e-SL4EU

EVALUATING METHODOLOGY AND RELATED MATERIALS FOR ASSESSING THE STUDENTS' LEARNING OUTCOMES

*Guidelines for trainers and universities
for adopting the methodology and tools*

Document Title	EVALUATING METHODOLOGY AND RELATED MATERIALS FOR ASSESSING THE STUDENTS' LEARNING OUTCOMES Guidelines for trainers and universities for adopting the methodology and tools
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Introduction

Evaluation in higher education (HE) plays a fundamental role in ensuring high-quality education and in the continuous improvement of educational processes. It is a systematic process of assessing the effectiveness and quality of teaching and learning within academic institutions, aimed at enhancing teaching methods, curricula, and enriching students' educational experiences. In a dynamically changing academic environment, regular evaluation of these elements becomes an essential tool that enables institutions to effectively adapt to new challenges and meet social and professional expectations. Systematic evaluation allows universities not only to raise educational standards but also respond better to the needs of students, the labour market, and the broader academic community (Reale, Seeber 2007).

In this context, the evaluation of Service-Learning projects implemented in higher education (HE), which combines theory with practice, is particularly important. Systematic assessment of such projects allows universities not only to measure the impact of social actions on students and communities, but also to improve teaching methods that integrate academic knowledge with real-world social needs. Evaluation helps identify both successes and areas in need of improvement, leading to better adaptation of projects to the educational needs of students and the communities in which these projects are carried out. This enables universities to prepare students more effectively for active and informed participation in social and professional life.

As part of the reflection on this issue, it is crucial to clarify the concept of evaluation in relation to educational projects such as Service-Learning. Evaluation can be described as a specific form of assessment, but in a strict sense, it is a process much broader than mere assessment (Kawalec 2017). According to the Joint Committee on Standards for Educational Evaluation, evaluation refers to the "systematic examination of the quality or value of an object."(Joint Committee on Standards for Educational Evaluation 1994, p.19) In the context of Service-Learning projects, this means that evaluation not only assesses the effectiveness of the actions undertaken, but also their value in relation to the established educational and social objectives.

Korporowicz (1997) expands on this definition, stating that evaluation is a systematic examination of the value or characteristics of a specific program, action, or object from the perspective of the criteria adopted for this purpose, with the aim of improving, developing, or better understanding it. In this context, the concept of value plays a key role and forms the core of the evaluation process. In the context of Service-Learning, evaluation is not limited to simple "measurement" or "assessment" of outcomes, but focuses on a deeper analysis of results and their impact on participants and communities. Korporowicz (1997) emphasizes that evaluation "focuses on the analysis of program results or effects by identifying all consequences within the scope of analysis, both planned and unplanned." (Korporowicz 1997, p. 279-280) In Service-Learning projects, this approach is particularly important as it allows the identification of both direct and indirect effects of student actions, leading to the formulation of recommendations for future programs and decisions. As a result, evaluation becomes a tool not only for assessment, but also for the development and improvement of education at the university level.

1. Evaluation and assessment in Service-Learning

Scriven (1967), based on the general purpose of evaluation, distinguishes two main types of evaluation: formative and summative. Formative evaluation focuses on the ongoing improvement of educational processes, including regular feedback collection from students through surveys, course evaluations, and peer observations. Its goal is the immediate correction and adaptation of teaching methods. On the other hand, summative evaluation focuses on the assessment of final educational outcomes, such as exams, final projects, and other forms of student achievement evaluation. It is used to summarize the effectiveness of teaching and serves as the basis for making long-term changes in curricula.

In higher education, evaluation also includes the assessment of students and teachers. Student evaluation involves assessing their educational achievements through various forms of exams, written assignments, projects, and presentations, which is crucial for monitoring progress and adapting teaching processes to their needs. Teacher evaluation assesses the effectiveness of academic teaching staff, often including student evaluations, peer observations, and self-assessment. Its goal is to support the professional development of teachers and enhance the quality of teaching. Verma et al. (2024) identify the criteria for selecting the type of evaluation, key evaluation questions, and evaluation methods, as illustrated in Table 1.

Table 1 How do I know which evaluation types to use?

Evaluation type	Why it is used	When	Evaluation questions	Methods
Formative	To assess quality, make early adjustments, and make sure the programme is in line with its planned objectives	At the start	Is the programme able to reach its target audience? How do inputs affect the programme's ability to operate?	Document review for survey preparation? focus group interviews
Summative	To illustrate how successful a programme is	In the end	Have the participants achieved the anticipated results? What adjustments were made to raise the quality of the programme?	Surveys Focus groups Interviews Document review Case study
Process	To investigate the programme's implementation	Ongoing	How many individuals took part in the programme? What is the number of recent partners?	Monitoring Survey Counts Case study based on document review
Outcome	To understand the long-term effects on many indivuduals throughout a specific period of time	In the end	Did the procedure raise awareness and knowledge?	Surveys Focus groups Interviews Document review case study

Source: Verma J., Gautam M., Dohley R., Bajpai A., Jatav H., (2024). Extension Education and Communication Management. New Delhi: EPH, pp. 66-67.

Evaluation in Service-Learning is associated with several terms, each of which can have different meanings: feedback, impact assessment, grading, evaluation, assessment, and many others. Evaluation in Service-Learning is thus understood as:

- the process of measuring or assessing the impact of Service-Learning, which is carried out as a part of research;
- the process of assessing the learning outcomes of students, based on which a grade/evaluation is awarded;
- the process of obtaining feedback, i.e., evaluating different aspects of Service-Learning implementation from different stakeholders (Brozmanová Gregorová, Heinzová, Uhláriková 2023).

These levels of evaluation, while distinct in their purpose and audience, are intricately interconnected. They share outputs that can be repurposed, creating a complex web of evaluation. For instance, feedback from community partners can be repurposed to measure the impact of Service-Learning on the community. This interconnectedness adds depth and complexity to the evaluation process.

Evaluation as a process for assessing learning outcomes in service learning

In Service-Learning, teachers need to assess students' learning outcomes at the end of the semester. In doing so, the assessment is not based on the number of hours students have spent in Service-Learning; the number of hours is reflected in the number of ECTS credits for a particular course. The assessment should reflect what students have learned, i.e., their learning outcomes, which were defined when the course was designed. The learning outcomes of a Service-Learning course can differ from those of a regular course. In fact, in addition to the academic objectives related to the content of the course, other categories of objectives within Service-Learning can be defined, for example:

- general academic objectives related to developing critical thinking, problem-solving, etc.
- learning objectives related to the learning process;
- learning objectives related to the community or target group;
- learning objectives related to intra- and interpersonal learning;
- learning objectives related to the civic responsibility of Service-Learning.

As in other courses, the objectives should be followed by thoughtful strategies to achieve learning objectives, whether in the context of teaching in a school, service in the community, or the assignments that students work on and then by assessment methods.
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Evaluation in service-learning as a feedback process*

Another dimension of evaluation in Service-Learning is feedback from different stakeholders. The aim here is not to grade, but rather to provide feedback on the whole Service-Learning process or its components.

There are two general approaches to evaluation: formative evaluation and summative evaluation. Formative evaluation provides a better understanding of Service-Learning and relevant and timely feedback for the university and community partners. The role of formative assessment may be different for the initial implementation of service-learning or the beginnings of the collaboration with a particular community partner, than in the case of the long-term implementation of service-learning or a long-term partnership. In the case of service-learning implementation, formative evaluation is crucial. It brings added value for all stakeholders as early identification of potential shortcomings allows for their early correction and minimisation of negative impacts. The importance of formative evaluation in longer-term programmes may be that it enables early and relatively easy adaptation to changing conditions (for example, the need to adapt to a situation during a pandemic).

Examples of questions for formative evaluation:
1. How do you perceive Service-Learning implementation from the beginning to the present?
2. What have you found successful?
3. What is not working?
4. What do you think should be improved?
5. How do you think we can improve it? (Brozmanová Gregorová et.al 2023)

Summative evaluation is used when the results achieved need to be assessed and a decision made about whether to continue or discontinue service-learning. In this case, the purpose of the evaluation is not to look for suggestions for improvement but to state and confirm the achievement or non-achievement of the set objectives.

In the evaluation process:

- Students and teachers may provide feedback in relation to and collaboration with community partners,
- Students may provide feedback on the teacher and his/her role in the Service-Learning process,
- Teachers may provide feedback to students;
- Community partners may provide feedback about student learning, collaboration with the school, and service learning benefits.

It is recommended to avoid creating a long list of questions that can be tedious for all. It is important to select critical questions that reveal the nature of the experiences, opinions, and attitudes of different stakeholders towards the project. When developing evaluation questions, it is advisable to consider questions related to the project process, project context, or project content.

It is essential for teachers who have chosen to implement a service-learning strategy and school leaders to combine the above evaluation aspects and focus on evaluating the overall implementation and success of the approach. This evaluation allows for improvement of the overall implementation process and cultivates a culture of service-learning implementation. To ensure that the review is not an end, it is essential to incorporate its conclusions into the preparatory phase of implementing the service-learning in the next stage.

