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Service learning during lockdown: Different ways to help

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ABSTRACT

The purpose of this study was to explore the effectiveness and attractiveness of service learning methodologies for students in the field of business and economics. The study used content analysis to evaluate students' perceptions. Data were collected from 21 students taking part in a service-learning project linked to motivating people forced to work during the Covid-19 lockdown in Spain, using reflection questions.

The results show a better understanding of the concept of motivation at the time that confirm the development of professional skills such as teamwork, creativity or communication skills. Likewise, the students valued positively the time needed to prepare the project as well as the project's mandatory nature. An application in the field of business and economics is carried out beyond the traditional actions that, in most cases, did not generate a significant service to the community. Choosing a social objective to which the student is highly connected significantly improves the project's results.

1. Introduction

Traditional education is the most widespread methodology at all academic levels globally. However, it is strongly influenced by passive methodologies in which lectures and memorization of concepts prevail. Traditional education often overlooks the importance of developing soft and civic skills so necessary for people's lives. In fact, several studies confirm the need to implement active methodologies for greater student learning, as well as for a greater development of said skills (Sandmann et al., 2009; Smith-Tolken, 2013). One of the best-known tools that combine all of these aspects is service learning.

Service learning is a methodology that has shown a great impact on teaching during the last decades due to its great potential to develop both the student's learning and their competences (McAndrew, 2001; Steinberg et al., 2011; Sullivan & Rosin, 2008), as well as for its direct role in helping the community (Bringle & Hatcher, 2002; Dipadova-Stocks, 2005). In doing so, students can contextualize the knowledge they acquire in the classroom, deepen and expand their prior knowledge, connect their prior experiences with the course concepts and theories, and thus gain the necessary preparation to tackle real-world problems (Finan, 2004). This methodology is often confused with volunteer activities or internships; however, it combines the benefits of both. On the one hand, it offers the students a chance to develop civic skills while rendering services to the community; while on the other, it offers them an opportunity to apply classroom knowledge to practical problems (Dymond et al., 2008; Tapia, 2000).

Personal and moral benefits notwithstanding, the implementation of this methodology has so far been restricted mostly to university environments, being quite scarce in other educational levels. Thus, Folgueiras et al. (2014) found only 11 studies implementing this methodology in Secondary Education between 2001 and 2011 in European countries. Similarly, Toppo (2020, p. p22) found that

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less than 32% of all high schools and only 9% of all middle schools in the United States have adopted service learning in their campuses. Additionally, although the importance of Service Learning has been highlighted (O'Meara y Niehaus, 2009), the literature shows scarce implications to the community (or the society in general) when covering topics related to business and economics (Giles y Eyler, 1998; Basardien, Friedrich y Parker, 2013). Some authors have even determined that the penetration in other educational fields is the new challenge for service-learning projects (Sotelino-Losada et al., 2021). Consequently, this makes furthering the knowledge of this methodology difficult in non-university contexts while trying to focus on business and economics topics. Accordingly, it is of vital importance that this methodology is extended to other academic levels and contexts as it offers great benefits to candidates who opt for the labor market (Basardien et al., 2013; Giles & Eyler, 1998), and therefore, it goes beyond university contexts (Basardien et al., 2013; Giles & Eyler, 1998). Hence, it is necessary to implement the service-learning methodology into other educational levels, formal or non-formal, with a direct focus on employability (e.g. vocational training, job preparation courses or job placement training).

The main objective of this study is to explore the effectiveness and attractiveness of service-learning methodologies for students in the field of business and economics. This objective responds to the call for a closer examination of service-learning projects both in different academic levels (Toppo, 2020) and in different contexts beyond formal ones (Sotelino-Losada et al., 2021). Thus, this study evaluates the efficiency of service learning through the motivation and predisposition of students to take part in this type of project. Besides, it explores the areas of improvement for the implementation of a service-learning project.

Our contribution is threefold. Firstly, we provide the implementation of a service-learning project in a non-formal educational context, where the curriculum might need to be flexible in order to adapt to meet varying needs. Secondly, we broaden the implementation of a service-learning project in topics related to business and economics beyond traditional practices. Finally, we extend the idea that a better connection with the service provided will enhance the result of the project.

2. Theoretical framework and background

2.1. Service-learning: concept, advantages, and disadvantages

Over time, many authors have raised awareness about the importance of improving and assessing the learning process. This denotes that it has been studied from different approaches and perspectives, many of them offering conflicting results. In this sense, Dewey (1938) argued that active learning was extremely important for the retention of knowledge and the deepening of experience. Likewise, Piaget (1976) stated that experience was a key factor influencing the development of cognitive structure and, furthermore, pointed out the importance of social interaction in creating attractive learning scenarios, improving thus classroom retention. In turn, Kolb (1984) defined learning as the process by which knowledge is created through the transformation of experience. In addition, this author stressed the importance of using specific experiences and the reflective information as a way to discover and reflect about social interactions and relationships (Godfrey et al., 2005; Kolb, 1984). These ideas of active, experiential, and reflective learning lay the foundations for what is known as service-learning.

Service-learning bases its principles on experiential education, moral development, and pragmatism. This concept arose at the beginning of the 19th century in England with a "university extension" movement that aimed to integrate the university into its environment and reduce the existing social deficiencies (Tapia, 2008, pp. 27–56). Dewey (1938) firstly carried out such a project without probably being aware of it, implementing project work for the benefit of the community, while achieving significant student learning based on real experience. In this way, students learned to: identify problems and propose solutions, improve their communication, think critically and autonomously, and acquire new skills for real life. Since then, both the methodology and its concept have been continually evolving. It has been difficult to find a clear definition for this concept as numerous authors have offered their perspective on this methodology. This is due to the breadth of its application and the different implications shown. Firstly, service-learning is considered a learning method based on an educational experience (Bringle & Hatcher, 1995; Dymond et al., 2008; Goldberg et al., 2006; Hinck & Brandell, 1999; Jacoby, 1996; Klink & Athaide, 2004; NSLC, 2009). In addition, other authors have highlighted the need for community service as their main feature (Bringle & Hatcher, 1995; Goldberg et al., 2006; Hinck & Brandell, 1999; Jacoby, 1996; Klink & Athaide, 2004). Despite this, none of them established the magnitude of the service to the community, something covered by Dymond et al. (2008) and NSLC (2009) when the significant service to the community is first introduced. In this conception, in regard to service-learning projects it is not sufficient to carry out a service to the community, instead this has to be significant for the community. Therefore, it is necessary that both learning and service to the community are present in the project to be implemented.

