



I04
Study on Students' Experiences with Service Learning
Synthesis Report

v.3.0

Editors: Isabel Menezes, Sofia C. Pais and Teresa S. Dias

Authors: Ana Beatriz Farah, Andrea Hoyer-Neuhold, Andrea Ciarini, Carlos Gonçalves, Cidália Duarte, Gabriel Dima, Joaquim L. Coimbra, Jovita Vasauskaite, Katharina Resch, Maria Slowey, Preciosa Fernandes, Rita Ruivo Marques, Sofia C. Pais, Tanya Zubrzycki, Teresa S. Dias and Isabel Menezes

Date: October 2021

Format: Public Deliverable

Project: ENGAGE STUDENTS – Promoting social responsibility of students by embedding service learning within HEIs curricula

Grant Agreement Number: 2018-1-R001-KA203-049309

ENGAGE STUDENTS CONSORTIUM

1. University Politehnica Bucharest (UPB) – Coordinator
2. University of Vienna (UNIVIE)
3. Dublin City University (DCU)
4. Università degli studi di Roma la Sapienza (UNIROMA1)
5. Kaunas Technical University (KTU)
6. University of Porto (UP)

AMENDMENT HISTORY

Version	Date	Author / Unit	Description
1.0	30.07.2021	UP team	First draft, revised by all partners
2.0	21.10.2021	UP team	Final version
3.0	19.11.2021	UP team	Final version with language review by DCU

This project has been funded with support from the European Commission. This website reflects the view only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is license under the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License.

CONTENTS

Executive summary.....	4
1. Introduction.....	5
2. Methodology.....	7
2.1. Goals and context of the study.....	7
2.2. Service Learning Courses.....	7
2.2.1. Goals, contents and learning outcomes.....	7
2.3. Data collection and analysis.....	9
2.3.1. Teachers' critical reflection and analysis.....	9
2.3.2. Students' diaries, blog and analysis.....	9
2.3.3. Pre- and post-test questionnaire study and statistical analysis.....	12
3. Findings.....	17
3.1. Teachers' perceptions of service learning courses main challenges.....	17
3.2. Students' experiences with SL: Analysis of testimonies in the blog.....	19
3.2.1 Initiating the SL Project.....	19
3.2.2. Hands on phase I – Getting in contact and identifying a real need of the community partner.....	22
3.2.3. Hands on phase II – Planning of interventions/ actions.....	23
3.2.4. Hands on phase III - Experiencing and carrying out the intervention/action..	24
3.2.5. Hands on phase IV – Analysis of the collected data and/or experiences in the community.....	27
3.2.6. Hands on phase V – Presentation of the Results to the Community Partner	29
3.2.7. Finalizing - Balance.....	30
3.3. Students' experiences with SL: Analysis of pre- and post-test questionnaires	32
4. Conclusion.....	35
References.....	36
Annex.....	38
A) Reflective diary guiding questions and blog.....	39
B) Questionnaires: pre-test and post-test.....	42
C) Course description.....	55

EXECUTIVE SUMMARY

The report presents a study on student experiences with service learning (SL) on the following European higher education institutions: University Politehnica Bucharest (UPB), University of Vienna (UNIVIE), Dublin City University (DCU), Kaunas Technical University (KTU) and University of Porto (UP). The SL courses were offered by different institutions and departments of the Engage Students' project partners with a total of 18 SL projects implemented during the 2020-2021 academic year. The study on these experiences included a blog and a questionnaire for analysing students' experiences with this approach, as well as a survey completed by teachers at the end of the experience where they shared information about each course and their reflection on the experience.

The monitoring of SL projects in what concerns students was based on a longitudinal research design to observe changes in students' development using a questionnaire applied in two waves: at an early stage and after the completion of the SL project (e.g., roughly pre- on October/ February and post-test on January/May for the 1st and 2nd semester, respectively). The student questionnaire addressed three domains of students' development – personal, academic and civic – that are frequently recognized as learning goals in SL projects (Ash & Clayton, 2009).

Project staff members and teachers who were involved in the project provided guidance to the students during their service learning projects and there were regular meetings in class to reflect these projects. Students maintained a diary throughout their courses, and shared some of their views on a student blog. The analysis of qualitative data involved a thematic analysis both for teachers' surveys and student's blog entries; for the questionnaires, a statistical analysis was performed.

The results are organised in three sections: teachers' perceptions of SL courses main challenges; students' experiences with SL - analysis of testimonies in the blog; and students' experiences with SL – analysis pre- and post-test questionnaires. Results show a very positive reception by both teachers and students, with perceived gains in students' academic, personal and civic development and on the reinforcement of links between universities and communities.

1. INTRODUCTION

The ENGAGE STUDENTS project is centred on the social responsibility of higher education institutions, particularly considering the need to develop innovative curricular and teaching approaches that might foster students' transversal competences. Although service learning and related experiential approaches are relatively common and well-known in North American universities (Barber & Battistoni, 1993; Cantor, 1995), their development in the European context is more recent (Aramburuzabala, McIlrath & Opazo, 2019; Santos Rego, Lorenzo Moledo & Mella Nuñez, 2020) – hence the project's aim to disseminate and support the development of SL and related community engagement approaches in the European Higher Education Area.

The literature tends to emphasize the potential of service learning and community engagement approaches in the academic, personal, professional, and civic development of students (Barber & Battistoni, 1993; Menezes, 2003), especially if the service component – i.e., the active engagement of students with a community “problem” – is balanced with an intentional and critical appraisal of the experience (Ash & Clayton, 2009; Leming, 2001). In fact, service learning experiences have been criticized for risking an inadequate emphasis on “charity, not [social] change” (Kahne & Westheimer, 1994, p. 4) that threatens both the personal and the societal transformative potential of the experience. The tendency for an apolitical and uncritical approach that does not frame the community “problems” from a social justice perspective risks a “downsizing of democracy” (Koliba, 2004, p. 57).

Therefore, a primary concern of the ENGAGE STUDENTS project was to share experiences and promote quality service learning projects. To date, the project's consortium has identified how several service learning and community engagement practices make their way in European Universities [see *IO 2 Service Learning Methodology Toolkit. Comparing Practical Teaching Methods in Higher Education (2020)*] and developed a workbook to encourage the use of service learning and community engagement approaches – *IO3 Service Learning. A Workbook for Higher Education (2020)*. But the goal of ENGAGE STUDENTS project was not only to promote the use of service learning and other community engagement learning methodologies but also to monitor the outcomes of these experiences both for students and teachers in the various partner universities.

IO4 involved a study on students' experiences with service learning and an intensive training week at the University of Porto, that was supposed to precede the implementation of service learning projects at the partner universities. However, the impact of the COVID-19 pandemic was particularly salient, with universities suspending their face-to-face activities and introducing the lockdown measures. While it is true that online service learning (or e-service learning) has been the object of a growing expansion (e.g., Guthrie & McCracken, 2010; Waldner, McGorr & Widener, 2012), many of these projects do involve, even if partly, an offline service component. As such, the consortium decided to postpone the intensive training week

initially planned for the summer of 2020 to May 2021, and to implement it in the online format as a complement to the service learning projects already in place during the 1st and 2nd semester of 2020-21. The second decision was to complement the study on Students' Experiences with Service Learning using a mixed-methods design, as presented in the following sections of this report.

2. METHODOLOGY

2.1. GOALS AND CONTEXT OF THE STUDY

This mixed-method study aims to monitor students' experience with service learning (SL) in the partner universities. In the following section, the SL courses will be briefly described, as well as the procedures for data collection and analysis with the teachers and students involved. The teachers were invited to fill in a survey on their SL courses at the end of the experience and to produce a reflection on the experience. Students maintained a diary throughout their courses and shared some of their views on a student blog. Students were also invited to respond to a questionnaire at the beginning and at the end of their SL experience following a single group pre- and post-test design. The analysis of qualitative data involved thematic analysis of the teachers' surveys and student's blog entries; for the questionnaires, a statistical analysis was performed.

We will start by characterizing the SL courses, and then explain data collection and analysis methods in more detail.

2.2. SERVICE LEARNING COURSES

The SL approach was adopted in 18 courses developed by different partners of the project, a diversity that is revealing that SL can take on many different forms and can be a part of the curricula of various disciplines. Diversity is particularly evident in terms of subjects and contexts but there are some similarities in contents and learning outcomes.

2.2.1. GOALS, CONTENTS AND LEARNING OUTCOMES

There was a total of 175 students involved in 18 SL projects and there is a large diversity in terms of the number of students enrolled in each course. In the majority of cases, courses included up to 10 students, two courses included between 18 and 21 students, and two courses included more than 40 students. The information available for some courses reveals that at least two courses included international students also involved in SL initiatives.

The SL courses are offered by different institutions and departments, such as a center for teacher education, a career counselling center, several faculties (of Power Engineering, of Psychology and Education Sciences, of Fiontar & Scoil na Gaeilge comprising two academic departments associated with Irish language teaching and entrepreneurship), and even as an optional transdisciplinary course at the University of Porto. In this last case, the course was offered as part of a programme called INOVPED which favours inter-departmental collaboration and was open to students from various study areas and degrees (Bachelor and Master). It included teachers

from the faculties of Arts, Architecture, Engineering, Education Sciences, Dental Medicine and Psychology.

In terms of level, there are twelve Bachelors in: Teacher Education, Power Engineering, Engineering, Transportation Engineering, Education Sciences, Sculpture, Business & Irish; and five Masters: in Teacher Training, Power Engineering, Educational Sciences, Psychology, and Architecture.

The number of ECTS varies between 0 and 6 ECTS (five courses with 0 ECTS, two courses with 2 ECTS plus a confirmation of practice marked with +/-, one course with 3 ECTS, two courses with 4 ECTS, five courses with 5 ECTS and two courses with 6 ECTS).

Despite of this diversity, and beyond the different focus and theoretical background of each course, the following topics/contents and learning outcomes related to the SL approach, design and implementation were common to the different courses:

- What is Service-Learning? How is it done and what for?
- Approaching the community, analysing the needs and resources – data collection (observation, intentional talks) and data analysis;
- Thinking and designing intervention projects - types of intervention methodologies;
- Withdrawing from the context- project evaluation.

In terms of learning outcomes, there are also similarities between the various proposals that include:

- Practice the planning of a research design;
- Learning experience in the field;
- Practice the ability to work as a group;
- Understanding the community needs – the ability to hear;
- Practice communication skills.

Finally, several partner organizations are collaborating with the institutions and departments that offer the SL courses, such as associations (e.g. association for the Promotion of University Education and Research, Portuguese League for Social Prophylaxis), community organisations, such as NGOs (e.g. Social Innovation Fund, Excelsior for excellence in education), schools (e.g. secondary school: AHS Contiweg, second grade lower stage of a general secondary school, Secondary College for Business Administration, private schools), sports club (e.g. Academic Sport Club), arts (music and dance), radio, etc. In Ireland, collaboration involved the people of Árainn Mhór island, the island language planner, Three Ireland, Growremote.ie, MODAM and Hexa studios. One of the SL courses does not involve any partner organization.

