

How to Cite:

Morillo-Flores, J., Menacho-Vargas, I., Fuster-Guillén, D., & Tamashiro-Tamashiro, J. (2022). Impact of service-learning in the training of university students. *International Journal of Health Sciences*, 6(S7), 659–670. <https://doi.org/10.53730/ijhs.v6nS7.11220>

Impact of service-learning in the training of university students

John Morillo-Flores

Universidad Privada San Juan Bautista, Perú
ORCID 0000-0002-2136-4458
Email: john.morillo@upsjb.edu.pe

Isabel Menacho-Vargas

Universidad Privada San Juan Bautista, Perú
ORCID 0000-0001-6246-4618
Email: isabelmenachov@gmail.com

Doris Fuster-Guillén

Universidad Privada San Juan Bautista, Perú
ORCID 0000-0002-7889-2243
Email: doris.fuster@upsjb.edu.pe

Jaime Tamashiro-Tamashiro

Instituto de Educación Superior Cibertec, Perú
ORCID 0000-0002-8358-5205
Email: jaime.tamashiro@cibertec.pe

Abstract--Given the existence of inequality gaps in Latin America and a growing need of students in social issues, many institutions have seen as convenient the development of a pedagogical methodology based on service-learning as an effective alternative to these needs. This study aims to identify the impacts of service-learning programs on the training of university students. The methodology is composed of a bibliographic review of articles published on the impact of service-learning on university students. The research is specific and critical, the procedure followed was: select articles, identify relevance, synthesize information, group according to similarity and identify variables or factors associated with the study of the topic, thus selecting 30 articles related to the research objective, finally the information was organized in a matrix, then those with similar inquiries and conclusions were selected and grouped. The analysis allows us to conclude that service-learning produces positive and significant impacts at the academic and cognitive, civic, vocational and professional, ethical and moral, personal and social levels, generating professionals with comprehensive training with greater skills and abilities for better job performance.

Keywords---pedagogical methodology, community service, social reality, professional training.

Introduction

In different regions, the gap in social inequality between the most and least favored sectors has been accentuated, bringing with it significant consequences for access to individual and social well-being for a considerable proportion of the population, at the same time, the recognition and participation of people in the problems of society have been increasing, this scenario, of a social reality affected by the economic, political and cultural system, exemplified in the lack of equity and social justice, are reflected in the university environment, in situations of inequity and marginalization that deepens even more in Latin American societies (Bayón and Saravi ; 2019).

Latin America presents a social context with high rates of inequality, segregation and social inequity that affects the educational dimension, not only at basic education levels, but mainly in higher education institutions, making evident the need to find alternatives for a reconfiguration of the role of the educational system (Ramírez, 2016). Higher education has undergone changes in the type of training it wants to provide to students, moving to a comprehensive and transversal training, mainly strengthening the social dimension of learning and seeking to promote civic development through connections between learning and community needs. (Tejada; 2013), within the pedagogical models that have penetrated the most in universities to achieve these new objectives is the Service-Learning (ApS) model, which allows the development of curricular contents together with the introduction of community services (Mella, Quiroga and Comesaña ; 2021).

The service-learning methodology has been widely applied in different higher education institutions in Chile, reflecting positive effects on abilities, skills, leadership, adaptability, values, commitment, development of skills, etc. of the university students who participated in the development of these programs, therefore, it is currently considered an effective teaching methodology, even for students of the first university cycles (Godoy, Illesca , Seguel and Salas; 2019). In the same way, its successful application was observed in realities such as the Peruvian one, who , when carried out in third and fourth year high school students, it was found that it allows the development of citizen attitudes in students. (Marengo, 2016)

The identification and analysis of different educational practices developed outside the classroom and the evolution of pedagogical thinking to a holistic and inclusive perspective has evidently intensified the relationship between the community and the university (Mayor, López and Solís; 2019), which is why , based on the aforementioned, the objective of this scientific article of bibliographic review is to identify the impacts of service-learning programs or projects in the training of university students, in order to highlight the benefits and contributions offered by this methodology. pedagogy for professional, comprehensive and transversal training.

