



GIRLS

Service-Learning Project



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Student's data



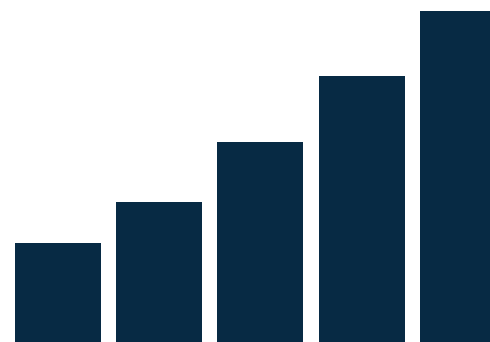
NAME

WORKING GROUP

DEGREE

COURSE

UNIVERSITY





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INTRODUCTION

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Service-Learning (SL) allows us to connect the academic world with the social environment, providing a benefit for the community. The aim is to help those around us with our knowledge and skills. It is important to bear in mind that our task is to help in solving a need or a problem that cannot be solved by the affected people by themselves.

More specifically, SL projects can arise from different organisations such as schools, colleges, associations, non-profit organisations, occupational centres, old people's homes, social service organisations, vulnerable groups, etc. The activities developed can be framed in different fields: education, health, accompaniment, environment, elderly, violence prevention, etc. SL projects have their origin in the analysis of the needs of our closest realities. It is not a question of volunteering or professional practice, but of carrying out a specific service based on a previously identified need.



PROJECT DEVELOPMENT

2

Different types of projects can be developed, a possible classification is as follows:

- Direct or external projects: these are those that take place in-situ, in the association or in the community, outside the university classrooms or spaces.
- Indirect or internal projects: these take place mainly on campus or in university facilities. This can also include research projects or information search projects needed by the community.

A projects has the following phases:

-  **1. Observation**
-  **2. Preparation**
-  **3. Action**
-  **4. Reflection**
-  **5. Register**
-  **6. Evaluation**
-  **7. Acknowledgements**

In order to detect needs that may exist in the immediate environment, we can observe and investigate what is happening in our community, what associations or social entities exist, what their scope and purpose are, and what problems they have. Add the organisations and entities we are going to collaborate with.

Describe their objectives and the activities that they usually do.



Make a list of the requirements you want to fulfil, i.e., the demands you place on the project you are going to develop.



1. **The title.** Once you have identified the problem, what title would you give the project?

2. **Motivation.** Once you have identified the origin of the proposal that will improve someone's life, what is the need for the project you are proposing and why are you proposing that project and not another? What is your motivation?

3. **Team management:** Divide tasks among the group members, taking into account that, a team leader or coordinator (manages the team), a secretary (takes notes of all meetings and project development) and a spokesperson (gives voice to the group) will be necessary.

4. **Gathering information:** What have you found on the internet or other sources about previous projects and similar initiatives that could be useful for this work?



5. **Purpose of the project:** What will you do and where will this process take you?



6. **Service planning/design:** Make a sketch or outline of the different steps of the project.



7. **Timeline.** Define one detailing possible infrastructure, economic, material and human needs. This should be validated by the teacher and the organisation.



This is the phase of implementing the project and carrying out the necessary activities to solve the problem or satisfy the identified need. New needs may arise during the development of the project, or it may be necessary to modify the design previously proposed. It will be necessary to carry out an analysis and check the feasibility of possible changes. In case it is not possible to include them in the current project, they will be discussed in the reflection phase and considered for future activities.

Provide a detailed description of the challenges and obstacles you have encountered during the specific tasks you have carried out, as well as the solutions you have implemented to address them.



Some examples:

- Data characteristics: incomplete, inaccurate or inconsistent data that requires extensive cleaning. Ensuring data privacy and security is essential and can present challenges.
- Technological resources: limitations in access to specific tools and software for data analysis.
- Coordination of tasks: difficulties in coordination and communication between members of the multidisciplinary team.
- Meeting deadlines: time management can be a challenge, especially if students have other academic obligations.
- Interpretation of Results: the correct interpretation of statistical results can be complicated and require knowledge of theoretical methods and experience.
- Partnership expectations: aligning partnership expectations and needs with available resources and skills.
- Conflict management: resolving differences of opinion or conflicts within the team in a constructive manner.
- Adapting to change: being flexible and able to adapt to unforeseen changes in the project or data.
- Presentation of results: communicating results effectively can be a challenge.



