

## IMPACT OF SERVICE-LEARNING ON CIVIC ENGAGEMENT

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### Abstract

*The study examines the impact of service-learning (SL) on civic engagement, emphasizing its relevance in higher education and rural community development. This research is part of the Erasmus+ project CIVENHANCE, which aims to enhance higher education teachers' capacity to implement e-service-learning (e-SL) initiatives that foster civic engagement and strengthen university-community partnerships, particularly in rural settings. The main objective is to analyse existing literature on the effectiveness of SL in promoting civic attitudes, skills, and long-term engagement, providing a foundation for developing e-SL methodologies tailored to rural contexts.*

*The method employed is a systematic literature review, synthesizing findings from diverse research papers. Key topics include the influence of SL on students' civic attitudes and civic engagement.*

*The results shows that Service-learning generally has positive effects on civic engagement, particularly in areas like political participation, social awareness, and critical reflection. Long-term service-learning programs tend to have more sustainable and impactful outcomes compared to short-term projects, with high-quality programs benefiting from deep reflection, curriculum integration, and direct community engagement. However, challenges such as depoliticization, uneven accessibility, and short-term effects without reflection need to be addressed for future programs to foster lasting social participation and address structural issues.*

*These findings are significant in the context of CIVENHANCE, providing empirical support for designing effective e-SL frameworks. By embedding SL strategies into training and orientation programs for higher education teachers and students, the project aims to foster sustainable civic engagement and rural community prosperity.*

**Keywords:** Service-Learning, Civic Engagement, Erasmus+ CIVENHANCE, Literature review

### 1. INTRODUCTION

Civic engagement plays a critical role in fostering democratic participation, social responsibility, and community well-being (Thelma et al. 2024). In recent years, service-learning (SL) has emerged as a powerful pedagogical approach that integrates academic instruction with community service, aiming to enhance students' civic attitudes, skills, and long-term engagement (Kaliappen, 2024). As higher education institutions seek to bridge the gap between academia and society, service-learning has gained recognition for its potential to instil civic responsibility and encourage meaningful participation in social issues (Albulescu 2024).

This study examines the impact of service-learning on civic engagement, particularly within the framework of the Erasmus+ project CIVENHANCE. The project aims to develop and implement e-service-learning (e-SL) methodologies to enhance university-community partnerships, especially in rural areas. Given the increasing digitalization of education, the integration of service-learning into virtual learning environments presents both opportunities and challenges. Understanding the effectiveness of service-learning in fostering civic engagement is essential for designing effective e-SL models that can be applied in diverse educational and social contexts.

By conducting a systematic literature review, this research synthesizes existing studies on the influence of service-learning on civic engagement. Key areas of focus include students' political participation, orientation toward the common good, social awareness, and critical reflection. Additionally, the study explores factors that contribute to the success of service-learning initiatives, such as deep reflection, curriculum integration, and direct community interaction.

The findings of this study will contribute to the ongoing discourse on service-learning and civic engagement by offering insights into best practices for program implementation. Moreover, the research will inform the development of e-SL strategies under the CIVENHANCE project, ultimately supporting the goal of fostering sustainable civic engagement and enhancing the role of higher education in community development.

## **2. METHODS AND MATERIALS**

### *2.1. Methods*

The research was conducted with the help of a systematic review according to Willems (2020). A systematic review is a structured, category-based summary of current knowledge on a limited subject area on a limited subject area. The knowledge is usually available in the form of empirical research findings (study results) (Zawacki-Richter et al. 2020).

Here are the steps, which were followed:

#### **1. Formulating the Research Question**

The first step is to develop a clear and focused research question based on theoretical considerations. This question provides structure to the review and guides the selection of relevant literature. In our case, the focus was on the following research question: **What influence does service-learning have on civic engagement?**

#### **2. Defining Inclusion and Exclusion Criteria**

Based on the research question, criteria for including or excluding studies must be established. These criteria may include study design, research methods, sample characteristics, publication period, and language (see chapter Materials).

#### **3. Developing a Search Strategy**

A structured approach is used to identify relevant studies. This involves searching scientific databases, journals, and other academic resources. Keywords and Boolean operators help refine the search. In our case the keywords were Service-Learning and civic engagement and impact.

#### **4. Creating the Data Basis**

A multi-step, criteria-based, and methodologically controlled process is used to select relevant studies. This systematic literature selection ensures that the review includes only the most relevant publications. All identified studies are documented in a research table and a reference management system.