2. Tool for assessing learning outcomes in Service-Learning – methodology and tool

The following tool is aimed at students participating in projects using Service-Learning in various academic subjects from various academic disciplines, including Technology and Computer Science, Social Sciences, Languages, Pedagogy, Humanities, and Engineering in five European countries - Poland, Italy, Croatia, Slovakia and Romania.

The evaluating methodology for assessing the students' learning outcomes encompassed both hard skills (abilities acquired and enhanced during the HE curriculum and put into practice thanks to the e-SL project) and soft skills, divided into four clusters: (1) social skills area (interpersonal): communication, teamwork, conflict management and negotiation; (2) personal skills area (intra-personal): leadership, self-evaluation, adaptability and flexibility; (3) methodological skills area: learning to learn, analytical skills, creativity and innovation, problem-solving; (4) digital skills area: information and data processing (digital), communication (digital), content creation (digital) problem-solving (digital).

The four clusters were divided into six areas containing questions focusing on:

- Integrated Learning
- Civic Responsibility
- Social skills (interpersonal: communication, teamwork, conflict management, and negotiation)
- Personal skills development (intrapersonal: leadership, self-evaluation, adaptability, and flexibility)
- Thinking skills development (learning to learn, analytical skills, creativity and innovation, problem-solving)
- Digital skills.

The survey included a total of 47 closed questions on a rating scale from 1 (strongly disagree) to 5 (strongly agree) and two open questions about the strengths and weaknesses of the Service-Learning project. The final part of the survey included social demographic questions containing information about the university, faculty, degree programme, academic year, group, sex, country and special educational needs.
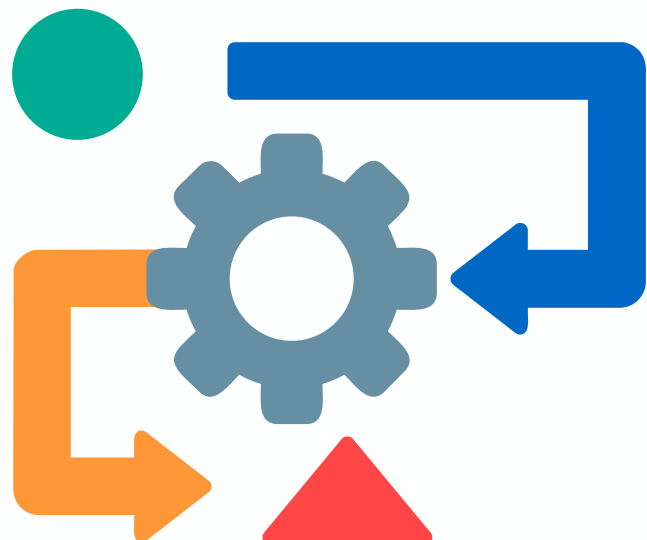
e-Service Learning (e-SL) outcomes - Student feedback questionnaire

Thank you for participating in the e-Service-Learning project as part of the Erasmus+ program, e-Service Learning for a More Digital and Inclusive EU Higher Education Systems (e-SL4EU) (project number: 2021-1-PL01-KA220-HED-000032194). The University of Silesia in Katowice/ LUMSA University/ Matej Bel University in Banská Bystrica/ University of Zagreb/ University Politehnica of Bucarest - are members of the consortium implementing this project.

The project aimed to actively engage teachers and students, including yourself, in e-Service-Learning activities, enabling practical application of academic knowledge in real contexts. As a project participant, you have contributed to improving community situations and enhanced your personal development through service to others. We appreciate your effort, time, and emotional involvement. Please share your reflections in the questionnaire to assess the extent to which the project has impacted the development of specific skills.

Please select the appropriate score on a scale from 1 to 5 according to the criteria below to assess to what extent your participation in the e-SL project has contributed to your development in the areas listed below.

Scale: 1 (strongly disagree), 2 (rather disagree), 3 (no opinion), 4 (rather agree), 5 (strongly agree).

	e-SL Learning outcomes	1	2	3	4	5
1	**Integrated Learning - Thanks to participation in the e-SL project:**					
	I saw the possibilities of combining the knowledge gained during my studies with practical application.					
	I used the knowledge gained from my studies to solve specific social problems.					
	I consolidated the knowledge acquired in the process of studying.					
	I gained new practical knowledge, which enriched my theoretical knowledge.					
	Participation in this project contributed to my future personal development.					
2	**Civic Responsibility - Thanks to participation in the e-SL project:**					
	I feel responsible for my community					
	I believe I should and I can make a difference in my community.					
	I am committed to serving my community.					
	I understand how I can make a positive contribution to meeting the needs of the community.					
	I believe that by influencing a smaller community, I can influence social life in a wider sense.					
	I can use what I know to solve „real-life" problems in my community					
	I can better identify needs, generate questions, and explain the importance of local, regional, or global issues.					

3	Social skills (interpersonal: communication, teamwork, conflict management, and negotiation) - Thanks to participation in the e-SL project:					
	I can change my viewpoint based on the valid opinions of others.					
	I have an understanding that teamwork involves individuals cooperating and collaborating to maximize outcomes in achieving a shared goal.					
	I can act calmly in pressured situations.					
	I treat my team members and project partners with respect.					
	I provide constructive feedback considering the needs of others.					
	I openly invite others to provide feedback.					
	I understand that teamwork requires effectively managing and negotiating group dynamics inherent in teamwork.					
	I attempt to find some compromise during a conflict.					
	I can and do keep the lines of communication open by collecting as much information as possible when there is a difference of opinion.					
	I can better recognize and express my point of view about situations, events, issues or phenomena.					
4	Personal skills development (intrapersonal: leadership, self-evaluation, adaptability, and flexibility) - Thanks to participation in the e-SL project:					
	I can identify my strengths and development needs.					
	I can set clear goals and objectives for projects.					
	I can communicate with the partners involved about the expectations we have of each other, and I think it is important to make sure these expectations are clear.					
	I can understand the importance of being engaged in reflection before, during, and after a project.					
	I look for opportunities to encourage myself and others to learn new ways of doing things.					
	I can better recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.					
	I can better listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behaviour, language, and strategies.					
5	Thinking skills development (learning to learn, analytical skills, creativity and innovation, problem-solving) - Thanks to participation in the e-SL project					
	I can choose and plan the activities within a project.					
	I know my strengths and weaknesses in learning.					
	I can identify my learning needs and plan actions to fulfill them.					
	I can use critical thinking skills to analyse my project and the related issues.					
	I can analyse, synthesize, and evaluate the quality of information.					
	I can identify and analyse problems in difficult situations and make a justifiable evaluation.					
	I formulate ideas of a concept as a result of reading, researching, discussing, and brainstorming in highly specific, subject-focused work.					
	I can better identify and create opportunities for personal and collaborative action to address situations, events, issues, or phenomena in ways that improve conditions in environments.					

6	Digital skills - Thanks to participation in the e-SL project:						
	I can share content and information via social networks and collaborative platforms (e.g. Google Drive, Dropbox, etc.) to collect feedback.						
	I can use social media to promote the results of my work.						
	I can work with others at a distance. (Teams, Webex, Zoom, Google Meet, WhatsApp...).						
	I know how to protect myself and others from online threats and abuse.						
	I can use different media to express myself creatively by combining, for example, text, image, audio, and video.						
	I am familiar with new digital technologies.						
	I can choose the right digital tools to achieve a goal.						
	I can use digital technologies to solve problems.						
	I can find information about copyright and licensing rules for the resources I want to use.						
	I can better select and use appropriate technology and media to communicate with diverse audiences						

Strengths and weaknesses of the e-Service-Learning project:

Strengths	Weaknesses

University, Faculty	
Degree programme	
Academic year	
Group	
Sex	
Country	

Do you consider yourself to have any special educational needs?	Yes	No

Thank you for your time and for completing the questionnaire.

The analysis of student feedback will be presented in the next chapter of the handbook.

3. Appendix - Examples of tools used to assess learning outcomes in Service-Learning

A number of tools can be applied to assess the learning outcomes of students involved in Service-Learning projects, with different assessment elements, assessment scales and graphical forms. These can be the tools that have already been developed and tested by other researchers, or you can create your own tool for the group of students with whom you have conducted the project. The appendix presents tools that can be used at the end of any academic course in which service-learning was applied, both for traditional Service-Learning and e-Service-Learning.

3.1. SWOT Analysis

SWOT Analysis

SWOT analysis is a strategic planning tool used to identify and evaluate the Strengths, Weaknesses, Opportunities, and Threats associated with a particular project, organization, or in this case, an e-service learning initiative.

Materials Needed:
- Whiteboard or flipchart and markers
- SWOT Analysis template (four quadrants labelled: Strengths, Weaknesses, Opportunities, Threats)
- Post-it notes or sticky notes
- Pens/pencils
- Project documentation and relevant data

Instructions:

Introduction (15 minutes):
- Begin by explaining the purpose of the activity: to critically evaluate the service learning/e-service learning project using a SWOT analysis.
- Provide a brief overview of what SWOT analysis is (Strengths, Weaknesses, Opportunities, Threats).
- Emphasize that this exercise is intended to be constructive, and all input is valuable for project improvement.