Reflects on the work done, the results obtained and what you have learnt. Reflection is carried out in each of the phases of the project: at the beginning to be able to plan the action, during the development to evaluate the effectiveness and propose the necessary modifications, and at the end of the process to analyse the results.

Learning from the reflection that is carried out from the execution of the project itself, the problems of group work, difficulties due to resources or any unforeseen event, analysing one's own experience and personal perceptions to present them to the group.

The reflection process synthesises all the information from the ApS experiences and details the connections of the knowledge that has been acquired: what has been learned both curricularly and emotionally?

1. Could you reflect on how you have presented the service or how you have developed the project?



2. Describe your relationship and communication with the people or contacts in the organisation:

3. Have you had to make any adjustments to your initial planning? If so, please give details:

4. Are your commitments being met and what difficulties are you encountering?

5. Are all persons involved fulfilling their duties?



6. Are you recording actions properly?



7. What are you learning?



8. Preparation of communication and dissemination of the project. Detail what material you will use (power point, web, blog, social networks, etc.):



It is necessary to make a report where the whole service-learning process is recorded, with each of the phases carried out.

The document/report created (any digital proposal, such as word processing, presentation, video, Google Sites, Genially, Canva, Publuu, issuu, etc.) must include, as a minimum, information regarding the need detected, the proposed solution, the work carried out, the level of satisfaction of the beneficiaries and of the students themselves (testimonials), and the achievements attained.

Please provide the relevant link below:

An oral presentation of the project is also required, in order to make it known to others. The following aspects will be taken into account:

- It is visually attractive (the design, the oral presentation, etc.).
- The content is presented in an organised way. It tells a coherent and interesting story.
- All aspects worked on during the project are included.
- Tables, figures and images enhance the understanding of the content.
- It is grammatically correct.
- Adequate answers are given to the questions posed by the audience.

The link to the presentation is included below:

The evaluation takes into account the whole process of project development, analysing the results obtained and the fulfilment of the proposed objectives. A self-evaluation is also necessary, assessing possible improvements and future projects.

A service-learning rubric adapted from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: PeaceCorps, 1998, p.6) is included on the following page.

Service-learning integrates the academic context with a community need. The rubric can help you assess the impact of service-learning initiatives based on seven guidelines for quality service learning.

We suggest to complete the following questionnaires to assess how important the aspects included are to you.

This first one is to be completed before you start doing the SL activities:



This second one should be answered when you have finished the SL activities:



SERVICE-LEARNING RUBRIC

		Strong Impact	Good Impact
Meaningful Service	<i>Meets actual community needs</i>	Determined by current research conducted or discovered by students with teacher assistance	Determined by past research discovered by students with teacher assistance where appropriate
	<i>Coordinated in collaboration with community</i>	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development
	<i>Improves quality of life for person(s) served</i>	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need	Changes enhance an already good community situation
Learning objectives	<i>Integrated into academic curriculum</i>	Service learning as instructional strategy with content/service components integrated	Service learning as a teaching technique with content/service components concurrent
	<i>Uses academic skill/knowledge in real world settings</i>	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge
Civic Development	<i>Facilitates active student reflection</i>	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only
	<i>Helps develop sense of caring for and about others</i>	Reflections show deep personal understanding of the importance of service and the ability to make a difference. Student likely to initiate further service	Reflections show growing understanding of the importance of service and his/her ability to make a difference. Student likely to serve again

<i>Some Impact</i>	<i>Minimal Impact</i>
Determined by past research discovered by students with teacher assistance, or by predicting community needs	Community needs secondary to what a project teacher wants to do; project considers only student needs
Community members act as consultants in the project development or are directly informed of service	Community members are coincidentally informed or not knowledgeable at all
Service provides new and unique benefits to community	Changes mainly decorative, but limited community benefit, or are not new and unique
Service learning as a teaching technique with content/service components concurrent but not integrated; emphasis on service	Service-learning supplemental to curriculum; just a service project or good deed
Students have some active applications of new skill or knowledge; some have limited community service involvement	Skill knowledge used mostly in the classroom; no active service experience
Students think, share, produce group reflection only	Ran out of time for true reflection; just provided a summary of events
Reflections show some understanding of the importance of service and ability to make a difference. Student likely to serve again, if asked.	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again

Impact of the action: What dissemination can be given to your project and what ways can you think of to continue it?

The value of the work done by the group of students will be recognised by a certificate of participation.

To celebrate the end of the project, a public presentation will be made.





GIRLS

Generation for INNOVATION, RESILIENCE,
LEADERSHIP and SUSTAINABILITY

THE GAME IS ON!