

# EUROPE ENGAGE

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



**Europe Engage Quality Standards Tool #2**

**COURSE SELF ASSESSMENT CHECK-LIST  
TO PREPARE SERVICE-LEARNING ACTIVITIES**

2016



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# Course Self Assessment Check-List

## to Prepare Service Learning Activities

*This Course Self Assessment Checklist can be used to prepare specific Service Learning Activities in your university and as a training tool for service learning.*

**A. How do you make sure that the Service Learning Activity is meaningful and relevant to the community and to the students? Does it offer opportunities to learn and deepen understanding for all participants (students, faculty and community partners)? Please describe your indicators used:**

**B. What are the goals (reachable and measurable) for your specific Service Learning course and projects? Does the Service Learning Activity meet the learning objectives of the course?**

**C. How do you meet needs and goals defined by community partners? How do you evaluate the impact on community needs and goals? Do you provide support like needs assessment tools or other?**

**D. Please describe the tools you use to enable your students/student groups to actively design and plan the Service Learning Activity and projects collaborating with community partners.**

**E. How do you provide support and coaching for students from academic staff?**  
How do you ensure support and information flow from community partners to students?

**F. In which way is your Service Learning Activity linked to the curriculum/study program?** Please describe the theoretical and methodological basis used in this specific Service Learning Activity.

**G.** Please describe specific time frames used in your Service Learning Activity, if available: overall workload, expected active time on-site community setting, expected preparation time, time for reflection.

**H.** Please describe the role of each partner in the service learning activity (responsibilities, preparation, orientation of students, supervision, reflection, evaluation, ...).

**I.** How do you enhance voice and active participation of students and community partners in order promote an active learning process and deeper understanding?

**J.** Please describe methods you use to enhance systematic reflection on learning processes and outcomes for all participants. How do you plan to link practical experiences in the SL project to the theoretical and methodological background of the subject?

**K.** How do you plan to document and to evaluate the overall quality of your Service Learning Activity? How do you plan to evaluate student learning outcomes? How do you plan to evaluate the quality of partnerships?

**L.** What are your plans for a final presentation of the results evaluated by community partners?



**M.** How do you assess the overall impact of the Service Learning Activity both for the civic/community partners, the university and the neighborhood/setting?