2.3. DATA COLLECTION AND ANALYSIS

As mentioned above, the study involved the collection of qualitative data from teachers and students and quantitative data from students. The procedures and instruments are detailed below.

2.3.1. TEACHERS' CRITICAL REFLECTION AND ANALYSIS

To explore teachers' perspectives on the experience of service learning, as well as their observation of students' engagement and development all teachers were invited to fill in a survey with information about their SL courses and with their reflection on the experience; this survey was completed after the completion of the courses.

2.3.2. STUDENTS' DIARIES, BLOG AND ANALYSIS

The blog was written in English, and the blog entries were based on the students' diaries. Students' diaries give a personal account of their experience and are guided by a series of reflective questions.

The structure of the students' diary was based on 16 entries, divided according to five phases of SL projects, but the exact regularity depended on each case. The ordering of the questions was not random – in fact, we intended to stimulate the consideration of both instrumental and expressive dimensions of the SL experience, with growing complexity and broadness. Table 1 presents the proposed structure for the blog and diary.

Table 1. Structure of the blog and guiding questions for the diary

Blog entry	Guiding questions for the diary
PART 1 – INITIATING	
Phase 0: Pre-entry. Students are introduced to the course and the project and invited to fill in the questionnaire and start their diary.	Reflection 1: What do you hope to achieve with this (Service Learning) experience/course? Is there any particular competence/expertise that you hope to develop during this experience/course? What do you think you need to achieve this? Based on your previous experience, what do you think that might help you achieve this? Reflection 2: What are you feeling? Are you enthusiastic, curious or just slightly bored? How might these feelings influence your experience?

PART 2 – HANDS ON: Reflection In-Action [After the initial site visit]	
<p>Phase I. Getting in contact with the community partner and identifying a real need of the community partner</p>	<p>Reflection 3: As regards your on-site experience, what was your first impression? Please describe it. What did you like best? And least?</p>
<p>Phase II. Planning of interventions/ actions</p>	<p>Reflection 4: Please describe the organization/community where you are based and its main activities. How is it organized? What did you observe about the people and their relations between them? What are some of the pressing issues in the organization/community? And what are the main resources you have identified?</p>
<p>Phase III. Experiencing and carrying out the intervention/action</p>	<p>Reflection 5: Please describe the "best" experience that you have had this week. What happened? And what was the less positive experience? What have you learned?</p> <p>Reflection 6: What have you done this week? With whom did you interact? Identify the collective objectives and the approach you or others took toward meeting them.</p> <p>Reflection 7: Do you feel this experience is being relevant from a personal point of view? Why/ why not? During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?</p> <p>Reflection 8: What is your perception about your role in the community? Do you consider that your work is having a positive or negative impact in the community or organization where you are working? Why/Why not?</p>
<p>Phase IV. Analysis of the collected data and/or experiences in the community</p>	<p>Reflection 9: Are you having any strong feelings during this time? Why/ why not? What have you learned about yourself? And about other people with whom you are in contact?</p> <p>Reflection 10: What have you learned about the way the world/society works? What implications does that have for you as a person, as a citizen and a future professional? Do you consider that your involvement in the community has been an eye-opening experience? Why/why not?</p> <p>Reflection 11: Do you feel you are having the opportunity to make a real contribution? Why/ why not? Do you see benefits in doing community work?</p> <p>Reflection 12: Are you having the opportunity to develop a personal perspective regarding Service Learning? Do you feel that this experience is a way of putting that idea into practice? Why/ why not? What knowledge from theory or research can you apply to this situation?</p>

<p>Phase V. Presentation of the results to the community partner</p>	<p>Reflection 13: How could you have improved the situation for yourself or the service user? What do you feel about the way your university is developing Service Learning? What changes would you recommend?</p> <p>Reflection 14: Please describe in detail an episode that you consider to be the “best” experience you had during this project. Why is this the “best”? Additionally, please describe in detail an episode that you consider to be the “worst” experience you had during this project. Why is this the “worst”?</p>
<p>PART 3 - FINALISING: Reflection On-Action</p>	
<p>Phase Z: The end? Students are invited to fill in the questionnaire and complete their diary with a balance of the experience.</p>	<p>Reflection 15: Did this experience have an influence on you? Why/Why not? Has it changed your thinking in any way? Did you develop any personal skills? Did you expect anything different to happen? What? Why?</p> <p>Reflection 16: What learning occurred for you in this experience? How can you apply this learning? What might you do differently from now on? What should you keep doing? What information can you share with your peers or the community?</p>

Source: UPorto team

Throughout the project, the blog was run by a community of 102 students who were included in the service learning projects in the partner countries. Table 2 presents the number of entries in each of the phases that guided the students' reflections and, ultimately, the organisation of the service learning projects.

Table 2. Number of entries in the students' blog

SL Phases of Reflection	Blog entries
INITIATING : Phase 0	44
HANDS ON (Reflection In-Action): Phase I	33
HANDS ON (Reflection In-Action): Phase II	26
HANDS ON (Reflection In-Action): Phase III	46
HANDS ON (Reflection In-Action): Phase IV	40
HANDS ON (Reflection In-Action): Phase V	28
FINALIZING (Reflection On-Action): Phase Z	43

Data analysis

The reflections made by the students and integrated in the blog were analysed using content analysis and the categories and sub-categories were defined a priori and correspond to the structure of the blog: 1. Initiating SL Project, 2. Hands on phase I – Getting in contact and identifying a real need of the community partner, 3. Hands on phase II – Planning of interventions/ actions, 4. Hands on phase III -Experiencing and carrying out the intervention/action, 5. Hands on phase IV – Analysis of the collected data and/or experiences in the community, 6- Hands on phase V – Presentation of the results to the community partner, and 7. Finalizing – Balance.

2.3.3. PRE- AND POST-TEST QUESTIONNAIRE STUDY AND STATISTICAL ANALYSIS

The monitoring of Service Learning (SL) projects in relation to students was based on a longitudinal research design to observe changes in students' development using a questionnaire. The questionnaires were applied in two waves, i.e., at an early stage and after the completion of the SL project (e.g., roughly pre- in October/ February and post-test in January/May for the 1st and 2nd semester, respectively). To trace data across the two waves, students were asked to create a code that they used on both waves so that researchers could follow up changes in respondents' views and experiences across time. This code will protect students' identities, preserving anonymity while allowing researchers to explore intra-individual patterns of change.

The student questionnaire addresses three domains of students' development – personal, academic, and civic – that are frequently recognized as learning goals in SL projects (see Figure 1 below, Ash & Clayton, 2009). As usual in longitudinal designs, some items/scales were used on both waves of the questionnaire; however, on wave 1 there was a stronger focus on students' prior experiences in- and out-of-campus (including previous involvement with SL); on wave 2, some items/scales were devoted to the current SL project in itself.

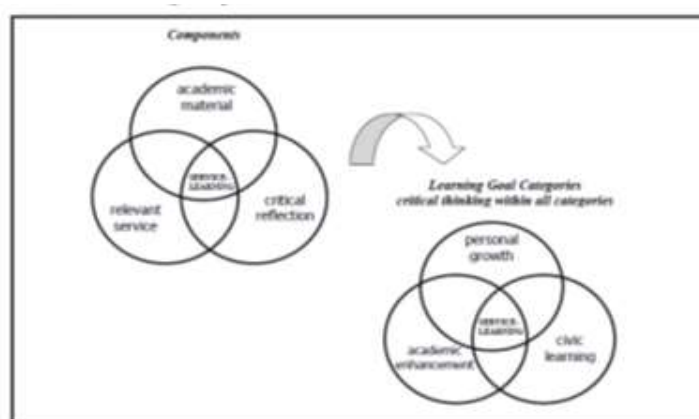


Figure 1. Framework on the learning goals related to reflection within service-learning projects (source: Ash & Clayton, 2009, p. 29)

The initial proposal of the questionnaire developed by the University of Porto (U. Porto) team benefitted from the input and revision from the other partners. The final version included four parts (see Annex). Part I involves a series of items that aim to characterize each respondent's profile in terms of gender, degree, status (part-time or full-time student), intention to further education, the economic situation of the family, nationality, ethnicity, and status as citizen/migrant. Parts II (Your views and your social and civic engagement), III (You and your everyday life), and IV (Your experience in this university) include items and scales that focus on relevant dimensions of personal, academic, and civic development such as citizenship conceptions, interpersonal trust, political interest, social wellbeing, civic and political participation, quality of participation experiences, self-efficacy and leadership, and critical thinking. A number of the scales/items have been used by the U. Porto team in previous international projects. Table 3 lists the various dimensions included in the pre- and post-test questionnaires.

Table 3. Dimensions and items included in the pre- and post-test questionnaires

Dimensions	Example	Pre-test questionnaire	Post-test questionnaire
Citizenship conceptions (IEA Cived, 2002)	In order to be a good citizen, how important would you say it is to vote in elections	✓	✓
Social, civic and political participation (Lyons, 2008)	How often have you done any of the following in the past 12 months? Signed a petition	✓	-
Political interest (IEA Cived, 2002)	How interested are you in politics?	✓	✓
Interpersonal trust and social wellbeing (Albanesi, Cicognani & Zani (2007)	In the past year, did you feel that people are basically good	✓	✓
Ethics of service (Billig, 2017)	It is my responsibility to help improve the community.		✓
Self- and collective efficacy (Niemi, Craig & Mattei, 1991)	I feel that I have a pretty good understanding of important societal issues.	✓	✓
Leadership (Billig, 2017)	I am good at writing about my ideas .	✓	✓
Quality of participation experiences (Ferreira & Menezes, 2001)	... have you felt that there were a variety of points of view being discussed	✓ (in general: Thinking of a	✓ (specific: Thinking of

Dimensions	Example	Pre-test questionnaire (significant experience,)	Post-test questionnaire (your SL experience,)
Previous experiences (EngageStudents team)	So far, have you been involved in service-learning?	✓	-
Critical thinking (Kember et al., 2000)	... requires us to understand concepts taught by the lecturers.	✓ (in general: This degree/study programme)	✓ (specific: In this SL course)
Disposition for future involvement in SL and civic engagement (EngageStudents team)	In the future, I am confident that I will encourage others around me to participate in service activities	-	✓

The final version of the questionnaire was translated into German, Italian and Portuguese, while the University of Bucharest and the University of Kaunas decided to use the English version. The language versions of the questionnaire were created on the LimeSurvey platform and the teams at the various partner universities distributed the links among the students involved in the service learning projects. Three to four reminders were sent to the students to increase participation. After approximately four weeks, the survey was closed. A similar procedure was used during pre- and post-test. It is important to note that the impact of the pandemic was also significant, and questionnaire data only involved four of the partner universities: University of Bucharest, University of Kaunas, University of Porto, and University of Vienna.