However, more elements have been introduced to complement the definition of Service-Learning. Thus, the importance of reflection as a tool for a greater content learning was acknowledged (Bringle & Hatcher, 1995; Goldberg et al., 2006; NSLC, 2009). In this regard, some authors considered relevant to emphasize the need to improve the student's civic responsibility (Bringle & Hatcher, 1995; Madsen & Turnbull, 2006; NSLC, 2009), and real-world problem solving (Goldberg et al., 2006; Madsen & Turnbull, 2006).

This methodology is often confused with volunteering, internships, fieldwork, or community service. This is because all of these activities are related to two variables: on the one hand, the learning that involves students and, on the other hand, the service to the community that the student offers. Depending on the degree to which each of these variables is present in the activity, it will allow the deduction of the type of initiative that is being developed.

Because of the abovementioned, for an activity to be considered Service-Learning, a high degree of learning and community service by the student is required. According to Tapia (2000), it is needed to distinguish between solidarity initiatives (with little learning and service to the community), volunteering (it involves no learning but results in a high degree of service to the community) and fieldwork (with a considerable amount of learning but without service to the community). In sum, as Dymond et al. (2008) pointed out,

Service-Learning implies that the concepts taught in class should be applied to community service projects, thereby allowing students to deepen their understanding of these concepts. On the other hand, community service and volunteerism are related to work done in the community but are not directly linked to the educational curriculum.

Some of the main benefits of Service-Learning are the academic development of students (McAndrew, 2001), and the development of cross-curricular skills and civic responsibility (Berle, 2006; Bringle & Hatcher, 1996; Carver, 1997; Chong, 2014; Felten & Clayton, 2011; Meyers, 2009; Opazo et al., 2016). In this sense, these benefits enhance students' chances of contributing to society as a whole in the future (McAndrew, 2001; Steinberg et al., 2011; Sullivan & Rosin, 2008). In addition, they are allowed to develop other types of skills such as professional skills, including critical thinking (Kenworthy-U, 2003; Papamarcos, 2005; Yorio & Ye, 2012) and real-life problem solving (Lisman, 1998). Furthermore, Asting et al. (2000) postulate that Service-Learning is effective because it facilitates four types of outcomes, namely, a greater sense of personal effectiveness, greater awareness of the world, greater awareness of personal values, and greater engagement in the classroom experience.

However, the benefits are not only for the students, but also for other actors such as communities or the organizing entities. Thus, while communities benefit from the service provided to them (Bringle & Hatcher, 2002; Dipadova-Stocks, 2005), organizing entities benefit from an increased legitimacy of their contribution to the public good (Boyle, 2004).

Despite the benefits, Service-Learning methodologies also present some challenges. Consequently, two main disadvantages arise (see Table 1). On the one hand, the student frustration caused by the ambiguity and uncertainty of the tasks (Bush-Bacelis, 1998). On the other hand, the lack of collaboration of the beneficiaries, that is, when the beneficiaries do not deliver the resources requested by the students on time (Madsen & Turnbull, 2006). These conflicts between the two groups can become a threat to the students' learning objectives, since they face the challenge of "doing without learning" (Kolenko et al., 1996). This has been the main criticism of the Service-Learning methodology, since it requires extra time apart from traditional academic activities. Therefore, its poor implementation can weaken the curriculum, resulting in poor learning (Gray et al., 2000).

The main idea behind Service-Learning is that learning and development do not occur simultaneously, but that learning happens from the student's reflection on the experience they had (McAndrew, 2001). That is why students should have the opportunity to participate in a reflection guided by the organizer of the process (Lisman, 1998; McAndrew, 2001). In this way, the reflection allows for the necessary learning so that the activity is considered a Service-Learning activity and not a volunteer or community service initiative (Gardner, 1997). Reflection, according to Ewell (1997), can be seen as a mental process applied to the act of learning that can challenge students into using critical thinking. In doing so, they may examine the information presented to them, thus questioning its validity, drawing conclusions based on the resulting ideas. This continuous process allows students to narrow down possible solutions and eventually reach a conclusion. The result of this struggle allows for a better understanding of the concept, making reflection a fundamental element of this methodology.

2.2. Service-Learning in Business and Economics

Although the benefits of Service-Learning usually exceed the disadvantages, it remains marginalized in terms of its application, especially in the field of Business and Economics. In this sense, business education is often criticized for its narrow focus and lack of civic engagement. That is why the Association for the Advancement of Collegiate Schools of Business (AACSB) urges business administrators and educational organizations to consider ethical education, exploring methods that include moral education in their curricula (AACSB, 2004, p. 7).

Within the business context, two fundamental attributes have proven to be essential for the good development of their jobs, and are, therefore, highly demanded by organizations (Bovinet, 2007; Clarke, 1997; Done, 2011). On the one hand, there are civic skills, directly related to a greater global and cultural awareness (Bovinet, 2007; Done, 2011), and, on the other hand, business skills, understood from both personal and social perspectives (see Table 2).

These needs have posed several challenges for educational institutions. In this manner, O'Meara and Niehaus (2009) state that developing Service-Learning programs within higher education organizations would counteract the claim that they have become isolated and not actually connected with the social reality. Thus, Service Learning becomes the essential methodology at all educational levels that allows students to combine theoretical learning and moral education with the development of business skills that are so desirable in the labor market (Basardien et al., 2013; Giles & Eyler, 1998) and not only by university students.

