrow, which take us to the importance of competence development in Higher Education (García-Alvarez et al., 2022). The aim is that students develop competences of different nature, that would serve to a better access and maintenance of empolyement, facilitating as well their inclusion in society and inciding in active citizenship and lifelong learning (European Union Council, 2010). In Europe, the Tuning Project (González & Wagenaar, 2003; Wagenaar, 2019) was one of those which settle the foundations to the articulation of this new orientation, coinciding with the adoption of EHEA and the *European Credit Transfer System (ECTS)*.

In the last years, the educational orientation towards competences is gaining more presence and consolidating its usefulness and effectiveness, following the orientations of the European Union Council (2018) and others (World Economic Forum, 2020), which is a factor to consider SL, since it's proven effectiveness in that matter (Santos Rego et al., 2022).

Educational policies in Spain as a single example

Aside of the general indications of international instances, Higher Education institutions must look carefully into the statal framework to develop their politics on SL. Here, we share the case of Spain as an example of the kind of declarations that can be relevant for our aim.



The Conference of Spanish University Rectors (CRUE), through its Sustainability Commission, devised the document called Institutionalization of Service-Learning as a Teaching Strategy Within the Framework of the Academic Social Responsibility for the Promotion of Sustainability in the University, approved in León on the 29th of May 2015.

This document presents two aspects, whose interrelationship justifies the introduction of Service-Learning in higher education: the social responsibility of the university, taking into account the ethical commitment embraced by the university in order to contribute to a comprehensive and sustainable human and environmental development; and the competence-based approach, giving special attention to the more general or transversal ones which relate to sustainability and social responsibility.

Secondly, one must make reference to the Royal Decree 1791/2010, from the 30th of December, which approves the Statute of the University Student and which, in Article 64.3, belonging to chapter XIV “On the Students’ Activities Pertaining to Social Participation and Co-operation for Development”, reads: The universities ... shall favour such social responsibility and citizenship practices as would combine academic learning in different degree programs with the rendering of community service aimed at improving quality of life and social inclusion.

Finally, the Royal Decree 1027/2011, from the 15th of July, amended by the Royal Decree 96/2014, from the 14th of February, which establishes the Spanish Qualification Framework for Higher Education, requires both B.A. and M.A. students, to have the capacity to reflect on social, scientific or ethical matters pertaining to their respective area of study. The fact that such competences are required from the students proves that the university is viewed as a space of acquiring not merely technical or scientific, but also ethical and social skills. It follows that the necessity of devising methods whose application would result in an easier linkage between the university and the community is indispensable.

Initiatives of each university

The main document to which we need to refer in the case of each university is its Strategic Plan. For instance, that of the University of Santiago de Compostela (2011-2020) calls for excellence teaching, which, according to the EHEA principles, would turn the student body into the main actor of the teaching-learning process; the students, thus, would cease to be mere receivers of knowledge and would start to play an active role in their own formative process. One is invited to integrate social responsibility into the university’s global strategy, based on a constant dialog with society and responding to its needs by means of teaching and research. It is explicitly suggested that Service-Learning should be promoted as one of the concrete actions that should be taken in order to achieve progress in attaining this goal.

2. SL and the three missions of University.

Service-Learning has different possible readings. It is usually seen as a pedagogical technique, a methodology (Santos Rego, Lorenzo Moledo & Mella Núñez, 2021) but, for many it is a philosophy of education or a different possible educational paradigm for higher education



(Redondo-Corcobado & Fuentes, 2022). But, in any of these forms, it has been defended as a way on how university can meet its three missions (Santos Rego, Lorenzo Moledo & Mella Núñez, 2021). Considering this, it is also important to understand that these missions are met not in a parallel way, but synergically in the way of acting of Service-Learning.

Obviously, Service-Learning is, first of all, a teaching methodology, but it is a methodology that is grounded in social needs, therefore the formative mission is bounded to the contribution of the students to a social/environmental need, a contribution that, necessarily, steams from academic knowledge and praxis. In a similar vein, the approach of students to the concrete reality of a social/environmental need requires a deeper understanding of the situation, the factors, the complexity of the engaged systems... in this sense, some kind of research has to be activated if we expect to make an innovative contribution. Therefore, research, social responsibility and training, as the three functions of university, are met in the same, multi-axial, process (Lalueza, Sánchez-Busqués & Padrós, 2016).

Formative mission of university

We can understand the importance of Service-Learning for the training mission of university (which is, as we said, from where this methodology steams) as it is experiential, goal oriented and situated (García-Romero & Lalueza, 2019). Saying that Service-Learning is experiential means that students enter in relation with a real cultural practice, out of the university, that entails human relationships, and where students are called for action, not only responding for an academic requirement but also taking position in the activity. The fact that S-L is a goal-oriented educational practice means that, in the context of that experience, student is not a mere observer, but is required to take a part, to make a contribution to a social or environmental need.

This characteristic is core for SL practice as it is the more clear difference between S-L and other academic practice (García-Romero et al., 2021). While volunteering is oriented towards actions, and internships are oriented towards learning, SL is oriented towards both of them, giving sense to learning and rigor to action. In this process, academic knowledge is key, as it can help understand, for instance, the natural and social processes entailed in an environmental issue (both causes and consequences) and function as psychological artifacts (tools) for understanding and actions.

But also, students do not act alone in the vacuum, but they are immersed in a bigger project, a collective action shared with others where they transit from a peripheral to a more core role, and in the process they appropriate of the meanings, tools and processes of the practice (García-Romero & Martínez-Lozano, 2022). Of course, this is linked to competence learning, which has been consistently studied to be developed in S-L (Santos Rego et al., 2022) such as entrepreneurship, teamwork or interdisciplinarity.

And as third element, and maybe especially important for environmental issues, S-L is situated, not only in an activity system where students collaborate with other agents, learning other rules, tools and meanings, but also in a concrete territory (McMillan et al., 2016). This situated



characteristic of SL has been argued to open dimensions of learning for the students, related with the experience of the territory and the human relation with it.

These three elements of S-L can help Higher Education institutions, in alliances with other social agents, to provide students with an experience of authentic learning, where to develop learning in the three dimensions of competence: procedural, conceptual and attitudinal, therefore developing a holistic learning process (Lalueza & Macías, 2020).

Social responsibility mission of university

In the last two decades, it has been argued that universities duties shouldn't end in training and research, but it should act as a social agent and give back to the broad society of which is part of and from where it gets the resources for being. University, then, has to find ways on how to add value to society from the knowledge that its cultivated between its walls.

It can be evident that S-L entails social responsibility in a direct way, since entails the engagement of students in the direct resolution of social/environmental needs, contributing with working energy and ideas (Saavedra et al., 2021). But not also, since in the participation in SL, Higher Education must also spend the time of teachers and administrative staff to support students' participation in several ways: training, organizational, evaluation... It then must be considered that S-L entails the activation of several human resources of higher education to contribute to the resolution of a social/environmental problem (Redondo-Corcobado & Fuentes, 2020).

Furthermore, and not of less importance, the need in S-L is not scoped by the higher institution, that acts directly without any alliance of dialogue. On the contrary, the social or environmental need is identified by other social agent, that addresses the university to ask for assistance of collaboration on its resolution (Redondo-Corcobado & Fuentes, 2022). Here we find important, then, that the problematization of reality is set in dialogue between social agents, deconstructing the power of university to say how things should be, and constructing the social/environmental objectives from down to up. The very collaboration of great importance for the social agents, since the dialogue with university is a way of legitimization of the voice of the other social agent, contributing this way to its empowerment (García-Romero & Salido-Herba, 2022). When it comes to aspects of sustainability and environmental care, this recognition is key for many ONGs of associations, since it opens the door for more social support, consciousness and even collaboration through volunteering. This way, social responsibility of university in S-L takes both in a direct and indirect ways, collaborating with hands on work, but also giving social support.

Finally, it also has been defended that we need to take in consideration not only the direct action of University in its territory of broader community, but also how it affects society through its two other missions (Lalueza et al., 2016). In this sense, it is broadly argued that S-L entails the training of socially informed and committed professionals. Following this vain, the holistic learning and the direct implication of social needs facilitate a professional identity where the understanding of the professions role in the world is not only "business as usual", but to the



common good. Through S-L practice, students experience and understand how their concrete discipline can contribute to common objectives, and can create their future path in relation with this consideration. In a similar way, SL requires a rigorous understanding of the concrete reality that is being addressed, and therefore gives researchers a reason to develop investigation under the demands of a social need, as we will explain broadly in the next section.

Research mission of university

In university S-L, a social agent, or several, set a need that must be addressed in collaboration with university students. These interaction, as we explain, transcends the students, engaging the university staff, including specially the teacher of the course students are in (McMillan et al., 2016). The teacher/researcher, then, knows perfectly that the rigorous work requires a deep and clean understanding of several aspects of reality, and must provide students with knowledge about it. Nevertheless, this knowledge is never completed, and in the case of S-L the addressing of a very concrete case, usually requires a deeper and sharper scope of the territory or the community where service is performed (Zastoupil, 2021). This fact gives researchers a reason to perform investigation, that can be shared with students. In many cases, the research on a very needed topic can be the contribution of the students.

In a parallel way, researchers can take the S-L project as an opportunity to find new research paths, opening new fields or sites of investigation (García-Romero & Salido-Herba, 2022). In this cases, research can be shared with students, as they can play a role in the data collection of the collective analysis (if this is required), but it will transcend the experience of S-L, since research needs to be more extended in time. Aside, the collaborations established in S-L also give researchers the opportunity to construct a research in dialogue with other social agents, opening the path of models such as Dialogic Research, Citizen Science or Participatory Action Research.

In any case, the emergence of new research through SL entails that the definition of what needs to be addressed and studied is not directly set by University, but the capacity to decide it is socialized with other social agents. This helps the construction of knowledge itself, since it points towards elements that are out of the scope of university, providing a broader vision of the research possibilities and needs.

Considering the possible contribution to the three missions of University, the institutionalization of Service-Learning must take in consideration its full potential. Therefore, the elaboration of an accreditation system for teachers and students must keep in mind the possible synergies between tasks and objectives.

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A GUIDE FOR THE INSTITUCIONALIZATION PROCESS AND ACCREDITATION SYSTEM

1. Analysis of the context of S-L

When trying to institutionalize a learning service program in a University, one of the critical points is laying some solid foundations in order for said program to be sustainable within the radius of that particular campus or the specific centre which decides its implementation. Therefore, it is not convenient to speed up the dynamics of innovation if the faculty is not appropriately motivated and trained, despite any tactical voluntarism or contextual enthusiasm. We therefore need to make sure S-L does not appear at university as something tangential, but to link it with the university missions. We also need to consider what already is being done at university at S-L level, identify the current relation of University with community and territory and, finally, identify which existing structures can serve the institutionalization or which ones must be created.

Link with the University Mission

The first factor which guarantees the success of a SL program is its union with the mission of the university. The Service-Learning program should allow the designing and implementation of activities considered by the institution as pertaining to its mission. Therefore, we should associate the program to the Teaching, Innovation and Research, Entrepreneurship and the social responsibility of the University.