Pre-test sample

A total of 116 students completed the pre-test questionnaire, mostly identifying themselves as females (77.6%) and aged between 19 and 24 years (62.9%). Overall, ages ranged from 19 to 60 years, with one quarter of participants aged 29 years and above). The majority were full-time students (83.3%) at a Master's degree level (63.4%), while 16.1% and 20.5% were at Bachelor or Ph.D. level, respectively. The programmes of studies were quite varied including education, economics, engineering, psychology, medicine, and architecture. More than half of the participants consider that their household income mostly (35.7%) or fully (45.2%) covers their family needs, with only 15.7% and 3.5% declaring that the income only covers part or not at all the family needs, respectively. Slightly more than one quarter (25.9%) were born in a different country than the one where they were studying, but most came from the four countries where the data was collected: Austria, Lithuania, Romania, and Portugal.

It is interesting to note that before becoming involved in the Engage Students project many students were already open to different participation experiences, either in their university or in other organizations (Table 4 and Table 5).

Table 4. Participation at the university

	n	%
Service Learning	18	17,1
Internships/practice	30	28,6
Study abroad	5	4,7
Undergraduate research	20	19,1
Community/civic engagement	37	35,2

Table 5. Participation experiences (%)

	never	sometime in the past	occasionally	on a regular basis
Trade unions, students unions or youth organizations	55,5	18,2	10	16,4
Political parties or their youth organizations	85,5	10,9	1,8	1,8
Volunteering or charity groups	34,3	27,3	12,1	26,3
Religious organizations or groups	64,5	14,5	7,3	13,6
Organizations or groups that stand up for certain rights (human rights, women's rights, anti-racism, LGBTI+, peace, environment, animal protection etc.)]	63,6	21,8	8,2	6,4
Leisure organizations or groups (music, art, sports etc.)	23,6	32,7	13,6	30,0

Post-test sample

A total of 69 students completed the post-test questionnaire, which means that slightly more than half of the students replied, which is of course a limitation of the research design, even if relatively common in data collected in waves. The closing of the semester during a particularly difficult period after lockdowns might have had a negative impact on the rate of response. Respondents mostly identified themselves as females (63.8%) aged between 19 and 24 years (57.4%). Overall, ages ranged from 19 to 60 years, again with one quarter of the participants aged 29 years and above).

Some students mentioned that there were changes in status as full/part-time students, with the majority keeping the same status as at the start of the semester (68,1%); their household income mostly stayed the same (68,1%) but some students

mentioned changes such as unemployment of family members, fewer expenses due to the lockdown or getting a new job/scholarship.

Data analysis

After completion of the period of data collection, data were imported into SPSS 25 and the various files were merged into a single data file. We will present descriptive statistics and comparison of pre- and post-test results based on univariate analysis of variance (ANOVA).

3. FINDINGS

3.1. TEACHERS' PERCEPTIONS OF SERVICE LEARNING COURSES MAIN CHALLENGES

As a diversified teaching format that provides insights into various practice settings, SL offers a great range of learning experiences not only to students but also to lecturers. Based on partners' suggestions, it was decided to explore teachers' perspectives on the experience of service learning as well as their observation of students' engagement and development. Perceived benefits and obstacles, and teachers' perspectives about themselves and their students' experiences on SL adoption are presented below, based on a written document that teachers completed at the end of the course about their own experience.

Teachers referred to the balance between instructing and supporting, as well as **the diversity of teachers' roles**, as one of the **main challenges from the SL experience**, as this discourse reveals: "the teacher becomes a facilitator, counsellor or practice guide, and the student becomes a 'researcher'" (Romanian male teacher). Another important challenging aspect is related to the impact of the **pandemic**, as we see in this discourse:

"teach online due to the pandemic, but doing an extreme E-SL course is still difficult sometimes. It makes a difference to be at least temporarily with the community partner on site and with the students in the seminar room, especially in terms of communication, reflection, and discussion. Nevertheless, I am glad that we had a topic with our cooperating school that was easy and suitable to work on online (experiences with Distance Learning)" (Austrian female teacher).

Teachers point to "**teamwork skills, communication skills, personality development**" (Romanian male teacher) as the **main benefits of the SL experience**. As highlighted by one of the teachers, "it is important to trust in the process of group work: It was very good to see how the students worked together and how they used individual strengths and compensated for individual weaknesses within their working groups" (Austrian female teacher). Moreover, a Portuguese female teacher points out "the great diversity in the proposals made in each group due to the characteristics of the contexts but also due to the background of training and interests of students" as a competence achieved with the SL experience. In this line, an Irish female teacher adds that "it is expected that [students] would be acted upon by the relevant stakeholders involved.

Beyond this dimension, a teacher adds that "For a good cooperation with the community partner it was very important to clarify the expectations on results of the SL project and also to communicate the expectations of the university towards the community partner (giving timely feedback to the students, collecting data on site, etc.)" (Austrian female teacher), which means that cooperation was the exchange of project-relevant dates at an early stage of the project (planning the data collection phase, planning the presentation of the results,...)" (Austrian female teacher).

Knowledge transfer and the use of SL in students' future teaching profession are also two aspects that teachers include in the potential of SL, as the following discourses present:

“that the transfer of formal theory into practice poses challenges for students, but at the same time provides a good occasion to think about knowledge transfer. In Service Learning, a change in students' roles occurred: Students experienced themselves as external experts of a service and in this role found symbolic recognition in the school. The Service Learning projects also show that knowledge transfer takes place in many directions: Students to teachers, pupils to students, and teachers to students” and “Students acknowledged the value of service learning based on their own experience and can imagine implementing service learning in their future teaching profession” (Austrian female teacher).

Complementing this idea, some teachers say that, “students are much more active when they are facing a challenge” (Romanian male teacher) and this experience of exchanging makes them realize the need to create alternative and new solutions, including scientific communities, to promote and support both students and community development.

In this sense, **potential of SL for both students and teachers**, is evident, and teachers indicate that, on the one hand, their expectations were totally met and, on the other hand, this “methodology was very enriching [...and the] essay on the concept of tutoring and consequently on a closer approach and accompaniment of the students was very rewarding” (Portuguese female professor). In this line, a Lithuanian female professor refers: “service Learning enriches the teaching and learning process and it offers opportunities for lecturers and students to engage in research as well as maintain an active role in service to the community”. Teachers also mention the main benefits of adopting SL as a pedagogical approach, noting that: “SL approach inspires us to include different ways of doing, such as using field notes, diaries, ...” (Portuguese female professor) and “it was an experience that taught me that students are involved in the community, I understood that learning through contact with the community has the best results in developing social and civic skills” (Romanian female professor).

According to their SL experiences, teachers provided **suggestions for future SL courses and/or projects**, including the need to start

“with **more structure in place**, in terms of the tasks expected from students – be clearer about the methodology, what it is and what it is not –, have community partners that can facilitate student entrance, and support better the development of all the work (e.g. create times for discussion of the individual reflections, so that students also value them, include a half-way presentation of the community work, have tutors from an earlier stage)” (Portuguese male teacher)

And the need to clarify **teachers' roles** at different stages of the course. Saying this, they suggest “to already have a list of institutions, with different frameworks and focus of action” (Portuguese female teacher). Another suggestion is “to reduce the SL project requirements for the students to better integrate extra assignments like participating in an intensive training during the semester” (Austrian female teacher). They also ask for “some more time to promote a closer implication with the community institutions” (Portuguese female teacher).

Next time, some teachers “would **not use the reflective diary in a structured form**, but would leave students space and autonomy to decide which questions to answer in which week” (Austrian female teacher) and they would aim “**to have a direct contact with the community**, not only through online environment”. Moreover, they consider that “service learning project can be extended from one semester to cover two semesters, to provide more continuity” (Austrian female teacher).

Finally, they realize that in the future, **the solutions they developed could be technically explored more deeply**, and it would be interesting to “promote these projects in the private sector to attract other stakeholders, to increase the impact and raise awareness” (Romanian male teacher) such as “look to develop a network of guest speakers from industry” (Irish female teacher).

3.2. STUDENTS' EXPERIENCES WITH SL: ANALYSIS OF TESTIMONIES IN THE BLOG

As mentioned above, the blog entries were based on the student's diaries and framed according to the structure of SL projects. The analysis respected these different phases, to give a more vivid account of the SL projects and the students' experiences across time.

3.2.1 INITIATING THE SL PROJECT

In general, students reflect on two topics that challenge them when integrated into SL courses: on the one hand, **what it is and how it will be to develop projects based on this methodology**, what advantages and disadvantages, and mainly what contribution it will bring to face more theoretical disciplines; on the other hand, in a more specific aspect they convey their reflections to their disciplinary area and try to understand what will be the **importance of this dynamic in the contexts/communities where they will develop their projects** and what will be the impact on the development of their project and on the community. Expectations are also mentioned regarding the set of tools that can be required and gained from the Service Learning experiences and essentially together with the people who are part of the work contexts where the projects could will be carried out:

“My expectations of SL and the project

I would like to learn the concept of Service Learning in theory as well as in practice and gain first experiences in doing so, because I believe that this concept with its practice orientation can be a turning point in theory-heavy teaching.

I would like to gain expertise regarding process planning and implementation.

The project is a challenge for me and therefore I feel a certain nervousness, but I am in a very positive mood and expect with curiosity and excitement the result and feedback of our project.” [User#12, Austria]

There are several **feelings** mentioned by students at the beginning of the experience - some considered more positive (such as curiosity, enthusiasm, and excitement, joy, and motivation) and others that refer to more negative feelings (such as anxiety, overload/overwhelmed fear, and insecurity).

“Expectations

At the moment, I experience a whirlwind of sensations, from anxiety, concomitant to uncertainty, to fear either in relation to the propagation of the new coronavirus, or in terms of the construction of an exercise, which, through various constraints, distances itself from the intended objectives.