#### **5. Study Selection and Quality Assessment**

Studies are screened for relevance by reviewing their titles and abstracts. Those that meet the inclusion criteria are analysed in more depth. The quality of selected studies is then evaluated based on scientific standards, such as research design and methodological rigor.

#### **6. Data Extraction and Coding**

The selected studies are analysed systematically using a coding scheme developed for the research question. This involves categorizing key information such as study objectives, methodology, sample characteristics, and findings.

#### **7. Synthesizing the Findings**

The extracted data are then synthesized to identify patterns, trends, and gaps in the existing research. Findings are organized and compared to highlight similarities, contradictions, and significant insights.

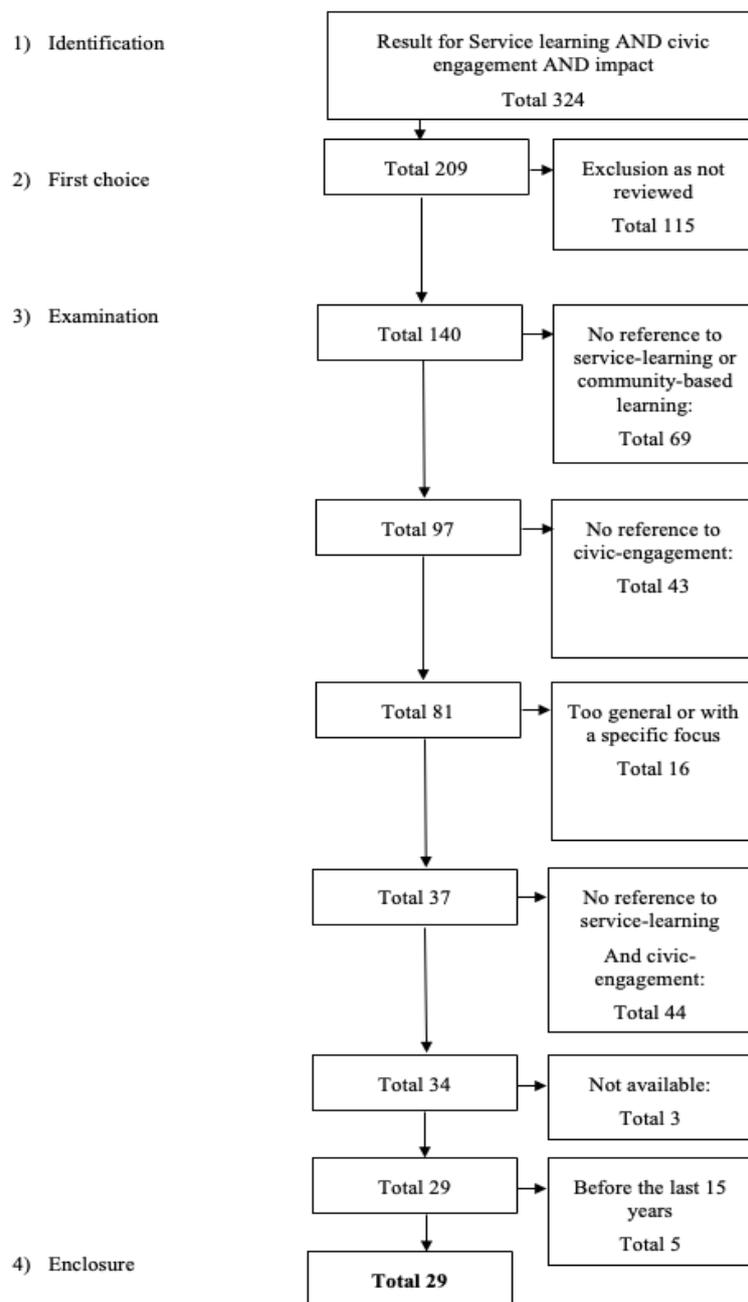
## 8. Discussion and Conclusion

The results are interpreted within the theoretical framework, addressing how they contribute to answering the research question. Limitations of the review and areas for future research are also discussed.

The steps listed here were used for the implementation. In the next subchapter, the PRISMA flow diagram for visualizing the systematic, criteria-guided selection is presented and the overview of the research is presented.

### 2.2. Materials

For the search for relevant sources, the database ERIC was used for the search. The prism flow diagram represents the criteria-orientated search for relevant research.