Therefore, we need to take in consideration the normative framework that we have exposed in previous pages, making sure what is expected from S-L fits what institutions are demanding from university systems. But special attention must be put in the universities own plan.

It is also important to keep in mind the institutional declarations and agreements, without forgetting the references to one's own methods in the institutional discourse of those who make up the governing body of the university.

Recognition of the Staff already using S-L

Secondly, this initial assessment should explore, after having compared the institutional framework, the actual presence of Service-Learning in the university, determining the type of projects which are already included in various subjects of the curriculum; or those experiences which do not constitute Service-Learning, but may be assimilated to it; and, having singled out those members of the teaching staff willing to start their involvement in Service-Learning, one must first observe their attitude towards innovation or teaching culture.

We should seek the support of the faculty members who are already using SL and involve more teaching staff, with a view to setting a trend which would lend more credibility to the program. Those teachers might be using service-learning in different ways, intensities and with different



social objectives, which will indicate where is more suitable to start promoting, who can serve as assistants of new staff (taking in consideration the experience) and what aims are considered important in the current situation.

It is also important to ensure the diversity of the teaching staff involved, by including not only the areas most likely to use Service-Learning, such as Social Sciences, but also the more technical subjects, or those labelled as experimental sciences.

Map de current relation between university and community/territory

The mapping of what is already been done in S-L indicates part of other analysis that must be done, which is to the one of the current relations between university and the territory of the community.

For this, one must look at a whole of the activities and projects that university is performing in the territory nearby or with agents of the community, which will include volunteering, agreements with NGOs, municipalities of grassroots associations, and modalities of research, such as any kind of Action-Research of applied research.

The aim of this mapping is not to consider all of this activities S-L or try to turn them into that, but to have a systematic view of the university's educational ecosystem, and know the potentialities to call agents and find the places to develop new S-L.

In this analysis the consideration of these two dimensions (community/territory) is fundamental. From one side, we must be conscient that some agents may not be doing something material, but be part the current or potential allies of university. On the other side, some researchers might be working on the territory by themselves without counting on other social actors, but this might open the possibility to stablish relations with others interested in that very territory or problem.

The big picture of the educational ecosystem or the broader social system where university is set, will help know the potentials for new actions and possible synergies in line with concrete social needs.

Identify university structures suitable for S-L

Steaming from the analysis of current state of S-L and the social system where university settles, we need to locate which academic structures or services can be useful for the articulation of S-L and, explicitly, for the accreditation of it.

There is considerable diversity on what kind of offices and programmes that universities have created to accomplish their mission of social responsibility: services of participation, offices for volunteering, territorial relations, knowledge transferability, teaching innovation for social action... and so. These kinds of structures are a perfect starting point, but we need to remember



that S-L must point towards the three missions of university, so we should take in consideration the three of them.

At least, two dimensions must be treated: the one of social responsibility and the one of teacher training and recognition. Therefore, there will be the need to perform two kinds of functions:

- **The connection and relation between university and its context:** There will be the need to keep contact, be open to others and elaborate the conditions of collaboration. Also, the recognition of participation of the social agents with university, that can be the very agreement or take other forms. For this, we can count on structures and services related with social responsibility, volunteering, offices of agreement, and so.
- **The caring for the quality of the S-L strategies and the assessment for new projects:** Making sure we count with quality criteria and that university Staff is ready to act. Also, this function could extend to the accreditation of students' participation in S-L as a possible merit on their curriculum. This is a dimension for what we will need the help of university training programs for teaching and/or the evaluation of innovation in teaching.

It should be considered the experience in research, such as the participation of the Staff in projects or networks of S-L, that can help coordinate or converge the diversity of the actions.

These functions can be performed separately, with each service dedicating to their current expertise, centralize all what comes to S-L in one of the structures, amplifying its functions, or creating a new office explicitly dedicated to S-L. The decision will have to take into account factors such as human resources and a normative framework, but in any case, these two dimensions of functions must be ensured.

TOOLS FOR THE ANALYSIS

One that we have set what we need to know, the next necessary step is to think on how to collect this information, for what we propose the next procedures.

- Content analysis of the Universities' Strategic Training Plans, in order to verify that specific Service-Learning-related items have been included.
- Content analysis of the teaching programs/study plans for each subject, analyzing the working methods suggested.
- Structured interviews with Deans of faculties or directors of university schools in order to identify possible Service-Learning projects.
- An Experience Record Chart on Service-Learning in the university, meant to evaluate individual experiences and to ascertain whether one is dealing with genuine Service-Learning projects.
 - It is structured around six dimensions: data of the university; identification of the curriculum subject within whose framework the experience is made; identification of the actual experience; community partners; assessment; and projection of the experience.



- Questionnaire meant to analyze the teaching culture at university level (CUPAIN).
 - It includes three scales: teaching practices, social commitment of the University, and interest for innovative teaching practices.
- Participation of researchers in National Congresses on Service-Learning in universities and in the University Service-Learning Network.

2. Design a program

The following step in the institutionalization process is to design a program and mobilize the resources which must facilitate its implantation and make it sustainable. The elements which must be taken into account in designing the program are the following:

- **To establish the program's objectives.** One must identify the general objectives set for the students, the community and the university itself, for the orientation required in each one of these groups will determine its nature and will furthermore make clear which objectives are short-term and which ones are to be achieved in a longer period of time.
The program must stimulate the relationships with all actors involved (professors, students, organizations, beneficiaries of the service) in order to identify the objectives of all parties involved, as well as the role they will have to play within the SL experiences.
- **To decide the degree of centralization or de-centralization of the program.** To decide in favour of centralization will assume that the program will take care of establishing links with the community, as well as the coordination and supervision of the results of all the SL experiences. This option is more suitable for smaller universities.
- To clearly establish the **orientation towards the community.** The relationship with the community organizations has to be reciprocal, in order to optimize the quality of both the service and the learning process. The aim is to achieve a good flow of communication from the university to the community and from the community to the university.
- **To identify and situate the program.** The program name has to be concise and reflect its philosophy and objectives. All the agents involved must be able to recognize and institutionally situate the program at an organizational as well as at a functional level. It is furthermore important that it be visible and accessible through the information and communication technologies (website and institutional social networks).
- **Human resources.** In order to be able to carry out quality initiatives and demonstrate the institution's commitment with Service- Learning, it would be necessary to have a service or structure especially focused on the development and institutionalization of SL. In this sense, it is paramount that the coordination of the program rest with professionals familiar with Service-Learning methodology and the educational assessment processes, as well as with academic and community life. When this is not possible, and given that the universities' resources are usually limited,



it is recommended that a Service- Learning expert committee be established, which would help define objectives, identify community partners, and obtain funds.

- **Economic resources.** They are indispensable for the implementation of a high-quality program. One needs to have a stable financing channel if one is to guarantee the sustainability of the program. In this sense, it is recommended to complement institutional funding with the search for other sources, both from the public and from the private sector.

Once we have met the necessary conditions for the design, there are several conditions that need to be met in order to start with the program.

Providing possibilities for starting S-L projects

S-L usually starts from a teacher's idea and develops it through a course. But, other times, there are other stakeholders that desire to establish a S-L with university and can come to our door with the idea, the social need and/or the type of project to develop. There is even a third possibility, that a student, with a final project of a thesis that is focused on social impact or community participation desires to elaborate a project that entails both learning and service.

Being these three starting points possible to articulate into S-L (ref) there is different recognition of elaboration between the range and diversity of universities. In any case, it must be clear where to address to different agents that want to start a S-L. Therefore, the procedures and services must be clear, and develop dissemination actions about their work to potentiate S-L and make possible different ideas to become reality.

Initial training of the Staff

The start of the program should take into consideration a first training of the staff, to start with a body of teachers that are capable of developing quality projects. In order to do so, both new staff and teachers already doing S-L must be included.

Therefore, training programs that give the possibility of teachers with experience to be part of the training of those that desire to start using S-L is a good idea to create a culture of S-L at University and faculties.

This peer-to-peer trainings can be extended to the design of the projects, allowing for counseling from those professionals with experience to newcomers.

It is also very important, in this starting point, that the responsible services of university and the procedures to engage in this kind of activities are made clear for all the possible participants.

Elaborate the accreditation system: evaluation and recognition

We can understand the accreditation system as the combination of procedures, instruments and functions of the institutional agents that link the participation of S-L agents (students, teachers and partners) with the recognition of them. Therefore, it is extended through several elements



of the Service-Learning program, such as training. Nevertheless, what is important to have clear for the accreditation of the participation of good practice in S-L are mainly two elements

Evaluation

First of all, it must be considered what it is exactly what is going to be accredited. The main difference will be between the accreditation for participation in a S-L or, on the contrary, the accreditation of a certain quality. In both cases the criteria must be clear for all participants, as well as the evaluation tools and procedures.

Establishing the evaluation criteria:

- If we are to certify the participation in S-L, then minimum conditions have to be established: such as minimum of hours spent, the assessment that the objectives (both of learning and serving) have been met, the existence of a real need, the fact that there is interinstitutional collaboration... and so. Also, here can be added some requirements to be considered for the accreditation program, such as demanding that the coordinators have been trained in S-L. This way, we would be linking training with accreditation and ensuring a minimum quality.
- In the case we want to measure the quality of the S-L projects, the main difference will be in the evaluation procedures, but also criteria and indicators must accept graduation, such as a levels of accomplishment of the project or the meeting of different criteria of the quality of Service-Learning.

In any case, the criteria must be based on S-L literature, but every University should elaborate its own, based on the concrete context and situation, but we will share some of the criteria developed for USC in section 5.

Evaluation tools and procedures

The evaluation procedures must take in consideration how it is possible to measure either the meeting of concrete conditions either the measurement of the objective qualities.

For what it takes to the first one, we can point towards to main ways:

- We can ask teachers to deliver to Faculty a memory of the project to give constance that those conditions have been met.
- Also, we can ask teachers to share this information in a more schematic way, using a rubric of the project.

In a parallel way, some proves can be asked for, such as attendance lists, pictures or informs by the partners.

When considering the measurement of quality, more effort must be putted. Firstly, the memory of the project can also be taken into consideration, but also some other tools must be put in action, such as: surveys to students, discussion groups, rubrics about the accomplishment of objectives or so. All these tools will be more elaborated in section 5.



These evaluation process must be, at least, peer-reviewed, but it can also be make by the training program of university, that must declare no conflict of interests.

Modalities of recognition

As we explained previously, all agents should be recognized for their participation, and the modality of the recognitions depends both in their needs and also on the capacity of the evaluation system.

The accreditation **for teachers** can follow three modalities: the recognition of participation in university innovation in hours, the recognition of training, or the call for awards on innovation in Service-Learning. It is very important that, for teachers, this accreditation has value in their promotion and/or facilitates their future performance of S-L.

The accreditation **for students** is already considered in their course, since the hours of S-L must correspond with part of their ECTS, therefore the accreditation is the evaluation of the course itself. Anyways, S-L is usually more demanding in effort and time than the recognized ECTS, for what we can complement this participation with a mention on their grades, such as a badge of merit, giving constance of the engagement of a type of education that entails the specific development of social commitment and competence learning, that can be of value for employability. Also with a call for awards similar to that of the teachers.