2.2.1. Implementation of service-learning

When considering the implementation of Service-Learning in the area of Business and Economics, six areas of knowledge can be distinguished (see Table 3): Business Administration (Coffey & Wang, 2006; Ide & Thomas, 2011; Lamb et al., 1998; Paphitis & Pearse, 2017), Accounting and Finance (García-Contreras et al., 2013; Griner et al., 2015; Delaune et al., 2010; Sabbaghi et al., 2013;

Table 1
Disadvantages and consequences of Service Learning.

| Authors | Disadvantages | Consequences |
|--------------------------|---------------------------------------|--|
| Bush-Bacelis (1998) | Student frustration | Ambiguity, uncertainty |
| Madsen y Turnbull (2006) | Task | Doing without learning |
| Gray et al. (2000) | Lack of collaboration (beneficiaries) | Weakening curricula, loss of student time, no learning |
| | High preparation time | |

Source: Own elaboration

Table 2
Skills required in business contexts.

| Author | Skills | Type of skill |
|---|---|---------------------|
| Done (2011) y Bovinet (2007) | Global and cultural awareness Critical thinking Cross-functional competition Full competition in a self-disciplined discipline Technological competencies | Civic Managerial |
| Clarke (1997) | Long term learning Flexibility Adaptation to changes Team working Initiative Problem solving Decision making | |
| Done (2011), Bovinet (2007) y Clarke (1997) | Communication skills | |

Source: Own elaboration

Woodland, 2009; Yu, 2011; Zamora, 2012), Economics (Govekar & Rishi, 2007; Lopez, 2009; McGlodrick, 1998), Marketing (Akpabio, 2012; Hardin-Raamanan et al., 2018; Killian et al., 2019; Poon et al., 2011; Scholtz, 2018), Human Resources Management (Madsen, 2004; France-Harris et al., 2019), and Tourism (Mokoena, 2018). In relation to the type of research methodology applied in the articles, a huge majority involved project implementation (Akpabio, 2012; Coffey & Wang, 2006; France-Harris et al., 2019; Griner et al., 2015; Killian et al., 2019; Lopez, 2009; Marques, 2016; Zamora, 2012), while a minority opted for a case study (Buchanan, 2014; Claassen & Blaauw, 2019; Ngui et al., 2017; Nikolova & Andersen, 2017).

In addition, most of the studies are aimed at non-profit associations (Bush-Bacelis, 1998; Colakoglu, 2013; Killian et al., 2019) and local companies (Griner et al., 2015; Mancuso et al., 2009; Paphitis & Pearse, 2017; Scholtz, 2018). However, a minority is aimed at the local population (Govekar & Rishi, 2007) and the homeless (Kenworthy, 1996), being students (Lamb et al., 1998; Lopez, 2009) and people with disabilities (Hardin-Ramanan et al., 2018) the least represented groups. In relation to student learning, many implemented projects have allowed students to learn the concepts of Corporate Social Responsibility (CSR) (Lamb et al., 1998; Marques, 2016; Wittmer, 2004) and other concepts related to business consulting (Mancuso et al., 2009; Nikolova & Andersen, 2017; Paphitis &

Table 3
Student learning by beneficiary and area of knowledge in implemented projects.

| Area | Student learning | Community sector |
|--------------------------|---|---------------------------|
| Business Administration | Concept of business CSR | Non-profit association |
| | | Non-profit association |
| | Business consulting | Students |
| | | Businesses |
| Accounting and finance | Sustainable development | Businesses |
| | | Businesses |
| | Administrative work | Local population |
| | | Non-profit association |
| | Microfinance counseling | Businesses |
| | | Audit |
| Economics | Financial concepts | Students |
| | | Students |
| | Accounting practice | Non-profit association |
| | | Non-profit association |
| Marketing | Economic viability | Businesses |
| | | Businesses |
| | Analysis of the economic and social context | Local population |
| | | Economic concepts |
| Human resources | Impact of women in the community | Local population |
| | | Non-profit association |
| | Advertising Campaigns | Businesses |
| | | Businesses |
| | Communication plan | Non-profit association |
| | | Non-profit association |
| Tourism | Marketing plan | Businesses |
| | | Businesses |
| | Assessment and job description | Persons with disabilities |
| | | Non-profit association |
| Training and recruitment | Non-profit association | |
| | Analysis of tourism companies | Homeless people |
| | | Businesses |

Source: Own elaboration

Pearse, 2017). Most of them were aimed at companies and non-profit associations, where the focus was on learning administrative tasks (Govekar & Rishi, 2007; Ide & Thomas, 2011) and sustainable business development was implemented to a lesser extent (Hull et al., 2016).

In the area of Accounting and Finance, most of the work is aimed at students learning financial concepts, which covers from their explanation to other students (Buchanan, 2014; Delauna et al., 2010) to learning practical accounting in companies and nonprofit associations (Gujarathi & McQuade, 2002; Yu, 2011). As for the Economics area, there is a greater diversity of learning in the projects implemented and, therefore, a more complex classification (Claassen & Blaauw, 2019; García-Contreras et al., 2013; Govekar & Rishi, 2007; Kenworthy, 1996; Lopez, 2009; McGoldrick, 1998). In this area, the implemented projects have allowed students' understanding of economic concepts, from their explanation to other students to the population in general (Claassen & Blaauw, 2019; García-Contreras et al., 2013; Lopez, 2009). Projects have also been carried out to analyze the economic and social context of a population in general (Claassen & Blaauw, 2019; García-Contreras et al., 2013) and an analysis of a non-profit association on the impact of women in the community (McGoldrick, 1998).

In most of the work in the area of marketing, students create a communication plan to companies and nonprofit associations (Hardin-Ramanan et al., 2018; Killian et al., 2019; Scholtz, 2018), as well as a marketing plan and advertising campaigns (Akpabio, 2012; Braunsberger, 2007; Kincade & Gibson, 2012; Littlefield, 2006). In the area of Human Resources Management, two central projects have been implemented: an evaluation of the position (Madsen, 2004) and its description in a non-profit association, and training, in relation to recruitment, to homeless people (France-Harris et al., 2019). Finally, in the area of Tourism, main projects are implemented to allow students to analyze tourism companies (Nazenin, 2013).

In sum, the areas that most often apply the Service-Learning methodology are Business Administration (Coffey & Wang, 2006; Ide & Thomas, 2011; Lamb et al., 1998; Paphitis & Pearse, 2017), Accounting and Finance (Woodland, 2009; Zamora, 2012; Yu, 2011; García-Contreras et al., 2013; Griner et al., 2015; Delaune et al., 2010; Sabbaghi et al., 2013), and Marketing (Akpabio, 2012; Poon et al., 2011; Scholtz, 2018; Hardin-Ramanan et al., 2018; Killian et al., 2019). Most of these areas focus their projects on local companies and non-profit associations, in which students mainly carry out consulting activities (Mancuso, el al., 2009; Nikolova & Andersen, 2017; Paphitis & Pearse, 2017), practical accounting associations (Gujarathi & McQuade, 2002; Yu, 2011) and communication plans (Hardin-Ramanan et al., 2018; Killian et al., 2019; Scholtz, 2018). However, few studies directly target other groups such as the general population and its needs, people with disabilities and homeless people.