**Fig. 1.** PRISMA flow diagram

The systematic literature search on the influence of **Service-Learning** and **Civic Engagement** using the keywords "**Service-Learning AND Civic Engagement AND Impact**" initially yielded **324 publications**. After an initial screening, **115 studies** were excluded because they were not peer-reviewed. In the next step, studies were excluded based on their relevance to the research question. Publications without a direct connection to **Service-Learning** or **Community-Based Learning** were excluded (**69 studies**). Additionally, **43 studies** were excluded as they did not focus on **Civic Engagement** in a narrow sense but rather on broader concepts such as social justice or democratic engagement without explicitly promoting civic engagement. Another **16 studies** were excluded because they addressed more general or highly specific topics, such as **Global Citizenship Education, Social Capital, or High-Impact Educational Practices**. Furthermore, **44 studies** were excluded due to their focus on learning behavior, subject-specific instructional design (e.g., in STEM subjects), or political frameworks at universities. Three studies were excluded because they were not accessible, and **5 studies** were excluded due to their publication before the selected timeframe (**2010–2025**). After this multi-step selection process, **29 studies** remained in the final data corpus for further analysis.

The next step was to create the data corpus (see Table 1).

Reference (Author & Year)	Country of Study	Target Group	Number of Participants	Research Design	Findings on Service-Learning & Civic Engagement
Buch & Harden (2011)	USA	University students	Not specified	Longitudinal qualitative study	Increased awareness of homelessness, reduction in stereotypes, and enhanced civic attitudes.
Celio, Durlak, & Dymnicki (2011)	USA (Meta-analysis)	Students from various education levels	Meta-analysis of 11,837 students	Meta-analysis of 62 studies	Service-Learning positively impacts civic engagement, social skills, and academic performance.
Barber (2012)	USA	Civic education students	Not specified	Theoretical and conceptual analysis	Privatization and inequality challenge the effectiveness of Service-Learning in civic education.
Byers & Gray (2012)	USA	Graduate students in an MSW service-learning course	Students in a community asset assessment course (sample size unspecified)	Qualitative study analyzing civic engagement behaviors	Service-learning in social work promotes civic engagement through community-based practice.
Henderson et al. (2013)	Canada	High school students in a compulsory community service program	1,293 survey respondents, 100 interviews	Mixed-methods study with surveys and interviews	Mandatory service programs are effective when students have sustained and positive experiences.
McReynolds (2014)	USA	University students in social justice service-learning	5 students	Pilot study of a summer service-learning program	High-impact SL programs improve cultural pluralism, civic engagement, and critical reflection.
Richards-Schuster et al. (2014)	USA	Undergraduate students in social work	51 students	Case study using ePortfolios	ePortfolios help assess civic engagement and integrative learning outcomes in social justice education.

Burth (2016)	Germany	School and university students	Secondary analysis (varied sample sizes)	Secondary analysis of evaluations	Service-Learning can enhance civic engagement but lacks consistent empirical support. Cautions against depoliticized participation.
Ma, Chan, & Chan (2016)	Hong Kong	University graduates	425 with SL experience, 345 without SL	Longitudinal quantitative study	Graduates with SL experience show greater civic responsibility, career exploration benefits, and higher service involvement.
Alonso García & Longo (2017)	USA & Nicaragua	Students in international service-learning	Not specified	Case study and conceptual analysis	Short-term service-learning programs can foster global civic engagement when linked to local communities.
Bringle (2017)	USA	University students in hybrid pedagogy programs	Not specified	Conceptual framework and theoretical analysis	Integrating SL with study away, research, and internships enhances civic learning and educational impact.
Díaz et al. (2019)	Ecuador	College students in a private university	188 students (survey), 11 students (interviews)	Mixed-methods with quasi-experimental MANOVA & case-study interviews	Significant improvements in civic attitudes, problem-solving, and political awareness after SL course.
Areesophonpichet et al. (2020)	Thailand & USA	Graduate students in international civic engagement programs	24 graduate students per year	Case study analysis of a civic engagement initiative	International SL programs foster global citizenship, increase cultural awareness, and promote civic responsibility.
Carlisle et al. (2020)	USA	Undergraduate and graduate students in CBL courses	1,257 students	Longitudinal survey study using Community-Based Learning Impact Scale (CBLIS)	CBL courses significantly improve civic engagement attitudes, particularly for students of color.
Guram et al. (2020)	USA	University students in a learning community model	Not specified	Exploratory study of high-impact practices in learning communities	High-impact learning community models integrate service-learning to enhance identity development, civic engagement, and reflection.
McCollough (2020)	USA	Public relations students	260 exit assessment interviews	Longitudinal mixed-methods case study	Graduates with SL experience sustain higher community engagement levels post-graduation.
McCollough (2020)	USA	Public relations students	Not specified	Case study of a service-learning project for economic, civic, and cultural revitalization	Service-learning projects can support economic and cultural revitalization while enhancing civic