Finally, in the case of **partners**, the accreditation can consist in the certification on the university of their collaboration, or even making specific mention on their contribution or the quality of the project, that can help partners gain prestige or support for grants in future projects.

Example of a program: How was it done in the USC

Whereas the institutional support and the convergence of several services in clear functions would reflect the ideal situation, reality always prevails on the campuses; in fact, we will rarely encounter rectors' teams with enough resources to devote to the institutionalization of SL.

In the case of the University of Santiago de Compostela, what we did was to mobilize resources and infrastructures around various services already existing in the institution. It would be correct to say that the institutionalization process in the USC was a result of networking and of the synergies that were established between various actors who contributed their knowledge and expertise to the project. The efforts which were undertaken revolved around three elements, seeking to unite teaching, social responsibility and research:

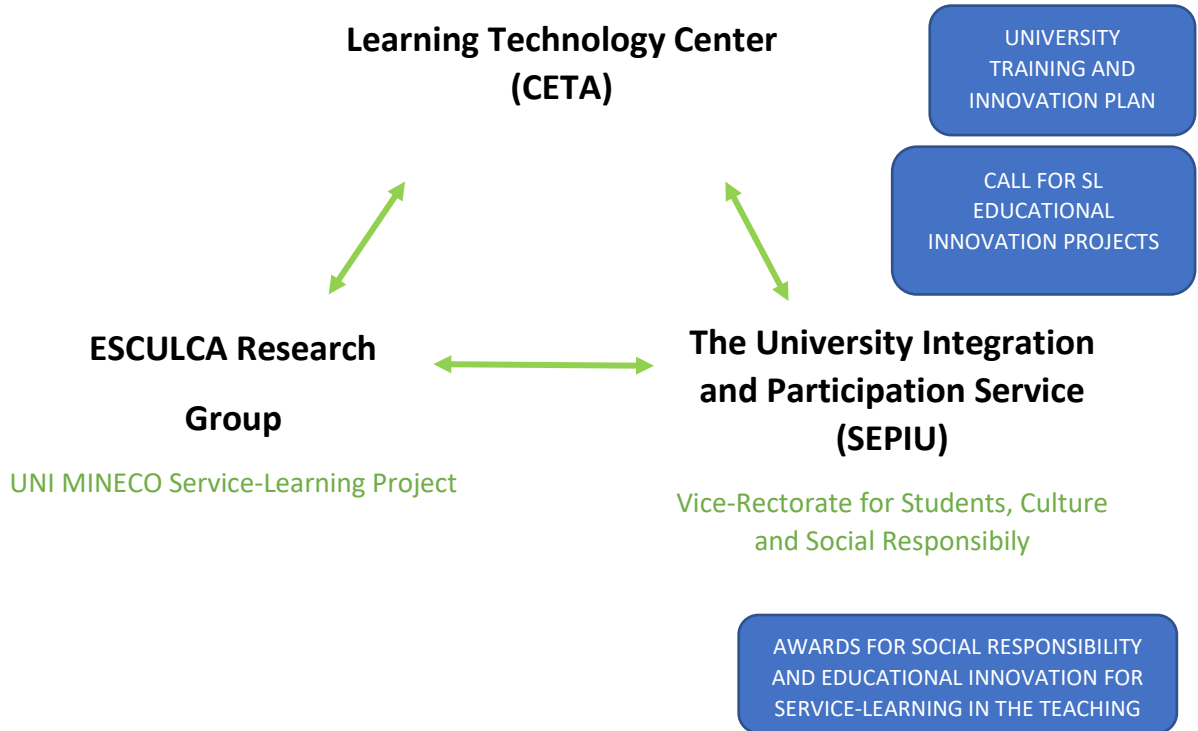
- The **Learning Technology Center (CeTA)** is the service on which the program is based. It offers the university's teaching staff training in SL, as part of its Academic Training and Innovation Plan and gives credit to the members of the faculty who are committed to the implementation of this methodology. Furthermore, in a parallel effort, this Center has been the driving force behind a *Call for Educational Innovation Projects in Service-*



Learning in order to foster the transfer of acquired knowledge to the classroom context and motivate the sustainability of the projects.

- The **University Participation and Integration Service (SEPIU)** contributes its know-how in matters of volunteer work management and social participation of the student body, along with its extensive knowledge of the community context, of its needs and of the organizations which are implementing initiatives of collaboration with the university. This service provides institutional acknowledgment to the participation of the student body in this type of projects and manages the meetings, as well as everything pertaining to insurance. It strives to provide the teaching staff with a channel of communication and relationship with the various organizations. It has also promoted the Call for the Social Responsibility and Educational Innovation Awards: *Service-Learning in the teaching process*.
- The **ESCULCA Research Group** which, for years now, has been designing a line of work in SL; this has streamlined its collaboration with the Technologies for Learning Center aimed, on the one hand, at training the USC faculty in this methodology and, on the other hand, at providing supervision and assessment to the implemented projects. The research credentials of this group and its management of a research, development and innovation project assigned to it by the Ministry of Economy and Competitiveness were a fundamental pillar when it came to guiding and strengthening the institutionalization process and endowing it in a fitting manner.

Service-Learning (SL) in the USC



3. Implementation of the program

Once the previous steps have been clarified and the framework of the program has been established, it is necessary to define the elements which will guide its implementation in the universities, obviously mindful of their objectives and philosophy. Included here would be the training plan or the documents and materials of the program, but also the ways of communication and popularization of those documents. One needs to devise a strategy which would allow the program to reach all the groups involved, both within and without the campuses.

How to accomplish this task?

If the universities wish to ensure the development of high-quality Service- Learning experiences, giving the latter priority over the quantity of the projects, the first concern should be to implement a training program, promoted and recognized by the institution itself, anchored in the central elements of a Service-Learning project: teaching staff, student body and community partners.

Teaching staff



The experience in teacher training recommends an action training strategy. We know that one of the problems in this field is the low transfer of acquired knowledge to the reality of the teaching process, or the worries of the teaching staff-enthusiastic about the possibility to innovate but all the while fearful to feel alone in the process.

We have given guidance in previous sections about the main aspects of training, here we propose an concrete program son readers and users of this documents can picture the figure of it and replicate it, of cours adapping it to their own contexts. This is into three fundamental nuclei, likely to offer the teaching staff a particular recognition by the institution.

- **Nucleus 1. Basic training in Service-Learning.** This nucleus requires 8 classroom hours divided into two sessions. The first will deal with the basic aspects of Service- Learning (definition, difference from other methodologies, its potential, its limitations, etc.). The main focus of the second session is to define and devise a project of Service- Learning step by step.
- **Nucleus 2.** Each member of the teaching staff designs their own Service-Learning project, which is then evaluated with the aim of improving it. After the classroom course, the participants have to submit a Service-Learning project adapted to the subject(s) they teach. If we are to convince the teaching staff that Service-Learning is a valid methodology, we think it is best to link their training to the design of a project for a specific subject in which its implementation would be feasible. Just like in the case of Service-Learning projects with students, we should not focus solely on the content learning, but also on training their readiness and mobilizing them in a specific context, bearing in mind the structure of the subject they teach and the motivational gradients of their students.

The conclusion of the first two nuclei, in their original formation, which include a theoretical and practical training, must involve some type of institutional recognition, linked to such training dynamics. In practice, the USC has instituted the *Teacher Training Certificate*. In any case, it is recommendable that, as part of the training, the universities have a Practical Service-Learning Guide for the Teaching Staff, which would give them some basic notions on the methodology, making sure that clear orientation is provided with regard to the steps to be followed in the designing of projects.

- **Nucleus 3.** Tutoring and supervising the implementation of each project and the assessment thereof (initial assessment, as well as assessment of its implementation, impact and results). In this way, the teaching staff acknowledges having more security and confidence in implementing the new Service-Learning initiatives. It is possible that not all members of the teaching staff who participated in the first two nuclei will be able to commit to this third one, given that sometimes the condition in which they find themselves do not allow for it (e.g. because of changes in the subject they teach in each academic course).



USC also gives recognition to teaching staff which implements Service-Learning projects. To this end, a specific call for projects was created, stimulating the initiation of experiences through its supervision and recognition, by means of the *Innovation Project Certification*. Furthermore, the Vice-Rectorate for Students, Culture and Social Responsibility of this University, through SEPIU, has given its backing to the already mentioned Award for Social Responsibility and Educational Innovation: Service-Learning in the Teaching Process.

Student Body

It is very important that the students know the methodology they are working with. In this case, one needs to underscore its curricular component, which differentiates it from volunteering or service activities, by comparison with field training. To achieve this, the University may work in various complementary ways:

- Publicizing the program to students, informing of the educational opportunities of SL projects. For instance, the USC includes the acronym in its publicity and merchandising campaign targeting students.
- Informing the students who are about to participate in SL projects of the objectives being pursued, of their role, of that of the partners, or of the link between learning and service. It is thus recommended to the teaching staff to dedicate a classroom session to informing students about this working method.

In this regard, the Universities must also have a Basic SL Guide for Students. Specific Service-Learning training of the students, by means of practical workshops.

The student body must be motivated beyond their contribution to the subject proper, by their involvement in projects that involve a service to community. For instance, in the University of Santiago de Compostela, the SEPIU is the service entrusted with the management in two different ways: on the one hand, by certifying the student body's participation in this kind of projects-based on a report by the teaching staff member on the implementation of the project, in which the number of working hours in the institution is listed; on the other hand, by promoting the continuation of these collaborations in the partner organizations, through the recognition with ECTS, which can be used to fulfil the specific requirements of the degree, regarding the optional credits or, if they had already covered the totality of these credits, including them in the supplement to the qualification.

Just as in the case of the teaching staff, an award for the students may also be envisaged. This option has been initiated by the University of Valencia with the RAGALO award.

Partners and stakeholders

The formative process must include awareness and training activities with the civic organizations in the environment so that they also get to know the methodology, because otherwise they might mistake the Service-Learning project for field training or volunteer work, and thus fail to benefit from the possibilities of learning and service. It is necessary that they know the learning



objectives which are being strived for, as well as how learning and service are connected and the expected role of the organizations within the process.

Bearing in mind this objective, the University may hold Service- Learning workshops with organizations with which a collaboration already exists, focusing its analysis and the possibilities of this methodology, as well as trying to know their needs and decide on which could be the best partners for each project or reflect on the areas in which the project could be the most effective. It is paramount that the University devises a Basic Service-Learning Guide for Organizations.

However, the work of the organizations in this type of projects must also be acknowledged by the academic institution, for instance by means of a Service-Learning Collaborating Organization Seal. In this regard, it is necessary to find spaces for the exchange of information between teaching staff, students and partners. For example, we might use a public forum group technique, such as a workshop or a conference, at the end of the academic course and make it open to the entire community, with the aim of having an exchange of experience as well as a public appreciation of the work which had been carried out. This could furthermore contribute to the creation of collaborative networks, to an improvement in the projects, to the taking on of new challenges or publicizing the SL methodology.