Nevertheless, I preserve some hope, which makes me think of potential challenges that I can face as catalysts for the development of my ability to (re)invent practices, co-(re)building an intervention that appears to be fruitful to empowerment and empowerment of the community(ies) whose interests and needs it seeks to respond to.” [User #26, Portugal]

Some of the **uncertainties** expressed by students at this early stage are associated with the lack of experience in project development (from design to implementation and evaluation), the associated monitoring and evaluation process, and also related to a concern about, how communities and/or contexts will welcome them:

“Hopes, Doubts and Expectations

To begin this course I am honestly a little bit confused. I was never really trained in scientific research and feel a bit lost at times. However, I also feel confident that things will clear up and that I can learn a lot from this experience. I am curious to find out what is out there in terms of digital education and am further interested to learn about a school system with which I am mostly unfamiliar. Also I hope to learn a lot about digital tools for education.” [User#14, Austria]

Despite the reference to feelings of insecurity or lack of knowledge, there seems to have been an **acknowledgment from the majority of students that this approach**

will enable them to develop not only professional skills but also personal and social skills, which will result in being better prepared to integrate into the labour market and to contribute to the development of host communities. Students refer to communication skills and interpersonal relationships, cooperation and teamwork, leadership, planning and time management, and critical thinking:

“Personally, I do not have any knowledge about this experience, only theoretical and even so it is shallow, but I was interested in seeking understanding about volunteering and service in favor of the community. I believe that there will be both theoretical and practical development in the creation, structuring and resolution of projects related to the most different issues and dilemmas about community service. In addition, I believe that I will learn skills such as understanding social responsibility, active and teamwork, implementing creative alternatives in different situations, as well as deepening myself in the field analysis that the course intends to teach. Learning this will certainly be reflected in other curricular units or future work that I will still experience.” [User#41, Lithuania]

An important reflection carried out by a significant number of students is associated with **working in groups, especially when the group will have to operate mostly at a distance**. Skills such as discipline, preservation and effective communication are referred to as fundamental to the proper functioning of the group:

“Many skills are required to complete the project. In my opinion, the most needed skill is communication skills. In the hackathon, you work as members of a team. Effective communication is important so that the team works together. You need to listen to others, and if you have an idea to express that idea. Also, it is important to be positive during the hackathon. Be open to new ideas. Everyone will have a better experience if you have a positive attitude.” [User#30, Ireland]

In addition to the teamwork, students identified several skills that they expected to be necessary for the service learning project’s implementation, emphasizing the importance of listening to the community members to gain a deeper awareness of the context:

For this experience to be successful it will require excellent computer skills, obviously. It will also require adequate listening and understanding skills. Teamwork will also be essential. Nobody in our group knows what it is like to live on an island so we will have to listen carefully to the thoughts and opinions of the native islanders as well as gaining some understanding of what their life is like. If our mission is to be successful, all of the above is essential so that we can understand how we can add to island life. [User#39, Ireland]

Overall, students seem to go for this Service Learning experience motivated, aware that there will be obstacles to overcome, but also with support and tools to face each problem and be able to solve it or present different alternatives. It should be noted that most students consider that the **main obstacle to overcome will be the pandemic situation** and that it will not allow as many close experiences as they would wish.

3.2.2. HANDS ON PHASE I – GETTING IN CONTACT AND IDENTIFYING A REAL NEED OF THE COMMUNITY PARTNER

When analyzing the reflections of the students about the first contact with the institutions/community partners where their experiences took place, it can be concluded that these **experiences were mostly positive**. Students say that they **have been welcomed** both at the level of those responsible for the entities, at the level of the work teams, and the level of the population in general. Students refer to receptive, flexible, and collaborative environments with friendly and engaged professionals:

“First impressions “on-site” (online)

My first impression after the Zoom meeting with the teacher of our cooperation school was very encouraging and positive. We were able to ask our questions well and got friendly and helpful answers. I really liked the teacher’s open-mindedness and that she presented the students in the best light. She pointed out the children’s advantages and talents and not their deficits. She had time to listen to all the questions and answer them in detail. I felt very comfortable. In addition, she radiates a pleasant calmness and confidence that makes me go to the practice in a very positive mood. Furthermore, she supports us where she can, also with group assignments, etc., but still gives us a free hand. All in all, the impression of both the class and the school is quite positive, open and diverse.” [User#4, Austria]

Despite the receptivity and warm reception, some **constraints and challenges associated with institutional dynamics** (organizational struggles) and once again associated with **the pandemic** are mentioned. As an example, difficulties in scheduling interviews and initial meetings - referring to the differences in agendas and associated with technological issues - and difficulties in accessing the target population (e.g. schools and students).

It should be noted that, for these first contacts to be referred to as positive for the most part, the **attitude of clarification, availability, and support of the teachers** has contributed greatly, but also **the importance of group members** who demonstrated a spirit of interaction and balance in the organization of tasks:

“I hope first to be able to evolve with this multidisciplinary and learn ways of resolution, approaches and perspectives different from mine, in order to improve the senses and my way of questioning in the face of

different problems that may arise in the future. Overall I feel excited. My group is very cooperative and respectful, they are people very open to new opinions and experiences, they are interested in whatever the project and discussion and bring interesting topics to it, so all this fosters a good atmosphere both in the group and for me, being a good personal experience, at least now in the beginning where the objective and main interest is to build a good group base and support, good communication and interaction. As a personal experience, I still have some doubts about how we will manage to structure a good project that results. I still feel a little sceptical about the "-service" part we can provide." [User#27, Portugal]

3.2.3. HANDS ON PHASE II – PLANNING OF INTERVENTIONS/ ACTIONS

At this stage of the process, students refer to **three key moments**: the **identification** of areas to be developed among communities/entities, carried out jointly with the institutional interlocutors; the **research and complementary readings** referring to the design of projects, but also referring to specific areas to be developed; the **planning of the intervention as a whole**, organized in a chronological line, with a set of activities and monitoring and evaluation mechanisms:

“Best experience in a long time

I think the best experience was the fact that I managed to interact with students from the Erasmus program face to face at the faculty where I study for my dissertation work and all of them were curious about the subject and the application I managed to do. As I explained to them, together we managed to identify the key elements of a smart system/smart home and the advantages we have by implementing such solutions, for example: increased comfort, energy efficiency, the ability to control and analyse the system in real time and so on.

My role in the community is exactly like any other member of it, to be a model for others, to be a brick in a more complex construction.

To round up I think the experience was very good both personally and professionally because we shared information and ideas, and we learned to listen to different perspectives.” [User#54, Romania]

“As it is a work that does not include us only, it is also necessary to take into account the physical and emotional availability of both the community and the individual in that community to participate in this project, because it is not a project for them, but built with them, therefore he does not advance without all the members being present. Because of this, the proposal is constantly being rewritten, and as it is a constantly changing project, the objectives outlined at the beginning of the work

planning are not always met or implemented, and this is perfectly normal and bearable, because nothing is lost, everything is transforms into another type of development and reflection opportunities.” [User#31, Ireland]

When referring to the construction of the project, we highlight expressions such as **cooperation, working together, openness to different perspectives and ways of thinking, and creating shared value:**

“I think the feelings of gratitude, support and connection are influencing my experience in a positive and motivated way to achieve the goals I set for myself and my workgroup. The feelings of deprivation of freedom, disillusionment and confusion are part of the historical experience we are going through and also the experience of learning something new as this Course Unit is for me.

The team is made up of volunteers with a common mission: to scour the city. And rummaging is also helping you rummage. We are here to operationalize, teach and support those who want to do radio, those who need to do radio. And it was a very inspiring meeting for me and the group. We were more excited about the feasibility of our project. We decided that the program would be done in deferred mode.” [User#23, Portugal]

It should be noted that in this process of planning the interventions, the students had to deal with challenges involving the **management of time and resources**, but also the **search for the most appropriate tools** (namely technology) for the development of the projects:

“It's ready to go!

Last week we got our first answer from our cooperation school: the answer to our welcome email. I was happy to get an answer, because I knew that from now on we can start. The teacher asked us in his answer to present a "light - variant" of our project. We had a digital conversation with him. Now we are looking for suitable dates. The first work package "Questionnaire" was created with the help of the platform Kahoot. We interacted a lot as a group, almost daily, to be able to find solutions.” [User#7, Austria]

3.2.4. HANDS ON PHASE III - EXPERIENCING AND CARRYING OUT THE INTERVENTION/ACTION

The implementation of activities in the host entities is carried out in a sustained and reflected way. The dynamics of service learning imply being in contact with the

entities in a supervised practice that allows the adequacy of the strategies and activities proposed, but also the security on the part of the Students.

The reflections of the students essentially report **positive and rewarding experiences** in contact with the target population at this moment of intervention:

“The advantage of being external

From my point of view, it is difficult to separate what is learned professionally from personal life. The experience in the professional field can later be applied in the personal field and vice versa. In this sense, I think the experience in Service Learning is relevant for me. So far, I have acquired a different vision of school work. The current situation of the pandemic has allowed me to observe the flexibility of the teaching staff. Our own project has been adapted to the pandemic situation, so I have to be flexible in implementing the project as well.

So far, we have had several organizational meetings with the classroom teacher and have been in contact with the pupils asynchronously, through MS teams, and online with the group. I have felt good so far and the project is working flawlessly. What is difficult for me sometimes are the spontaneous appointments with the teacher of the cooperation school on the weekend to talk about the planning. Nevertheless, I can understand it because the current situation (Corona) is very complex.

I feel that my impact on the pupils has been positive so far. From my perspective, the pupils and the teacher look happy with the project. I think it is interesting for the pupils to help us with MS teams. They liked the idea of them being experts. From this starting point, we can assume that they will continue to be interested in the next appointments.”
[User#9, Austria]

Students also identify experiences that demonstrate their **personal and social development** (such as overcoming fears and insecurities) and the contribution to the development of **professional competencies**:

“In summary, I would highlight the understanding of my identity as a hybrid, as an exercise in introspection that is fundamental to the critical questioning of other people's practices from the socio-educational universe. In this sense, my week is not, in my view, capable of being qualified as imprisoned in the good-bad binarism, but, alternatively, an inseparable fragment of a complex construction: that of a socio-educational intervenor. Thus, my group gathered, over the past few days, in the search for activities that, in addition to being relevant in responding to the identified needs, were feasible in a relatively short period, given the specificity of this socio-educational intervention, as an integrated exercise in a Course Unit, and, on the other hand, near the end of the semester. In this sense, and more than feeling “intervened”, the educational community feels a participant in the process, of which it is the main benefit. Thus, and if on the one hand I configure, as I woven in

the preceding reflections, a relatively hybrid identity, as an insider, that is, a member of the school's educational community on whose needs and interests the intervention we are developing is centered, being As a direct participant in a large part of the context dynamics, I assume myself, simultaneously, as an outsider, compared to other professionals, given my, still incipient experience working at school, and direct connection to the academic universe." [User#26, Portugal]

Most of the contributions highlight the **challenge of being flexible** and being able to **deal with situations that require changes on the spot and the execution of the planned activities:**

"Planning issues in turbulent times

The best experience I had this week was with my project team, we are now well coordinated and can plan together quickly and effectively. Less positive was the experience that due to the current situation (lockdown) we have less possibilities or hours with the pupils for our project. Thereby it becomes clear again that especially in the current time (Corona) the circumstances can change spontaneously and already made plans have to be changed.