Rimm-Kaufman et al. (2020)	USA	Fourth-grade students	868 students	Randomized controlled trial	Service-Learning improves science achievement, civic engagement, and social skills.
Cattaneo et al. (2021)	USA	Students in a social justice-oriented service-learning course	285 students (113 in SL course, 172 control group)	Longitudinal study comparing SL students with control group	SL courses increase awareness of systemic injustice, social justice attitudes, and civic engagement; financial stress affects learning outcomes.
Feuerherm et al. (2021)	USA	First-year experience and capstone students	41 students (quantitative), 8 community partners (qualitative)	Mixed-methods study with CASQ surveys, community partner feedback, and instructor reflections	Capstone students score higher on civic attitudes; qualitative data shows benefits for students, instructors, and community partners.
Harkins et al. (2021)	USA	Undergraduate students in service-learning courses	125 students	Mixed-methods with surveys and focus groups	Mentoring relationships in SL increase civic engagement, critical reflection, and social justice awareness.
Lai & Hui (2021)	Hong Kong	Students in a fashion-related service-learning program	Students from two consecutive cohorts (sample size unspecified)	Mixed-methods study with surveys and interviews	Service-learning fosters prosocial behavior, but motivation impacts learning experiences and civic engagement.
Mironesco (2021)	USA (Hawai'i)	College students in environmental politics courses	Multiple student cohorts over 8 years (sample size unspecified)	Qualitative analysis of course evaluations	Environmental service-learning enhances environmental awareness and activism but varies in long-term impact.
Solomon & Tan (2021)	USA	Undergraduate students in service-learning designated courses	Not specified	Exploratory study measuring post-service-learning effects	SL courses benefit diverse students, particularly those with no prior civic engagement; gender and age influence outcomes.
Fulton et al. (2023)	USA	Undergraduate students in a non-traditional degree program	Diverse student population, sample size not fully specified	Comparative study across service-learning and non-service-learning students	Service-learning improved civic attitudes, problem-solving skills, and social justice awareness, with variations based on student background.
Bailey & Camp (2024)	USA	Undergraduate students in civic engagement courses	275 students	Quantitative study using surveys and statistical analysis (Wilcoxon test)	Civic engagement courses improved students' integrative learning and ability to synthesize perspectives.
Headrick (2024)	USA	University students in a civic leadership program	31 focus group participants	Longitudinal phenomenological focus groups	Civic leadership programs enhance social awareness, leadership development, and civic agency.

Saavedra, Ruiz, & Alcalá (2024)	USA	College students in psychology courses	Students in three psychology classes (CSL, critical curriculum, and traditional approaches)	Mixed-methods study comparing CSL, critical curriculum, and traditional learning	CSL enhanced civic engagement and social justice orientations, with differences based on race and first-generation status.
Terry & Qi (2024)	USA	Criminal justice students in a hybrid service-learning program	Students from three criminal justice courses (sample size not fully specified)	Mixed-methods study using Civic Engagement Short Scale Plus (CES2+), self-constructed surveys	Students showed increased endorsement for civic engagement, social justice activism, and personal growth.

**Table 1.** Data corpus

### 3. RESULTS

On the basis of the present data corpus shows general positive effects of service-learning on civic engagement. Most studies report an increase in

- political participation (e.g. voter turnout, activism, lobbying) (Burth 2016; Smith & Lee 2020; Headrick 2024)
- orientation towards the common good (e.g. involvement in non-profit organizations, volunteering) (Celio et al. 2011; Lai & Hui 2021; McReynolds 2014)
- social awareness (e.g. empathy, social responsibility) (Mironesco 2021; Bringle 2017; Henderson et al. 2013)
- critical reflection (e.g. questioning social inequalities, developing a differentiated understanding of understanding of democracy) (Saavedra et al. 2024; Solomon & Tan 2021; Byers & Gray 2012)

While short-term service-learning projects often have a positive but short-term impact, long-term engagements or SL projects that are carried out several times show significantly more sustainable effects on civic engagement. Long-term programs in particular promote lasting change attitudes and values (Díaz et al. 2019; Terry & Qi 2024; Westheimer & Kahne 2004) and increase the likelihood of future engagement (McCullough 2020; Feuerherm et al. 2021; Fulton et al. 2023).