The universities may also create other materials for the publicity and training in Service-Learning, such as videos or a repository of good practices.

Build assesment and counselling from the very first moment.

The assessment has to be a central element of the SL program from its very beginnings. The data obtained through assessment processes will allow the improvement and strengthening of the program and, as such, guarantee its survival. In this way, starting from the objectives expected from the students, the community and the university, some indicators about the program's success should be marked in order to proceed with its assessment.

To favour the sustainability of SL projects in the university it is paramount that a culture of assessment is established among teaching staff, students and partners. One needs to underscore the need of submitting our practices to a rigorous evaluation which would make it possible to come to well-founded decisions with a view to improving the quality of the projects.

How are we to carry on the assessment?

First of all, before we start implementing the project per se, we must carry out an initial assessment involving students, professors in charge and partners. This assessment is fundamental for the analysis of the actual impact the methodology has on all agents involved. In order to do this, various instruments are available:

- **Questionnaire on University Students' Civic and Social Competences**, and Self-efficacy (CUCOCSA). It consists of four scales referring to civic development, participation and

commitment in the community, vocational and professional development, and personal development, respectively. All of these are mediating factors of academic performance.

- **Structured interview with the teaching staff.** We must ask about the objectives that are expected to be achieved with the students, with the Faculty/University School, with the university and the community, the learning processes deriving from the proposed activities, the characteristics of the service, how service and learning are integrated into the project, which mechanisms are used for evaluating both the project and the students, or its social projection.
- **Structured interview with the organizations.** We must ask about the objectives that are expected to be achieved with the service, the learning processes deriving from the proposed activities, and what are the mechanisms used to evaluate the service.

Secondly, a consistent Service-Learning program must carry out an adequate supervision of the students taking part in the projects, and in their turn, the professors involved must monitor the development of the service and the degree of satisfaction of both the students and the community.

In order to achieve this objective, each project must be tutored at an institutional level and be subject to an evaluation of the implementation or of the process. At this level, we recommend the use of the following:

- **Student portfolio.** It aims to be a continuous process for the students and it is recommended to be devised immediately after each working session, so as to avoid the loss of valuable information. The information it includes is varied: the first set is focused on the description of the host organization and of the project to be carried out. The second set will comprise the session's journal, i.e. a synthesis of each working day within the project (either in the classroom or in the organization) explaining the service done and how the objectives are being achieved. A third set of information gives an account of the main items learned and main competences developed with regard to the subject taught, the academic title that is being pursued or for real life. Lastly, one considers the assessment and the conclusions, making a constructive criticism regarding one's own experience of Service-Learning, suggesting improvements, if appropriate, or explaining the factors that affect the good functioning of the project.
- **Meetings with the teaching staff.** The issues analyzed have to do with the implementation of the service, the relationship with the partners or the moments of reflection with the students. If any problems or difficulties are found, joint solutions must be sought.

Thirdly, we must proceed to evaluate the results or the product, to which end we may follow, if we have the conditions, a quasi-experimental design of two non-equivalent groups with pre-test and post-test, and the participation in the project as an independent variable. It is the most complex assessment, because it implies using different tools directed to all the parties involved. Among them, we can single out the following:



- Questionnaire on University Students' Civic and Social Competences, and Self-efficacy (CUCOCSA).
- **Semantic differential survey for students.** In order to measure the students' satisfaction with the SL project in general, with their own activities in relation to the academic subject and to the service they performed, with what they learned, with the involvement of the professor, of the partner and of the student himself/herself.
- **Group interview with the students** participating in each SL project
 - Two sets of questions may be included: one meant to reflect on the experience and the impact thereof, especially in matters of the learning process, and the other with questions focused on the process.
- **Final structured interview** with the professors in charge. In a similar way as done with the students, questions included will favor reflection on the experience and its impact on the one hand, and on the other hand, on the process. This interview will be carried out after the assessment of the specific contents pertaining to the academic subject by means of the test envisaged by the professor in his/her syllabus.
- **Teaching staff self-evaluation rubric.** This is an instrument which we adapted from Campo (2015) and which includes 10 dimensions: learning approach, participation level, most developed competences, academic follow-up in the organization, transdisciplinarity, impact and social projection, networking, professional field, academic institutionalization, and assessment.
- **Structured interview with the community partners.** The focus of this interview is none other than to ascertain the opinion of the partners on this methodology: students' involvement in the service, impact of their work in the organization, cognitive and non-cognitive learning processes, positive and negative aspects of the project, and the degree of satisfaction with the SL project.

Finally, we design a follow-up or impact evaluation, based on indicators like, among others, the continuation of the project in the next academic year, the teaching staff and the students' demand for training, the interest of the partners, or the institutional assessment of the professor involved.

It is important that the results derived from the obtained data be publicized in an annual report, attempting to give an account of the projects carried out, of the strengths, of the achievements or of the weaker aspects. One would have to make provisions for this report to be disseminated among all parties involved. It would also be recommendable that the more relevant information be included in another type of reports and institutional documents.

After all, the establishment of an institutional Service-Learning program involves something more than an isolated plan, with the corresponding effort and initial support. Maybe the most difficult part consists of laying for groundwork solid enough as to guarantee its continuation and the long-term success of the project.



4. Sustainability of the program

All the effort poured into the elaboration of an institutional structure of Service-Learning and an accreditation system for it might turn into a one time experience if sustainability is not also taken into consideration. To ensure it, we need to keep in mind the need of training, the recognition and the visibility and dissemination of the program.

For what it takes to training, we need to consider that this is the main entrance of ideas for Service-Learning, as well as the first promotion of the quality of the projects. Therefore, this training should be periodic and stable in time, incorporated in the regular training programs of courses for teaching staff. This way we would accomplish the fact that teachers know where to address and how to start their training, as well as ensuring that they have the support of Faculty experience when they want to start a Service-Learning.

When projects are extended in time, different participants can burn out and abandon the initiatives if they feel neglected or not rewarded. Therefore, recognition of the participation of all kinds of agents is paramount. This recognition must be symbolic, through the explicit manifestation of university institutions on the importance of S-L and all contributions, but at the same time must be in the form of facilitating the promotion of teachers and students, and giving the partners official recognition of their participation to gain consideration in front of the administration.

Finally, the importance of Service-Learning for University has to be made perfectly visible. From one side, this ensures that recognition is perceived and teachers have the opportunity to be trained. But, most importantly, gives the message to the broad society that university is open for collaboration, so it multiplies the possibilities to the emergence of Service-Learning. For that, a dissemination plan, including advertisement, but also informative sessions and meeting events of university and partners around the topic S-L (sharing experience of workshops of mutual design) can be of great potential.

For Further Information:

Guides



TOOLS AND GUIDE FOR THE AGENTS OF SL

In this section we provide materials to help ensure the quality of our practices and conform the accreditation system: one type of tools to promote participation and information and other to help evaluate the effectiveness and rigor of SL.

First, we provide **three guides**, one of each addressed to each kind of agent in SL: **teachers, students and partners**. These independent guides must fulfil the mission of helping participants understand the basics of SL and also provide practical ideas, to ensure the basic knowledge of all SL agents and foster participation. These materials can perfectly be used on training of be part of the dissemination plan.

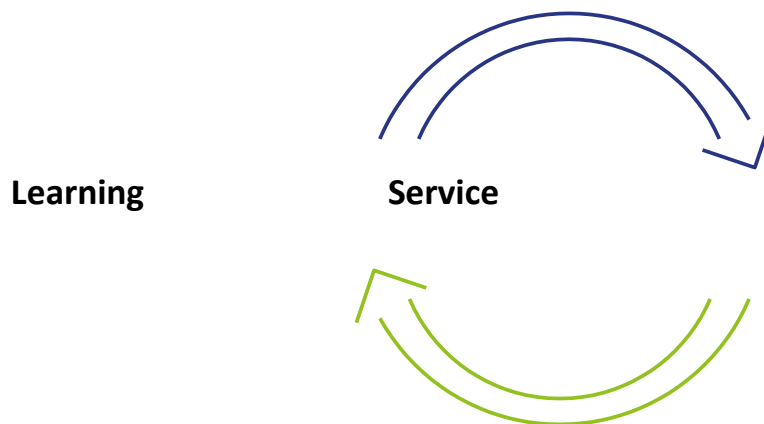
Second, we share **instruments for the documentation and evaluation of SL**, that can serve for three aims: the documentation of SL practices, the assesment of the projects to get (or not) accredited, and the monitoring of SL in a big scale, that can both serve for the evaluation of the development of SL in the broad scale of University institution and research on the matter.

1. GUIDES FOR SL AGENTS

Service-Learning Guide for teaching staff

WHAT IS SERVICE-LEARNING?

Service-Learning is an educational proposal that combines processes of community service and learning in a single well-articulated project, in which participants learn while working on real needs of the surroundings in order to improve them (Puig, Batlle, Bosch, & Palos, 2007). That is, they learn by performing a service to the community.

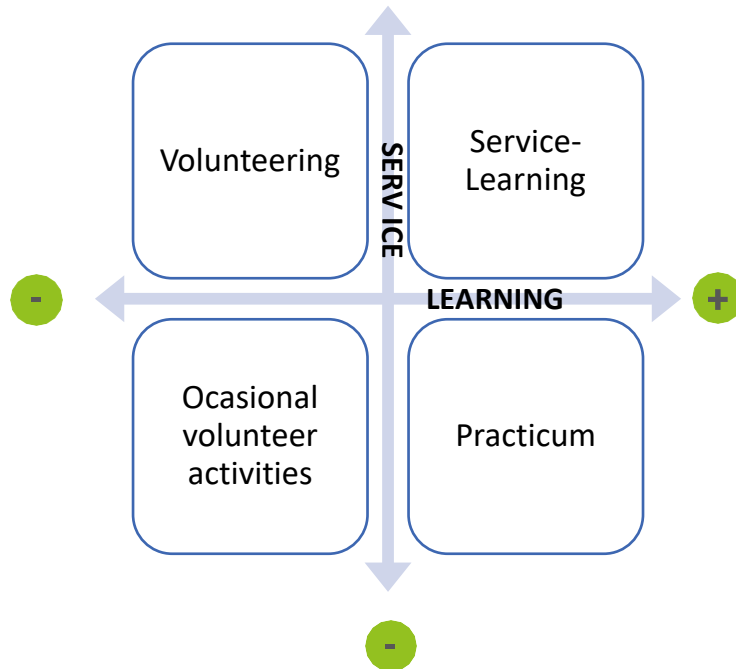


WHAT IS NOT SERVICE-LEARNING?

One of the simplest ways to approach Service-Learning is to recognize other experiential education initiatives with which it is sometimes confused:

- SL is not volunteering. Service-Learning differs from volunteering in its nature and strictly academic orientation, the close relationship of the service with the study program being one of the main aspects that define it. That is, while volunteering focuses on the service and its quality, even without forgetting the learning that can be derived from it, there is no formalized evaluation of academic learning.
- SL is not practicum. Practicum programs involve students in practical experiences that pursue improvements in learning and understanding of a specific study or professional area. Students in practicum acquire knowledge and skills that allow them to improve their academic learning and professional development. Thus, and although some practicum activities may give back a service to the community, it differs from SL in focusing on improving students' academic learning.