Although Dymond et al. (2008) and the NSLC (2009) established the need to provide a significant service to the community, and Madsen and Turnbull (2006) highlighted the importance of carrying out intellectual and civic activities, most of the projects, aimed at both firms and non-profit associations develop activities that do not meet these requirements. Therefore, in the final analysis, they cannot be considered as Service-Learning projects.

2.2.2. Advantages

Most of the studies implementing Service-Learning in Business and Economics areas find three main benefits from said implementation: understanding of theoretical content, acquiring skills, and students' moral development (see Table 4).

Considering the understanding of theoretical content, Claassen and Blaauw (2019), Delaune et al. (2010), and Kincade and Gibson (2012) state that the application of Service-Learning brings greater clarity and concreteness to economic concepts for students and,

Table 4
Benefits of service learning.

| Benefit categories | Authors | Benefits |
|---|---|---|
| Understanding of theoretical content | Claassen y Blaauw (2019) Delaune, Rakow y Rakow (2010) Kincade, y Gibson (2012) Zamora (2012) | More clarity of economic concepts Achieving the objectives of the curriculum Improvement of diverse dimensions |
| | Madsen (2004) | Better self-confidence Better self-efficacy Better self-esteem Patience Perseverance Creativity Persuasion Critical thinking Interpersonal skills Communication skills |
| Skill acquisition | Yu (2011) | Leadership Transformation of the self Professional skills |
| | Lamb, Swinth, Vinton y Lee (1998) | Better civic responsibilities Responsiveness to others Business ethics and CSR Social justice Commitment to social change Struggle for a more inclusive society |
| | Coffey y Wang (2006) Scholtz (2018) Hardin-Ramanan, Soupramanien y DeLapeyre (2018) García-Contreras, Faletta, Krustchinsky y Barnes (2013) Yu (2011) Poon, Chan y Zhou (2011) Buchanan (2014) Hardin-Ramanan, Soupramanien y DeLapeyre (2018) | |
| Student's moral development | | |

Source: Own elaboration

therefore, helps achieve the educational goals of the curriculum. In the end, this allows students to retain course content for later application to higher-level courses. In turn, [Zamora \(2012\)](#) states that students confirm that this learning strategy helped them improve in a variety of dimensions. Other studies have considered the impact on the skills acquired by the students.

In relation to the acquisition of skills, [Madsen \(2004\)](#) highlights the improvement of students' self-confidence and self-efficacy and how this type of project makes students feel more valued. [Yu \(2011\)](#) establishes that the lack of cooperation from the owners of microenterprises (beneficiaries) contributed to the improvement of certain qualities such as patience, perseverance, creativity and persuasion. In a similar way, [Lamb et al. \(1998\)](#) indicated that this methodology improved the achievement levels of critical thinking and interpersonal and communication skills, while [Coffey and Wang \(2006\)](#) further included the improvement of leadership skills. [Scholtz \(2018\)](#) highlighted how Service-Learning contributed to the emergence of "self-transformation" ([Dall'Alba's, 2009](#)). In addition, [Hardin-Ramanan et al. \(2018\)](#) acknowledged that this learning allowed students to acquire professional skills, which were necessary to be prepared for the job market.

Lastly, considering the moral development, [Garcia et al. \(2013\)](#) describe how, in their project, students improved their civic responsibility. While [Yu \(2011\)](#) stated that students increase their sensitivity to others, [Poon et al. \(2011\)](#) described how students improved their sense of business ethics and social responsibility. Furthermore, [Hardin-Ramana et al. \(2018\)](#) also indicated that their project helped students develop a more lasting commitment regarding their struggle for a more inclusive society. Finally, [Braunsberger and Flamm \(2013\)](#) compared an experiential learning project and Service-Learning. They found no significant differences between the two methodologies in terms of learning content; however, the latter has the potential to lead to personal and moral development, outcomes not usually associated with learning that is solely experiential.

2.2.3. Disadvantages

According to [Zamora \(2012\)](#) and [Lopez \(2009\)](#), the time investment required by the application of Service-Learning could be considered as one of its main problems. In this line, [Govekar and Rishi \(2007\)](#) provided more details on the cost to the projects' organizers. In order to find potential beneficiaries it was established that time investment, energy and resources are important as well as the time to implement the project itself (e.g., record keeping, training of students' teams, providing continuous feedback, monitoring schedules, or helping students to self-manage). Additionally, [Bush-Bacelis \(1998\)](#) described how some students complained about the mandatory implementation of the project and asked for their participation to be voluntary.

In addition to the possible disadvantages, some studies also show solutions or alternatives to reduce implementation costs. [Govekar and Rishi \(2007\)](#) established that, although implementation costs can be high, organizers should evaluate the costs of not implementing this type of project, that is, the cost of not transferring classroom learning from a chalk-and-talk environment to a real world full of complexities. They emphasized the need for a deeper reflection by educational communities on these issues so that such reflection would inspire management educators to develop new curricula. Apart from improving students' skills, it also fosters the links between the educational institution, the students, and the local community. [Wiese and Sherman \(2011\)](#) stated something similar when determining that, despite the implementation costs, institutions that set up this type of project would gain a competitive advantage in terms of differentiation from the rest, which justified the additional time, effort, and financial resources and risks associated with implementation. Similarly, [Colakoglu and Sledge \(2013\)](#) stated that institutions implementing Service-Learning methodology could receive positive publicity in newspapers, magazines, or televisions depicting students working in local organizations to solve important problems.

[Bush-Bacelis \(1998\)](#) suggested solutions to the problems raised; for example, he described the importance of the teacher compensating students for the volunteer time with class time, allowing them to host group meetings during some classes. Moreover, he advised that students should be encouraged to use non-face-to-face communication tools such as telephones or e-mails to reduce the time spent meeting face-to-face with the beneficiaries (as long as the project allows for it). As well, this author recommends that students should not spend more than 2 h volunteering if their personal situations do not permit it. [Kenworthy \(1996\)](#) suggested that teachers of higher-level courses offer this type of project as voluntary rather than mandatory, since he considered that, for this type of project to be successful, students' attitudes need to be constructive. [Paphitis and Pearse \(2017\)](#) indicated the importance for students, community organizations, universities, and industry professionals to commit to creating shared value in the project.