Strengths (20 minutes):
- Divide the participants into groups (if applicable) or work individually.
- Ask participants to brainstorm and list the project's strengths on sticky notes.
- Each participant/group should then share and stick their notes on the "Strengths" quadrant of the SWOT template on the whiteboard or flipchart.
- Discuss each strength briefly and clarify any doubts.

Weaknesses (20 minutes):
- Follow a similar process as for strengths, but this time focus on identifying weaknesses or areas that need improvement in the project.
- List these weaknesses on sticky notes and place them in the "Weaknesses" quadrant.
- Opportunities (20 minutes):
- Ask participants to consider external factors that could positively impact the project.
- List these opportunities on sticky notes and place them in the "Opportunities" quadrant.
- Threats (20 minutes):
- Discuss potential threats or challenges that the project might face, both internal and external.
- List these threats on sticky notes and place them in the "Threats" quadrant.

Group Discussion (30 minutes):
- Facilitate a discussion on each quadrant, encouraging participants to elaborate on the points raised.
- Prioritize and identify key strengths, weaknesses, opportunities, and threats.
- Discuss potential strategies to capitalize on strengths, mitigate weaknesses, leverage opportunities, and address threats.

Action Plan (15 minutes):
- Collaboratively develop an action plan based on the SWOT analysis findings.
- Assign responsibilities for implementing changes or improvements.
- Set measurable goals and a timeline for reviewing progress.

Conclusion (10 minutes):
- Summarize the key takeaways from the SWOT analysis and the action plan.
- Encourage participants to stay engaged and committed to the project's success
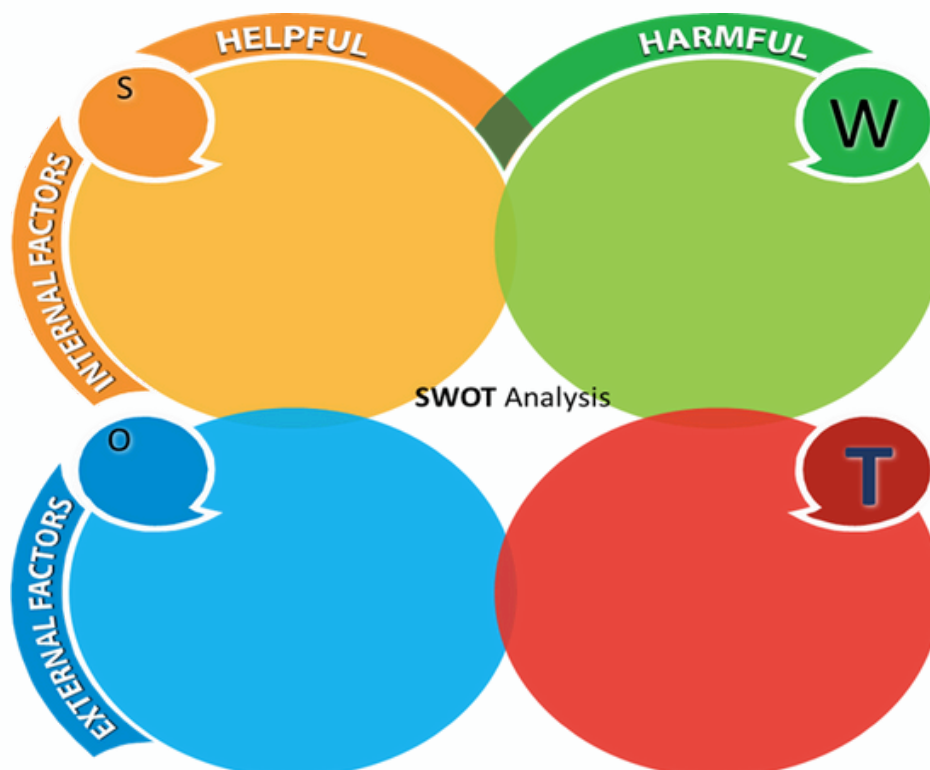
3.2. Entry and exit slips

This is another tool aiming to assess students' learning outcomes which can be applied both for traditional service learning and e-service learning. The tool assesses students' level of involvement in an online educational project focused on environmental protection and their awareness of environmental issues (it can also be used for other projects/topics).

Entry and exit slips are effective assessment tools used in various educational settings, including e-service learning environments. They help instructors gauge students' understanding, monitor their progress, and tailor instruction accordingly.

Activity: Virtual Environmental Cleanup Project (example1)

Objective: To engage students in an e-service learning project focused on environmental conservation and raise their awareness of environmental issues.

1. Entry Slip (Before the Service Activity):
Before students start their virtual environmental cleanup project, they are required to submit an entry slip through the online learning platform. This entry slip serves several purposes:

Purpose:
To assess students' prior knowledge, attitudes, and expectations related to environmental conservation and online service learning.

Instructions:
Ask students to answer a few questions or prompts. For example:
- "What comes to mind when you think of environmental conservation?"
- "Why do you think it's important to engage in virtual environmental cleanup activities?"
- "What do you hope to learn or achieve through this e-service learning project?"

2. E-Service Learning Activity: Virtual Environmental Cleanup:
Students then engage in the virtual environmental cleanup project. They might be tasked with activities like researching environmental issues, participating in online discussions or webinars about conservation, or contributing to virtual clean-up efforts through data collection and analysis.

3. Exit Slip (After the Service Activity):
After the e-service learning project is completed, students are required to submit an exit slip. This exit slip is crucial for reflection and assessment:

Purpose:
To assess the impact of the e-service learning activity on students' knowledge, attitudes, and skills related to environmental conservation.
Instructions: Ask students to reflect on their experiences during the project and answer questions or prompts such as:
- "What did you learn about environmental conservation through this e-service learning project?"
- "How has your perception of environmental issues changed since starting this project?"
- "Share an example of an action you can take in your daily life to contribute to environmental conservation based on what you've learned."

4. Discussion and Assessment:
After collecting and reviewing the entry and exit slips, the instructor can use this data to assess the effectiveness of the e-service learning activity. They can identify changes in students' knowledge and attitudes, as well as areas that may need further exploration in future lessons. Additionally, the exit slips can be used as a basis for class discussions, allowing students to share their experiences and insights gained from the virtual environmental cleanup project.

Activity Title: "Reflections on Online Service Learning"(example2)

Objective: To assess students' understanding, engagement, and learning experiences in an e-service learning course.

Instructions:
1. Entry Slip (Pre-Service Learning Activity):
Before students begin their e-service learning project, they are asked to complete an entry slip.
The entry slip could include questions like:
- "What do you expect to learn or gain from this e-service learning experience?"
- "What skills or knowledge do you hope to develop?"
- "What concerns or challenges do you foresee in this online service learning project?"

2. E-Service Learning Experience:
Students engage in their chosen e-service learning project, which might involve activities like virtual volunteering, community engagement through online platforms, or remote research.

3. Exit Slip (Post-Service Learning Activity):
After completing their e-service learning experience or a significant portion of it, students are required to submit an exit slip.

The exit slip could contain questions such as:
- "What did you learn from your e-service learning experience?"
- "How did your initial expectations align with the actual experience?"
- "Describe a specific situation or interaction that had a meaningful impact on your learning."
- "What recommendations do you have for improving e-service learning in the future?"
- "How did your participation in this e-service learning project contribute to your personal growth and understanding of community issues?"

Instructor Assessment:
- Instructors review the entry and exit slips to gauge students' initial expectations and their reflections on the e-service learning experience.
- They can identify patterns in student responses to assess the effectiveness of the online service learning project.
- Instructors may also use the information gathered from exit slips to make improvements to the course design or tailor future e-service learning opportunities.
- Feedback and Discussion:
- Instructors may facilitate a class discussion or provide individual feedback to students based on their entry and exit slips.
- This can create a space for students to share their experiences, learn from each other, and collectively reflect on the impact of e-service learning.

3.3. The 3, 2, 1 method

The tool encourages students learning through e-Service-Learning to reflect on their online volunteering experience and gain insights into its impact on themselves and the community. It includes the assessment of both soft and hard skills.

The 3, 2, 1 method is a reflective learning technique used in various educational settings, including e-service learning. This method encourages students to think critically about their e-service learning experiences, identify key takeaways, and reflect on their personal growth.

Activity: Reflecting on an E-Service Learning Experience (example1)

Step 1: The "3" - Three Key Insights
In the first step of the 3, 2, 1 method, students are asked to identify and write down three key insights or lessons they have gained from their e-service learning experience. For example:
Digital Skills Enhancement: Through my e-service learning project, I learned how to effectively use online collaboration tools like Zoom and Google Docs. These skills will be invaluable in my future career.

Global Awareness: I gained a deeper understanding of global issues by interacting with people from different parts of the world during our virtual service project. This experience broadened my perspective.

Time Management: Managing my coursework alongside the e-service learning project required strong time management skills. I realized the importance of setting priorities and sticking to a schedule.

Step 2: The "2" - Two Questions
In the second step, students formulate two questions related to their e-service learning experience. These questions can be about the challenges faced, the impact of the project, or any other aspect of their experience. For example:
- How can I apply the digital skills I acquired during this e-service learning project to my future academic and career pursuits?
- What strategies can I use to improve the effectiveness of virtual collaboration in online service projects?