Therefore, we now have two realities that are oriented, either towards students' service (volunteering), or towards their learning (practicum), which, therefore, cannot be confused with Service-Learning. In other words, the structuring of projects aimed at strengthening the link between academic service and learning is perhaps the essential element if we want to speak about SL, establishing a reciprocal relationship between the two components: academic learning will affect the provision of a quality service to the community, and on the contrary, the service will allow strengthening and endowing students' learning with more time and meaning. The goal is not to add service to learning, as a parallel piece, but an integration process, since the service activities have to be compatible and integrated in the academic objectives of the subject of the curriculum.

WHAT ARE THE DUTIES OF A PROFESSOR IN A SL PROJECT?

The professor who works with this methodology must be clear of their duties (Puig et al., 2007, p.147).

- He/she is a motivating agent throughout the process.
- He/she facilitates the development of the project and the achievement of the objectives related to the curricular contents and to the planned service.
- He/she strengthens the use and diversification of learning styles. He/she stimulates an atmosphere of cooperation, dialog, respect, and mutual trust.
- He/she leaves the process of work and learning entirely to students, favoring autonomy, and the development of personal competences.
- He/she acknowledges and enhances the importance of the ethical perspective of learning and the integral development of the individual.



- He/she reinforces reflection during and at the end of the process.

A STEP-BY-STEP SERVICE-LEARNING PROJECT

The phases that we must follow for the development of a project of this type are included in the following table.

INITIATION	1. Establish a starting point (new project, reformulate, adapt, improve etc.). Define objectives and purpose.
	2. Detect needs.
	3. Search for support (community partners, other professors, services etc.).
	4. Schedule and organize the service to be performed.
	5. Anticipate the learning contents that we want students to develop.
	6. Promote students' involvement and mobilization.
DEVELOPMENT	7. Design and implementation of the SL project.
	8. Establish follow-up sessions and explicit connection with the contents learned.
	9. Apply process follow-up tools (portfolio, rubrics, etc.).
CLOSING	10. Reflect on the experience.
	11. Celebrate the results Dissemination.
	12. Improve the project.

Initiation phase

In the initiation phase, the professor should begin to outline the project with three basic starting points:

1. The analysis of the group of students involved.
2. The detection of needs and possible services.
3. Link with an educational project.

In order to analyze the group, and the subjects that make it up, we can consider 4 elements included in the Guide *Com començar una experiència d'aprenentatge servei (How to start a Service-Learning experience)*³:

- Interests and motivations that the boys and girls of the group have.



- Academic level and previous experience in social participation projects.
- Group dynamics, leadership, roles, and ways to manage conflicts.
- Moral climate of the group, attitudes and consensual values.

Once we have defined the scope, the professor must take on a job that is not easy. It is a question of looking for the explicit link of the service with the contents of the study plan. Otherwise, we would not be acting according to the premises of this methodology, and we would remain at a level of service to the community. That is why, a rigorous planning of the project should be carried out, trying to include the following aspects:

- Educational objectives. Those that are expected to be achieved in terms of learning, service, at individual and group level. These objectives can be channeled beyond the academic subject, connecting with the contents of the degree, or with those competences that we consider transversal.
- Ways of networking. Summarize relationships and possible coordination with other organization with which one intends to work on the project.
- Requirements of a formal/administrative nature. Take into account authorizations, relevant permits, notifications to the educational administration and management of the establishment, and even civil liability insurances. In this sense, the university may have access to services (training, participation, volunteering etc.) that would make these procedures easier.
- Organizational aspects. We must define the work that will be developed and the stages to be followed in the process, as well as the way the follow-up will be performed. One should remember that this type of experiences are also enormously enriching for the person who coordinates them. Role and duties of the Professor/Guide. We must define the work that will be developed and the stages to be followed in the process, as well as the way the follow-up will be performed. One should remember that this type of experiences are also enormously enriching for the person who coordinates them.
- Definition of the different work stages. This task has to be done taking into account the possible flexibility that this type of initiative requires. Setting small, short-term objectives is often useful.

Secondly, we should present the planning to the group and reach consensus among all participants. The key to success in these projects lies in the motivation, and this is when we really have to look for it and boost it, resorting to different resources: start from real interests; make the most of previous experiences; seek the intervention of people outside the institution; directly motivate group leaders; share the project with other groups; make the most of topics of special interest for society in general or for the group; or use their codes and languages, for which resources such as music or movies can be used, since they usually draw out emotional responses.

Once we have overcome this phase, we will define the project and analyze it thoroughly in the environment. To this end, we can answer the following questions: What, Who (or for whom), How (organization, resources, time, costs, etc.), When (timing), Where (specific field), and Why. If we answer these questions, we will define our objectives, and the way to achieve them.



We should also name the project, using an identifying and reference element for the members of the group.

Before performing the service, we could make an incursion, as a pilot incursion (visit, or excursion) in the reality in which we work, so that we can establish an initial contact with the organization or the environment, to find out where and when the service will be developed. We have to do it carefully since, regardless of how much we have planned the service, not all projects tend to work well from the beginning. Thus, before starting to execute the service, we should carry out classroom work in order that students could acquire the necessary knowledge to perform a quality service.

Development phase

After this planning period, we will be somewhat more prepared to take the field, and begin the second phase of the process, the development phase, in which we must address several recommendations.

The first one refers to a day of initial contact with the institution or receiving center, to see in situ, how is the place where the service will be carried out, in case we have not already visited it, and also to create closer ties with people that will supervise our practice. This day should be enriching and stimulating for all parties, since it can greatly influence the relationship patterns that will be established.

We must follow up the process, because we have to maintain a midpoint between students' autonomy and professor's mediation. The professor should offer support and advice to those who are most discouraged, or stop the initiatives that are harmful to the process, such as problems arising from the imbalance that could occur while performing the tasks. In extreme cases, he/she could cancel or refocus the Service-Learning initiative if irregularities are detected, such as the exploitation of young people by the host institution.

It is very important to collect and record everything that is happening from the first moment, to prevent the initiative fading into obscurity, and knowledge should be created based on the practices carried out. This can be done in different supports and formats, from the diary, which is one of the most traditional, to photographs, drawings, videos, audios, diagrams etc., which will be accumulated in a common container, which could have a physical format, or a digital one (blog, website, social networks, etc.). In this way, we can disseminate it through the institution's own resources such as the university's newspapers, websites etc. Thus, our project will be consolidated and will acquire prestige within the institution, in the rest of the university, and in the community framework, which will be of great help for future occasions.

Important note

Throughout the process we should engage in an in-depth reflection on what we are doing, looking for an explicit link to the study plan. In this sense, the figure of the professor as a mediator between study plan and service draws special attention. We insist once again that we must avoid these projects become simple activism which do not go beyond social aid, since we would not speak of SL, but of volunteering.



Closing phase

In this phase, we must play a much more mature role, since it is when we take stock of everything we have done, from the simple conception of an idea, until the end of the service. It is time to perform an assessment that measures the impact of the service in relation to the learning concepts acquired by the students. To this end, we must keep in mind the record documents produced during the process. This involves observing the progress in a direct and fast way, for which the professor has to allocate certain time to assess and take stock of the experience. One can carry out a multifocal assessment, examining all the elements comprising it:

- a. The group and the individual. We will have to take into account factors such as:
 - Evolution of participants' interests and motivations.
 - Level of academic, intellectual and even experiential acquisition.
 - Evolution of the group's own dynamics, in terms of conflict management, leadership, roles, experiences etc.
 - Evolution of the moral climate of the group, attitudes and common values.
- b. Networking with organizations. We have to assess the suitability, the extent to which we have coordinated well, how the joint work has been performed etc.
- c. The SL project in general. We have to prepare a small final report including those aspects that should be improved or changed, and those which have worked well. In this regard, we will have to remember the entire process followed since the beginning, what has been accomplished, modified, eliminated, and analyze the reason for all this.
- d. The professor. Finally, one should always exercise self-criticism, evaluating our work throughout the process. We should not close ourselves to external criticism, as long as it is constructive, aimed at achieving optimization. We may also have some short notes for the assessment of this work, contemplating:
 - If we had the necessary knowledge.
 - If we had the required didactic abilities.
 - If we had been able to solve the conflicts that had arisen. If we had known how to create a good group dynamics. If we had created good networks of relationship and communication with the environment.
 - If we are sure about the meaning as personal and professional experience.

FINALLY, WHAT DIFFERENTIATES A QUALITY SL PROJECT FROM THE REST?

Quality is one of the dimensions that is always present when we refer to education, and Service-Learning is not alien to it. The implementation of SL projects in the university responds to a clear intention: the optimization of students' learning. If we do this by rendering a service to the community that contributes to the satisfaction of real social needs, it is even better, but we

should bear in mind that students' results are what is truly important. However, as in any educational practice, the impact deriving from SL projects in the university setting will be conditioned by a number of factors and mediating variables that will determine their effectiveness.

- Trying to demonstrate which considerations should be taken into account before implementing a SL project, and with the aim of achieving the desired learning results, Howard (2001) referred to the following ten principles of good practice:
- The academic credit is not for the service or its quality, but for demonstrating students' academic and civic learning.
- Academic rigor should not be jeopardized, and the concept of Service-Learning as a "soft" learning resource should be rejected. Moreover, while in traditional initiatives students only have to meet academic learning objectives, in the SL they have to meet both academic and community service objectives.
- Establish learning objectives. The combination of learning and a service to the community turns it into a methodology that multiplies the possibilities of learning, so it must be correctly planned.
- When choosing the places where the service has to be carried out criteria should be narrowed, allowing the connection with the contents of the subject, and the relevance of the learning that students gain.
- Academically proven strategies should be anticipated in order to assess learning in the community.
- Students should be prepared to learn from the community, through strategies such as observation and reflection. It is a determining aspect, since many students mention shortcomings when it comes to extracting and creating meanings from their own experiences.
- The differences between students' roles in the community and in the classroom should be minimized. The classrooms and the community are configured as highly differentiated learning environments. The role taken on in both environments should be similar, in an attempt of bringing the classroom (more passive) and community (more active) contexts closer together.
- The role of the professor should be rethought, as a consequence of a more active role of students. It is no longer exclusively about transferring information, but about acting as a guide in students' learning.
- The variations in students' learning outcomes should be prepared, as well as possible loss of control in this regard. Service-Learning implies heterogeneous academic results among students, even when they are exposed to the same situations, both in the community and in the classroom.
- The orientation towards social responsibility should be enhanced. It should not be conceived as a means to exclusively improve students' academic learning, since their orientation towards both civic and academic learning is the hallmark of this methodology.



For further information

Howard, J. (2001). *Service-Learning course design workbook*. Ann Arbor, MI: OCSL Press.

Puig, J. M., Batlle, R., Bosch, C., & Palos, J. (2007). *Aprendizaje servicio. Educar para la ciudadanía*. Barcelona: Octaedro.

