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Abstract

Service learning as a pedagogical approach has gained enormous significance in higher education in the last years. Service learning projects aim to strengthen students' relationships with the community, while also providing impetus for their personal development and civic engagement skills. Measuring service learning, however, is complex, and approaches range from quantitative psychological tools to qualitative reflective practice. This study presents the results of a narrative evaluation of six service-learning projects with 45 students across Europe, using a reflective logbook with weekly assignments. Results show that service learning is relevant for students on three levels: relevance of contents, relevance for working life, and relevance for skills development. (HRK / Abstract

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