Step 3: The "1" - One Action Item
In the final step, students identify one specific action item or goal they intend to pursue based on their e-service learning experience. This action item should be actionable and contribute to their personal or professional development. For example:

Action Item: I will explore volunteer opportunities with organizations that focus on similar global issues to continue my commitment to making a positive impact. Additionally, I will seek out workshops or courses to further develop my digital skills and enhance my virtual collaboration abilities.

Activity Title: Exploring Environmental Sustainability (example2)

Objective: To engage students in an e-Service-Learning activity related to environmental sustainability, where they watch an online documentary about a local environmental issue and reflect on their learning.

Instructions:
Step 1: Watch the Online Documentary
- Provide students with a link to an online documentary that focuses on a local environmental issue, such as deforestation in a nearby forest or pollution in a local river.
- Encourage students to watch the documentary closely, take notes, and pay attention to key facts, challenges, and solutions presented.

Step 2: Complete the 3-2-1 Worksheet
After watching the documentary, ask students to complete a 3-2-1 worksheet (previously described) or document in their e-service learning platform. The worksheet can be structured as follows:
- 3 Key Takeaways: Students should identify three important points or facts they learned from the documentary. These could be related to the environmental issue, its impact, or potential solutions.
- 2 Questions: Students should generate two questions they have after watching the documentary. These questions can be about the issue, its causes, or possible actions that can be taken to address it.
- 1 Reflection: In this section, students should write a brief reflection on their personal thoughts and feelings about the environmental issue presented in the documentary. They can also connect it to their own lives or local community.

Step 3: Share and Discuss
- Have students share their completed 3-2-1 worksheets on a discussion board or forum within the e-service learning platform.
- Encourage students to engage in meaningful discussions by responding to each other's reflections and questions.
- Facilitate a virtual class discussion where students can further explore the documentary's themes, share insights, and brainstorm potential e-service projects related to the environmental issue.

Step 4: E-Service Learning Project
- After the discussion, assign students an e-service learning project related to the environmental issue they explored in the documentary. For example, they could research local environmental organizations, create awareness campaigns, or participate in clean-up events.
- Throughout the project, students should apply the knowledge and insights they gained from the documentary and continue to reflect on their experiences.

3.4 Video pitching*

Using video pitching to assess students' learning outcomes in e-Service Learning projects can be a creative and engaging way to evaluate their understanding, communication skills, and project outcomes. The following steps (their order is relative and not all of them are requested) incorporate video pitching in the evaluation process:

Assignment Introduction:
Introduce the video pitching assignment at the beginning of the e-Service learning project to set clear expectations for students. Explain that they will be required to present their project using video. Mention that video pitching can be appropriate for some assignments and not for others.

Project Preparation:
Throughout the project, guide students on how to prepare their e-Service project for the video pitch. Ensure that they have all the necessary materials and data to present effectively. Also check if they can incorporate engaging visuals, diagrams, or graphics to illustrate the key points, and suggest them use storyboards to plan out the visual progression. The learners should have scriptwriting, storytelling and technical skills, and also be able to understand and apply digital ethics.
- *Guidelines and Criteria:* Provide learners with clear guidelines and evaluation criteria for their video pitches. This should include aspects like content, delivery, organization, and visual appeal.
- *Practice and Feedback:* Encourage learners to practice their video pitches and seek feedback from peers or instructors. This rehearsal can help them refine their presentation skills and content and see if they have difficulties in delivering ideas or explaining their work.

Recording and Submission:
Have students record their video pitches and submit them as part of their project deliverables. You can provide them a similar lighting system and the same background (for example with the school's logo or other relevant visuals) for uniformity and visibility. Specify the format and platform for video submission (e.g., YouTube, a learning management system (LMS) (Blackboard, Canvas, Moodle, or D2L Brightspace)), a dedicated video platform, a Google Drive, VIMEO, Microsoft Stream, a class or school/university platform, WeTransfer or Dropbox Transfer to send videos to instructors or classmates- in the practice stage…)

Peer Evaluation:
Incorporate peer evaluation into the process. Assign students to review and provide feedback on each other's video pitches based on the established criteria. Colleagues might offer valuable insights to enhance the pitch for a possible future similar event.

Instructor Assessment:
The mentor/professor valuates, in his/her turn, the video pitches based on the predetermined criteria. Provides constructive feedback and scores to each student. These scores can be combined with those provided by the colleagues, or not.

Reflection and Self-Assessment:
Ask students to reflect on their own video pitches. Have them self-assess their performance and identify areas for improvement, using the same set of criteria.

Integration with Presentation Skills Training:
If feasible, include presentation skills training as part of the e-Service learning project. Provide resources or workshops on effective video presentation techniques (for example free courses on Coursera on public speaking - Introduction to Public Speaking Course (UW) | Coursera, course on edX - GetSmarter: Speaking in Public: Storytelling, Influence, and Presence | edX, and so on).

*https://luiscaldasdeoliveira.com/2018/01/23/5-ideias-para-apresentacoes-memoraveis/; BRAIN project- Recommendations for video pitching; Ted Talks: The Official TED Guide to Public Speaking (Chris Anderson, book, 2017); Perfecting Your Pitch: How to Succeed in Business and in Life by Finding Words that Work (Ronald M. Shapiro and Jeff Barker, book, 2013).

Presentation Day or Showcase

Consider organizing a presentation day or showcase where students can watch each other's video pitches. This can foster peer learning and create a sense of community. Celebrate at the end of the day and award the video presentations.

Q&A Session or Discussion:

After viewing the video pitches, hold a Q&A session or discussion where students can ask questions and provide feedback to their peers.

Evaluation Rubric:

Develop a rubric specifically for assessing the video pitches. This rubric should align with the learning objectives stated in the beginning of the e-Service learning project and cover aspects like content, clarity, engagement, and persuasive skills.

Use of Technology:

Leverage technology to facilitate video pitching, such as providing students with access to video recording and editing tools if necessary. It's most probable they used their smartphones' cameras for recording. Motivate them to develop their technical skills further, if necessary. They can use next time built-in webcam software or third-party applications for video recording, for example, and for editing tools- iMovie (Mac users), Windows Movie Maker (in Windows), Adobe Premiere Pro, Final Cut Pro (Mac), online video editors like Clipchamp, Kapwing, WeVideo.

Include Video in the Final Report:

Require students to include a link to their video pitch in their final project reports or portfolios. This allows you to cross-reference their presentations with the written documentation of their projects and, eventually, to include the video presentation in a more comprehensive portfolio that includes other learning results as well. The video can be made accessible to the public or not, all of them or only a part (see the digital ethics- copyright and fair use of images, videos, and music in their presentations, confidentiality and privacy issues). Discuss the case of each video project in particular.
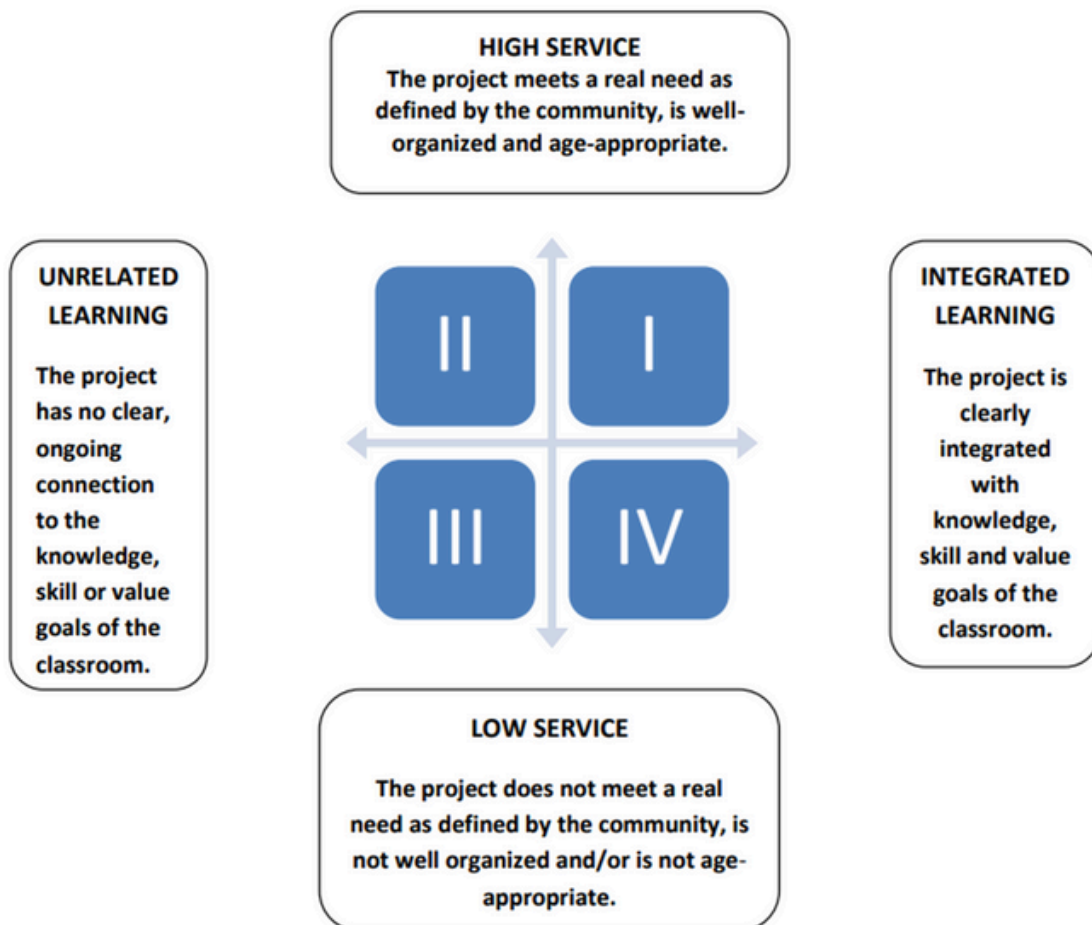
3.5. Service-learning quadrant*

The Service Learning Center at Stanford University has developed a tool for evaluating SL projects/activities by positioning the project in one of the 4 quadrants. The horizontal line represents learning. Unrelated learning shows that there is no clear connection between the SL project/ activity and academic learning, while in the Integrated learning point, the project/ activity is closely related to the goals of the academic course and study.

