QASLU-27

Prior to the experience

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Planning the experience

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

3. 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

4. Curricular objectives have been clearly settled down

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

10. Working schedule is made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

12. Potential collaborations between institutions are foreseen

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Experience execution

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

14. Reflection of the learning and the service are made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

15. Professors promote reflection about roles and responsibilities

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

Closing and multiplication

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16. Experience assessment aims the improvement of process and results

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

20. Students asses their own related with process and results

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

22. Acquired learning is analysed

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

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

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always

27. Disseminate activities are made

☐Never ☐Seldom ☐Sometimes ☐Frequently ☐Always