[Marques \(2016\)](#) also provided some solutions showing the importance of the students themselves seeking the moral or social project they are most passionate about, rather than having it imposed by the institution. He also established the need to have weekly meetings with the student teams, since this could substantially improve more the quality of their work than meetings held intermittently would. He highlighted that the students themselves should create their own work teams and that the teacher should define the minimum and maximum number of members in each group, which in turn would considerably reduce possible disagreements between team members. He encouraged students to show their work to the rest of their classmates because students are usually amazed when they are able to see the work of others, thus motivating them to do similar or better work. Finally, [Braunsberger \(2007\)](#) included the possibility of the educational institution itself founding its own non-profit organization aimed at a population of interest to students. According to his study, the three types of target market that would most motivate his students were the elderly, children, and animals.

2.2.4. Evaluation

In order to evaluate the project, different tools have been analyzed in the literature. [Ngui et al. \(2017\)](#) used the logbook and the group project as an evaluation tool, because they considered that these tools would help to improve reflexive learning and new knowledge acquisition. Furthermore, [Ide and Thomas \(2011\)](#) established the importance of reflection as an evaluation method. However, they highlighted the need to structure and guide students' reflections, as well as make them share what they have learned

with their classmates to deepen their understanding of the concepts.

Although the reflection has been the most widespread tool, Hull et al. (2016) stated that the experience and the opportunity to write in a journal and reflect on it, although useful, is also deficient in measuring and evaluating the “transformative” dimension of the study. That is why they decided to improve their evaluations of future projects based on two specific survey instruments: a psychometric survey and a set of pre- and post- Service-Learning experience surveys. The main objective was to improve the value of the reflective assessment. The former was developed by Stephen Reysen (2018) and presented the opportunity to assess the depth of global citizenship, which effectively measured integral elements such as inter-group empathy, valuing diversity, social justice, environmental sustainability, inter-group support, and responsibility to act (Bingham, 2011; Reysen & Katzarska-Miller, 2013). The latter refers to the tools developed by the UNO Service-Learning Academy that measured the inculcation of Service-Learning dimensions, including personal growth, social growth, intellectual growth, citizenship, and professionalism (UNO SLA, 2013). Even though these instruments were less sophisticated than previous ones, they provide an essential basis for measuring students’ values prior to the Service-Learning experience. Therefore, these two quantitative instruments, together with the qualitative reflection journal, would offer the possibility of measuring, with precision and in a more rigorous way, the effectiveness of such a program (Reysen et al., 2012).

The form of evaluation is fundamental in Service-Learning. However, other elements such as its timing and who is evaluated need to be acknowledged. Thus, Mokoena (2018), Woodland (2009) and Akpabio (2012) additionally assessed the beneficiaries of the project or the community where the project was implemented. Particularly, Mokoena (2018) carried out the evaluation of the beneficiaries twelve months after the end of the project and not immediately afterwards as usual.

3. Methodology

3.1. Assignment description and development

To collect data about the development of soft skills in non-formal educational context a regional course was chosen. The University of Almería and the Andalusian Government organized the course within the program called “UNIVERGEN 2019”. The main objective of this program is to improve the employability of women with STEM degrees (science, technology, engineering, and mathematics), stimulating their personal and social skills for their future work placement.

In a compulsory assignment students had to produce a video in which they had to use their skills to motivate and encourage people required to work during the lockdown in Spain (from 15th March to 21st June). For the sake of simplicity, four main groups were considered: security forces (e.g., police or army), healthcare staff, social services staff (e.g., social workers, or caretakers), and essential services staff (e.g., supermarkets or drugstores). The assignment was named “My message, your motivation” and required creating a video (between four- and 6-min length) giving a motivational message. A total of 21 students worked in four groups (three groups of five students and one group of six students). Each group of students was assigned to one target group. Both the student and the target groups were randomly created and assigned, respectively.

The assignment was set up in a way that it allowed the fulfillment of the two requirements to be considered a Service-Learning project (Dymond et al., 2008; NSLC, 2009). On the one hand, the application and learning of the concept of motivation and leadership. In this sense, students need to deepen their understanding of the theoretical concepts to be addressed, in this case motivation and leadership, before carrying out the project. This aims at the students questioning whether what they have learned corresponds to the reality once the project is in progress. This gives them the opportunity to adapt the theoretical concepts to what they are experiencing, that is, learning by doing. On the other hand, the significance of the service to the community. This is achieved through messages of support and encouragement provided to people going through difficult times. Likewise, the chosen project is sufficiently attractive to, a priori, increase students’ commitment.

The description of the assignment was available to the students the previous day to the online work session. This description included the activity to be carried out, the explanation of the methodology applied, the student groups created, and the assigned target group. Before the session, the students had to think about the main needs required by the assigned group and try to empathize with the feelings and emotions that such a group could be going through.

The online session lasted 3 h. During the first 30 min, the students had to discuss, in a reasoned and argued way, their individual thoughts with the rest of their group, trying to reach a consensus. During the following 2 h, each group developed the chosen proposal (introduction, main points to highlight, how to appear credible, creative elements to include, etc.). Finally, during the last 30 min an online questionnaire, including a guided reflection, was carried out.

3.2. Data collection and analysis

The outcomes of service-learning are heavily influenced by students’ personal experience (Lopez, 2009). Thus, the assessment has been essentially qualitative and focused on the experiences of the participating students (McGoldrick & Ziegert, 2002). Common forms of assessment include post-project surveys, reflections, poster presentation or forum discussions. In this sense, McGoldrick (1998) highlights that the purpose of the post-project tools was how to assess what students learned about themselves, the reality of their environment, and the developed project.

Reflection questions were chosen as their benefits enable students to recognize their own growth while providing information about their perceptions of the engagement experiences (France-Harris et al., 2019). In this sense, Marshall and Rossman (2014) state that posing simple questions is a good way to promote participants’ self-disclosure through the creation of a permissive environment. The guide reflection comprises of three main questions covering the objectives of this study (see [Appendix 1](#)).

Since one of the main objectives of this work was to evaluate motivation, the first question addressed the origin or cause of the students' motivation regarding their willingness to participate and develop the activity in a positive way. Consequently, the second question aimed at identifying the project's areas of improvement through the constructive criticism the students made about the project.

The last question was related with the predisposition of students' willingness to risk their lives for the good of society. In this sense, it is proposed that a greater proximity to the benefit of the community will favor the learning process due to greater involvement. This is based on awakening a sense of community responsibility. According to Nowell and Boyd (2010), this happens when individuals develop personal values, norms, ideals, and beliefs about responsibility when they are embedded in a different institution. In this way, this setting will evoke sentiments of duty and obligation for some people as they seek to reconcile who they perceive they are in a given context and their normative beliefs about what someone like them should do in such a setting.