Service-Learning

Service-learning is defined by Furco and Norvell (2019), as activities specially designed to encourage and involve students in service experiences in order to improve learning; or as a teaching methodology that seeks the development of academic content while providing a service to the community that responds to a social need, it is a practical experience, of reflection and action, where students apply theoretical content, develop skills and solve problems real, fostering and promoting social awareness (Capella, Gil and Martí, 2014).

According to Rodríguez (2014), it is relevant to differentiate service-learning from volunteering experiences, the latter being experiences that do not seek the professional training of volunteers, do not follow a teaching-learning methodology, do not require supervision, standards or pre-activity planning. Likewise, Furco and Norvell (2019) highlight that service-learning programs provide a mutual benefit, both for the community and for the students, this being the characteristic that differentiates it from experiential activities.

Rubio (2009) classified the possible skills and learning that service-learning projects can generate in personal skills, which are oriented towards cognitive, affective, behavioral and relational skills, interpersonal skills related to social coexistence skills, skills for reflective, critical and creative thinking that favors the understanding of the challenges and problems of their social environment and their involvement, the skills for carrying out projects allow the acquisition of skills and tools to carry out ideas and projects that improve the reality found, the skills for citizenship and social transformation related to active participation in community activities, and finally, the vocational and professional skills that train the student for their future job performance and understanding of the work ethic.

The fundamental fields where the positive results of SL programs are observed are the following: academic and cognitive development, reflected in a greater development of conceptual knowledge and skills (Cazzell, Theriot, Bakley, & Sattler; 2014); civic development reflected in greater participation and concern for social problems (Hervás and Miñaca; 2015); vocational and professional development related to leadership skills, teamwork, conflict resolution, project design and management, etc. (Fernández, Arco, Hughes and Torres; 2014); ethical and moral development, personal development that encompasses the empowerment of students and their sense of value for the community (Chiva, Pallarés and Gil; 2016) and finally, social development expressed in the improvement of social skills, prosociability, their empathy, communication skills and the social projection of their career (Folgueiras, Luna and Puig; 2013).

University education

There is a constant claim by the students to implement tasks in which they can actively participate in a greater proportion, transferring their theoretical knowledge seen in the classroom to people outside their academic environment since it brings them closer to future contexts where they will practice professionally, this The unsatisfied need to carry out practical and not only

theoretical activities is one of the main motivations expressed by students to get involved in service-learning programs (Mayor; 2019).

The professional profile demanded by the current educational context not only requires people with competencies, skills and abilities based on theoretical content, but also with a high social, ethical and moral commitment, obtaining committed, responsible professionals with the willingness to positively transform their reality. In this sense, the university must prioritize the development and implementation of methodologies that better articulate the satisfaction of these needs (Ortega, Diaz, and Cámara; 2021).

The effectiveness of the design and implementation of the service-learning pedagogical method in the curriculum should be evaluated in the three dimensions of university learning, which are: cognitive and academic, focused on curricular work; ethical and social, which is developed through interaction with the community and its needs; finally the professional one since the students will know realities specific to their field of work (Mella, Quiroga and Comesaña ; 2021).

Method

The present work constitutes a bibliographic review of articles published on the impact of service-learning in the training of university students in order to identify its advantages and recommend its use in teaching at the university level . According to Guirao (2015), the study is specific and critical, grouping the selected and essential information related to the purpose of the work. The procedure followed in the present investigation was: 1) Selection of articles, 2) Identification of relevant articles and according to the subject of study, 3) Synthesis of the information on the subject, 4) Grouping of articles with similar information and 5) Identification of the variables or factors associated with the study of the subject.

At the beginning, 50 articles were chosen through systematic exploration in databases such as Scopus , Scielo, Ebsco , among others. For the investigation of the published articles, the following keywords were used: learning-service (service-learning) and university education (university education), selecting 30 articles that meet the following selection criteria: they must be related to service-learning projects carried out by university students , no older than ten years and English and Spanish language, the 20 discarded articles were not related to the purpose of the study or did not comply with scientific rigor. The information was organized in a matrix, then those with similar inquiries and conclusions were selected and grouped for the development, discussion and final conclusions of the article.