At the bottom of the vertical line there is Low service, i.e. an activity that may benefit the students themselves or an activity that helps to achieve the goals of the course, but has nothing to do with the community needs.

At the other end of the vertical line is High service, i.e. an activity that is systematically organized and meets a real need defined by the community.

The ultimate goal of implementing SL in academic teaching is to develop projects / activities that will fit into Quadrant II, namely in the upper right corner, because such projects/ activities also promote community engagement and are closely connected and integrated into the curriculum.
Projects / activities can be evaluated using this tool in such a way that the teacher, students and/or community mentors place their project in a certain quadrant, thinking about the reasons for their selection. All stakeholders of SL must know where they are and where they want to get to at every moment of the project in order for change in students and in the local community to really happen.

HIGH SERVICE
The project meets a real need as defined by the community, is well-organized and age-appropriate.

UNRELATED LEARNING

The project has no clear, ongoing connection to the knowledge, skill or value goals of the classroom.

II	I
III	IV

INTEGRATED LEARNING

The project is clearly integrated with knowledge, skill and value goals of the classroom.

LOW SERVICE

The project does not meet a real need as defined by the community, is not well organized and/or is not age-appropriate.

*P. Alto, Service Learning Center. (2000). Service-Learning Quadrants., California: Stanford University.

3.6. Evaluation of the student's SL journal*

This evaluation is filled in by the mentor or teacher after the SL project is completed. The journal should provide teachers and mentors with evidence for evaluating what they have learned (how this experience helped the student to better understand the content of the course / study, what they learned about themselves, others, and the local community and how they will use the new knowledge in different situations). Also, the journal should contain evidence of community service: whether the student recognized a community need, his/her contribution and the overall contribution of the team, as well as the student's perception of how the activity affected the community. Finally, it should also contain the elements necessary to evaluate the process: student participation in planning, ways in which the student made decisions and solved problems, differences between the initial plans and what the students finally did, and ideas for improving the SL experience.

For each individual skill, circle whether the student provided proof of its possession (completely, partially, or not at all) in the journal upon completion of the SL project/activity.

1. Originality of ideas.

COMPLETELY	PARTIALLY	NOT AT ALL

2. Higher-order thinking skills.

COMPLETELY	PARTIALLY	NOT AT ALL

3. Showing respect for self / others / property / other people's feelings.

COMPLETELY	PARTIALLY	NOT AT ALL

4. Willingness to participate in solving new tasks.

COMPLETELY	PARTIALLY	NOT AT ALL

5. Willingness to work in a team with others.

COMPLETELY	PARTIALLY	NOT AT ALL

6. Showing trust / empathy.

COMPLETELY	PARTIALLY	NOT AT ALL

7. Showing a sense of accomplishment upon completion of the project.

COMPLETELY	PARTIALLY	NOT AT ALL

8. Coping with interpersonal experiences.

COMPLETELY	PARTIALLY	NOT AT ALL

9. Building relationships with others.

COMPLETELY	PARTIALLY	NOT AT ALL

10. Showing a positive attitude when helping others.

COMPLETELY	PARTIALLY	NOT AT ALL

11. Communication skills.

COMPLETELY	PARTIALLY	NOT AT ALL

12. Leadership.

COMPLETELY	PARTIALLY	NOT AT ALL

3.7. Evaluating student's behaviour on the SL project

The behavioural assessment questionnaire is completed by a mentor in the community. For each individual item in the 4 categories (attendance, behaviour, learning process and commitment), circle whether the student was satisfied completely, partially or not at all while working on a SL project.

Attendance/punctuality

1. The student regularly participates in SL activities.

COMPLETELY	PARTIALLY	NOT AT ALL

2. The student arrives on time for meetings and SL activities.

COMPLETELY	PARTIALLY	NOT AT ALL

Behaviour

3. The student accepts responsibility.

COMPLETELY	PARTIALLY	NOT AT ALL

4. The student is interested and shows enthusiasm.

COMPLETELY	PARTIALLY	NOT AT ALL

5. The student is dressed appropriately.

COMPLETELY	PARTIALLY	NOT AT ALL

6. The student shows emotional maturity.

COMPLETELY	PARTIALLY	NOT AT ALL

7. The student makes valid judgments.

COMPLETELY	PARTIALLY	NOT AT ALL

8. The student is honest.

COMPLETELY	PARTIALLY	NOT AT ALL

9. The student communicates well with different people.

COMPLETELY	PARTIALLY	NOT AT ALL

Learning process

10. The student shows initiative.

COMPLETELY	PARTIALLY	NOT AT ALL

11. The student takes responsibility for his/her own learning.

COMPLETELY	PARTIALLY	NOT AT ALL

12. The student asks good questions.

COMPLETELY	PARTIALLY	NOT AT ALL

Commitment

13. The student actively participates in activities.

COMPLETELY	PARTIALLY	NOT AT ALL

14. The student appreciates the suggestions.

COMPLETELY	PARTIALLY	NOT AT ALL

15. The student completes assigned tasks.

COMPLETELY	PARTIALLY	NOT AT ALL

16. The student shows competence.

COMPLETELY	PARTIALLY	NOT AT ALL

17. The student gradually requires less and less supervision.

COMPLETELY	PARTIALLY	NOT AT ALL

18. The student is reliable.

COMPLETELY	PARTIALLY	NOT AT ALL

19. The student follows instructions carefully.

COMPLETELY	PARTIALLY	NOT AT ALL

3.8. Student evaluation tool: attitude scale (evaluator: teacher or mentor)*

The attitude scale is completed by a mentor in the community or a teacher on a scale of 1 (strongly disagree) to 5 (strongly agree).

Scale:
1 (strongly disagree)
2 (partially disagree)
3 (neither agree nor disagree)
4 (partially agree)
5 (completely agree)

	Opinions	Evaluation				
1	The student has acquired new skills.	1	2	3	4	5
2	The student learned to cooperate with others.	1	2	3	4	5
3	The student learned to work independently.	1	2	3	4	5
4	The student gained better self-esteem.	1	2	3	4	5
5	The student enjoys learning.	1	2	3	4	5
6	The student initiates the activity.	1	2	3	4	5
7	The student cares about the quality of the work.	1	2	3	4	5
8	The student communicates effectively.	1	2	3	4	5
9	The student learned to use time efficiently.	1	2	3	4	5
10	The student gained confidence in his/her abilities.	1	2	3	4	5
11	The student shows concern for others.	1	2	3	4	5
12	The student is motivated.	1	2	3	4	5
13	The student has a positive attitude about himself/herself.	1	2	3	4	5
14	The student shows objectivity in assessing his/her own knowledge.	1	2	3	4	5
15	The student demonstrates the ability to apply academic skills in "real" situations.	1	2	3	4	5

*Davis, KM, Miller, MD, and Corbett, WT (1998). Methods of evaluating student performance through service learning. Gainesville: University of Florida.

3.9.Evaluation of students' self-perception of the SL experience*

The attitude scale is completed by the student in order to determine his/her perception of the SL learning project on a scale of 1 (strongly disagree) to 5 (strongly agree).

Scale:
1 (strongly disagree)
2 (partially disagree)
3 (neither agree nor disagree)
4 (partially agree)
5 (completely agree)

	Opinions	Evaluation				
1	I learned new skills in the SL project.	1	2	3	4	5
2	I enjoy working with other people.	1	2	3	4	5
3	I don't like my current SL project.	1	2	3	4	5
4	I enjoy working alone.	1	2	3	4	5
5	I feel good about my work on the project.	1	2	3	4	5
6	I don't like working with people who are different from me.	1	2	3	4	5
7	I don't like to follow the instructions of my community mentor.	1	2	3	4	5
8	I believe that other students should be encouraged to participate in this type of activity.	1	2	3	4	5
9	The SL project is fun.	1	2	3	4	5
10	My contributions to the community are irrelevant.	1	2	3	4	5
11	I care that the project is done correctly.	1	2	3	4	5
12	Helping others in the community is not my responsibility.	1	2	3	4	5

*Davis, KM, Miller, MD, and Corbett, WT (1998). Methods of evaluating student performance through service learning. Gainesville: University of Florida.

