

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



Europe Engage Quality Standards Tool #1

A SELF ASSESSMENT CHECKLIST FOR IMPROVING
THE QUALITY OF YOUR SERVICE-LEARNING ACTIVITIES

Organizational Self Assessment

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A Self Assessment Checklist for Improving the Quality of Your Service Learning Activities

Organizational Self Assessment

This Self Assessment Checklist is designed to assess the quality of the Service Learning Activities in your university based on an organizational view. As a self assessment tool the results may inspire reflection and debate for future planning within your university. It is helpful if you deploy the checklist once a year to compare results and develop a quality timeline for your university.

Principles of Public Engagement

Reciprocity and Mutual Exchange

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

1. Please rate the flow of knowledge and information between the partners of your Service Learning Activities

	2	3	4	5
Very low quality No Exchange	Low quality	Average quality	High quality	Very high quality Continuous Exchange

Please describe strength and weaknesses of the mutual exchange (reciprocity) between the university and community partners in your institution. Please provide at least one „best practice“-example and one example for a weak area of reciprocity.

Externalities (Mutual Benefits and Effects)

In each partnership there are benefits for the partners in the relationship. Benefits should also contribute to building social trust and social networks. Indirectly, they often have an effect toward enhanced sustainability, wellbeing and cohesion locally and nationally to the building of a learning and knowledge based society.

Please describe the benefits for both community partners and university based on your public engagement and service learning activities.

Please rate the sustainability of mutual benefits based on mutual trust and network building.

1	2	3	4	5
Very low quality No recognizable benefits	Low quality	Average quality	High quality	Very high quality High and continuous mutual benefits

Access

Partners have access to University facilities, resources and people as opposed to receiving a one-off provision of goods/services.

Do community partners have access to university facilities and resources?

1	2	3	4	5
Very low quality No or only one-off access	Low quality	Average quality	High quality	Very high quality Continuous access

Partnership

Partnerships deepen and develop through the extended mutual exchange and improved access. They are an output and outcome of SL activities, which should eventually also become key inputs to improving and enhancing those activities.

Please rate the overall quality of campus community partnership in your institution.

1	2	3	4	5
Very low quality No recognizable partnerships between your institution and the community	Low quality	Average quality	High quality	Very high quality Ongoing partnerships between your institution and the community

Could you please provide some examples for high quality campus community partnerships in your university?

Essentials of Service Learning Activities

Meet Actual Real Needs

Service Learning (SL) meets both real world challenges of the community/relevant community partners and is as well meaningful to student participants.

How do you make sure that your Service Learning Activities meet real needs of your community or your community partners? Please describe good examples:

Are you satisfied how your service learning activities meet the needs of your community partners?

1	2	3	4	5
Very low quality Not satisfied	Low quality	Average quality	High quality	Very high quality Yes, absolutely satisfied

If you chose 1, 2 or 3: Why are you not satisfied?

Link to Curriculum

Service Learning always should be 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.

How many Service Learning Activities in your university are formally linked to a study program/curriculum? _____

Total number of Service Learning Activities? _____

Are you satisfied with the ratio? Yes ___ No ___

Facilitate Student Reflection

Service Learning facilitates active, regular and ongoing student reflection guided by teaching personell and/or community partners. Reflection should lead to understand diverse perspectives of challenges.

Please describe three different modes how student reflection in service learning is facilitated in your university.

How many service learning activities in your university do regularly deploy student reflection (percentage)? _____

Learning in Real World Settings

The main learning setting in Service Learning is located outside the classroom in real world settings of community partners (schools, community centers or initiatives, other...).

Please provide a representative list of settings outside your university where service learning activities are performed.