Results and discussion

The service-learning programs applied at the university level have a positive impact on the civic attitudes and values of the students, since, through teamwork to solve a community problem, they develop their empathy and their capacity for reflection (Blanco and García; 2021), thus constituting a research and teaching

proposal, which unifies academic learning with community service in a compact and unified project, linked to real social problems, also facilitates the transfer of knowledge with social value and allows training. based on experience (García and Gaitero; 2021) which will have repercussions on their work or professional performance (Paredes; 2019), and applied to the field of teacher training becomes an excellent tool to develop social and citizen skills (Gil, Moliner , Chiva and Garcia; 2015).

When analyzing the impacts of service-learning from a human development competency approach, an expansion of the possibilities of achieving comprehensive professional training has been observed, originated by the transformative and holistic potential characteristic of these programs (Monge, Boni and Wilson; 2020); it is a training proposal with high potential in the university context, since there is quantifiable evidence of better academic performance, expressed in better grades in the subjects where this methodology can be implemented effectively (Cañadas and Santos; 2020). Likewise, it was found that it allows a greater connection between theoretical training with practice, as well as between academic learning and that from day-to-day experience; In this way, service-learning provides a more holistic and textualized perspective of education (Ayuste et al., 2016).

Likewise, its effectiveness can be verified in students of compulsory basic education, who, before the application of a program of activities based on service learning, developed improvements in their academic performance and in the quality and quantity of interactions within the classroom, both from the perspective of the teacher as well as that of the students, therefore; It is, without a doubt, a way to combat failure and early abandonment (Hervás et al., 2018). In the same way, in the case of basic primary education, it was found that the service-learning methodology opens new horizons for the design of innovative and socially useful practices. (Mayor and Rodriguez, 2016)

The professional identity of university students based on emotional commitment to the profession and to their society is favored by the service-learning pedagogical methodology, since students seek information and experiment, establishing relationships, making decisions, trying to solve problems and adopting certain values (Menéndez and Grigori ; 2017); which contributes to comprehensive professional training based on social justice and the ability to commit to transforming situations of inequity, exclusion, segregation or invisibility faced by different sectors of the community (García, Carter, Santos and Martínez; 2020).

The social development of service-learning programs, which is born from the collaboration between the territory (community) and the university, generates students as agents of social change since it allows, progressively, reflection on the transformation of knowledge into based on experience, to transform their identity recognizing their otherness and becoming aware of themselves, which will allow them to become socially aware that will be reflected in active and committed participation to achieve shared goals with the territory (García and Lalueza ; 2019); such is the case of the project “ *Memòria , recuperació d'artesanía i sostenibilitat* ” developed in Barcelona, which allowed young people to connect

with the territory and its needs, fostering social awareness and acquiring new forms of expression based on cultural revitalization and socio-community intervention activities (Lopez; 2021).

Social responsibility is another aspect that is highly enriched when implementing the service-learning methodology, since it encourages the transfer of the theory learned in class to try to solve problems or social needs in real situations, which requires carrying out a analysis of those affected and their vulnerability so that the student, with their in-depth knowledge, can plan actions to solve the problem, increasing their social commitment and identifying themselves as an agent of change (Mayor and Guillén; 2021), in addition, the participants are more sensitive and have greater awareness of other realities (Martínez and Durántez ; 2021).

In the field of civic development, the pedagogical potential of service-learning projects favors the strong and voluntary involvement of students, which allows the involvement of the student in the different dimensions of the school framework (Mayor and Rodríguez; 2017). It is evident that there is a youthful disposition in search of channeling their motivation to develop social cases, which has led to these proposals being successful and solidifying as an educational methodology with great potential at the university level (Sotelino , Mella and Rodríguez; 2019). , there are even cases where the students went from an initial disinterest to a civic commitment and the desire to direct their professional future to the civil service (Zalduendo and Ozonas; 2019).