This week we met with the head of the class of our cooperation school, with whom we discussed the rough framework of the project and possibilities of implementation in view of the changed situation. Subsequently, we discussed the project again as a project team and created a rough, modified schedule. We also agreed that we would start the questionnaire in the classroom next week." [User#10, Austria]

At this stage references are also made to the **group work** and the importance it assumes in the proper development of the whole project. Students critically identify **experiences that did not result in group work and try to learn from negative moments:**

"In this particular week or rather, I was able to grow personally in terms of social skills. Me and my team members had to coordinate everything, manage who does what and who is responsible for the written documentation of the process. It was a lot of group-internal work that had to be done and it required us to be mindful of each other's needs and interests. So, I would say that it has helped me to build on my team working and social skills because I have never really had to work with people side by side (virtually that is) for such an extensive period of time." [User#46, Lithuania]

"Best experience and less positive one

The less positive experience was not about the project itself, but about how the relation with our colleagues went. For whatever reason, two of our four-integrant groups left the project when it was still in its beginnings, so me and my partner were left with a great amount of work to do. Even though it was a little difficult and exhausting, I believe it was also a learning experience: it taught me that, sometimes, group-work may be a little challenging and requires patience. I still ask myself if we acted wrong, and if we didn't listen enough to the other participants to the point where they didn't want to be a part of the project anymore. For the next project, it will be something for me to pay closer attention to." [User#58, Romania]

3.2.5. HANDS ON PHASE IV – ANALYSIS OF THE COLLECTED DATA AND/OR EXPERIENCES IN THE COMMUNITY

The reflections on this phase highlight the awareness on the part of the students of the **different ways of building instruments for data collection and the different information that can come from each of these instruments.**

The importance of **observation** in the deeper knowledge of the realities of the contexts, the richness of the interviews conducted, and the **novelty of the construction and analysis of questionnaires** (namely in the handling of quantitative data using software and qualitative data) are referred by students:

“My Experience

After our interviews with the teachers and classroom observation, we created questionnaires about the different subjects in small groups. This questionnaire was made available to the students online.

Evaluating the questionnaire was a completely new situation for me because I had never done anything like this before. At first, I could not do much with the data and was glad that my colleagues helped me to evaluate the data. This was a lot of work, because we also had open-ended questions (i.e. questions that the students were supposed to answer with a text), which we had to evaluate manually. The rest of the questions, was evaluated by our program.

Unfortunately, time was very short at phase IV. We had only a few days to evaluate the questionnaire - but with the good cooperation with my colleagues in my group, it was not a problem.

So during this phase I learned how to evaluate a questionnaire and how much work this evaluation is. I am very grateful for that.

It was also important that the school cooperated so well with us and that the questionnaire was passed on to a total of 240 students, so that we were able to collect many good results." [User#56, Romania]

Still, at this point, students reflect on the **added value of SL in their academic and professional career**, highlighting the **research** component, the **articulation between theoretical knowledge and its operationalization** in the contexts of practice, but also reflecting on the **impact that their actions may have** on the interlocutors of the community partners and on the populations they serve:

“The influence of the Service Learning experience on my future

This Service Learning experience has definitely had an impact on me as a person and my future (professional life) on different levels.

I feel like this Service Learning experience definitely has implications for me as a future professional teacher. We have conducted interviews concerning methods/programs/tools which the language teachers at our cooperating school used during the Distance Learning phase and we have also observed online lessons at our cooperating school. By doing this, I feel like I was able to observe how all the pedagogical/didactical theories which I am learning at university are applied in “real life”, which challenges teachers face during the Distance Learning phase and how they resolve them. Furthermore, the pedagogical and methodological theories I have learnt at university helped me to observe online lessons in a more focused way and to notice specific details instead of just observing the lesson as a whole. Moreover, I think that my theoretical knowledge from university enabled me to ask specific questions in the interview we conducted with the teachers concerning the methods/programs/tools they used for teaching the specific skills which are involved in language learning (Listening, Reading, Writing, Speaking, Grammar, Vocabulary), which, then, in return, helped me to make sense of all my theoretical knowledge and to develop a better and also more critical understanding of how to put theoretical knowledge into practice.

However, I have mixed feelings about the question whether I feel like I am making a real contribution for our cooperating school. The results of our student questionnaire concerning programs/methods/tools which they perceived to be helpful during the Distance Learning phase were rather mixed and not really clear as overall, some students were able to enhance their competences during the Distance Learning phase whereas others were struggling (...) One more time, the results prove that teaching and learning processes are very complex and also highly individual and subject-specific and that teachers must find a good balance in order to cater for all students' needs, which requires a high amount of expertise from the teachers. Therefore, I think that the results of our project are valuable for the school, but that the school still has to work further with the results, for example by having the individual teachers which teach at the school reflect on the results based on how they teach their students.”
[User#9, Austria]

Some analyses of the service learning experience refer to the richness of contributions from a variety of stakeholders:

“There was many things to take from this years hackathon in my opinion. The biggest thing I will take from this experience is the understanding of the importance of team work and collaborating with other people and the advantages this brings when all parties are focussed on the same goal. The mentors were hugely helpful and without their support and their own opinions our plan would not have been as successful. I learned that to build a successful business plan it helps massively to surround yourself with people with a variety of skills, experiences and opinions.” [User#34, Ireland]

3.2.6. HANDS ON PHASE V – PRESENTATION OF THE RESULTS TO THE COMMUNITY PARTNER

The reflections of the students do not refer to the formal presentation of the results to the partners in the community. The pandemic that has been going on throughout the year when the projects were carried out has largely conditioned contact activities with the partners. Nevertheless, many reports convey throughout the process the response, **the engagement, and the impacts that the projects had on the communities.**

“After evaluating the survey as a team, we presented the results to our "clients", i.e. the headmistress and a dedicated teacher at the school. Each group from our seminar presented its sub-area, i.e. different focal points of subjects such as "languages". The results were very impressive considering the tight time frame and the limitations of the methods. Each team did a very good job. However, the certain teacher had very high expectations, actually too high for the scope of our project. He seemed somewhat dissatisfied with our results. This was a bit sobering, but the headmistress praised us very much and was pleased with the results.

All in all, I am very happy with our results, but it was very stressful and a lot of work.” [User#7, Austria]

Expressions such as "exceeded expectations" and "enthusiastically adhered to the proposals" are often referred to, although it is recognized that the projects were not always implemented as originally planned and that the length of staying in the contexts (virtually or physically) has been reduced or significantly changed:

“The best experience so far, since our project will continue even after the end of the Course Unit, was the meeting with S. and B., who are the two young adults (18-25 years old) from XX Home, because we managed to present the project and listen to ideas on how we can work together. The worst experience was spending over a month trying to find partners to help us get in touch with the project’s target audience. Yes, both

experiences had an influence on me, the best because the conversation with the young women at L.L. reminded me how much people are able to reframe their traumas and restart life in a positive way and made me deconstruct a little more the stereotypes about host homes and about the future of the children and young people who are hosted.." [User#23, Portugal]

3.2.7. FINALIZING - BALANCE

The balance achieved by the students around the experiences of SL, in the different countries, and in the diversity of courses where it was implemented, was **very positive**. In general, all students report **skills development indicators at the academic level and projected in their professional career**, but also indicators of the development of **social skills and civic responsibility** can be noted, given their action as citizens in the communities where they are involved.

"The hackathon was a great experience. I developed many new skills. One skill I developed was communication skills. During the hackathon, communication was very important as everything was online. It was important that there was good communication between the groups. In my own group, the communication was effective because everyone had a chance to have their say, and everyone was listening to each other. Also, we had to communicate with the mentors. We had to talk and ask the mentors questions about the concept we had. Another skill I developed because of the hackathon is problem solving. We found a problem and had to find a solution. We had to work as a group to find a solution. Eventually, everyone in the group agreed on a concept. The experience from the hackathon can certainly be used in my future life. As I said, the hackathon has helped me develop many skills. These skills will be helpful and effective for me in the future. I enjoyed participating in the hackathon. In my opinion, there is no need for any changes. It was a great experience, and I would recommend anyone to take part in the hackathon." [User#30, Ireland]

From the **academic and professional point of view**, the students reflect on the added value that the acquisition of knowledge entails when its applicability is seen in the practical contexts and in the contexts where they can develop their professional activities. Students also state that the confrontation between theory and practice requires them to mobilize skills such as critical thinking, adaptability, and flexibility to articulate different knowledge and perspectives.

In several reflections of students, the **added value of curricular development arises from the idealization, construction, and implementation of projects**. According to their reports, the design and development of a project in all its phases are considered by itself very significant learning - the construction itself, even when

limited in its implementation, is seen as a moment of personal development and provides critical reflections.

Expressions such as the **importance of communication and teamwork** (within the group formed in a university context, but also the teams with whom they had contact in the work contexts), the **autonomy, independence, and creativity** that the SL project gave them are common in the discourses of the students.

“I have gained tremendous life experience from the service learning approach. Through working with a community and people from all ages and backgrounds from all over the country. I learnt that group work is vital in real life and it is as important to listen as it is to speak aloud. To adapt your way of thinking with the people you work with and engage through voicing your opinion.” [User#31, Ireland]

The reflections make it clear that **working with and for others can be a challenge:**

“Finally my group and I managed to reconcile better. During this week, my colleagues, as they are from Porto, took the opportunity to visit the Faculty of Arts, with the aim of taking ground notes and some photographs. Despite all these constraints, I believe that this experience is making me grow, as, through it, both in classes and in workgroup meetings, I have had the opportunity to interact and work with people with whom I'm not used to and so I had to adapt to new working methods. In addition, from the interview, I was able to improve my ability to listen and understand the other, and I was also able to learn that students, in general, during the pandemic, are going through very stressful and exhausting situations.” [User#42, Lithuania]

From the social point of view, the reflections point to **the awareness that students develop about the importance of their social involvement in the development of communities, as professionals but also as active citizens**, and the capacity they have developed to gain a better understanding of the social phenomena surrounding them.

Some students assume that the experience of SL has predisposed them to the need for a **more active intervention in society**, for example in the form of volunteering:

“Support your community!

This whole process was an eye-opening experience for me because I was able to realize that we, as members of a community, have an active role, we have a voice, we can actually DO something. This project has shown me what is possible, that my community needs its members and it has, in fact, motivated me to get more involved in work that benefits my community in the future. I would like to do voluntary work, mostly. I did not expect to feel this strongly about the topic of service learning, but it did make me think (and act).” [User#51, Romania]

3.3. STUDENTS' EXPERIENCES WITH SL: ANALYSIS OF PRE- AND POST-TEST QUESTIONNAIRES

In this section, we will focus only on some of the dimensions of the questionnaire, namely: political interest, interpersonal trust, and social wellbeing, self- and collective political efficacy, leadership, and critical thinking. We will also present results for the perceptions of ethics of service and quality of reflection during SL courses.

