

# Measuring social attitudes in Service Learning programmes

within diverse fields of study

Presented by Javier No and Cecilia de Arriba Rivas





# Introduction

Service learning appears to be an educational methodology that serves properly the goals of higher education in the globalised era.

How do we measure the true impact of these programs?"





# European influence on Higher Education

In the European context, the significance of **global citizenship education** has been emphasized by the European Union, influencing recent changes in higher education. **Service-learning** has been recognized as a valuable pedagogical methodology to address the new challenges in higher education.





# Role of Service-Learning

How to make the difference

01

Integrates **meaningful community service** with **academic learning experiences**.

02

**Actively involving students** in service activities that address **real-world issues, challenges, or needs**

03

**Foster civic engagement, social responsibility, and personal development**, providing students with the opportunity to **apply theoretical knowledge**.

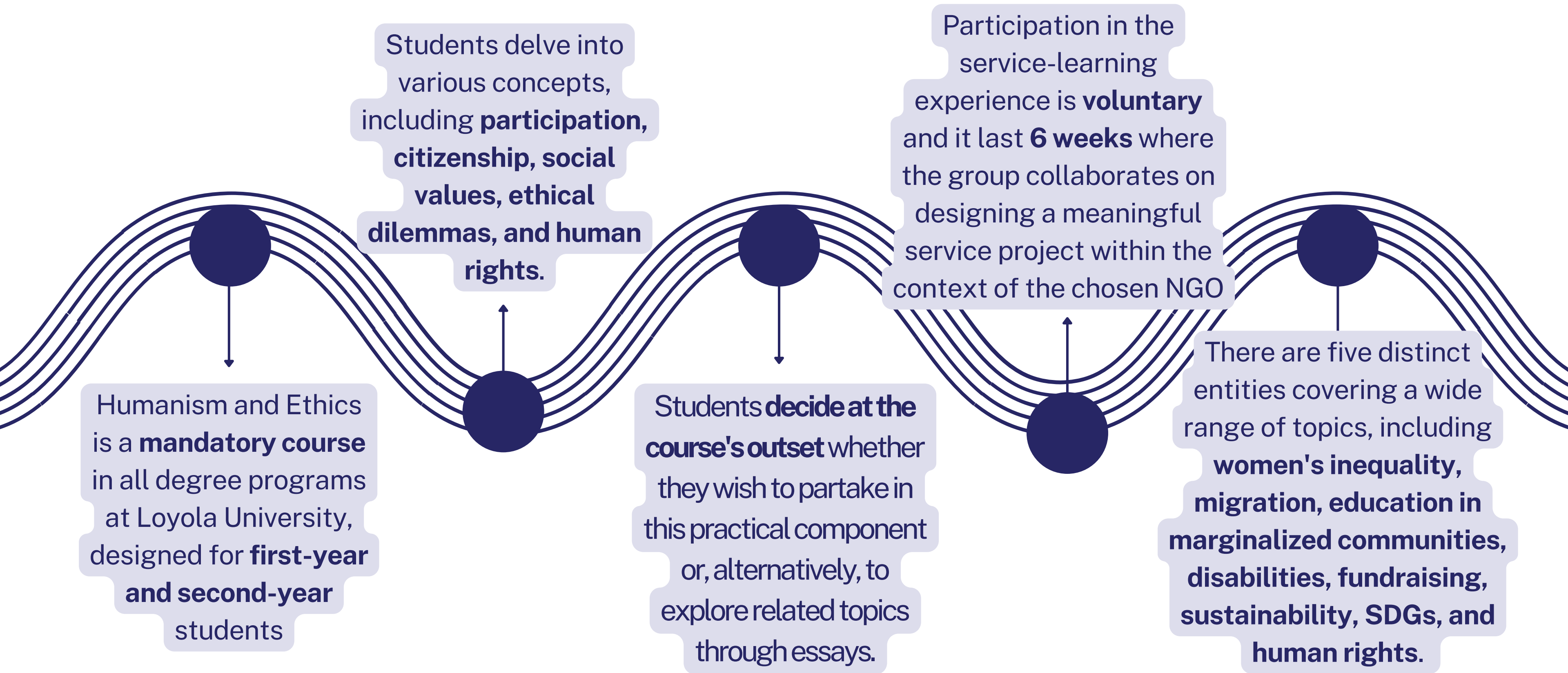
04

Encourages reflection, critical thinking, and the development of a **deeper understanding** of both academic content and the broader societal context.



# Humanism and Ethics

## Proposal of SL integrated in the course



# Impact Assessment Results



# 327

Surveys of students

68% general students

32% service-learning students

*changes in students' mindsets  
from the beginning to the end of  
the semester, as well as  
differences within the group*

**the diversity of students' interests and values presents a significant challenge**

## Business

Low awareness in Human Rights and the need for Human Aid

Upper awareness in women for Women Equality

## Criminology

Reverse impact of awareness in social inequality and openness in multiculture

## Economy

Reverse perception about women equality in the case of men

## Law

Reverse perception about women equality in the case of women

# Ongoing adaptations and future plans

## Further methods

01

We have started using a **validated survey** (Ortega Tudela, Díaz-Pareja, & Cámara-Estrella, 2021) to obtain more nuanced results

02

Must include: **perceptions throughout the semester**, especially when **compared to those students who do not** participate in service-learning.

03

We are still developing a sophisticated evaluation approach to **better measure and enhance students' social awareness.**

04

**Osgood's semantic differential scale** has been used for assessing service-learning and measuring social attitudes



# Conclusion

We recognize that students from diverse backgrounds will always have varying starting points and that their transformations will differ.

Service-learning is a valuable tool for addressing the new challenges in higher education, but we must develop evaluation tools that effectively track the development of global citizens.





# Questions

1

Do Service-Learning programs genuinely foster a broader social awareness in students of any field?

2

How can we create powerful social awareness experiences that cater to students from diverse backgrounds?

3

Have you had any other experiences with impact evaluations for service-learning program?