13	I learned a lot from this SL project.	1	2	3	4	5
14	I think that this SL project was well implemented.	1	2	3	4	5
15	I believe I can make a difference in my community.	1	2	3	4	5
16	I enjoy spending time with people who are different from me.	1	2	3	4	5
17	I would like to work on another project like this.	1	2	3	4	5
18	I consider myself a resource for my community.	1	2	3	4	5
19	When I graduate I will probably work on SL projects again.	1	2	3	4	5
20	I learned skills on the project that I could use on the job when I graduate.	1	2	3	4	5

3.10. Self-evaluation of students' skills*

For each individual skill, circle whether you have perfected it completely, partially or not while working on a SL project.

1. Ability to create relationships with the goal of improving communication on the project.

COMPLETELY	PARTIALLY	NOT AT ALL

2. Interpersonal skills: awareness of how we deal with others and how "self-attitude" shapes our communication with others.

COMPLETELY	PARTIALLY	NOT AT ALL

3. Language skills: articulating the appropriate choice of words and vocabulary in communication   with others.

COMPLETELY	PARTIALLY	NOT AT ALL

4. Non-verbal communication skills: take care of body language in relation to yourself and others.

COMPLETELY	PARTIALLY	NOT AT ALL

5. Observation skills / using the 5 senses: what I see, hear, smell, taste, touch to better understand.

COMPLETELY	PARTIALLY	NOT AT ALL

6. Active listening skills: noticing the factual / emotional content of what is said / not said / using active responses.

COMPLETELY	PARTIALLY	NOT AT ALL

7. Memory skills: active recall and connection of key facts / information.

COMPLETELY	PARTIALLY	NOT AT ALL

8. Ability to engage in the task / openness to others and willingness to change.

COMPLETELY	PARTIALLY	NOT AT ALL

9. Emotional development skills: responding to the meaning / quality of feelings expressed / shared.

COMPLETELY	PARTIALLY	NOT AT ALL

10. Demonstrating empathy.

COMPLETELY	PARTIALLY	NOT AT ALL

11. Use of intuition / intuitive reasoning.

COMPLETELY	PARTIALLY	NOT AT ALL

*Portfolio of Learning Achievement (2006). Bristol University & University of the West of England.

12. Information gathering skills: asking good questions / the importance of gathering basic data.

COMPLETELY	PARTIALLY	NOT AT ALL

13. Using open-ended questions.

COMPLETELY	PARTIALLY	NOT AT ALL

14. Using closed questions.

COMPLETELY	PARTIALLY	NOT AT ALL

15. Using what questions.

COMPLETELY	PARTIALLY	NOT AT ALL

16. Using why questions.

COMPLETELY	PARTIALLY	NOT AT ALL

17. Using circular questions to indirectly reveal the mentor's thoughts about other team members.

COMPLETELY	PARTIALLY	NOT AT ALL

18. Using hypothetical questions (start with "what if").

COMPLETELY	PARTIALLY	NOT AT ALL

19. Use of paraphrasing.

COMPLETELY	PARTIALLY	NOT AT ALL

20. Use of clarification.

COMPLETELY	PARTIALLY	NOT AT ALL

21. Using summarization.

COMPLETELY	PARTIALLY	NOT AT ALL

22. Giving feedback considering the needs of the other.

COMPLETELY	PARTIALLY	NOT AT ALL

23. Openly inviting others to provide feedback.

COMPLETELY	PARTIALLY	NOT AT ALL

24. Allowing / using silence.

COMPLETELY	PARTIALLY	NOT AT ALL

25. Ability to end a meeting / interview / conversation.

COMPLETELY	PARTIALLY	NOT AT ALL

26. Helping: communication, emotional warmth, interest, concern for others.

COMPLETELY	PARTIALLY	NOT AT ALL

27. Provision of practical / concrete help.

COMPLETELY	PARTIALLY	NOT AT ALL

38. Providing emotional support.

COMPLETELY	PARTIALLY	NOT AT ALL

29. Caution in giving advice.

COMPLETELY	PARTIALLY	NOT AT ALL

30. Providing clear information.

COMPLETELY	PARTIALLY	NOT AT ALL

31. Giving clear explanations.

COMPLETELY	PARTIALLY	NOT AT ALL

32. Providing incentives: inspiring / motivating others to act.

COMPLETELY	PARTIALLY	NOT AT ALL

33. Providing affirmation / praise.

COMPLETELY	PARTIALLY	NOT AT ALL

34. Use of persuasion.

COMPLETELY	PARTIALLY	NOT AT ALL

35. Demonstrating leadership skills / initiative / undertaking decisive actions.

COMPLETELY	PARTIALLY	NOT AT ALL

36. Communicating "bad news" sensitively.

COMPLETELY	PARTIALLY	NOT AT ALL

37. Forming and demonstrating constructive responses

COMPLETELY	PARTIALLY	NOT AT ALL

38. The skill of finding positive alternatives / helping others to see the situation from a different perspective.

COMPLETELY	PARTIALLY	NOT AT ALL

39. The skill of interpretation.

COMPLETELY	PARTIALLY	NOT AT ALL

40. Skillful adaptation to needs.

COMPLETELY	PARTIALLY	NOT AT ALL

41. Counseling skills.

COMPLETELY	PARTIALLY	NOT AT ALL

42. The skill of managing one's own emotional reactions.

COMPLETELY	PARTIALLY	NOT AT ALL

43. Negotiation skills.

COMPLETELY	PARTIALLY	NOT AT ALL

44. Use of contracting skills.

COMPLETELY	PARTIALLY	NOT AT ALL

45. Networking skills (formal/informal).

COMPLETELY	PARTIALLY	NOT AT ALL

46. Working in partnership with others that is collaborative, inclusive and empowering.

COMPLETELY	PARTIALLY	NOT AT ALL

47. Mediation skills.

COMPLETELY	PARTIALLY	NOT AT ALL

48. Advocacy skills.

COMPLETELY	PARTIALLY	NOT AT ALL

49. The skill of assertiveness.

COMPLETELY	PARTIALLY	NOT AT ALL

50. Co-teaching skills with challenges / confrontational skills.

COMPLETELY	PARTIALLY	NOT AT ALL

51. Coping with negative reactions / aggression from others.

COMPLETELY	PARTIALLY	NOT AT ALL

52. Reacting in unpleasant situations.

COMPLETELY	PARTIALLY	NOT AT ALL

53. Co-teaching skills with challenges / confrontational skills.

COMPLETELY	PARTIALLY	NOT AT ALL

54. Coping with negative reactions / aggression from others.

COMPLETELY	PARTIALLY	NOT AT ALL

55. Reacting in unpleasant situations.

COMPLETELY	PARTIALLY	NOT AT ALL

56. Managing professional boundaries and confidentiality requirements.

COMPLETELY	PARTIALLY	NOT AT ALL

57. Feeling of self-confidence and professional responsibility and self-confidence.

COMPLETELY	PARTIALLY	NOT AT ALL

58. Form filling skills.

COMPLETELY	PARTIALLY	NOT AT ALL

59. Record keeping skills.

COMPLETELY	PARTIALLY	NOT AT ALL

60. Report writing skills.

COMPLETELY	PARTIALLY	NOT AT ALL

61. Computer skills / skills in using information technology.

COMPLETELY	PARTIALLY	NOT AT ALL

62. Using a mobile phone and sending messages.

COMPLETELY	PARTIALLY	NOT AT ALL

63. Presentation skills: holding a presentation/discussion/public announcement.

COMPLETELY	PARTIALLY	NOT AT ALL

64. Skills of directing, facilitating tasks for other team members.

COMPLETELY	PARTIALLY	NOT AT ALL

65. Organizational / administrative skills: prioritization, planning, supervision and preparation of work.

COMPLETELY	PARTIALLY	NOT AT ALL

66. Reading and comprehension skills.

COMPLETELY	PARTIALLY	NOT AT ALL

67. Using critical thinking skills / analytical abilities to uncover complexities.

COMPLETELY	PARTIALLY	NOT AT ALL

68. Using reflection to ensure problem solving, decision making and action.

COMPLETELY	PARTIALLY	NOT AT ALL

69. Use of diplomatic skills.

COMPLETELY	PARTIALLY	NOT AT ALL

70. Use of touch (eg. shaking hands).

COMPLETELY	PARTIALLY	NOT AT ALL

71. Use of humor.

COMPLETELY	PARTIALLY	NOT AT ALL

72. Use of social media.

COMPLETELY	PARTIALLY	NOT AT ALL

3.11. A tool for evaluating the academic and personal success of students*

The evaluation is completed by a mentor in the community or a teacher upon completion of the SL project.

1. What topic does the SL project deal with:
   a. Health promotion
   b. Promotion of human rights
   c. Cultural Heritage
   d. Generational solidarity
   e. Educational support
   f. Environment
   g. Other _____

2. What type of SL activities do students perform on the project?
a) Indirect (public awareness, fundraising, campaigns, creation of educational materials, products)
b) Direct (direct work with individuals, groups, environment)

3. Evaluate to what extent the SL activity helped students.
1= Not at all 2= Little 3= To some extent 4 = Rather much 5 = Very much

	SL activity helped students to	Evaluation				
A	understand social needs	1	2	3	4	5
B	cooperate with a community partner	1	2	3	4	5
C	become interested in the community needs	1	2	3	4	5
D	become engaged in college, neighborhood, city, etc.	1	2	3	4	5
E	become more motivated to study	1	2	3	4	5
F	adopt course / study content	1	2	3	4	5
G	become principled in their actions	1	2	3	4	5
H	acquire new skills during their studies	1	2	3	4	5
I	implement professional skills	1	2	3	4	5

*Portfolio of Learning Achievement (2006). Bristol University & University of the West of England.