We performed a univariate analysis of variance (ANOVA) to explore differences from pre-test to post-test. Table 6 presents the items that showed significant differences ($p \leq .005$). As seen on the table, students at post-test experience a positive evolution on several areas:

- consider that obeying the law or forming your own opinion independently of others is less important to be a good citizen;
- have a higher sense of interpersonal trust and social wellbeing;
- perceive higher levels of competence in writing, solving problems, taking on different roles and responsibilities, and leading groups.
-

However, the findings suggest that the SL were not the only relevant experience in their academic life and did not influence some dimensions of their personal and socio-political development, as students

- feel less challenged by the SL course than in their previous experiences at the university in terms of their capacity for critical thinking; and
- show no significant differences in areas such as political interest and political self- and collective efficacy.

Table 6. Dimensions with significant differences between pre- and post-test.

Dimensions		N	Mean	Standard Deviation
Citizenship conceptions - In order to be a good citizen, how important would you say it is to				
... always obey the law.	pre-test	115	4.09	.923
	post-test	68	3.76	.979
... form your own opinions about the society and politics independently of others.	pre-test	116	4.54	.727
	post-test	69	4.16	.980
Interpersonal trust and social wellbeing - In the past months, did you feel that ...				
Most people can be trusted.	pre-test	111	2.88	.828
	post-test	69	3.46	.850
You belonged to a community (e.g. social group, your school, your neighbourhood).	pre-test	110	3.35	.884
	post-test	69	3.80	.867
Our society is becoming a better place.	pre-test	110	2.50	.854
	post-test	69	3.14	.862
People are basically good.	pre-test	110	3.18	.803
	post-test	68	3.53	.855
The way our society works made sense to you.	pre-test	111	2.65	.827

Dimensions		N	Mean	Standard Deviation
	post-test	69	3.29	1.059
Leadership - I am good at...				
... writing about my ideas.	pre-test	108	3.69	.954
	post-test	69	3.99	.757
... finding ways to solve problems.	pre-test	108	4.00	.785
	post-test	69	4.28	.684
... taking on different roles and responsibilities.	pre-test	109	4.19	.799
	post-test	69	4.43	.776
... leading a group toward a common goal.	pre-test	109	3.73	.939
	post-test	69	4.09	.996
Critical thinking - So far during my courses vs. the SL course				
... we do things so many times that I started doing them without thinking about it.	pre-test	96	3.10	1.174
	post-test	69	2.67	1.120
... I have changed the way I look at myself.	pre-test	96	3.99	.923
	post-test	69	3.28	1.293
... has challenged some of my firmly held ideas.	pre-test	69	3.70	1.178
	post-test	69	3.20	1.255
... you have to continually think about the material you are being taught.	post-test	94	3.87	.907
	pre-test	69	3.29	1.152
... I discovered faults in what I had previously believed to be right.	pre-test	95	3.92	.986
	post-test	69	3.22	1.223

Our findings also suggest that, at post-test, students reveal relatively high levels of reflection in the SL course and a strong agreement with an ethical of service (Table 7), both important indicators of two dimensions associated with the quality of SL. In fact, the emphasis on reflection is a continuous demand of SL projects, one that was reinforced by strategies like the students' diaries and blog. The ethics of service points to a commitment to service that is at the core of SL projects.

Table 7. Descriptive statistics for reflection and ethics of service.

Dimensions	N	Minimum	Maximum	Mean	Standard Deviation
Reflection - Thinking of your SL experience, have you ...					
... felt that there were a variety of points of view being discussed.	69	2	5	3.94	.998
... observed conflicting opinions that brought up new ways of perceiving the issues in question.	69	2	5	3.77	.957
... seen real and/or everyday life problems being the focus of discussion.	69	1	5	4.14	.879
... felt that participating was very important to me as a person.	69	1	5	4.12	1.065
Ethics of service					
It is my responsibility to help improve the community.	69	2	5	4.22	.745
Helping others is something for which I am personally responsible.	69	2	5	4.10	.750

Dimensions	N	Minimum	Maximum	Mean	Standard Deviation
It is easy for me to put aside my self-interest in favour of a greater good.	69	2	5	3.75	.898
Being concerned about regional or local issues is an important responsibility for everybody..	68	1	5	4.21	.856
Being actively involved in community issues is everyone's responsibility, including mine.	69	1	5	4.25	.830

Finally, we tested whether these two dimensions – reflection and ethics of services – could be treated as scales composed by the items described in Table 6. Cronbach alpha showed good levels of reliability both for reflection (.82) and ethics of service (.81). This procedure allowed us to explore the connections between reflection and ethics of service and the dispositions to become involved in SL in the future using Pearson correlations (Table 8).

Table 8. Correlation between reflection, ethics of service and dispositions to be involved in SL in the future.

	Reflection	Ethics_Serv	continue	encourage	work
Reflection	1	.412**	.370**	.465**	.314**
Ethics of service	.412**	1	.466**	.420**	.426**
... continue to participate in service-related activities.	.370**	.466**	1	.767**	.638**
... encourage others around me to participate in service activities.	.465**	.420**	.767**	1	.617**
... work with a group to solve a problem in my community.	.314**	.426**	.638**	.617**	1

** significant correlation for $p < .001$

Our findings suggest that those who report higher levels of reflection during their SL experience not only present higher levels of ethics of service (.412), but also appear to be more willing to get involved (.370) or advocate in favour (.465) of SL projects in the future, or even to become involved in problem solving in their communities (.341) (Table 7). Although these correlations indicate a relationship between these variables and not necessarily a causality, the findings appear to underline the role of reflection as a central element of SL – in line with a theoretical tradition that comes from the philosopher John Dewey (1916) and that argues for a pedagogical balance between action and reflection.

4. CONCLUSION

In spite of the pandemic, the need to go online, and the diversity of universities, students, professors, curricula and communities, it is evident that most partners in our ENGAGE STUDENTS project managed to implement very diverse and rich SL courses.

Our findings reveal that teachers emphasize not only the potential, but also the complexity of SL. Nevertheless, they present important suggestions to make future SL initiatives useful, enriching and meaningful. These includes the use of fieldnotes in either a more structured or a more autonomous mode, and the use of technology to design better solutions from SL initiatives. Nevertheless they all argue SL as a valid addition to their pedagogical practice, and one they will continue to foster in the future.

In a similar vein, students also recognize the impact of SL on their academic, professional and social/civic development. Although there are limitations in the design of the study, both the diaries and the questionnaires suggest that SL can make a significant difference for students. Additionally, students perceive the impact that their actions have for the communities and recognize that these experiences predispose them to a more active intervention in society. The quantitative findings also suggest that reflection is an important part of SL and that there might be some positive effects on citizenship conceptions, interpersonal trust and social wellbeing and leadership capacities.

These very positive appraisals of the potential of SL in higher education learning is a call for its development in the European Higher Education Area. However, even if this surely is a call for practice, it is also a call for research. Higher education institutions need to improve their articulation with their communities using SL and other community engagement learning approaches. But while these efforts make sense for their potential benefits for students, professors, and communities, higher education institutios also have the responsibility to further knowledge about SL and its mechanisms as a learning tool that might contribute not only for individual but also for collective transformation.

REFERENCES

- Albanesi, C., Cicognani, E. & Zani, B. (2007). Sense of community, civic engagement and social well-being in Italian adolescents. *Journal of Community and Applied Social Psychology*, 17, 387-406.
- Amadeo, J.A., Torney-Purta, J., Lehmann, R., Husfeldt, V., & Nikolova, R. (2002). *Civic knowledge and engagement: An IEA study of upper secondary students in sixteen countries*. Amsterdam: IEA.
- Aramburuzabal, P., McIlrath, L. & Opazo, L. (Eds.) (2019). *Embedding Service Learning in European Higher Education. Developing a Culture of Civic Engagement*. London: Routledge.
- Ash, S. L. & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.
- Barber, B. R. & Battistoni, R. (1993). A season of service: Introducing service learning into the Liberal Arts Curriculum. *Service Learning, General Paper 23*. <http://digitalcommons.unomaha.edu/slceslgen/23>
- Billig, S. H. (2017). Service and service-learning in International Baccalaureate High Schools: An international comparison of outcomes and moderators. *International Journal of Research on Service-Learning and Community Engagement*, 5: 1, 57-83.
- Cantor, J. A. (1995). *Experiential Learning in Higher Education: Linking Classroom and Community*. ASHE-ERIC Higher Education Report No. 7. Washington, DC.: George Washington Univ., Graduate School of Education and Human Development.
- Craig, S.C., Niemi, R.G. & Silver, G.E. (1990). Political efficacy and trust: A report on the NES pilot study items. *Political Behaviour*, 12, 289-314.
- Dewey, J. (2016). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan.
- Dolton, C., Mitchell, T., & Eatman, T. (Eds.). (2017). *The Cambridge Handbook of Service Learning and Community Engagement (Cambridge Handbooks in Psychology)*. Cambridge: Cambridge University Press. doi:10.1017/9781316650011
- Ferreira, P. D. & Menezes, I. (2001). *Questionário das Experiências de Participação*. Porto: FPCEUP.
- Guthrie, K. L. & McCracken, H. (2010). Teaching and learning social justice through online service-learning courses. *International Review of Research in Open and Distance Learning*, 11:3.
- Kahne, J. & Westheimer, J. (1996). In the service of what? The politics of service learning. *Phi Delta Kappan*, 77, 592.
- Kember, D., Leung, D. Y. P., Jones, A., Yuen Loke, A., McKay, J., Sinclair, K., Tse, H., Webb, C., Kam Yuet Wong, F., Wong, M. & Yeung, E. (2000). Development of a questionnaire to measure the level of reflective thinking. *Assessment & Evaluation in Higher Education*, 25:4, 381-395, DOI: 10.1080/713611442
- Koliba, C. J. (2004). Service-learning and the downsizing of democracy: learning our way out. *Michigan Journal of Community Service-Learning*, 10, 57-68.
- Leming, J. S. (2001). Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students' sociomoral development. *Adolescence*, 36:141, 33-45.
- Lund, D. E. (Ed.) (2018). *The Wiley International Handbook of Service-Learning for Social Justice*. Hoboken, NJ: Wiley-Blackwell.
- Lyons, E. (2008). *Political trust and political participation amongst young people from ethnic minorities in the NIS and EU: A social psychological investigation*. Final Report.

- Santos Rego, M. A., Lorenzo Moledo, M. & Mella Nuñez, I. (2020). *El aprendizaje-servicio y la educación universitaria. Hacer personas competentes*. Barcelona: Ediciones Octaedro.
- Waldner, L. S., McGorry, S. Y. & Widener, M. C. (2012). E-Service-Learning: The evolution of service-learning to engage a growing online student population. *Journal of Higher Education Outreach and Engagement*, 16:2, 123-150.