This study used content analysis to evaluate students' perceptions. In this sense, it is important to compare and analyze the patterns found in the answers such as what they learned, how they have related to one another, how effective the project was and how it could be improved (Paphitis & Pearse, 2017). The first step was to read all the participants' answers, obtaining a general idea of their reflections (Tesch, 1990). According to France-Harris et al. (2019, pp.30), "it is essential to be continually referring to the main purpose of the research to uncover the essential meaning of the students' comments". At the same time, an attempt was made to connect the answers of each student to avoid analyzing them as individual comments (Miles & Huberman, 1994). Later, each student's reflection was summarized in simpler sentences to finally classify them into common categories. Another researcher supervised the whole process.

4. Results

For most students, this methodology was unknown. Even for the minority that did know about it, they had never experienced it before. This provided an ideal circumstance to assess its suitability for the project to be carried out. To this end, they were asked what they had liked most about this methodology. In this way, an evaluation of the effectiveness of the methodology for the proposed objective could be established. The main motivating factor was the fact of being able to help the people who, at that moment, needed it the most. These results indicate that the most noteworthy factors and, therefore, referents of the project's effectiveness could be divided into two categories: (a) those related to the benefit for the community and (b) those related to educational improvement (see Table 5).

Firstly, the fact of being able to help people going through difficulties and having the opportunity to thank them for their great effort were common to most students. Thus, student_7 asserted that "what [I] like the most about the project is to think that I am really helping the chosen group"; similarly, student_9 affirmed that the project could "help people who need it, because they are doing hard work". In this sense, they hope that it will have an effect on the receiver of their message, i.e., they hope that their work will fulfill the proposed objective. On the other hand, student_12 valued "being able to contribute our grain of sand as a way of helping". With this, she values the opportunity that the project offered them the ability to help using video. This was highlighted by student_3 when she stated that "although apparently it is a simple video, the fact that we have taken care of it, makes us think that this gesture can be something important". This reaction shows an awareness about the importance of helping regardless of how it is done, i.e., any type of help can have the desired effect if the participants believed so.

Secondly, the effort made by these groups is recognized and rewarded through gratitude. Here it is important to emphasize that they are motivated by the opportunity to express their thanks, that is, they see the project as a way to do something they probably have wanted to do before but could not find a way to do it. In this sense, student_5 determined that "these people are working to supply our basic needs and watching over our safety and health". Student_12 even acknowledged the effort made by these groups since "they are out of their homes, risking possible infection, both for themselves and for their families". Similarly, student_15 recognized the value of gratitude when she stated that it is "very valuable to thank these people for their daily effort, especially when it is a job that is not

Table 5
Main motivating elements to take part in a service-learning project.

| Focus | Source of motivation | Comments |
|---------------------------|----------------------|--|
| Benefit for the community | Help | <p>Student_7 "what I like the most about the project is to think that I am really helping the chosen collective." Student_9 "helping people who need it, because they are doing hard work." Student_12 "being able to contribute our grain of sand as a way of helping." Student_3 "although apparently it is a simple video, the fact that we have taken care of it, makes us think that this gesture can be something important."</p> |
| | Recognition | <p>Student_5 "these people are working to supply our basic needs and watching over our safety and health". Student_12 "they are out of their homes, risking possible infection, both for themselves and their families." Student_15 "I think it is very valuable to thank these people for their daily efforts, especially when it is a job that is not usually valued in our daily lives."</p> |
| Educational improvement | Practicality | <p>Student_11 "target concepts are better learned in addition to transversal competencies." Student_17 "The proposal to implement a theoretical project, in this case, in a situation that we are all experiencing".</p> |
| | Working environment | <p>Student_19 "such diverse, communicative and creative classmates". Student_10 "the link created in the working group with the same objective [to motivate]."</p> |

usually valued in our daily lives". In general, they demonstrate the effectiveness of the project, validating it as a good tool to benefit the community.

Thirdly, the practical implication of the development of the project is evident, i.e., knowing that they are applying theoretical concepts to real issues makes them consider this methodology as a good tool. Thus, some of the students recognized that the most important thing was putting into practice the concepts studied which, on many occasions, are difficult to contextualize. Thus, student_11 recognized that with this type of [active] methodologies "the target concepts are better learned in addition to the transversal competencies". Likewise, student_17 recognized as valuable "the proposal to implement a theoretical project, in this case, to a situation we are all experiencing". In this sense, when carrying out this type of methodologies, it is very important to consider the benefit to the community, as well as its development, because students' motivation may depend on how these steps are carried out.

Lastly, the organization of the project is valued in such an extremely positive way, that it is actually much more valued than the actual impact of the project itself. Thus, despite the fact that the application was so relevant at the time, the motivation for the project was found in different places. Hence, some students found their motivation in how the project had been developed, others in the opportunity given to be able to work and collaborate with their classmates. Thus, student_19 valued positively having had "such diverse, communicative and creative classmates", while student_10 valued "the link created in the working group with the same objective [to motivate]". This indicates that community benefits, although important, did not have a universal acceptance, as there are always skeptical students who value the learning process over the social benefit.

Likewise, the challenges posed by the project to the students have been considered. With this, both the strengths and weaknesses of the students and the methodology applied can be determined (see Table 6).

On the one hand, it has shown that some students are not really prepared in terms of their skills to develop the assignment. In this sense, it can be understood that these challenges meant, on the one hand, being aware of their weaknesses and, on the other hand, being able to overcome them. Thus, student_4 stated that the most difficult part of the whole project was "to be recorded in a video", an issue that was endorsed by student_5 when she said that the difficulty was "due to shyness". However, both acknowledged that in spite of this, they managed to make an extra effort knowing that they were doing well. In this sense, a prioritization of the objectives generates sufficient motivation to face issues such as stage fright or exposing themselves publicly through the medium of a video. On the other hand, student_6 affirmed that her state of mind had been a disadvantage, stating that she "also needs a motivational video". Here, as in the previous case, the objectives are prioritized; however, the individual ones take precedence over the social ones, perhaps because they do not connect with reality.

