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EVALUATING S-L EXPERIENCES

SEED FUNDING PROJECT UNA EUROPA SF2019001

“Creating a collaborative UNAEUROPA Service-Learning network to transform teaching and learning in the European Space of Higher Education”

Spanish collaborators contributions

Main Objective

To gather practices and experiences around evaluation and define shared guidelines across UNA Europa universities.

METHODOLOGY

Research design: Qualitative focused

Data collection: We conducted one focus group and three interviews

We explored five dimensions

1. Function of evaluation
2. What is important to assess
3. Tipology of assessment
4. When to evaluate
5. Who should participate in the evaluation

PARTICIPANTS in Madrid

Five university members of the Faculty of Education (UCM)
(two men and three women)

One community partner (woman)

RESULTS

1. Function of evaluation

“La evaluación me parece esencial porque es la manera de, bueno, intentar detectar qué elementos funcionan y qué elementos no funcionan. Evaluación no es sinónimo de calificación, que esto también hay que señalarlo. Y, por otro lado, me parece también uno de los elementos más difícil, tanto en el ApS como en general en metodologías innovadoras. Porque claro, estamos muy acostumbrados a resultados final, pero el ApS tiene mucho que ver con los procesos, con el compromiso, con el componente ciudadano”.

(Entrevista D)

It is the way to detect which elements work and which elements do not work.

We are used to assess results at the end, but in S-L the evaluation is focused on the processes and on engagement, about the citizenship component.

RESULTS

2. What is important to assess

Pues creo que es importante evaluar diferentes cuestiones, por supuesto, los elementos propios del ApS. Es decir, si se ha cumplido con el conocimiento, con la enseñanza aprendizaje del conocimiento disciplinar, y con el servicio. Porque una y otra van aparejadas, no se pueden separar en el ApS. Entonces hay que ver si realmente han aprendido conocimientos disciplinares en aquella asignatura que fuera, en aquella materia, y también si se ha realizado el servicio a la comunidad, organización, etc. Esa es la primera cuestión.

(Entrevista D)

It is important to evaluate the elements of S-L themselves. That is, whether knowledge, teaching and learning of disciplinary knowledge, and service have been fulfilled.

RESULTS

3. Typology of assessment

“La mejor herramienta es la evaluación desde el punto de vista co evaluativo que creo que es lo que se debe hacer desde el aprendizaje y servicio puesto que es una herramienta, una metodología cooperativa” (*Entrevista Bv*)

The best tool is evaluation from a co-evaluative point of view, which I think is what should be done from a S-L perspective, as it a cooperative methodology.

RESULTS

4. When to evaluate

“Yo diría que evaluación formativa. Me parece interesante que se vea todo el proceso y que al mismo tiempo que se desarrolla se tenga que ir realizando de algún modo una reflexión sobre la misma para llegar al final”. (*Entrevista D*).

I would say formative evaluation. I think it is interesting to see the whole process at the same time as it is being developed, because it is necessary to reflect on it.

RESULTS

5. Who should participate in the evaluation

¿Crees que el alumnado tiene mayor control sobre su aprendizaje cuando participan en el proceso de evaluación del proyecto? Sí, yo creo que sí, porque tienen más elementos de información. Es decir, si pensamos en algún tipo de evaluación donde, bueno, que se haga a lo largo del proceso, ellos pueden ir tomando conciencia del proceso o del camino que están recorriendo. Entonces yo creo que sí que tiene un elemento directo sobre el aprendizaje (Entrevista D)

Students have more control over their learning when they participate in the project evaluation process.

CONCLUSIONS

1. In Service-Learning Projects, the evaluation should go beyond results and pay attention to the learning processes (conceptual contents, competences and relation with the subject/s and degree of the participating students); the service and the development of the project.
2. It is important to assess the level of student participation in the project and how curriculum has been adapted to S-L. It is also essential that all the people who have taken part in the service-learning project participate.
3. Evaluation also aims to one of the less common dimensions in education, but very significant, as civic commitment. Moreover, this learning implies a cognitive, behavioral and emotional part, which make possible a whole person education.

CONCLUSIONS

4. The evaluation within S-L should aim to improve the transfer of learning for the benefit of the community; that is, to improve the social meaning of science. It is important to assess the scope of knowledge transfer to the community.

5. A multiple and mixt evaluation should be prioritized, quantitative and qualitative, using diverse instruments and agents, that allow a multidimensional perspective on the reality. Furthermore, this evaluation makes possible research in this area, as well as new knowledge and innovative lines of work.

6. An evaluation of the Project itself is also convenient, considering its functioning and development. Different agents of the project should participate on it and external criteria should be part of the analysis.

CONCLUSIONS

7. Involved population should be instructed on the different types of assessments, and on how to carry them out. Moreover, evaluation should use precise, innovative, and ITC-oriented tools that enable rigorous research studies to be carried out and should use a familiar language, adapted to each of the target groups. It is important to plan this learning into the project program.