In university students in the educational field, the service-learning methodology improves academic performance significantly in civic-social skills, compared to those students who follow a traditional training, highlighting teamwork, intercultural competence, relationship with others and leadership (Mella, Quiroga and Comesaña ; 2021). In this sense, Ortega, Diaz and Cámara (2021), point out that university students in the education career perceive that these programs improve their leadership and problem-solving skills, and are also interested in participating in future similar projects, likewise, they feel valued and respected by the members of the community benefited by the program, on the other hand, in addition to positive emotions, negative emotions have been observed, such as: fear of failure, lack of capacity, lack of management class and sadness due to unfair situations or non-ideal contexts observed in the community (Giles, Trigueros and Rivera; 2019).

In the case of physical education students, the use of this methodology has generated significant and positive impacts, mainly in the social, academic and personal aspects, providing students with added value by implementing it in pedagogy (Capella, Gil, Chiva and Salvador; 2021), also enjoys recognition as an essential disruptive methodology in initial training for providing contact with the reality of the classroom, fundamental for the development of skills in classroom management (Giles, García and Cervantes; 2021), likewise, the programs of ApS have a positive impact on the professional training of physical education students with intellectual disabilities, who show a good attitude and highly value the implementation of this type of program (Abellán and Hernández; 2021) and the participants of the community or institution acquire greater awareness towards

disability through education in values, and with special attention to the development of empathy (Abellán, Segovia, Gutiérrez and García; 2021).

Maravé , Gil and Trilles (2019), mention that empathy is highly related to interpersonal skills, has implications for the personal and professional development of people and is a priority for all professionals, especially those in the educational field or those who need to be caring for other people, thus demonstrating that the incorporation of the service-learning methodology influences personality traits by developing these socio-emotional skills and its impact is regulated by the following sociodemographic factors: age, previous participation in volunteering or associations, studies family, ideological orientation and employment status.

In the same way, in university students of the business career, receiving classes with methodologies based on service-learning, have developed their ethical reflection competence, achieving proposals for business models and marketing strategies that involve the communities close to them. their environment and solve identified social problems (Monforte and Arredondo; 2021). In the case of nursing students, they highly valued this methodology since it enables the development and enhancement of skills through experiential experiences in other social realities, they emphasize that collaborative work requires a high commitment and motivation of the participants during the planning and development of the activity , only in this way is the effectiveness and achievement of curricular competencies guaranteed (Godoy, Illesca , Seguel, and Salas; 2019).

Regarding the implementation of programs based on the service-learning methodology, a difference is noted in terms of the benefits that teachers perceive according to their degree of experience, new teachers acquire knowledge to improve their pedagogical performance and teachers with more experienced benefit from participating in mentoring programs that in turn allows them to develop research increasing their scientific production, both types of teachers point out that among the most outstanding difficulties are the lack of constant training, little involvement of the university and limited funding of the institutions (Liesa , Latorre, Cored and Vázquez; 2020). These programs are highly valued by the participants, as long as they are designed taking into account the theory, reality and reflection of the same, in addition to having multidisciplinary advice and support from the university, which in turn earns prestige and recognition (Mayor, Lôpez and Solis; 2019).

Conclusions

The service-learning programs or projects used as a pedagogical methodology in the training of professionals have positive impacts at the academic and cognitive, civic, vocational and professional, ethical and moral, personal and social levels, equipping both students and teachers of better skills and abilities for a better job development thanks to a comprehensive and transversal training demanded by today's society.

However, the implementation of service-learning programs requires the commitment of universities, external institutions, advisors and students, who

must have a high degree of motivation to achieve all the objectives set, likewise, the design of the program must be based on in the reflection of the social problems identified in the territory or community, whose solution must be based on the theoretical knowledge developed in the classroom.

The integration of the service-learning methodology in the university context has been oriented mainly to education careers or those that involve attention to other people, observing great positive and significant impacts, which is why it is necessary to implement these programs in different careers. to evaluate the impacts in said areas and obtain opportunities for improvement in the design and execution of the projects.