ANNEX

- A) Reflective diary guiding questions and blog
- B) Questionnaires: pre-test and post-test
- C) Course description

A) REFLECTIVE DIARY GUIDING QUESTIONS AND BLOG

Structure of the students' diary and blog

The structure of the students' diary is based on 16 entries – our proposal is to divide them according to the 5 phases of SL projects, but the exact regularity will depend on each case. However, **it is essential that these topics are presented following the proposed sequence and regularly across the experience – and not just in the beginning or close to the end.**

The ordering of the questions is not random – in fact, our intention is to stimulate the consideration of both instrumental and expressive dimensions of the SL experience, with growing complexity and broadness. As such, our recommendation is that questions are presented in the proposed sequence. If partners decide to share groups of questions at the same time, then our recommendation is that you follow the blog entry that reproduces the structure of SL projects.

PART 1 – INITIATING

Blog entry	Guiding questions for the diary
<p>Phase 0: Pre-entry. Students are introduced to the course and the project and invited to fill in the questionnaire and start their diary.</p>	<p>Reflection 1: What do you hope to achieve with this (Service Learning) experience/course? Is there any particular competence/expertize that you hope to develop during this experience/course? What do you think you need to achieve this? Based on your previous experience, what do you think that might help you achieve this?</p> <p>Reflection 2: What are you feeling? Are you enthusiastic, curious or just slightly bored? How might these feelings influence your experience?</p>

PART 2 – HANDS ON: Reflection In-Action [After the initial site visit]

Blog entry	Guiding questions for the diary
<p>Phase I. Getting in contact with the community partner and identifying a real need of the community partner</p>	<p>Reflection 3: As regards your on-site experience, what was your first impression? Please describe it. What did you like best? And least?</p>
<p>Phase II. Planning of interventions/actions</p>	<p>Reflection 4: Please describe the organization/community where you are based and its main activities. How is it organized? What did you observe about the people and their relations between them? What are some of the pressing issues in the organization/community? And what are the main resources you have identified?</p>

<p>Phase III. Experiencing and carrying out the intervention/action</p>	<p>Reflection 5: Please describe the “best” experience that you have had this week. What happened? And what was the less positive experience? What have you learned?</p> <p>Reflection 6: What have you done this week? With whom did you interact? Identify the collective objectives and the approach you or others took toward meeting them.</p> <p>Reflection 7: Do you feel this experience is being relevant from a personal point of view? Why/ why not? During your community work experience, have you dealt with being an “outsider” at your site? How does being an “outsider” differ from being an “insider”?</p> <p>Reflection 8: What is your perception about your role in the community? Do you consider that your work is having a positive or negative impact in the community or organization where you are working? Why/Why not?</p>
<p>Phase IV. Analysis of the collected data and/or experiences in the community</p>	<p>Reflection 9: Are you having any strong feelings during this time? Why/ why not? What have you learned about yourself? And about other people with whom you are in contact?</p> <p>Reflection 10: What have you learned about the way the world/society works? What implications does that have for you as a person, as a citizen and a future professional? Do you consider that your involvement in the community has been an eye-opening experience? Why/why not?</p> <p>Reflection 11: Do you feel you are having the opportunity to make a real contribution? Why/ why not? Do you see benefits in doing community work?</p> <p>Reflection 12: Are you having the opportunity to develop a personal perspective regarding Service Learning? Do you feel that this experience is a way of putting that idea into practice? Why/ why not? What knowledge from theory or research can you apply to this situation?</p>
<p>Phase V. Presentation of the results to the community partner</p>	<p>Reflection 13: How could you have improved the situation for yourself or the service user? What do you feel about the way your university is developing Service Learning? What changes would you recommend?</p> <p>Reflection 14: Please describe in detail an episode that you consider to be the “best” experience you had during this project. Why is this the “best”? Additionally, please describe in detail an episode that you consider to be the “worst” experience you had during this project. Why is this the “worst”?</p>

PART 3 - FINALISING: Reflection On-Action

Blog entry	Guiding questions for the diary
<p>Phase Z: The end?</p> <p>Students are invited to fill in the questionnaire and complete their diary with a balance of the experience.</p>	<p>Reflection 15: Did this experience have an influence on you? Why/Why not? Has it changed your thinking in any way? Did you develop any personal skills? Did you expect anything different to happen? What? Why?</p> <p>Reflection 16: What learning occurred for you in this experience? How can you apply this learning? What might you do differently from now on? What should you keep doing? What information can you share with your peers or the community?</p>

B) QUESTIONNAIRES: PRE-TEST AND POST-TEST

IO4 ENGAGE STUDENTS * STUDENTS' QUESTIONNAIRE - PRETEST

V.2 - U.Porto

Review by: Andrea Hoyer-Neuhold, Joaquim L. Coimbra, Katharina Resch, Preciosa Fernandes, Pedro Ferreira

Dear participant,

A team of researchers from University of XXX is involved in an Erasmus+ project, Engage Students, that aims to implement and study service learning in higher education, a pedagogical approach that involves experiential learning.

You are starting a course with teachers that collaborate in this project. This questionnaire is part of monitoring the process, to help us understand if and how service learning projects contribute to learning. The questionnaire involves information about yourself and your previous academic and social/civic experiences, as the literature in this field underlies they are important for learning.

Participation in this study is completely volunteer, and you may decide to quit at any point. We hope, however, that you will find the questionnaire interesting and that you will be willing to participate to help us understand the role of new forms of pedagogy in the university. If you accept, there will be a second questionnaire at the end of the semester.

Thank you so much for accepting to participate, we cannot do this without you!

If you want to contact us, please do so using the email _____

[signed by a specific member from the research team]

Informed consent:

I declare that I have accepted to participate in the Erasmus Plus Engage Students research, having understood the goals of the study and the fact that I can quit at any point in time

First, we are going to ask you to construct your personal code. This will allow us to make a correspondence between this questionnaire and the one you are going to reply at the end of the semester.

1. The **code** is composed by the **two first letters of your name**, the **two first letters of your father's first name** and the **two first letter of your mother's first name** followed by your birth year, as in the example:

<p>Example:</p> <p>2 first letters of your name: CA (Carla)</p> <p>2 first letters of your father's fist name: NO (Norbert)</p> <p>2 first letters of your mother's fist name: RO (Rose)</p> <p>Year of birth: 1987</p> <p>CODE:</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr> <td>C</td><td>A</td><td>N</td><td>O</td><td>R</td><td>O</td><td>1</td><td>9</td><td>8</td><td>7</td> </tr> </table>	C	A	N	O	R	O	1	9	8	7	<p>Write your own code:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>CODE:</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>										
C	A	N	O	R	O	1	9	8	7												

Information about yourself

If not stated otherwise, participants can tick only one box for each item.

	How old are you? ____years
	Please indicate your gender. I am ... _____
	Which degree/study programme are you in? _____
	In which semester are you studying at the moment? (use numbers, please) _____
Which of the following best describes your current situation?	
<input type="checkbox"/>	<i>Full time student</i>
<input type="checkbox"/>	<i>Part time student</i>
<input type="checkbox"/>	<i>Other. Please detail</i> _____
Please indicate on how many years of education you plan to complete.	
<input type="checkbox"/>	<i>Bachelor's degree</i>
<input type="checkbox"/>	<i>Master's degree</i>
<input type="checkbox"/>	<i>PhD</i>
<input type="checkbox"/>	<i>Other</i>
Does your household income cover everything your family needs?	
<input type="checkbox"/>	<i>Not at all</i>
<input type="checkbox"/>	<i>Partly</i>
<input type="checkbox"/>	<i>Mostly</i>
<input type="checkbox"/>	<i>Fully</i>
What is your nationality/ethnicity? Please specify: _____	
Which of the following describes you best?	
<input type="checkbox"/>	<i>I was born in [country]</i>
<input type="checkbox"/>	<i>I was born in another country</i>

Your views and your social and civic engagement

In order to be a good citizen, how important would you say it is to:	Not important at all	Hardly important	Somewhat important	Very important	Extremely Important
<i>... support people who are worse off than yourself</i>	1	2	3	4	5
<i>... vote in elections</i>	1	2	3	4	5
<i>... always obey the law</i>	1	2	3	4	5
<i>... form your own opinions about the society and politics independently of others</i>	1	2	3	4	5
<i>... be active in voluntary organizations</i>	1	2	3	4	5
<i>... speak out concerning social and political topics</i>	1	2	3	4	5
<i>... be informed about what is going on in your country</i>	1	2	3	4	5
<i>... meet the expectations of your community or neighborhood</i>	1	2	3	4	5
<i>... defend your national or religious group against other groups</i>	1	2	3	4	5
<i>.... challenge social injustice</i>	1	2	3	4	5

People can express their opinions regarding important local, environmental or political issues. We do so by participating in different activities. How often have you done any of the following in the past 12 months?					
	<i>Never or almost never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
<i>Signed a petition</i>	1	2	3	4	5
<i>Taken part in a demonstration or strike</i>	1	2	3	4	5
<i>Boycotted or bought certain products for political, ethical or environmental reasons</i>	1	2	3	4	5
<i>Worn a badge, ribbon or a t-shirt with a political message</i>	1	2	3	4	5
<i>Volunteered or worked for a social cause (children/ the elderly/refugees/ other people in need/youth organization)</i>	1	2	3	4	5
<i>Participated in a concert or a charity event for a social or political cause</i>	1	2	3	4	5
<i>Donated money to a social cause</i>	1	2	3	4	5
<i>Shared news or music or videos with social or political content with people in my social networks (e.g., in Facebook, Twitter etc.)</i>	1	2	3	4	5
<i>Discussed social or political issues on the internet</i>	1	2	3	4	5
<i>Joined a social or political group on Facebook (or other social networks)</i>	1	2	3	4	5
<i>Painted or stuck political messages or graffiti on walls</i>	1	2	3	4	5
<i>Taken part in an occupation of a building or a public space</i>	1	2	3	4	5
<i>Worked for a political party or a political candidate</i>	1	2	3	4	5
<i>Created political content online (e.g., video, webpage, post in a blog).</i>	1	2	3	4	5

Please indicate your interest in various civic and political issues.					
	Not interested at all	Hardly interested	Somewhat interested	Very interested	Extremely interested
How interested are you in politics?	1	2	3	4	5
How interested are you in what is going on in society?	1	2	3	4	5

You and your everyday life

In the past year, did you feel that ...					
	Not at all	Hardly	Somewhat	Very	Extremely
Most people can be trusted.	1	2	3	4	5
You belonged to a community (e.g. social group, your school, your neighborhood).	1	2	3	4	5
Our society is becoming a better place.	1	2	3	4	5
People are basically good.	1	2	3	4	5
The way our society works made sense to you.	1	2	3	4	5

Please indicate your agreement or disagreement with the following statements.					
	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
I feel that I have a pretty good understanding of important societal issues.	1	2	3	4	5
I consider myself capable to become engaged in societal issues.	1	2	3	4	5
I think that by working together, people can change things for the better.	1	2	3	4	5

