

Measuring social attitudes in Service Learning programmes

within diverse fields of study





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 realworld 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 Loyola



Proposal of SL integrated in the course

Students delve into various concepts, including participation, citizenship, social values, ethical dilemmas, and human

rights.

Participation in the service-learning experience is voluntary and it last 6 weeks where the group collaborates on designing a meaningful service project within the context of the chosen NGO

Humanism and Ethics is a **mandatory course** in all degree programs at Loyola University, designed for first-year and second-year students

Students decide at the course's outset whether they wish to partake in this practical component or, alternatively, to explore related topics through essays.

There are five distinct entities covering a wide range of topics, including women's inequality, migration, education in marginalized communities, disabilities, fundraising, sustainability, SDGs, and human rights.

Impact Asessment Results



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 servicelearning.

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

- Do Service-Learning programs genuinely foster a broader social awareness in students of any field?
- How can we create powerful social awareness experiences that cater to students from diverse backgrounds?
 - Have you had any other experiences with impact evaluations for service-learning program?