References

1. Abellán, J. and Hernández, A. (2021). Service-learning and homemade equipment within initial training of pre-service physical education teachers. [Service-learning and construction of materials in the initial training of physical education teachers] *Revista Interuniversitaria De Formacion Del Profesorado*, 35(1), 147-162. doi:10.47553/RIFOP.V96I35.1.83261
2. Abellán, J., Segovia, Y., Gutiérrez, D., and García-López, LM (2021). Disability awareness through an integrated program of sport education and service-learning. [Disability awareness through an integrated Sports Education and Service-Learning program] *Retos*, 43, 477-487. doi:10.47197/RETOS.V43I0.86625
3. Ayuste González, A., Escofet Roig, A., Obiols Suari , N., and Masgrau Juanola, M. (2016). Service-learning and co -design in teacher training: ways of integrating students' experiences and perspectives. *Bordon. Journal of Pedagogy* , 68 (2), 169-183. <https://doi.org/10.13042/Bordon.2016.68211>
4. Bayón, M. and Saraví , G. (2019). Inequalities: Subjectivity, otherness and social coexistence in Latin America. *Contempt*, 59, 8-15. <https://doi.org/10.29340/59.2046>
5. Blanco, E. and Garcia, J. (2021). The impact of service-learning (Ps) on various psychoeducational variables of university students: civic attitudes, critical thinking, group work skills, empathy and self-concept. a systematic review. *Complutense Journal of Education* , 32(4), 639-649. doi:10.5209/RCED.70939
6. Canadas, L., & Santos-Pastor, M.L. (2020). Academic performance of university students participating in a Service-Learning program. *Publications*, 50(1), 229–243. doi:10.30827/ publications.v 50i1.15976
7. Capella, C., Gil, J. and Martí. M. (2014). The service-learning methodology in physical education. *Apunts , Physical Education and Sports*, 2 (116), 33-43. [https://doi.org/10.5672/apunts.2014-0983.es.\(2014/2\).116.03](https://doi.org/10.5672/apunts.2014-0983.es.(2014/2).116.03)
8. Capella, C., Gil, J., Chiva, Ó. and Salvador, C. (2021). Contrast of two service-learning modalities in physical education teacher education. [Contrast of two modes of service-learning in physical education teacher training] *Teachers*, 25(2), 367-388. doi:10.30827/ professorado.v 25i2.9381
9. Cazzell , M., Theriot, S., Bakley , J., & Sattler, M. (2014). Transformation of, in, and by Learning in a Service Learning Faculty Fellows Program. *Journal of Service-Learning in Higher Education* , 3 , 30-46. <http://journals.sfu.ca/jslhe/index.php/jslhe/article/view/44>

10. Chiva -Bartoll , O., Pallarés-Piquer, M., and Gil-Gómez, J. (2016). Learning-service and improvement of the Effective Personality in future teachers of Physical Education. *Complutense Journal of Education* , 29 (1), 181-197. 10.5209/RCED.52164
11. Fernández, F., Arco, JL, Hughes, S., and Torres, J. (2014). Improving the professional skills of university students through Service-Learning. In JJ Maquillón & JL Alonso (Eds.), *Experiences of Innovation and Training in Education* (pp. 231-240). Edit.um.
12. Folgueiras, P., Luna, E., and Puig, G. (2013). Learning and service: study of the degree of satisfaction of university students. *Journal of Education* , 362. 10-4438/1988-592X-RE-2011-362-157
13. Furco , A., & Norvell, K. (2019). What is service learning? Making sense of pedagogy and practice. In P. Aramburuzabala , L. McIlrath, & H. Opazo . (Coords). *Embedding Service-Learning in European Higher Education. Developing a culture of civic engagement* (pp. 13-36). New York: Routledge.
14. García, D., & Lalueza , J. (2019). Learning and identity processes in university service-learning: A theoretical review. [Learning processes and identity in university service-learning: A theoretical review] *Educacion XX1*, 22(2), 45-68. doi:10.5944/educxx1.22716
15. García, J. and Gaitero, C. (2021). Supranational higher education politics on the “third mission” of university: The case of service-learning. [The supranational policies of higher education before the «third mission» of the University: The case of service-learning] *Revista Espanola De Educacion Comparada*, (37), 256-280. doi:10.5944/REEC.37.2021.27535
16. García, L., Carter, B., Santos, M.L., & Martínez, L.F. (2020). Training physical education teachers for social justice: Effects of service-learning on Chilean and Spanish students. [Training physical education teachers for social justice: Effects of service-learning on Chilean and Spanish students] *Revista Internacional De Educacion Para La Justicia Social*, 9(2), 29-47. doi:10.15366/RIEJS2020.9.2.002
17. Giles, FJ, García, ER, and Cervantes, CT (2021). University students' classroom management in a proposal of service learning in physical education in learning communities. [Classroom management of university students in a Service-Learning proposal in Physical Education in Learning Communities] *Retos*, (39), 224-230. doi:10.47197/ challenges.v 0i39.78547
18. Giles, FJ, Trigueros, C., & Rivera, E. (2019). Get excited about the teaching and learning process. Experiences of future teachers from a critical service-learning pedagogy . *Publications*, 49(4), 69-87. doi:10.30827/ publications.v 49i4.11729
19. Gil-Gómez, J., Moliner-García, O., Chiva -Bartoll , and García López, R. (2015). A service-learning experience in future teachers: development of social and civic competence. *Complutense Journal of Education* , 27 (1), 53-73. https://doi.org/10.5209/rev_RCED.2016.v27.n1.45071
20. Godoy, J., Illesca , M., Seguel, F., & Salas, C. (2019). Development and strengthening of generic skills in nursing students through the service learning methodology. [Development and strengthening of generic skills in nursing students through service-learning methodology] *Revista Facultad de Medicina*, 67(3), 261-270. doi:10.15446 / revfacmed.v67n3.69014

