QASLU-45

Prior to the experience

1. Professors explore prior service-learning or volunteering experiences of their students

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

2. Students receive “theoretical training” about service-learning

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Planning the experience

3. The service-learning experience you will run comes from a necessity identified by community partners

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

4. Every actor in the service-learning program cooperate with the planification (students, community partners, professors)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

5. Strengthens, resources and limitations of the final receiver group are taken in to account in the definition of the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

6. Planification of service-learning experience has no value

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

7. Students know service receiver group characteristics (age, gender, educational attainment, occupation, socioeconomic status, ethnicity, etc.)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

8. Service-learning experience is incorporated in the educational programme of the promoter entity

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

9. Aims of service-learning experience have been agreed among the participant actors (students, community partners, professors)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

10. Curricular objectives have been clearly settled down

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

11. Aims related with social justice and sustainable development like equity, inclusion, human rights and environmental sustainability, have been established

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

12. Aims related with values like participation, cooperation, solidarity and respect, have been settled down

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

13. Aims related with quality of the service that should respond the necessity of the community have been established

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

14. Roles and responsibilities are defined for each actor (students, community partners, professors)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

15. Reflection and activities about the quality of the given service are made among the service-learning experience

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

16. Professors are who made the decisions about the planning of the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

17. What, when and how are made the evaluation and who do the evaluation is planned

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

18. The professor works as mediator between community and students (sending messages, calls, visits)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

19. Working schedule is made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

20. Service-learning experience times are flexible (taking in to account community partner needs and student needs)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

21. Material and personal resources are foreseen to execute the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

22. Potential collaborations between institutions are foreseen

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

23. Budget and funding sources are foreseen

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Experience execution

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24. Common decisions are made during the implementation of the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

25. During the service, ethical principal of confidentiality remains for receivers of the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

26. Reflection of the learning and the service are made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

27. Professors promote reflection about roles and responsibilities

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

28. If running out of time, reflection activities could be cancelled

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Closing and multiplication

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29. Experience assessment aims the improvement of process and results

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

30. Assessments are made at the beginning, during and at the end of the experience

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

31. Professors give feedback to students about their evolution

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

32. Professors ask information to the community about the evolution of the service during different stages of the service

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

33. Professors asses their own actions during each stage of the service-learning experience

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

34. Students asses their own related with process and results

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

35. Essential function of the assessment is students' marks

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

36. Experience assessment of service-learning collect all participant voices (including collective receivers)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

37. Acquired learning is analysed

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

38. If service-learning experience contribute to questioning prejudices and stereotypes is analysed

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

39. If Service-learning experience develops cooperation among the actors (students, community partners, professors) in analysed

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

40. Level of satisfaction with the service on receiver group and community is analysed

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

41. Community is willing to continue collaboration with the service-learning experience

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

42. Community propose new necessities that could be approach with future experiences of service-learning

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

43. This experience inspires other social groups to participate in service-learning projects

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

44. The experience is celebrated in a collective way (receivers, students, community partners and professors)

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

45. Disseminate activities are made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always