On the other hand, some difficulties were highlighted with respect to the methodology applied. Three points in particular were highlighted: the environment, the features, and the evaluation. In this sense, according to student_3 the environment was a problem because "she had to pretend a bit and disguise [certain] opinions". However, student_11 focused on the fact that the online environment "has been stressful when it comes to communicating among group members". As for the features, which was the point of greatest unanimity, they focused on two main elements. On the one hand, the time to develop the activity was perceived as short. In this sense, student_9 was surprised by "the speed with which the activity was carried out". On the other hand, student_10 recognized that she "did not like the time proposed to develop the activity". Likewise, both recognized that this was due to their desire to be able to carry out a better activity, something more elaborate. On the other hand, the time dedicated to the pre-preparation stage, which according to student_15 it seemed "a bit too improvised to be able to combine it with other obligations". In this sense, students value time as a greater opportunity for a better work, which denotes a certain involvement in order to obtain a good result, especially when it is linked to a cause with which they identify themselves. Finally, the evaluation of the project with respect to its importance with other tasks has been highlighted. Thus, student_13 recognized that she did not like "carrying out one activity while having to complete other activities that require a greater investment of time". Similarly, student_19 stated that she "felt it was like an imposition when she had more tasks to complete". In this sense, both recognized that this activity should be voluntary and have a lower relative weight on the general evaluation of the corresponding subject. Thus, we learn that the project's design must also consider the relative workload that it will entail for the students, and the ideal time to carry it out should be scheduled whenever possible. At the very least, students should be enabled to anticipate the demands of this schedule so that they can distribute their workload or plan it adequately.

One way to improve the effectiveness of the Service-Learning methodology is to choose a social good the students are aware of or have a special connection to. In this way, people identify themselves with the problem, disregarding certain difficulties and focusing more on carrying out the activity. This can even happen in such a way that they do not think so much about performing the action

Table 6
Main challenges of the service-learning project detected by students.

| Challenges of the project | The skills | Stage fright | |
|---------------------------|-----------------|-----------------|--|
| | | Mood | Student_4 "to be recorded in a video." Student_5 "due to shyness". |
| | The methodology | The environment | Student_6 "[she] also needs a motivational video." Student_3 "[she] had to pretend a bit and disguise [certain] opinions." Student_11 "[it] has been stressful when it comes to communicating among group members." |
| | | The features | Student_9 "the speed with which the activity was carried out". Student_10 "[she] did not like the time proposed to develop the activity." |
| | | Preparation | Student_15 "a bit too improvised to be able to combine it with other obligations". |
| | | The evaluation | Student_19 "[the project] was like an imposition having more tasks to complete." Student_13 "[she did not like] carrying out one activity [the project] while having to complete other activities that require a greater investment of time". |

correctly and focus directly on the action itself. To this end, the students were asked if they would be willing to put their lives and those of their relatives at risk as the selected groups were doing. Most of them answered in the affirmative (a total of 17 out of 21 students). Among the reasons for this decision were that they felt physically able to do so, i.e., they were not in a risk group. Thus, student_4 stated that she did so because “at my age I am not in danger and other people are”. Similarly, student_15, despite recognizing that we are all at risk, is “a young woman, with no previous [serious] illnesses”. Another of the most common reasons was social awareness, so that student_13 recognized that she was “very aware of the health crisis”, and student_17 stated that she had “realized how important a small contribution is”. However, most of them saw in these acts the usefulness of being of assistance, either out of a moral obligation or out of a desire for recovery. In either case, it shows solidarity and prosocial behavior. Thus, student_9 advocated “normalizing the situation as soon as possible, helping others where necessary”. Similarly, student_21 highlighted the importance of “knowing that I can save people who may not have the same [physical or mental] strength”. In general, one could highlight the moral obligation as stated by student_8 when she said “we all have to do our bit, today it’s me, tomorrow it’s you”.

5. Discussion

The purpose of the study was to explore the effectiveness and attractiveness of service learning for students in the area of business and economics. The results here obtained show that the project can be effectively considered as a service-learning project as it fulfills the double aspect of learning and actually generating a significant benefit for the community (Dymond et al., 2008). Most students are attracted to this methodology in spite of their limited knowledge of how it works.

The fact of creating tokens of appreciation for the selected groups has had a great repercussion at a general level in society. In this sense, throughout the lockdown period, society, in general, has offered different tokens of appreciation (e.g., 20:00-h daily clapping). Some companies have even used it as a resource for their advertising campaigns (e.g. advertisements, billboards), incorporating it as an essential element in their social responsibility strategy. Therefore, the realization of this project has allowed students to be part of this recognition movement, providing them with the tool to be convinced that it will have a real impact. In this sense, the students have been able to be involved in an overall process, thus focusing on achievement. In this particular way, the students have been able to develop their motivation capacity while feeling the duty towards social responsibility (Chong, 2014; Opazo et al., 2016). The results indicate that the fact of being well connected to a social reality, perfectly identified by the students, increases their predisposition.

Likewise, the students are aware that they can help, regardless of the format. Therefore, taking part in the project has allowed them to recognize themselves as part of the solution to social problems. This involvement, therefore, has made them question their personal values regarding the help offered (Asting et al., 2000; France-Harris et al., 2019). Knowing that the project will have an effect on the target audience is the perfect way to achieve its goals. Therefore, it becomes the perfect guide to be able to express an unfulfilled desire. In this sense, students value the opportunity given more than reaching perfection in the development of the project, since everything can be improved. At this moment, difficulties and weaknesses are assumed and the idea of doing something good prevails, regardless of how much or how little. This leads to improve their chances of committing to future social problems (Hatcher and Bringle, 2011; Sullivan & Rosin, 2008), and the need for other people to become more active citizens to solve the problems of the community (Paphitis & Pearse, 2017). Similarly, it has made them recognize and appreciate the opportunity to help (Ilic et al., 2021), as a reflection of what was happening at the time, thus gaining a greater sense of their personal efficacy (Astin et al., 2000; France-Harris et al., 2019). Our results are in agreement with the conclusions of GarcíaRomero et al. (2018) and Ilic et al. (2021) by determining that service learning helps to change students’ identity, social commitment and their self-concept as a part of the process.

As an active methodology, it is not surprising that students appreciate the opportunity to put theoretical knowledge into practice. In this way, not only students move away from traditional lectures, but they can also deepen their understanding of the concepts (Claassen & Blaauw, 2019; Dymond et al., 2008; Nikolova & Andersen, 2017). This is especially relevant when it comes to business management concepts such as motivation or leadership that have traditionally been explained through role-playing. This has eventually led, in this area of knowledge, to carrying out service-learning projects that have not provided a significant benefit for the community due to the difficulty to isolate the benefit itself (Madsen & Turnbull, 2006). This, together with the fact that the main service offered in this area has been based on “assisting” organizations in their administrative, strategic or managerial tasks (Nikolova & Andersen, 2017; Paphitis & Pearse, 2017), have opened a new set of opportunities to service-learning projects.