21. Hervás Torres, M., Fernández Martín, FD, Arco Tirado, JL, and Miñaca Laprida, MI (2018). Improving school performance and the social climate through an intervention program based on service-learning and peer mentoring. *REOP - Spanish Journal of Orientation and Psychopedagogy* , 29 (1), 91–107. <https://doi.org/10.5944/reop.vol.29.num.1.2018.23296>
22. Hervas, M., & Miñaca , MI (2015). *Service-learning and the benefits of its experiences* . XI International Congress on Education, Culture and Development with the International Virtual Ecoinvolve Symposium : Education for Sustainable Architecture. Edumednet . http://rabida.uhu.es/dspace/bitstream/handle/10272/10301/El_aprendizaje_servicio.pdf?sequence=2
23. Liesa , M., Latorre, C., Cored , S., & Vázquez, S. (2020). Orientation among university professors for the development of service-learning experiences: An analysis from the perceptions of those involved. [Orientation among university professors for the development of service-learning experiences: An analysis from the perceptions of those involved] *Revista Interuniversitaria De Formacion Del Profesorado*, 34(3), 233-252. doi:10.47553 / rifop.v34i3.77519
24. Lopez, A.C. (2021). Recovery of the textile tradition in santa perpètua de mogoda : An approach from artistic practice through service-learning. [Recovery of the textile tradition in Santa Perpètua de Mogoda: an approach from artistic practice in terms of Service-Learning] *Revista De Investigacion En Educacion* , 19(2), 176-191. doi:10.35869 / reined.v19i2.3674
25. Maravé , M., Gil, J., & Trilles, M. (2019). Service-Learning in the Didactics of Corporal Expression: effects on the empathy of university students. *Publications*, 49(4), 111–125. doi:10.30827/ publications.v 49i4.11731
26. Marengo Ortega, Jeanice Stephanie (2016). Service-Learning for the development of Active Citizenship in 3rd and 4th-year secondary school students of the IEP María Auxiliadora Callao. Jesuit University Antonio Ruiz de Montoya.
27. Martinez, R. and Durántez , P. (2021). Corporate communication and value-based education in the university classroom. a project of service-learning (sl). [Corporate communication and education in values in the university classroom. a service-learning project (spa)] *OBETS*, 15(2), 563-588 . doi:10.14198/OBETS2020.15.2.07
28. Mayor D. and Rodriguez, D. (2017). Service-learning: An educational practice promoting participation of the student for academic and social improvement. [Learning-Service: A pedagogical practice that promotes student participation for school and social improvement] *Revista Complutense De Educacion* , 28(2), 555-571. doi:10.5209 / rev_RCED.2017.v28.n2.49623
29. Mayor Paredes, D., and Rodríguez Martínez, D. (2016). Service-learning and teaching practice: a relationship for educational change. *Journal of Educational Research* , 34 (2), 535–552. <https://doi.org/10.6018/rie.34.2.231401>
30. Major, D. (2019). Service-learning as an articulating axis of personal-student and social development processes in university students. *Educational Profiles*, 41(166), 124-140. doi:10.22201/iissue.24486167e.2019.166.58835

