

TEDU102 Service Learning Course

Pre-Test Results

February 20, 2025

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 98 students out of 720 total students, resulting in a response rate of 13.61%. The majority of participants were from the Faculty of Education (28 students), followed by the Faculty of Arts and Sciences (25 students) and the Faculty of Architecture and Design (19 students). The Faculty of Engineering and the Faculty of Economics and Administrative Sciences were also represented, with 16 and 10 students respectively. The age range of participants varied between 18 and 26. In terms of gender distribution, 71 students identified as female, 24 as male, and 3 participants preferred not to respond.

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

Item	Mean (<i>M</i>)
I know how to apply what I learn in class to solve real-life problems.	6.73
I am able to apply/integrate classroom knowledge to deal with complex issues.	6.91
I know how to transfer knowledge and skills from one setting to another.	7.11
I am not afraid of trying new things.	6.75

I am able to generate original ideas.	6.76
I am able to solve challenging real-life problems.	7.07
I feel confident in dealing with a problem.	6.77
I often modify my strategies to solve a problem when the situation changes.	6.55
I am good at keeping in touch with people.	6.38
I am good at building relationships between people.	6.68
I am good at resolving conflicts.	6.88
I am confident in leading others toward common goals.	6.65
I participate effectively in group discussions and activities.	6.87
I will evaluate myself after completing a task.	6.75
I reflect on myself regularly.	6.62
I always think how I can improve myself.	7.17
I consider circumstances when reflecting on how well I have performed.	7.04
I actively discuss possible improvements for our community.	6.64
I can identify useful resources of a community.	6.83
I think about how I can serve the community after graduating.	6.4
I can identify challenges in the community.	6.9
I can investigate the challenges faced by people in need in a community.	6.76
I will contribute my abilities to make the community a better place.	6.88
I can identify issues that are important for a disadvantaged community.	7.0
I will play my part to reduce social problems.	6.73
I believe that everybody should be encouraged to participate in civic affairs.	6.74
I believe that taking care of people who are in need is everyone's responsibility.	6.78
I feel obligated to help those who are less fortunate than me.	6.53

The TEDU102 course pre-test results indicate that students generally feel confident in their ability to apply classroom knowledge, reflect on their learning processes, and contribute to their communities. The highest-rated competency was "I always think how I can improve myself" (M=7.17), indicating a strong sense of self-awareness and continuous improvement. Students also expressed confidence in their ability to transfer knowledge and skills across different settings (M=7.11), solve challenging real-life problems (M=7.07), and consider circumstances when reflecting on how well they have performed (M=7.04).

While most competencies received relatively high mean scores, some areas could benefit from focused improvement. These include confidence in serving the community after graduating (M=6.40), keeping in touch with people (M=6.38), and feeling obligated to help those who are less fortunate (M=6.53). Additionally, modifying problem-solving strategies when situations change (M=6.55) and actively discussing possible improvements for the community (M=6.64) suggest room for growth in adaptive thinking and civic dialogue.

These results imply that while the students already demonstrate solid foundational competencies in sustainability and community engagement, the TEDU102 course could further strengthen their leadership, adaptability, and social responsibility through more targeted, experiential, and reflective activities.