The quality of the service-learning program strongly influences the extent to which it promotes civic engagement. Success factors are:

- deep reflection on experiences (Bailey & Camp 2024; García & Longo 2017; Rimm-Kaufman et al. 2020)
- integration into the curriculum (Guram et al. 2020; Harkins et al. 2021; Ma et al. 2016)
- direct contact with affected communities (Barber 2012; Buch & Harden 2011; Crystle et al. 2024)
- interactive teaching methods (Carlisle et al. 2020; Lai & Hui 2021; Saavedra et al. 2024)

The impact of service-learning is not the same for all groups and contexts. Students from marginalized groups benefit particularly strongly from service-learning (Solomon & Tan 2021; Feuerherm et al. 2021; Henderson et al. 2013). Science and engineering programs tend to show lower effects on civic engagement (Rimm-Kaufman et al. 2020; Smith & Lee 2020; McCullough 2020). International service-learning programs show mixed results - promoting global awareness but often lacking local anchoring (Alonso García & Longo 2017; Crystle et al. 2024; Fulton et al. 2023)

Despite the positive effects, there are challenges and limits:

- depoliticization of engagement (Burth 2016; Barber 2012; Headrick 2024)
- uneven accessibility (Mironesco 2021; Terry & Qi 2024; Lai & Hui 2021)
- short-term effects without reflection (Celio et al. 2011; Feuerherm et al. 2021; Fulton et al. 2023)

Overall, service-learning can be an effective tool for promoting civic engagement if it is well designed. Particularly effective are intensive reflection (Bailey & Camp 2024; García & Longo 2017), long-term engagement (McCollough 2020; Fulton et al. 2023), direct contact with the community (Barber 2012; Crystle et al. 2024).

At the same time, future programs should ensure that they not only offer short-term experiences, but also stimulate long-term social participation and reflect structural social problems.

#### **4. LIMITATIONS**

As can be seen from the data corpus, most of the studies related to America, which has always been further ahead in the field of Service-Learning due to its own historical development - and this also applies to research. Nevertheless, a database was selected for the systematic literature review that only displayed English-language articles. It would therefore be important to expand the search with other databases and other terminology in order to be able to include possible scientific studies in Europe.

#### **5. DISCUSSION**

The systematic literature review conducted underscores the substantial role of service-learning (SL) in enhancing civic engagement among students. The findings align with existing research, highlighting that SL fosters increased political participation, social awareness, and critical reflection (Burth 2016; Celio et al. 2011). Long-term SL programs, in particular, are associated with sustainable civic attitudes and behaviors, corroborating the notion that prolonged engagement leads to enduring civic commitment (Díaz et al. 2019; Terry & Qi 2024). The study also identifies key programmatic elements that amplify SL's effectiveness. Deep reflection, curriculum integration, direct community engagement, and interactive teaching methods are pivotal in maximizing SL's impact on civic engagement (Bailey & Camp 2024; García & Longo 2017; Rimm-Kaufman et al. 2020). These components facilitate a comprehensive learning experience that extends beyond academic knowledge, fostering a sense of civic responsibility and active participation. However, challenges such as depoliticization, uneven accessibility, and the risk of short-term impacts without adequate reflection necessitate careful program design and implementation. Addressing these issues is crucial to ensure that SL initiatives contribute to lasting social participation and effectively tackle structural societal problems (Burth 2016; Barber 2012).

#### **6. CONCLUSIONS**

The evidence synthesized affirms that service-learning is a potent pedagogical approach for promoting civic engagement. By incorporating SL into educational frameworks, institutions can cultivate informed, responsible, and active citizens. To optimize SL's benefits, educators should focus on integrating reflective practices, ensuring curriculum alignment, fostering direct community interactions, and employing interactive teaching strategies. Addressing the identified challenges requires a concerted effort to design SL programs that are inclusive, politically aware, and capable of producing enduring civic outcomes. Such initiatives hold promise for strengthening university-community partnerships and advancing rural community development, aligning with the objectives of projects like Erasmus+ CIVENHANCE.

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