31. Mayor, D., Lòpez , AM, & Solis, MG (2019). Service-learning as a training scenario and its influence on socio-educational agents. participant perception. [Service-learning as a training scenario and its influence on different socio-educational agents. Participant Perception] *International Journal of Sociology of Education*, 8(2), 153-172 . doi:10.17583/rise.2019.4071
32. Mayor, D., & Guillen , F. (2021). Service-learning and social responsibility of university students: A study with univariate and correlational methods. [Learning-Service and social responsibility of university students: A study with univariate and correlational methods] *Aula Abierta*, 50(1), 515-524. doi:10.17811/RIFIE.50.1.2021.515-524
33. Mella, I., Quiroga, A. & Comesaña , J. (2021). Service-learning and civic-social development in university degrees in the educational field: preparing students for practice. *Educate*, 57(2), 363-377. doi:10.5565/REV/EDUCAR.1241
34. Menendez, J.L., & Grigori , E. (2017). The construction of the professional identity in university arts students via service-learning projects. [The construction of the professional identity of university art students through service-learning projects] *Arte, Individual y Sociedad*, 29(3), 417-443. doi:10.5209/ARIS.55249
35. Monforte, G. and Arredondo, F. (2021). Service-learning, a trigger for the ethical reflection of professionals. [Service-learning, a trigger for professional ethical reflection] *Revista Iberoamericana De Educacion Superior*, 12(34), 196-213. doi:10.22201/iisue.20072872e.2021.34.987
36. Monge, C; Boni , A. & Wilson, M. (2020). Analysis from the capabilities approach of the contributions of service learning for students of a south african university. [Analysis of the contributions to learning uma student service _ _ university sul -africana from uma competency approach ; _ Analysis of the contributions of service-learning to the student body of a South African university from the capabilities approach] *Revista Electronica Educare*, 24(3) doi:10.15359/REE.24-3.3
37. Ortega, J., Diaz, E., and Cámara, Á. (2021). Future educators, social commitment and Service-Learning. *Publications of the Faculty of Education and Humanities of the Melilla Campus*, 51(1), 139-155. doi:10.30827/PUBLICACIONES.V51I1.15746
38. Walls, D.M. (2019). Service-learning as an articulating axis of personal-student and social development processes in university students. *Educational Profiles*, 41(166), 124-140. doi:10.22201/iisue.24486167e.2019.166.58835
39. Rodriguez Gallego, M.R. (2014). Service-Learning as a methodological strategy at the University. *Complutense Journal of Education*, 25(1), 95-113. https://doi.org/10.5209/rev_RCED.2014.v25.n1.41157
40. Rubio, L. (2009). "Learning in service learning", in Josep M. Puig (coord.), *Service learning. Education and civic commitment*, Barcelona, Graó, pp. 91-105.
41. Sotelino , A., Mella, I., & Rodríguez, M. (2019). The role of civic and social entities in service-learning. systematizing the students' participation in the third sector. [The role of civic-social entities in service-learning. Systematizing student participation in the third sector] *Teoria De La Educacion* , 31, 197-219. doi:10.14201/teri.20156

42. Tejada, J. (2013). The formation of professional skills through service-learning. *Culture and Education*, 25(3), 285-294. <https://doi.org/10.1174/113564013807749669>
43. Zalduendo, CL and Ozonas, CP (2019). Mentorship and social integration at the university: Service learning in a project of the journalism degree. [Mentorship and social integration in the university: Service-learning in a journalism degree project] *Educacion XX1*, 22(2), 289-308. doi:10.5944/educxx1.22694
44. Suryasa, I.W., Sudipa, I.N., Puspani, I.A.M., Netra, I.M. (2019). Translation procedure of happy emotion of english into indonesian in kṛṣṇa text. *Journal of Language Teaching and Research*, 10(4), 738-746