When students face a service-learning project for the first time, it is normal to have doubts about whether it is really going to have an impact on society. Despite appreciating the opportunity given and feeling part of the assistance process, the novelty of this methodology generates some uncertainty. However, these doubts are often accompanied by positive expectations in the achievement of the objectives. These results are in line with the work of Paphitis and Pearse (2017), in which their students highlighted that service-learning had changed their lives, despite initially believing that this project was just another class activity. Besides, having little time to prepare and manage the service-learning project can be a great challenge for the students (Paphitis & Pearse, 2017; Rishi, 2007). If it happens, students may be frustrated in their personal and professional development by not being able to express their skills correctly. This may be because the haste in carrying out the project may be perceived as ambiguous and generate certain uncertainties (Bush-Bacelis, 1998). It can generate, therefore, a conflict in the self-evaluation as efficient for the development of the project, eventually making the students declare themselves as incompetent before the realization of the proposed project. This lack of time together with the variety of skill levels among members of the same group make a free-riding effect appear. Consequently, those students with higher skill level would do more than the rest (Nikolova & Andersen, 2017), creating a perception of inequality regarding the effort made.

In addition, this can generate a disconnection with the purpose of the project. Thus, if they do not see themselves as competent, they will not want to achieve the proposed objective. This can lead students to focus on individual, rather than societal, goals when carrying

out the project. In this way, the project can be treated as just another activity and its completion becomes a mere formality, leading to doing without learning (Kolenko et al., 1996). This suggests that the learner's motivation should be taken into account when formulating the project (e.g., scope, community benefit, development or materials) because, although it may be widely recognized, not everyone can identify with the cause. This shows that certain concepts, transversal to the processes, of social issues improvement cannot be taken for granted. Thus, some points for improvement could include previous sessions in which the topic is worked through empathy, active listening, feedback or prosocial values, bringing the student closer to the problem. In addition, it would give students more time to reflect on the development of the project and thus manage it appropriately along with the rest of their academic obligations. In the same way, balanced work groups should be carried out according to the skills necessary for the project (Nikolova & Andersen, 2017).

The connection established with the chosen purpose is of vital importance. In this sense, motivation increases considerably because students recognize the need to thank those who work for the common good. At this point, students fully understand the dimension of the concept of motivation. Indeed, the practical part is a driving element of the success of the methodology. Marques (2016) emphasizes the importance of having the students themselves determine the social or moral project to which they feel most passionate. In our case, the best way to determine this was to ask the students if they would be willing to do the work that the selected groups were performing. Thus, students showed a special connection through certain elements such as moral obligation, desire for a return to normality, solidarity or even pro-sociality. This broad consensus, and based on social concern, can lead to an increase in the performance of the project. This fact has made possible the emergence of elements such as motivation, achievement orientation, involvement, and the predisposition so highly valued to assess the effectiveness of the implementation of a service-learning project. This supports the idea that the impact of the project is intrinsically related to the students' connection to the issue proposed. The results have also shown that intentionality is not enough, but that (inter)personal skills can be crucial to the success of the project. In this sense, the project serves to highlight certain students' shortcomings. In turn, it shows them that not being well prepared (and trained) can result in a relevant project with potential have minimal impact. This is why it also becomes a diagnostic tool for skills development. In general, these skills are linked to both the nature of the project and the chosen community good.

Carrying out a service-learning project through digital media has shown that this medium is suitable and valid to achieve the essential objectives of these projects: learning and significant benefits for society. In addition, it has made it possible to reduce certain implementation costs previously considered as disadvantages. In this sense, it has followed the recommendations to reduce face-to-face communications when possible. In doing so, all the time saved could be used for other issues of greater interest within the project (Bush-Bacelis, 1998). The aim of this service-learning project development has been to allow students to learn the concepts of motivation and business leaderships, as they had to put themselves in their place to better understand their situation. In addition, they will also be able to develop professional skills, such as teamwork, problem solving, creativity, initiative, communication and use of Information and Communication Technologies (ICT), as well as develop civic responsibility skills such as tolerance, empathy, social commitment, or solidarity.

Through the implementation, we have been able to validate the benefits and challenges of this methodology. Most of the projects implemented in the field of business and economics are closely related to business practices and, therefore, do not meet the requirement of providing a significant benefit for the community established by Dymond et al. (2008) and NSLC (2009). Our implementation offers a new point of view demonstrating that it is possible to make a meaningful contribution to the community within the business area.

6. Conclusions

Most students have highlighted having a better understanding of the concept of motivation and leadership, and confirm having developed professional skills, such as teamwork, communication skills, application of ICT, and development of creativity. They also highlight having developed civic skills, such as empathy, solidarity, and a greater awareness of the social reality around them. However, they have also stressed other aspects that they did not like about the project, most of them related to organizational aspects, such as the lack of time to carry out the activity, the obligatory nature of the activity, as well as the obligation to record themselves and working virtually. Despite all these drawbacks, there is unanimity that this methodology should be applied at all educational levels, due to the large number of aspects it develops in the student (knowledge, transversal skills and, above all, morals); while other methodologies, such as traditional teaching, do not incorporate them or they do to a lesser extent. Another important aspect would be to evaluate the service-learning projects from an experimental point of view, in order to determine whether their implementation leads to a significant improvement in students' academic performance.

CRediT author statement

Jorge Tarifa-Fernández: Conceptualization; **Piedad Ortiz-Fernández & Jorge Tarifa-Fernández:** Methodology; **Piedad Ortiz-Fernández & Jorge Tarifa-Fernández:** Formal Analysis; **Piedad Ortiz-Fernández:** Writing – Original Draft; **Jorge Tarifa-Fernández:** Writing – Review & Editing; **Jorge Tarifa-Fernández:** Supervision.

Declaration of competing interest

None.

Appendix 1

Guide Reflection

- After carrying out the assignment proposed, what are the elements that you value the most about being able to carry out a service-learning project like this one?
- After having been involved in an assignment like this, what were the main difficulties you found to develop it properly?
- When it was established that the video was intended for front-line groups at greater risk, managing the pandemic, would you have, in any way, put yourself in their place? That is, would you assume the risk of infection if your assistance were needed and required?
-

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