Santos Rego, M. A., Sotelino, A., & Lorenzo, M. (2015). *Aprendizaje-servicio y misión cívica de la universidad. Una propuesta de desarrollo*. Barcelona: Octaedro.

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Service-Learning Guide for students

WHAT IS SERVICE-LEARNING?

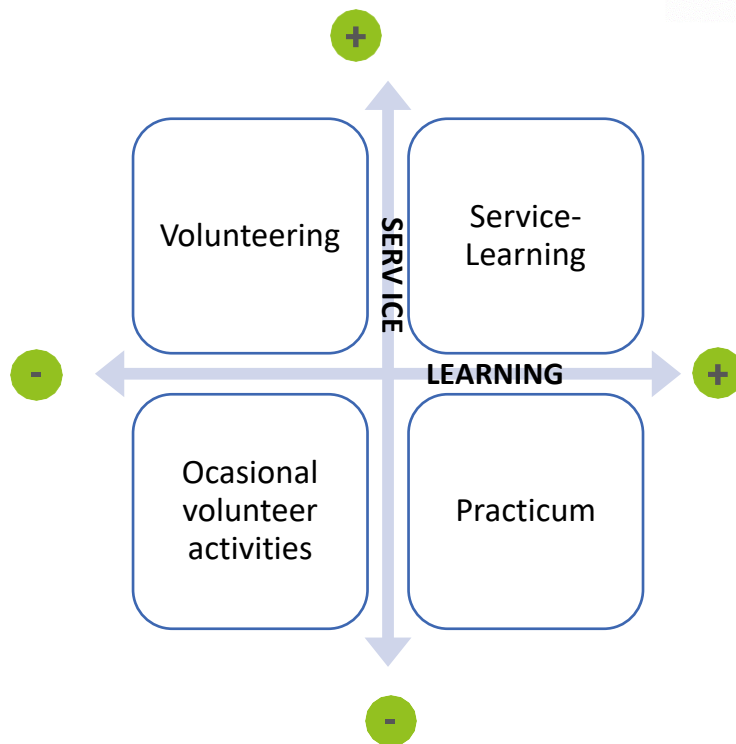
Service-Learning is an educational proposal that combines processes of community service and learning in a single well-articulated project, in which participants learn while working on real needs of the surroundings in order to improve them (Puig, Batlle, Bosch, & Palos, 2007). That is, they learn by performing a service to the community.



WHAT IS NOT SERVICE-LEARNING?

One of the simplest ways to approach Service-Learning is to recognize other experiential education initiatives with which it is sometimes confused:

- SL is not volunteering. Service-Learning differs from volunteering in its nature and strictly academic orientation, the close relationship of the service with the study program being one of the main aspects that define it. That is, while volunteering focuses on the service and its quality, even without forgetting the learning that can be derived from it, there is no formalized evaluation of academic learning.
- SL is not practicum. Practicum programs involve students in practical experiences that pursue improvements in learning and understanding of a specific study or professional area. Students in practicum acquire knowledge and skills that allow them to improve their academic learning and professional development. Thus, and although some practicum activities may give back a service to the community, it differs from SL in focusing on improving students' academic learning.



Therefore, we now have two realities that are oriented, either towards students' service (volunteering), or towards their learning (practicum), which, therefore, cannot be confused with Service-Learning. In other words, the structuring of projects aimed at strengthening the link between academic service and learning is perhaps the essential element if we want to speak about SL, establishing a reciprocal relationship between the two components: academic learning will affect the provision of a quality service to the community, and on the contrary, the service will allow strengthening and endowing students' learning with more time and meaning. The goal is not to add service to learning, as a parallel piece, but an integration process, since the service activities have to be compatible and integrated in the academic objectives of the subject of the curriculum.

REASONS TO PARTICIPATE IN A SL PROJECT AT UNIVERSITY LEVEL

- Performing a service from an academic perspective contributes to broaden the vision of the professional field for which the students are being trained. In this sense, this type of experience places students in a pre-professional practice, promotes a critical vision of the degree, and provides a basis for a future election as graduates.
- A greater commitment with the community-society of reference is promoted. The direct contact of students with a social need may serve as a reinforcement of a community identity which will ultimately result in the promotion of greater civic participation.
- Implementing the knowledge acquired in a degree program, or in a specific subject, will contribute to improving students' self-concept, due to the possibility of checking whether their knowledge has applicability and is useful. In addition, mobilizing skills and abilities in real situations is a great self-esteem and self-efficacy booster for the students.



- Recognition as an experience of non-formal education, since there are many ways that have been established in recent years to identify the competences acquired in this manner. The importance of this training is recognized not only on a personal level, but also on a professional level. Thus, within the framework of the same project, professional, social and civic competences are developed.
- Expansion of the personal and professional networks of the students, which will contribute to the improvement of their employability.

HOW SHOULD I PARTICIPATE IN A SL PROJECT?

- The students are responsible for the process, since their participation and involvement from the beginning is a key factor in achieving the objectives. This requires a greater development of knowledge and competences, highlighting the implementation of the ability to analyse and synthesize complex information.
- To facilitate the link between learning and service, we must establish different temporary spaces in which students have the opportunity to express their opinions, reflect, make suggestions, and even perform a meta-evaluation of the process followed. This is how we could contribute to the development of a critical awareness linked to professional practice.
- Service-Learning projects allow professional and ethical decisions to be put into practice. This implies reflection and argumentation, analysis of assessments, norms, and habits of the different communities. Specific personal commitments are noted, and this entails obtaining academic learning, as well as transversal learning.
- Service-Learning is not limited to enabling a real experience in which the learning quality is improved, as the learning process places the student in a position to give back a quality service to the community. This establishes a reciprocal relationship between the student body and the community, where the community allows improvements in students' academic and social learning, and they, in turn, offer a quality service seeking to solve real needs and social problems.

THUS, PARTICIPATING IN A SL PROJECT ALLOWS...

- Being aware of the professional reality to which the degree is linked.
- Getting committed to the community-society through the provision of a service.
- Putting into practice the knowledge of a degree or subject in real contexts.
- Improving self-concept and self-esteem by checking the social utility of the knowledge acquired at the university.
- Obtaining recognition as an experience of non-formal education. Developing professional, social and civic competences.
- Creating new personal and professional ties and expanding the network of contacts.



For further information

Howard, J. (2001). *Service-Learning course design workbook*. Ann Arbor, MI: OCSL Press.

Puig, J. M., Batlle, R., Bosch, C., & Palos, J. (2007). *Aprendizaje servicio. Educar para la ciudadanía*. Barcelona: Octaedro.

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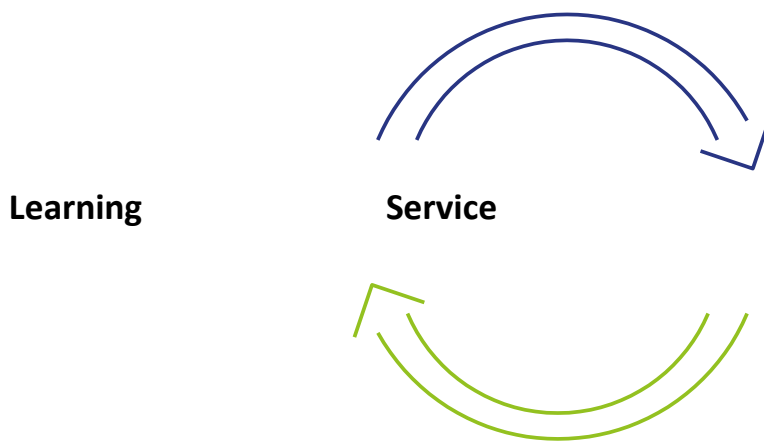
Santos Rego, M. A., Lorenzo Moledo & Mella Núñez, I. (2021). *El aprendizaje-servicio y la educación universitaria: hacer personas competentes*. Ediciones Octaedro.



Service-Learning Guide for organizations

WHAT IS SERVICE-LEARNING?

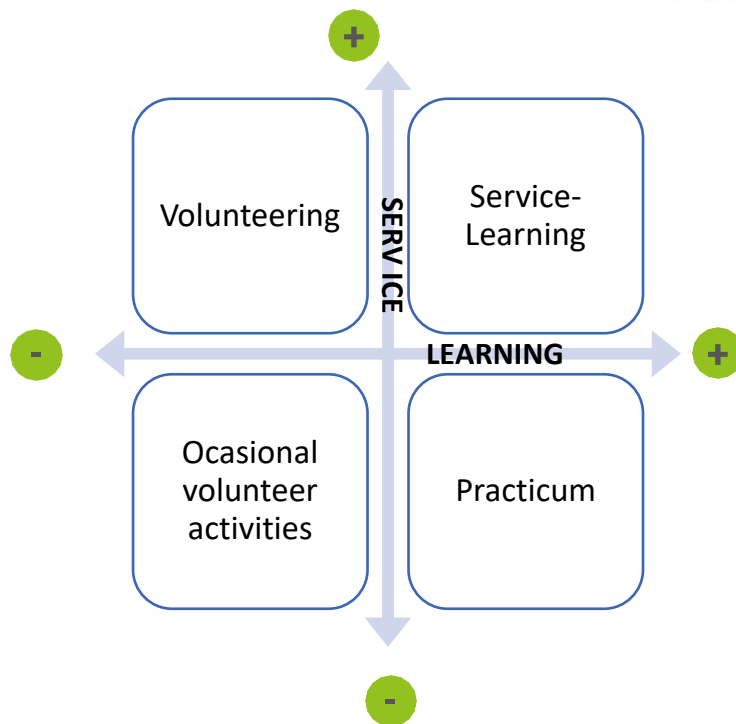
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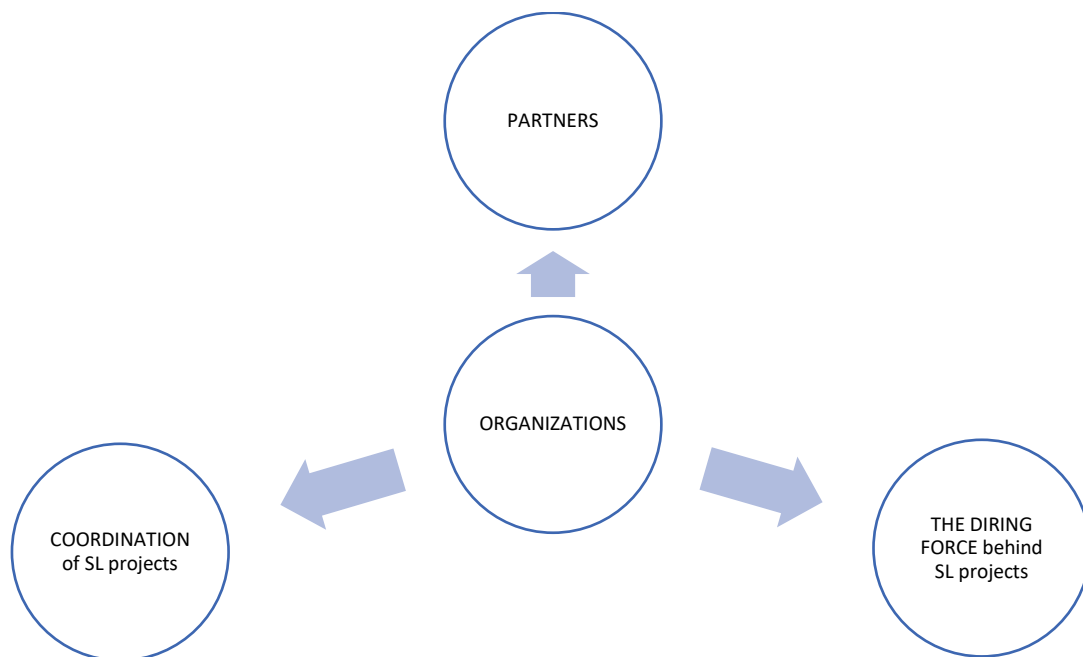
GENERIC AREAS FOR SERVICE-LEARNING PROJECTS

- Schooling assistance: knowledge of the surroundings and tutoring, study motivation, adult training etc.
- Close support to other people: direct assistance to people who may need it, such as groups at risk of exclusion, immigrants, people with functional diversity, with socioeconomic problems, with illnesses, those who live alone, elderly etc.
- Intergenerational exchange: bringing together groups of different ages with the aim of facilitating mutual knowledge and the sharing of knowledge and skills.
- Environment: environmental care, conservation and education; recycling of materials, environmental audits, cleaning and conservation of natural and urban heritage; energy saving; wildlife care; prevention of natural disasters, environmental awareness of the population etc.



