

# EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING

WITHIN HIGHER EDUCATION IN EUROPE



QUALITY STANDARDS FOR SERVICE LEARNING ACTIVITIES

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**QUALITY STANDARDS INDICATORS OF SERVICE-LEARNING**

1. Meet Actual Real Needs
2. Partnership
3. Reciprocity
4. Defined goals
5. Link to Curriculum
6. Civic learning
7. Learning in Real World Settings
8. Students´ active participation
9. Facilitate systematic Student Reflection
10. Ensure support and coaching for students
11. Offer adequate time frames
12. Include evaluation and documentation
13. Values transdisciplinarity
14. Sustainability

**1. Meet Actual Real Needs**

Service-Learning (S-L henceforth) meets both real world challenges of the community, is meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political society are explored.

<i>Indicator</i>
1. The service component meets a real civic need
2. SL is meaningful and relevant to community partners and students
3. It explores issues that are vital to social, civic, cultural, economic and political society

## 2. Partnership

Community organisations are valued as partners.

<i>Indicators</i>
4. Community partners have been consulted
5. Community organisations are valued as partners

## 3. Reciprocity

There is a flow of knowledge, information and benefits in both directions between the University and its community partners in activities.

<i>Indicators</i>
6. There is a flow of knowledge, information and benefits in both directions between the University and its community partners in activities
7. Every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner

## 4. Defined goals

Reachable and measureable, for the specific S-L project. Goals and values are discussed with the community partner.

<i>Indicators</i>
8. Defined goals are reachable and measureable, for the specific S-L project
9. Goals and values are discussed with the community partner.

## 5. Link to Curriculum

S-L is linked to the curriculum/study program of students. This requires active involvement of teachers/academic staff, systematic integration in study programs and the option to be recognized. Credit recognition is present.

<i>Indicators</i>
10. S-L is linked to the curriculum/study program of students
11. Teachers/academic staff are actively involved
12. S-L is integrated in the study program in a systematic way
13. S-L has credit recognition

## 6. Civic learning

Relied to personal and social competencies, as an important category of students learning goals (beside academic learning goals).

<i>Indicator</i>
14. Civic learning relied to personal and social competencies, is an important category of students learning goals (beside academic learning goals)

## 7. Learning in Real World Settings

Academic theory is viewed in a real world context. The main learning setting in S-L is located outside the classroom in real world settings of community partners. It offers opportunities to learn and deepen understanding for all participants (students, faculty and community partners)

<i>Indicators</i>
15. Academic theory is viewed in a real world context
16. S-L offers opportunities to learn and deepen understanding for all participants (students, faculty and community partners)

## 8. Students' active participation

Students actively collaborate with community partners in the design and planning of the project.

<i>Indicator</i>
17. Students have a strong voice in planning, implementing and evaluating the S-L experience

## 9. Facilitate systematic Student Reflection

S-L facilitates active, regular and ongoing student reflection guided by teaching personnel and/or community partners. Reflection should lead to understand diverse perspectives of challenges. For students it is important to link their experiences to the theoretical and methodological background of the subject

<i>Indicators</i>
18. S-L facilitates active, regular and ongoing student reflection
19. Reflection is guided by teaching personnel
20. Reflection is guided by community partners.
21. Reflection leads to understand diverse perspectives of challenges.
22. There is a mechanism that encourages students to link their service experience to the academic curriculum
23. There is a mechanism that encourages students to reflect upon the effects of the service

### 10. Ensure support and coaching for students

Both from academic staff and from community partners.

<i>Indicators</i>
24. Support and coaching for students is ensured from academic staff
25. Support and coaching for students is ensured from community partners

### 11. Offer adequate time frames

In order to make experiences and learn in community settings/with community partners effective and sustainable)

<i>Indicators</i>
26. S-L offers adequate time frames for making experiences effective and sustainable
27. S-L offers adequate time frames for learning in community settings/with community partners

### 12. Include evaluation and documentation

As integral parts of S-L activities, in order to prepare a final presentation of the results evaluated by community partners. Transparent evaluation.

<i>Indicator</i>
28. Evaluation is included as an integral part of the S-L activity
29. Documentation is included as an integral part of the S-L activity
30. Service work is presented to the public
31. S-L makes an opportunity for the community to enter into a public dialogue

### 13. Values transdisciplinarity

<i>Indicator</i>
32. The service-learning activity is transdisciplinary

### 14. Sustainability

Impact of the activity in the community after the closing of the Project.

<i>Indicators</i>
33. It is expected that the activity will have an impact in the community after its closing
34. The Project has the resources to continue running in the future
35. The community is engaged in sustaining the program for the long-term