J	contribute to the improvement of community	1	2	3	4	5
K	connect theory and practice	1	2	3	4	5
L	get to know the profession in which they will work after graduation	1	2	3	4	5
M	think about course / study content	1	2	3	4	5
N	adopt certain values	1	2	3	4	5

Assess to what extent the SL activity contributed to the development of study-related competencies.	Evaluation				
SL activity contributed to the development of study-related competencies.	1	2	3	4	5

4. To what extent did the SL project help students develop the following transversal skills? If students have developed any other skills, write them under "Other Competencies".

1= Not at all 2= Little 3= To some extent 4 = Rather much 5 = Very much

	The SL project helped students develop the following transversal skills:	Evaluation				
A	Knowledge and understanding of ideas and concepts	1	2	3	4	5
B	Organization and planning	1	2	3	4	5
C	Analysis and synthesis	1	2	3	4	5
D	Making decisions	1	2	3	4	5
E	Troubleshooting	1	2	3	4	5
F	Assessment of the viability of proposals and actions	1	2	3	4	5
G	Information search and management	1	2	3	4	5
H	Oral and written communication	1	2	3	4	5
I	Knowledge of foreign languages	1	2	3	4	5

J	Expressing feelings	1	2	3	4	5
K	Teamwork	1	2	3	4	5
L	Critical thinking	1	2	3	4	5
M	Ethical commitment	1	2	3	4	5
N	Negotiation	1	2	3	4	5
O	Adapting to new situations	1	2	3	4	5
P	Creativity and innovation	1	2	3	4	5
Q	Independent work	1	2	3	4	5
R	Leadership	1	2	3	4	5
S	Possessing initiative and an innovative spirit	1	2	3	4	5
T	Concern for improvement and quality	1	2	3	4	5
U	Assessment of the social impact of the activity	1	2	3	4	5
V	Project design and management	1	2	3	4	5
W	Recognition of diversity and/or multiculturalism	1	2	3	4	5
	Other competencies: _____ _____ _____ _____ _____					

5. Indicate to what extent the following aspects influenced students' participation in the DKU project:

1= Not at all 2= Little 3= To some extent 4 = Rather much 5 = Very much

The following aspects influenced the participation of students in the SL project		Evaluation				
A	Geographic distance	1	2	3	4	5
B	Work monitoring by the teacher	1	2	3	4	5
C	Time schedule of activities	1	2	3	4	5
D	Characteristics of the activity	1	2	3	4	5
E	Coordination between the faculty and the community partner	1	2	3	4	5
F	Involvement of the community partner	1	2	3	4	5

6. Indicate which of the following statements you can identify with and to what extent.

1= Not at all 2= Little 3= To some extent 4 = Rather much 5 = Very much

This SL project is appropriate because:		Evaluation				
A	Has the necessary resources (materials, economic)	1	2	3	4	5
B	The schedule is appropriate	1	2	3	4	5
C	The frequency of activities is appropriate	1	2	3	4	5
D	It satisfies a real community need	1	2	3	4	5
E	It is useful for acquiring transversal skills	1	2	3	4	5
F	It is useful for acquiring specific competencies	1	2	3	4	5
G	Motivates students	1	2	3	4	5
H	The SL methodology is suitable for university teaching	1	2	3	4	5
I	I can include it in my hourly rate (teaching load)	1	2	3	4	5

7. Do you want to work on SL projects next semester/year as well?
a) YES
b) NO

8. If you answered NO to the previous question, briefly explain the reasons why not

_____

3.12. Service-Learning Dipsticks - A Project Evaluation Tool*

Teachers who are developing or implementing a service-learning project often ask, "How do I know if this project is an effective one? What makes for high quality service projects?" In response to these questions, a group of experienced service learning practitioners helped the Service Learning 2000 Center staff develop the Service-Learning Dipsticks as a quick and easy way to assess service- learning project ideas and actual existing projects.

In their work with thousands of teachers over the years, the Service Learning 2000 Center staff has found that successful service-learning programs have seven elements in common: integrated learning, high quality service, effective collaboration, ongoing student voice, promotion of civic responsibility, multiple opportunities for reflection, and intentional evaluation. The dipsticks elaborate on each of these seven elements, and ask you to make judgments about your own service-learning project.

When you follow the dipstick process, you will end up with a visual picture of the strengths of your service-learning project and the areas that might benefit from more attention. The final picture is meant to be only a rough measure. If you choose to make changes in your project, go slowly. The best service-learning projects grow and develop over a number of years.

Components of Integrated Learning

Place check marks next to each of the components of Integrated Learning according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ The service-learning project has clearly articulated knowledge, skill or value goals.

_____ The knowledge, skill or value goals arise from broader classroom and school goals.

_____ The service informs the academic learning content.

_____ The academic learning content informs the service.

_____ Life skills learned outside the classroom are integrated back into classroom learning.

_____ **Total number of check marks.**

Enter this number in the Integrated Learning box at the bottom of the last page.

*Youth Service California. (2004). Service-Learning Dipstick: A Project Planning and Assessment Tool. Oakland, CA: YSC.)

Components of High Quality Service

Place check marks next to each of the components of High Quality Service according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ The service responds to an actual community need.

_____ The need is recognized by the community impacted by the service.

_____ The service is age-appropriate.

_____ The service is well-organized.

_____ The service is designed to achieve significant benefits for students and community.

_____ **Total number of check marks.**

Enter this number in the High Quality Service box at the bottom of the last page.

Components of Collaboration

Place check marks next to each of the components of Collaboration according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ The service-learning project is a collaboration among as many of these partners as
        is feasible: students, parents, community-based organizations, businesses,
        school administrators, teachers, and the people on whose behalf the service is done.

_____ All partners are involved in the planning of the service-learning project.

_____ All partners contribute to the service-learning project.

_____ All partners benefit from the service-learning project.

_____ Roles and expectations of each partner are clearly defined.

_____ **Total number of check marks.**

Enter this number in the Collaboration box at the bottom of the last page.

Place check marks next to each of the components of Student Voice according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ Students engage in a process that leads them to define "community" and "need."

_____ Students are involved in choosing and planning the service project.

_____ Students participate actively in the collaboration among the project's partners.

_____ Students are involved in planning the reflection sessions, evaluation, and celebration.

_____ Student voice is age-appropriate.

_____**Total number of check marks.**

Enter this number in the Youth Voice box at the bottom of the last page.

Place check marks next to each of the components of Civic Responsibility according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ The service-learning project promotes young people's responsibility to care for others and to contribute to the community.

_____ The service-learning project helps students understand the historical and community context of their actions.

_____ By participating in the service-learning project, students understand how they can impact their community.

_____ Students use critical thinking skills to analyze their project and the related issues.

_____ The service-learning project provides opportunities for students to connect with adult role models.

_____ **Total number of check marks.**

Enter this number in the Civic Responsibility box at the bottom of the last page.

Place check marks next to each of the components of Reflection according to the following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ Reflection occurs before, during, and after the service-learning project.

_____ Reflection activities utilize multiple techniques so all students can successfully reflect.

_____ Reflection examines the results, processes and relationships in the service-learning project.

_____ Reflective activities help participants consider the social and ethical dimensions of
their experience.

_____ Reflection establishes connections between students' service experiences and
theacademic curriculum.

_____ **Total number of check marks.**

 Enter this number in the Reflection box at the bottom of the last page.

Place check marks next to each of the components of the Evaluation according to following scale:

2 checks: the component is strong in this service-learning project
1 check: the component is present but weak in this service-learning project
0 checks: the component is missing in this service-learning project

_____ The evaluation has a clear purpose and target audience.

_____ All the partners, especially students, are involved in evaluating the service-learning project.

_____ The evaluation seeks to measure progress towards the learning and service goals of
the service-learning project.
_____ The evaluation uses tools that respect the diversity of learning styles.

_____ The evaluation is planned before the project happens, rather than afterward.

_____ **Total number of check marks.**

 Enter this number in the Evaluation box on the bottom of the last page.

Service-Learning Dipsticks

When you have transferred the numbers from the previous pages to the boxes below each dipstick, use a pencil, pen, or marker to fill in each dipstick up to the corresponding level. The result will give you a visual picture of the strengths of the service-learning project as well as the areas that might benefit from more attention.

Project Name: _____

Your Name: _____

Today's Date: _____

10							
9							
8							
7							
6							
5							
4							
3							
2							
1							

Integrated Learning High Quality Evaluation Service Collaboration Student Voice Civic Responsibility Reflection

3.13. mScales in SL research

Table 1. Scales in SL research. From: Culcasi, I., & Paz Fontana Venegas, R. (2023). Service-Learning and soft skills in higher education: a systematic literature review. Form@re - Open Journal Per La Formazione in Rete, 23(2), 24–43. https://doi.org/10.36253/form-14639.