- Citizen participation: participation in the neighborhood or the immediate environment, with the aim of promoting civic engagement and improving the quality of life of its inhabitants, through the media, cultural activities, participatory processes etc.
- Cultural heritage: conservation and restoration of cultural, architectural and archaeological heritage, and recovery and dissemination of cultural traditions (festivals, gastronomy, local craft activities, customs), local history and memory.
- Solidarity and cooperation projects: awareness and defense of human rights, solidarity and humanitarian causes of a wide and international scope, cooperation for development, peace and disarmament, fight against xenophobia etc.
- Health care promotion: prevention of diseases, accidents or risky behaviors, promotion of a healthy lifestyle etc.

WHAT ROLE DO ORGANIZATIONS HAVE IN SL PROJECTS?



1. As partners of solidarity actions, their role is to contribute to the development of a service offered by the university.
2. They can propose a SL project to a regulated education organization, where they could once again be partners in this teaching-learning process.
3. They directly establish Service-Learning projects, complying with the conditions so that learning and service are equally balanced,



and there is a process of follow-up, evaluation and feedback with the participants. To this end, there should be an educational project where the objectives, contents, and skills that the participants will develop with their service are established, without forgetting about the assessment process, which must address the fulfillment of the purposes of the service, but also of the learning process.

For further information

Howard, J. (2001). *Service-Learning course design workbook*. Ann Arbor, MI: OCSL Press.

Puig, J. M., Batlle, R., Bosch, C., & Palos, J. (2007). *Aprendizaje servicio. Educar para la ciudadanía*. Barcelona: Octaedro.

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2. INSTRUMENTS FOR DOCUMENTATION AND AVALUATION:

Registration sheet of SLprojects/experiences at university level

Below we provide different questions that seek to examine the way in which Learning-Service (SL) projects or experiences are being developed at our university.

It would therefore be appreciated if, in addition to answering the questions, you could attach documents and other evidence, as far as possible, in order to analyze the development of the above-mentioned Service-Learning projects/experiences.

Identification of the subject of the curriculum

Name of the subject:

Academic degree:

Academic year in which it is taught:

1st 2nd 3rd 4th

Type of subject:

Compulsory

Optional

Identification of the Program/Experience

Name of the Program/Experience (if applicable):

Academic courses in which it was carried out:

Weeks/hours devoted by the students to the Program/Experience:

Service topic (check ALL that apply):

- Civic education
 Ecologically sustainable development



- Socially sustainable development
- Improvement of working conditions, promotion of employment
- Justice and social equity
- Social inclusion
- Improvement of social and health care services
- Leisure
- Other (please specify):
- Don't know/no answer

Brief description of the service and its relationship with the learning process of the subject of the curriculum (objectives, contents, competences, etc.).

Did the Program/Experience have any structured moments of reflection with the students?

- Yes (check all that apply)
 - Before the service
 - During the service
 - After the service
- No (go to question 15)
- Don't know/no answer (go to question 15)

The reflection was made (check ALL that apply):

- With the community
- With a representative of the collaborating organization (community partner)
- With the course and the teacher
- In the working group
- Don't know/no answer

The reflection is focused on (check ALL that apply):

- Sharing feelings about the service experience
- Relating the service with the contents of the subject/course
- Analyzing the community problems
- Developing attitudes and values



- Don't know/no answer

Community partners

The community partner is (check ALL that apply):

- The public sector (Public Administration)
- Private and corporate sector
- Community organizations (please indicate which one or ones)
- NGO
 - Foundation
 - Citizens' organization
 - Public entity (hospital, local government, etc.)
 - Political organization
 - Educational institution
 - Religious institution
 - Other (please specify)
- Others (please specify)
- Don't know/no answer

Was a collaboration agreement signed for the development of the Program/Experience?

- Yes
- No
- Don't know/no answer

The relationship with the Community partner is (check ONE option):

- Circumstantial and occasional relationship
- Long-term (usual)
- Another type of relationship (please specify)
- Don't know/no answer

Describe the recipients (estimated number and characteristics of the population withwhom you work).



Assessment

Does the Service-Learning Program/Experience include a registration system?

- Yes (please indicate which one or ones)
- Reports
 - Photographs, videos
 - Portfolio
 - Field diary
 - Other (please specify)
- No
- Don't know/no answer

Do you have follow-up mechanisms?

- Yes (please indicate which one or ones)
- Follow-up report
 - Mid-term interviews
 - Meetings
 - Other (please specify)
- No
- Don't know/no answer

Do you have a learning assessment system?

- Yes
- No
- Don't know/no answer

Do you have a system for assessing participants' satisfaction?

- Yes (please indicate which one or ones)



- Students
- Teachers
- Community partner
- No
- Don't know/no answer

The assessment system provides for the participation of (check ALL that apply):

- Collaborating institution
- Professor
- Student body
- Other actors (please specify)
- Don't know/no answer

Does the assessment system provide for feedback?

- Yes (please indicate which one or ones)
 - From students
 - From teaching staff
 - From members of the community partner institution
 - Other (please specify)
- No
- Don't know/no answer

Projection of the Program/Experience

Please, summarize students' main learning outcomes that could be derived from the implementation of this methodology.

Main achievements:



Main difficulties:

Was the Program/Experience shared with others (in terms of design, development or results)?

- Yes (please indicate which one or ones)
 - Participation in competitions
 - Participation in congresses/conferences/courses
 - Articles/book chapters
 - Press
 - Other (please specify)
- No
- Don't know/no answer

Please attach, if possible, documents and evidence that provide information on the different aspects analyzed in these questions.

Thank you.



Questionnaire on university students' civic and social competences, and self-efficacy (CUCOCSA). (Pre-test / Post-test)

Please, provide the requested information on the answer sheets of the questionnaire on university students' civic and social competences and self-efficacy.

Read carefully the different items and select the answer choice that best suits your situation. Keep in mind that there are no right or wrong answers.

Mark an X where appropriate or fill in the required information

Birth date

Gender:

Man

Woman

Bachelor's Degree or Master's Degree you teach:

Academic year (only for Bachelor's Degree):

1st 2nd 3rd 4th 5th 6th

Faculty/University School:

Campus:

Santiago de Compostela

Lugo

Do you participate in a mobility program?

No

Yes. If yes, please indicate which one:

During your university years, have you participated in any project promoted from a subject area or from the Faculty/University School that involved a community service?

No



Yes. If yes, please describe it briefly.

A series of statements about university training are presented below, so that you could express your degree of agreement with each of them.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
I am more motivated by the subjects that allow the practical application of theory to real-life situations.					
I learn the contents of a subject area better when they are connected to real-life situations.					
When a subject area is relevant to my life, I learn more about it.					
What I learn at University is useful in my life.					
I don't feel well prepared to start working.					
I'm not sure what I want to do when I finish my studies.					
As a general rule, the training I receive at University prepares me adequately for my future career.					

Please, indicate the frequency that most closely matches your participation in the following actions.

	Never	Yearly	Quarterly	Monthly	Weekly
Volunteer in the USC University Participation and Integration Services (SEPIU).					
Volunteer on campus at specific events (charity runs, collecting aid in an emergency, etc.).					
In a political campaign, political debates or helping during the election day.					
Volunteer through an organization external to USC.					



Volunteer in your community at specific events (charity runs, collecting aid in an emergency, etc.).

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The next questions refer to civic and social matters. Please express your degree of agreement with each of them.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
I am able to work cooperatively with other people.					
I am able to properly communicate with others.					
I easily relate with other people.					
I try to put myself in others' place, trying to understand their situation.					
I am able to lead groups and motivate others to achieve common goals.					
We have to look beyond people to understand their problems.					
We need to change people's attitudes to solve social problems.					

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
I enjoy meeting people from backgrounds and cultures different from mine.					
Cultural diversity makes a group more interesting and effective.					
I adapt easily to other cultural environments.					
In everything I do, I strive to be a better person.					
I try to make sure that my actions do not intentionally harm another person.					
When working in a group, I try to make sure that everyone is heard before making a decision.					
I believe that if everyone learned and worked cooperatively, many of the problems of society could be solved.					
To get a job, having good personal competences (such as responsibility, honesty, etc.) is as important as having good technical competences.					



It is easy for me to evaluate and accept the consequences of my decisions.					
I am able to identify and control my own emotions as well as the emotions of others.					
I am able to present my ideas and viewpoints with confidence.					
I am able to generate new ideas (solutions, products, viewpoints, etc.).					
I am able to analyze information from a critical point of view.					

Finally, express your degree of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
I am confident that I could effectively deal with unexpected events.					
Thanks to my qualities and resources, I can overcome unexpected situations.					
When I find myself in difficulties I am able to remain calm because I have the necessary skills to deal with complex situations.					
Come what may, I am usually able to deal with it.					
I can solve most problems if I try hard enough.					
If I find myself in a difficult situation, it usually occurs to me what I should do.					
I consider myself sufficiently qualified to successfully face any academic task.					
I think I have the capacity to understand a subject quickly and well.					
I feel confident to address situations that test my academic ability.					
I firmly believe that I can have excellent exam results.					
Regardless of whether professors are demanding and tough, I rely a lot on my own academic ability.					
I think I'm a capable and competent person in my academic life.					
If I put my mind to it, I think I have enough capacity to obtain a good academic record.					
I think I can pass the courses quite easily, and even get good grades.					

In the context of this subject area, are you participating or will you participate in a Service-Learning (SL) project?



- No
- Yes

Thank you very much for your time.



The portfolio

In the educational field, the term portfolio was imported from the Anglo- Saxon context, i.e. portfolio assessment and portfolio process. It is a technique of gathering evidence and competences.

