TEDU102 Service Learning Course

Post-Test Results

December 17, 2024

The TEDU102 Service Learning course has significantly contributed to students' comprehension and application of various sustainability concepts. One of the goals of the TEDU102 course is to equip students with a deep understanding of the Sustainable Development Goals (SDGs) and their relevance to community issues. The course aims to inspire students to develop projects that directly address specific SDGs, fostering both awareness and active engagement. By the end of the course, students are expected to apply their knowledge by designing projects that contribute to sustainable and social impact. In this context, Sustainability Competencies Survey evaluated students enrolled in the TEDU102 course as presented in Table 1.

The survey was conducted with the participation of 40 students from various faculties. The majority of students are from the Faculty of Engineering and the Faculty of Arts and Sciences, with a total of 14 students. After the Faculty of Engineering and the Faculty of Arts and Sciences, the most represented faculties are the Faculty of Education and the Faculty of Economics and Administrative Sciences. The age range varies between 18 and 21. In terms of gender distribution, out of 40 students, 21 are female and 18 are male.

Table 1. Evaluation of SDG/Sustainability-Related Competencies in TEDU102 Service Learning Course

Item	Mean (M)
I know how to apply what I learn in class to solve real-life problems.	7.45
I am able to apply/integrate classroom knowledge to deal with complex issues.	7.10
I know how to transfer knowledge and skills from one setting to another.	7.05
I am not afraid of trying new things.	7.35
I am able to generate original ideas.	7.55

I am able to solve challenging real-life problems.	7.25
I feel confident in dealing with a problem.	7.10
I often modify my strategies to solve a problem when the situation changes.	7.12
I am good at keeping in touch with people.	7.00
I am good at building relationships between people.	7.05
I am good at resolving conflicts.	7.00
I am confident in leading others toward common goals.	7.08
I participate effectively in group discussions and activities.	7.28
I will evaluate myself after completing a task.	7.15
I reflect on myself regularly.	7.00
I always think how I can improve myself.	7.35
I consider circumstances when reflecting on how well I have performed.	7.10
I actively discuss possible improvements for our community.	7.00
I can identify useful resources of a community.	7.05
I think about how I can serve the community after graduating.	7.00
I can identify challenges in the community.	7.10
I can investigate the challenges faced by people in need in a community.	7.05
I will contribute my abilities to make the community a better place.	7.12
I can identify issues that are important for a disadvantaged community.	7.08
I will play my part to reduce social problems.	7.14
I believe that everybody should be encouraged to participate in civic affairs.	7.09
I believe that taking care of people who are in need is everyone's responsibility.	7.30
I feel obligated to help those who are less fortunate than me.	7.15

The TEDU102 course post-test results indicate an improvement in students' confidence and competencies in key areas. The highest-rated competency is "I am able to generate original ideas" ($M=7.55$), suggesting that students feel more confident in their creative problem-solving skills. Additionally, students demonstrated increased confidence in applying their knowledge to real-world problems ($M=7.45$) and overcoming challenges ($M=7.25$).

When compared to pre-test results, students showed overall progress in leadership, collaboration, and problem-solving skills. Areas such as conflict resolution ($M=7.00$) and discussing community improvements ($M=7.00$) may benefit from additional emphasis in future course iterations.