Scale	Purposes
Skills and citizenship	
Civic Attitudes and Skills Questionnaire (CASQ)	It measures six dimensions: civic attitudes and skills; interpersonal and problem-solving skills; political awareness; leadership skills; social justice attitudes; and diversity-related attitudes.
Student Service-Learning Course Survey (SSLCS)	It measures student's civic development in three dimensions: civic knowledge, civic competence and civic engagement.
Service Learning Benefit scale (SELEB)	It measures the four dimensions: practical skills, interpersonal skills, citizenship and personal responsibility.
Global Sustainability Inventory (GSI)	It measures soft skills' cognitive and psychosocial (interpersonal and intrapersonal) dimensions.
MR-SL Scale Survey	It investigates four dimensions in the area of SL and economics: application of knowledge; analytical/critical thinking; teamwork and reflective thinking.
Rosenberg's Self-esteem Scale	It measures the individual's self-esteem.
Social Responsibility	
Civic Attitudes Scale (CAS)	It measures students' civic attitudes towards community service.
Community Service Self-Efficacy Scale (CSSES)	It measures self-efficacy in terms of making a meaningful contribution to the community through service.
Volunteer Function Inventory (VFI)	It measures respondents' attitudes towards the value of social responsibility.
General Social Survey	It measures political attitudes, i.e. the understanding, interest and value that an individual attribute to politics and political systems in general.
Reflection	
Lambright & Lu Scale	It measures the role of reflection within the relationship between SL and students' civic development.
P-SAP Scale	It measures students' ability to reason and argue explanations that demonstrate a profound appreciation of the factors that influence social problems.
Communication	
Communication and skills survey (CSS)	It investigates three dimensions: curricular knowledge and skills; counselling and communication skills; interdisciplinary teamwork skills.
Expanded Communication Skills Confidence Inventory	It measures an individual's self-efficacy in the oral communication area.
Self-Rated Communication Competence Scale	It measures the components of effective interpersonal communication, such as empathy, listening and support.
Interpersonal Communication Inventory (ICI)	It investigates four dimensions of interpersonal communication: self-awareness, listening, clarity of expression and difficulties in managing angry feelings.
Service-Learning perceptions	
Folgueiras Qüestionari Aprenentatge Servei	It collects participants' opinions, beliefs and attitudes about the SL experience.

Under Category 1 - Skills and Citizenship - five scales are included: Civic Attitudes and Skills Questionnaire (CASQ); Student Service-Learning Course Survey (SSLCS); Service Learning Benefit scale (SELEB); Global Sustainability Inventory (GSI); MR-SL Scale Survey; and Rosenberg's Self-esteem Scale.

1. The first, **Civic Attitudes and Skills Questionnaire (CASQ)** (Moely et al., 2002), employed in N=3 studies (Ahmad et al., 2014; Díaz et al., 2019; Weiler et al, 2013) is a 45-item questionnaire on a 5-step Likert scale, investigating six dimensions: 1) civic attitudes and skills (asks whether students plan to engage in future civic actions such as volunteering and being active members of the community); 2) interpersonal and problem-solving skills (asks whether students have the skills to work with others and problem-solve); 3) political awareness (asks students about current events that affect their community, their nation and the world); 4) leadership skills (asks students if they identify themselves as leaders); 5) social justice attitudes (asks students about their attitudes towards poverty); 6) diversity attitudes (asks students about their attitudes towards people whose backgrounds and origins are different from their own).
2. The second, **Student Service-Learning Course Survey (SSLCS)** is a scale created by Eyler & Giles (1999) with the aim of measuring civic development along three dimensions: civic knowledge, civic skills and civic engagement.
3. The third, **Service Learning Benefit Scale (SELEB)**, is a scale developed and validated by Toncar et al. (2006) to measure the four basic dimensions of Service-Learning such as: practical skills, interpersonal skills, citizenship and personal responsibility. The scale has been widely used in the literature with widely varying characteristics and sample sizes (Caspersz & Olaru, 2017; McGorry, 2012; Toncar et al., 2006).
4. The fourth, **Global Sustainability Inventory (GSI)**, employed in N=1 study (Wensing et al., 2018), is an instrument to measure both the cognitive and psychosocial (interpersonal and intrapersonal) dimensions of soft skills - also referred to by Wensing et al. (2018) as 21st century skills - as defined by the National Research Council (2013). Furthermore, as the authors write, the GSI - as an all-round assessment tool - also aims to measure the impact on the community of actions taken and/or technology introduced to solve social and environmental problems (Gibb, 2014; Taylor, 2016).
5. The fifth, **MR-SL Scale Survay**, employed in the study by Popovich & Brooks-Hurst (2019), is an instrument developed, validated and evaluated by the authors to investigate four dimensions of development in students participating in service-learning courses in the field of economics. The four dimensions are: knowledge application; analytical/critical thinking; teamwork; and reflective thinking.
6. The sixth, **Rosenberg's Self-esteem Scale (1989)** aims to measure an individual's self-esteem. It is a 10-item questionnaire on a 4-point Likert scale (from "1" strongly disagree to "4" strongly agree). An example question in the questionnaire is: "I have a positive attitude towards myself".

Four scales belong to category 2 - Social Responsibility: Civic Attitudes Scale; Community Service Self-Efficacy ScaleGeneral Social Survey; Volunteer Function Inventory (VFI); and General Social Survey.

1. The first, **Civic Attitudes Scale (CAS)**, (Mabry, 1998), employed in N=1 study (Weiler et al., 2013), is a 5-item Likert scale questionnaire designed to measure students' civic attitudes and attitudes towards community service.
2. The second, **Community Service Self-Efficacy Scale (CSSES)**, (Reeb et al. 1998; Reeb et al. 2010), employed in N=1 study (Weiler et al., 2013), is a 10-item questionnaire on a 10-step Likert scale (from '1' fairly uncertain to '10' certain) to measure an individual's self-efficacy in terms of their ability to make a meaningful contribution to the community through service. An example question of the instrument is: "I am confident that I can help people in need by participating in community service activities".
3. The third one, **Volunteer Function Inventory (VFI)**, (Clary et al., 1998; Clary & Snyder, 1999; Stukas et al., 1999), employed in N=1 study (Whitley& Yoder, 2015), is a scale that aims to measure respondents' attitudes about the value of social responsibility.
4. The Fourth, the **General Social Survey (NORC, 2014)**, employed in N=1 study (Whitley & Yoder, 2015), is a 5-step Likert scale measurement instrument (from '1' strongly disagree to '5' strongly agree) to measure political attitudes, i.e. the understanding, interest and value an individual place on politics and political systems in general.

Two scales belong to category 3 – reflection – two scales: Lambight & Lu Scale and P-SAP Scale.

1. The first one, **Lambight & Lu (2009) Scale**, employed in N=1 study (Ahmad et al., 2014), is a scale developed to measure the moderating effect of reflection in the relationship between Service-Learning and students' civic development.
2. The second, **P-SAP Scale**, employed in N=1 study (Campbell & Oswald, 2018), is a scale created to measure students' ability to reason and argue explanations that go beyond surface factors and demonstrate deeper consideration of factors influencing social problems (Steinke & Fitch, 2003).

They are part of category 4 - Communication - four scales: Communication and skills survey (CSS); Expanded Communication Skills Confidence Inventory; Self-Rated Communication Competence Scale; Interpersonal Communication Inventory (ICI).

1. The first, **Communication and skills Survey (CSS)**, employed in N=1 study (Johnson et al., 2014), is a 25-item questionnaire on a 5-point Likert scale. The survey items are divided into three categories: (1) curricular knowledge and skills; (2) counselling and communication skills; and (3) interdisciplinary teamwork skills.
2. The second, **Expanded Communication Skills Confidence Inventory (Betz et al., 2003)**, employed in N=1 study (McNatt, 2019), is an 8-item scale to measure self-efficacy in the domain of oral communication.
3. The third, **Self-Rated Communication Competence Scale (Spitzberg & Cupach, 1984)**, employed in N=1 study (McNatt, 2019), is a self-rating scale developed to capture the nuances of effective interpersonal communication such as: empathy, listening and support. The scale consists of 12 items on a 4-step Likert scale (from '1' strongly disagree to '4' strongly agree) and asks respondents to rate their ability to perform various 'tasks' when within a conversation. An example item of the scale is "understanding what the other person says and feels".
4. The fourth, **Interpersonal Communication Inventory (ICI)**, employed in N=1 study (Boys et al., 2015) is a 40-item questionnaire that measures the communication process as an element of social interaction (Bienvenu, 1971). Specifically, the ICI investigates four dimensions of interpersonal communication: self-awareness, listening, clarity of expression and difficulty in dealing with feelings of anger.

Part of category 5 - general perceptions about Service-Learning - is the Qüestionari Aprenentatge Servei, an instrument developed by Folgueiras et al. (2013) and Escofet et al. (2016) and employed in N=1 study (Escofet & Rubio, 2019). The instrument comprises 26 items that measure students' satisfaction with service-learning projects. The objective of the questionnaire is in fact to collect Service-Learning participants' opinions, beliefs and attitudes about the experience.

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