It is an alternative to purely quantitative teaching-learning and evaluation methodologies, since it is a procedure for assessing the trajectory and learning process, based on students' actions and achievements. The cognitive procedure used in the construction of a portfolio is as follows:

- a) Understanding the phenomenon (observation, decoding, analysis and synthesis).
- b) Relevant selection (discrimination and assessment).
- c) Explanatory justification (reflection, composition, and argument).

Participants' individual portfolio will consist of the diary of each of them, where they will convey their feelings, experiences, anecdotes, photographs, physical material, recordings, audio files, everything that they think it is important during the process.

To this end, they should be encouraged to be totally honest, as it should be a personal recount aimed at being useful in the process of reflection and acquisition of learning.

SECTIONS OF THE PORTFOLIO

1. Introduction

This section describes the degree and subject area that the project falls within, in addition to an introduction to the portfolio.

2. Description of the organization

Brief analysis of the characteristics of the service organization, both physical (facilities, resources, personnel, etc.) and intangible (coordination, purposes, etc.).

3. Description of the project that will be carried out in the organization.

4. Diary of sessions

Each working day in the project (either in the classroom or in the organization) a summary will be made explaining the service performed, and how the objectives are achieved. At this point, students should express a personal and profound reflection, since the summary of the activities carried out will be coupled with the feelings experienced, emotions, experiences, etc.

5. Lessons learned

The students will establish the main lessons learned from the service.



The section will be structured as follows: Lessons learned in relation to the subject. Lessons learned in relation to the degree. Lessons and skills for life.

The use of a technical vocabulary, specific to the degree program, is important.

6. Critical Assessment and conclusions

Constructive criticism should be made in relation to the Service- Learning experience, suggesting improvements, if applicable, or explaining why the program works well.

7. Appendices

Please include all material resulting from the experience, or which was used during the service (photographs, questionnaires, brochures, reports, etc.).

INSTRUCTIONS FOR THE ELABORATION OF THE PORTFOLIO

First, the description of the project and the description of the organization should be carried out. However, these sections should be created and filled in when the corresponding sessions are conducted.

The diary of sessions should be a continuous process. Its elaboration is recommended immediately after each working session, as this will avoid the loss of valuable information in the portfolio. At that time, all materials (photographs, brochures, etc.) that are considered useful should be collected to be included in the Annexes section.

The lessons learned and the critical assessment and conclusions will obviously be elaborated at the end of the process. This should be a moment of reflection and self-evaluation, in which the student should recognize the possibilities and disadvantages of this project in their learning process, as well as reflect on their own experience.



Questionnaire for the final assessment of the SL project for students

Faculty/University School:

Campus:

The questionnaire presented below has been designed to collect your opinion on the development of the SL Project in which you have participated.

This information is very important to us, thus we ask you not to leave any question unanswered, and to make any suggestions that you deem appropriate, even if they are not included in the questionnaire. For suggestions, please use the other observations section, on the last page.

Thank you for your collaboration.

Very important. Read the example carefully. The mechanics of this assessment consist of the following.

We present an aspect of the Program, for example, your "Comprehension".

Next, we ask you to tell us if it is "easy" in the following way:

Comprehension of the program

1	2	3	4	5
DIFFICULT				EASY

1	2	3	4	5		
If you check	DIFFICULT X				EASY	We understand it is "Very difficult"
If you check	DIFFICULT	X			EASY	We understand it is "Quite difficult"
If you check	DIFFICULT		X		EASY	We understand it's "neither easy, nor difficult"
If you check	DIFFICULT			X	EASY	We understand it is "Quite easy"



If you check	DIFFICULT				X	EASY	We understand it is "Very easy"
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Try to answer all the questions and all the concepts (easy-difficult) presented in each of them.

The SL project in general

1	2	3	4	5
USELESS				USEFUL
INSUFFICIENT				SUFFICIENT
INAPPROPRIATE				APPROPRIATE
TIRESOME				EASY
PASSIVE				ACTIVE
SHORT				LONG
DISORGANIZED				ORGANIZED
CONFUSING				CLEAR
THEORETICAL				PRACTICAL
DEMOTIVATING				MOTIVATING
NOT RECOMMENDABLE				RECOMMENDABLE

The project activities in relation to the subject

1	2	3	4	5
DIFFICULT				EASY
INCOMPREHENSIBLE				COMPREHENSIBLE
INAPPROPRIATE				APPROPRIATE
BORING				INTERESTING
NOT RELATED TO THE SUBJECT				RELATED TO THE SUBJECT
USELESS				USEFUL
LACKING				ABUNDANT

The service performed



1	2	3	4	5
USELESS				USEFUL
INSUFFICIENT				SUFFICIENT
INAPPROPRIATE				APPROPRIATE
UNSATISFACTORY				SATISFACTORY
BAD				GOOD
PASSIVE				ACTIVE

Your learning process

1	2	3	4	5
USELESS				USEFUL
UNSATISFACTORY				SATISFACTORY
FEW				MANY
INAPPLICABLE				APPLICABLE

Professor's involvement

1	2	3	4	5
DISTANT				CLOSE
PASSIVE				ACTIVE
CONFUSING				CLEAR
DEMOTIVATING				MOTIVATING
INSUFFICIENT				SUFFICIENT

Community partner's involvement

1	2	3	4	5
DISTANT				CLOSE
PASSIVE				ACTIVE
CONFUSING				CLEAR
DEMOTIVATING				MOTIVATING
INSUFFICIENT				SUFFICIENT



Your involvement in the project

1	2	3	4	5	
PASSIVE					ACTIVE
APATHETIC					ENTHUSIASTIC
UNSATISFACTORY					SATISFACTORY
INCONSTANT					CONSTANT
INSUFFICIENT					SUFFICIENT
UNSUITABLE					SUITABLE
DIFFICULT					EASY

Other observations



Rubric to evaluate SL projects at university level

TEACHING STAFF

A rubric is presented below, aimed at understanding the assessment of the different dimensions of your Service-Learning project. To this end, we ask you to indicate, in each of them, the level of development that best suits each case.

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	REMARKS
1. LEARNING APPROACH	The project promotes learning based on memorization and compliance with certain institutional requirements without posing attitudinal changes.	The project develops learning experiences seeking that students change their way of seeing the world, are creators of their own reality, while metacognition is promoted.	The project develops learning experiences seeking that students change their way of seeing the world, are creators of their own reality. In addition, there is a space for specific reflection on the project.	It also proposes learning strategies based on students' interest in the subject, which they use to maximize understanding and satisfy their curiosity. There are specific spaces to do this.	
2. PARTICIPATION LEVEL	Students do not get involved in the preparation or the decisions made about the content or development of the project. Students' participation is simple.	They can give their opinion about the project, they are even encouraged to express their opinions or assess the project, and there is a specific space to do this. Students' participation is advisory.	They participate in the project definition, in deciding its meaning and objectives. They also participate in the design, planning, execution, and assessment. This participation is projective.	Students request or generate new spaces and mechanisms for participation in the project. This is the equivalent of a maximum level of participation: meta-participation.	
3. MOST DEVELOPED COMPETENCES	The project encourages the learning of transversal competences of: collaborative work, communication skills, and empathy.	The project focuses on previous transversal competences, as well as on autonomy, creativity, critical thinking, personal initiative, and sensitivity.	The project encourages the learning of professional competences specific to the content that students study.	The project also focuses on the curricular competences of the subject area where the project is developed.	



4.ACADEMIC FOLLOW-UP IN THE ORGANIZATION	There is no academic follow-up of the students in the organization where the service is developed.	There is an occasional academic follow-up of the students in the organization where the service is developed.	There is an academic follow-up of the students in the organization, which is coordinated along with the university.	There is an intense academic follow-up of the students in the organization, which is coordinated along with the university.
5.TRANSDISCIPLINARITY	The possibility of students from different degree programs working together is not proposed.	Students of different degree programs, but from the same field of knowledge, work on the same challenges without the need for complementing each other.	Students of different degree programs, but from the same field of knowledge, work on the same challenges, with the need for complementing each other.	Students of different degree programs and fields of knowledge work on the same challenges, with the need for complementing each other.
6.IMPACT AND SOCIAL PROJECTION	The project works on real and nearby needs.	The project works on real and nearby needs, and has an impact on the context of the organization.	The project provides tools to the community when the project ends (empowering).	The project is an important factor in the transformation of the administration by encouraging the needs to be addressed beyond the execution of the project.
7.NETWORKING	The university and one or several social organizations form partnerships to build a common project.	The university and one or several social organizations form partnerships to build a common project with the support of institutionalized connection elements (for example, an agreement).	The university and one or several social organizations form partnerships to build a common project. In addition, the project is connected to a network of similar projects.	The university and one or several social organizations form partnerships to build a common project. In addition, the project is connected to a network of similar projects to exchange reflections and improvements during regular meetings.
8.PROFESSIONAL FIELD	The project does not modify the conventional vision of the professional field.	The project contributes to a new vision of the professional field, with greater social involvement.	The project contributes to new professional visions expressed in organizational situations similar to the professional situations, with greater social involvement.	The project contributes to new professional fields with greater social involvement, and organizational situations, similar to the professional situations, involving working with professionals from different disciplines, are sought.
9.ACADEMIC INSTITUTIONALIZATION 9.1DISSEMINATION	The institution does not promote the knowledge of Service-Learning.	The institution proposes certain actions to make Service-Learning known, but it	It facilitates the dissemination of Service-Learning among the university	The extension and replication of Service-Learning projects is facilitated.



		does not do it in a systematic way.	community.	
9.ACADEMIC INSTITUTIONALIZATION 9.2.ACADEMIC RECOGNITION	The institution does not explicitly show its support for Service-Learning.	The institution shows interest in some aspects of the Service-Learning projects, but not in a systematized way.	The projects are located in a structure within the institution (subject or training).	There are documents and explicit actions by which the institution shows its support and recognition of Service-Learning.
9.ACADEMIC INSTITUTIONALIZATION 9.3.AVAILABILITY OF RESOURCES	No resources are provided from the institution to carry out the Service-Learning project.	The organization of the project is provided with flexibility of groups and schedules, if necessary.	The organization of the project is provided with flexibility of groups and schedules, if necessary. Authorizations and agreements are also provided.	Resources and contacts are provided to create a network of projects, and a range of possible services is offered. Instruments for the assessment of projects are provided. There is a coordination office or a place to turn to. The academic time devoted by the teaching staff is recognized.
9.ACADEMIC INSTITUTIONALIZATION 9.4.RELEVANCE AND VISIBILITY	There is no space of recognition of the educational community towards the project.	There is some recognition, but it is not institutionalized or systematized.	There is a space for institutional recognition and execution.	Social recognition is favored through awards and grants.
10.ASSESSMENT	The learning outcomes are evaluated by the teacher, just like the rest of the curricular contents.	The learning outcomes are evaluated by all the participants in the project (persons in charge of the organization, professors, and students).	In addition to the learning outcomes, the service offered to the community is also evaluated.	The learning outcomes, the service to the community, and the project are evaluated in a comprehensive manner, with the aim of improving it in future editions. The assessment is carried out by all the project participants.