Please help us understand a little more about yourself, by indicating your agreement or disagreement with the following statements					
I am good at ...	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
... talking about my ideas in front of other people.	1	2	3	4	5
... writing about my ideas.	1	2	3	4	5
... finding ways to solve problems.	1	2	3	4	5
... working as part of a team.	1	2	3	4	5
... figuring out how to make a good decision.	1	2	3	4	5
... coming up with new ideas.	1	2	3	4	5

... being a leader of a group.	1	2	3	4	5
... listening to other people's ideas even if they are different from mine.	1	2	3	4	5
... asking others to explain their ideas or points of views.	1	2	3	4	5
... compromising with other people to reach a common goal.	1	2	3	4	5
... taking on different roles and responsibilities.	1	2	3	4	5
... leading a group toward a common goal.	1	2	3	4	5

Have you ever been a member of or worked for any of the following organizations? <u>You can choose more than one organization</u>	No	I am not currently involved but I was sometime in the past	I am currently involved occasionally	I am currently involved on a regular basis
A. Trade unions, students unions or youth organizations	1	2	3	4
B. Political parties or their youth organizations	1	2	3	4
C. Volunteering or charity groups	1	2	3	4
D. Religious organizations or groups	1	2	3	4
E. Organizations or groups that stand up for certain rights (human rights, women's rights, anti-racism, LGBTI+, peace, environment, animal protection etc.)	1	2	3	4
F. Leisure organizations or groups (music, art, sports etc.)	1	2	3	4
What was your most significant experience in the above? (please use the corresponding letter): _____				

Thinking of that significant experience, have you ...	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
... felt that there were a variety of points of view being discussed.	1	2	3	4	5
... observed conflicting opinions that brought up new ways of perceiving the issues in question.	1	2	3	4	5
... seen real and/or everyday life problems being the focus of discussion.	1	2	3	4	5
... felt that participating was very important to me as a person.	1	2	3	4	5

To conclude, please tell us something about your experience in this university

So far, have you been involved in any of the following experiences:

service-learning

study abroad

internships/practica

undergraduate research

If yes, would you please tell us a little more about this? (when, for how long, whether you enjoyed it or not) _____

Finally, please help us understand your actions and thoughts as a student in this university, indicating your agreement or disagreement with the following statements.

	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
In this degree/study programme we do things so many times that I started doing them without thinking about it.	1	2	3	4	5
This degree/study programme requires us to understand concepts taught by the lecturers.	1	2	3	4	5
I sometimes question the way others do something and try to think of a better way.	1	2	3	4	5
As a result of this degree/study programme I have changed the way I look at myself.	1	2	3	4	5
As long as I can remember handout material for examinations, I do not have to think too much.	1	2	3	4	5
To pass courses in this degree/study programme you need to understand the content.	1	2	3	4	5
I like to think over what I have been doing and consider alternative ways of doing it.	1	2	3	4	5
This degree/study programme has challenged some of my firmly held ideas.	1	2	3	4	5

If I follow what the lecturers say, I do not have to think too much on this course.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
In this degree/study programme you have to continually think about the material you are being taught.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
I often re-appraise my experience so I can learn from it and improve for my next performance.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
During this degree/study programme I discovered faults in what I had previously believed to be right.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

The end. Thank you for participation!

IO4 ENGAGE STUDENTS * STUDENTS' QUESTIONNAIRE – POST-TEST

V.2 - U.Porto

Review by: Andrea Hoyer-Neuhold, Joaquim L. Coimbra, Katharina Resch, Preciosa Fernandes, Pedro Ferreira

Dear participant,

A team of researchers from University of XXX is involved in an Erasmus+ project, Engage Students, that aims to implement and study service learning in higher education, a pedagogical approach that involves experiential learning.

You just completed a course with teachers that collaborate in this project. This questionnaire is part of monitoring the process, to help us understand if and how service learning projects contribute to learning. The questionnaire involves information about yourself and your academic and social/civic experiences, as well your impressions on your recent experience.

Participation in this study is completely volunteer, and you may decide to quit at any point. We hope, however, that you will find the questionnaire interesting and that you will be willing to participate to help us understand the role of new forms of pedagogy in the university. This is the final questionnaire of the project!

Thank you so much for your continued involvement, we cannot do this without you!

If you want to contact us, please do so using the email _____

[signed by a specific member of the research team]

Informed consent:

I declare that I have accepted to participate in the Erasmus Plus Engage Students research, having understood the goals of the study and the fact that I can quit at any point in time

First, we are going to ask you repeat your personal code. This will allow us to make a correspondence between this questionnaire and the one you replied at the beginning of the semester.

1. The **code** is composed by **the two first letters of your name**, the **two first letters of your father's first name** and the **two first letter of your mother's first name** followed by your birth year, as in the example:

Information about yourself

If not stated otherwise, participants can tick only one box for each item.

How old are you? ____ years
Please indicate your gender. I am ... _____
Which degree/study programme are you in? _____
Did your situation as a student (full/part time) changed during the last semester? (if yes, please explain) how and why) _____ _____
Did your household income changed during the last semester? (if yes, please explain) how and why) _____ _____

Your views on the course

Please help us understand your reflections on the service-learning course (SLC) you attended this last semester.					
	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
In this SLC we do things so many times that I started doing them without thinking about it.	1	2	3	4	5
This SLC requires us to understand concepts taught by the lecturers.	1	2	3	4	5
I sometimes question the way others do something and try to think of a better way.	1	2	3	4	5
As a result of this SLC I have changed the way I look at myself.	1	2	3	4	5
As long as I can remember handout material for examinations, I do not have to think too much.	1	2	3	4	5
To pass in this SLC you need to understand the content.	1	2	3	4	5
I like to think over what I have been doing and consider alternative ways of doing it.	1	2	3	4	5
This SLC has challenged some of my firmly held ideas.	1	2	3	4	5
If I follow what the lecturers say, I do not have to think too much on this course.	1	2	3	4	5

In this SLC you have to continually think about the material you are being taught.	1	2	3	4	5
I often re-appraise my experience so I can learn from it and improve for my next performance.	1	2	3	4	5
During this SLC I discovered faults in what I had previously believed to be right.	1	2	3	4	5

Thinking of your SL experience, have you ...	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
... felt that there were a variety of points of view being discussed.	1	2	3	4	5
... observed conflicting opinions that brought up new ways of perceiving the issues in question.	1	2	3	4	5
... seen real and/or everyday life problems being the focus of discussion.	1	2	3	4	5
... felt that participating was very important to me as a person.	1	2	3	4	5

You and your everyday life

In the past semester, did you feel that ...					
	Not at all	Hardly	Somewhat	Very	Extremely
Most people can be trusted.	1	2	3	4	5
You belonged to a community (e.g. social group, your school, your neighborhood).	1	2	3	4	5
Our society is becoming a better place.	1	2	3	4	5
People are basically good.	1	2	3	4	5
The way our society works made sense to you.	1	2	3	4	5

Please indicate your agreement or disagreement with the following statements.					
	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
I feel that I have a pretty good understanding of important societal issues.	1	2	3	4	5
I consider myself capable to become engaged in societal issues.	1	2	3	4	5
I think that by working together, people can change things for the better.	1	2	3	4	5
It is my responsibility to help improve the community.	1	2	3	4	5
Helping others is something for which I am personally responsible.	1	2	3	4	5
It is easy for me to put aside my self-interest in favor of a greater good.	1	2	3	4	5
Being concerned about regional or local issues is an important responsibility for everybody.	1	2	3	4	5
Being actively involved in community issues is everyone's responsibility, including mine.	1	2	3	4	5

Your experiences during the last semester surely gave you the opportunity to learn about yourself. Would you dis/agree with the following statements?					
I am good at ...	Strongly disagree	Mostly disagree	Neither disagree nor agree	Mostly agree	Strongly agree
... talking about my ideas in front of other people.	1	2	3	4	5
... writing about my ideas.	1	2	3	4	5
... finding ways to solve problems.	1	2	3	4	5
... working as part of a team.	1	2	3	4	5
... figuring out how to make a good decision.	1	2	3	4	5
... coming up with new ideas.	1	2	3	4	5
... being a leader of a group.	1	2	3	4	5

... listening to other people's ideas even if they are different from mine.	1	2	3	4	5
... asking others to explain their ideas or points of views.	1	2	3	4	5
... compromising with other people to reach a common goal.	1	2	3	4	5
... taking on different roles and responsibilities.	1	2	3	4	5
... leading a group toward a common goal.	1	2	3	4	5

Your views and your social and civic engagement

Please indicate your interest in various civic and political issues.					
	Not interested at all	Hardly interested	Somewhat interested	Very interested	Extremely interested
How interested are you in politics?	1	2	3	4	5
How interested are you in what is going on in society?	1	2	3	4	5

In order to be a good citizen, how important would you say it is to:	Not important at all	Hardly important	Somewhat important	Very important	Extremely Important
<i>... support people who are worse off than yourself</i>	1	2	3	4	5
<i>... vote in elections</i>	1	2	3	4	5
<i>... always obey the law</i>	1	2	3	4	5
<i>... form your own opinions about the society and politics independently of others</i>	1	2	3	4	5
<i>... be active in voluntary organizations</i>	1	2	3	4	5
<i>... speak out concerning social and political topics</i>	1	2	3	4	5
<i>... be informed about what is going on in your country</i>	1	2	3	4	5
<i>... meet the expectations of your community or neighborhood</i>	1	2	3	4	5
<i>... defend your national or religious group against other groups</i>	1	2	3	4	5

.... challenge social injustice	1	2	3	4	5
---------------------------------	---	---	---	---	---

Did your engagement in social/civic/political causes increased (or decreased) in the last 6 months? (if yes, please explain how and why)

Please indicate your agreement with the following statements					
In the future, I am confident that I will ...	Not interested at all	Hardly interested	Somewhat interested	Very interested	Extremely interested
... continue to participate in service-related activities	1	2	3	4	5
... encourage others around me to participate in service activities	1	2	3	4	5
... work with a group to solve a problem in my community.	1	2	3	4	5

The end. Thank you for participating!

C) COURSE DESCRIPTION

DESCRIPTION OF SERVICE LEARNING COURSES

V.1 - U.Porto

Service Learning Course (SLC)

Name of the SLC: _____

Professor: _____

Teaching team: _____

ECTS: _____

Offered with a specific department? No __ Yes __

If yes, which? _____

Collaborating organizations (if applicable): _____

Start date: _____

End date: _____

Students (please include the number of students, together with a short description of their characteristics in terms of gender, grade, etc.): _____

Students currently attend which degrees in your university? _____

Course Description

Goals:

Learning outcomes:

Contents:

Suggested bibliography:

Teaching methods and learning activities:

Assessment:

Summary of the SL course after implementation:

What have you learned from this experience – about yourself as a professor and about your students? Did it meet your expectations?

Suggestions for improvement:

Next time ...