

# **Attitudes and perceptions about community service learning among students in a teacher training programme**

by

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## DECLARATION OF OWN WORK

I, René Jordaan, declare that the dissertation of limited scope, which I hereby submit for the degree MEd (Education for Community Building) at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary education institution.

I also declare that as far as I am aware, all references used and made in this dissertation have been cited and acknowledged.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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## DEDICATION

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## ABSTRACT

Community service learning, when integrated into the modules of academic learning programmes, has the potential to contribute to the value and effectiveness of learning by offering hands-on experience and placing the learners in real-life situations as part of their learning phase.

Most of the research done on community service learning has investigated the benefits, outcomes and learning experiences of students engaged in service-learning programmes. As there is little or no research on students' attitudes to and perceptions of service learning before it is integrated into an academic programme, the purpose of this study was to determine teacher training students' attitudes to and perceptions of community service learning before it became integrated into their academic programmes.

The research was quantitative in nature and followed a descriptive design, in which a survey employing a questionnaire as instrument was used for measuring the attitudes and perceptions of third-year teacher training students at the Faculty of Education, University of Pretoria. A purposeful or non-probability sampling strategy was used, yielding a sample size of 168 students ( $n=±168$ ).

The results of the study indicate that students with prior knowledge of and/or participation in a community service programme showed greater willingness to enrol for such a programme, especially if it would add value to their career development and bear credits. The conclusion is that teacher training students are career focused and need to know more about community service learning before such courses/modules are integrated into their curriculum, to ensure their positive participation and enhanced learning.

Recommendations are made with the intention of providing information to academic staff, to assist them with the successful design and implementation of courses/modules which

include community service learning and would be meaningful to the community and of value to the student. The recommendations are also intended to encourage students to participate more willingly in community service learning courses/modules. These recommendations include a discussion on a thorough introduction to the pedagogy before integrating it into their curriculum.

## **KEY WORDS**

**Attitudes**

**Perceptions**

**Learning**

**Community service learning**

**Teacher training**

**Community engagement**

**Citizenship**

**Curriculum**

**Academic programme**

**Quantitative study**

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# CHAPTER 1

## INTRODUCTION, RESEARCH QUESTION AND AIM OF STUDY

### 1.1 INTRODUCTION

In the National Framework for Teacher Education in South Africa (Department of Education, 2005:3) the right to quality education for all in South Africa is noted as a democratic right without limitation; and schooling is described as a public good in which teachers are the key agents. A profound change in teacher practices is called for which would entail the establishment of sustainable enabling environments and conditions within which fundamental and critical engagement with transformation would be promoted. It is recommended that professional teachers should be accepted as the essential resource of the education system, and that our programmes of teacher education and support systems should reinforce the professional competencies and commitments of teachers as set out in the Norms and Standards for Educators (Department of Education, 2000:6).

White Paper 3 on Higher Education (Department of Education, 1997:3) in the *Programme for the Transformation of Higher Education* states that part of the purpose of higher education is to contribute to and support the process of societal transformation outlined in the Reconstruction and Development Programme (RDP). The transformation of Higher Education therefore calls for the following:

- Academic programmes that are responsive to social, political and cultural needs
- Community engagement as an overarching strategy for the transformation of higher education
- Institutions that demonstrate social responsibility and commitment to the public good
- Pilot programmes that explore the feasibility of community engagement in higher education
- Co-operation and partnerships among institutions of higher education and all sectors of the wider community (Department of Education, 1997:8).

In addition, the new discourse in teacher education is about "whole school development" linked to wider social development. This discourse as reflected in the *Norms and*

*Standards for Educators* (Department of Education, 2000:7) sets out seven roles and competencies for educators in schools, including a "community, citizenship and pastoral role" which prescribes that the educator shall practise and promote a critical, committed and ethical attitude to developing a sense of respect and responsibility to others (Department of Education, 2000:8).

The Department of Education therefore calls on educational institutions to become civic leaders by encouraging active citizenship from students through recognising that students should understand community needs and social values. The call is for "teacher education to provide coherence, direction and focus to the development of a vibrant and affordable teacher education system for South Africa, a system that will develop and nurture professional teachers as one key component in the qualitative transformation of our education system" (Department of Education, 2005:2).

In an attempt to upgrade the standard of education, the government plans to embark on a R12,5-billion strategy coinciding with the new curriculum set out for 2006 by the National Education Department. Teachers will be trained in the new curriculum that will teach practical skills, mathematical literacy to all and life orientation. Pupils will be compelled to become involved in community work – volunteering services to community organisations and neighbourhoods – to earn marks. Matric pupils will have to provide evidence of the number of hours of community service they have completed (*Sunday Times*, 14 August 2005).

The mission of the University of Pretoria, in support of the Department of Education, states its intention to contribute to the prosperity, competitiveness and quality of life in South Africa through active and constructive involvement in community development and service. This intention is further manifested in the university's commitment to effective, efficient, caring and innovative approaches to teaching and research (University of Pretoria, 2002). In keeping with the concept of the Innovation Generation (University of Pretoria, 2002) the university, in its devotion to quality education, aims at the enhancement of student learning by embracing a process of innovation in the educational environment.

The Faculty of Education at the University of Pretoria states its commitment to effective, efficient, caring and innovative approaches to teaching, research and community services. Its mission regarding community service is to engage students and academic staff in a process, combining community service and academic learning, to promote civic

participation, build community capacity and enhance the educational process. The aim is to ensure that all students in the faculty have the opportunity of participating in community service learning as part of their learning experience (University of Pretoria, 2005).

In view of the above as well as the description by Bringle and Hatcher (2000:275) of community service learning as a multifaceted construct defined by the work and goals of several stakeholders, the focus should be on the four constituencies that are critical stakeholders in the institutionalisation of service learning in higher education institutions. Accordingly, service learning should firstly be represented at the institutional level in a mission statement, leadership, policy, publicity, budget allocations, administration and staff understanding and support of service learning, infrastructure, academic staff roles and rewards, and the integration of service learning with other aspects of institutional work. Secondly, academic staff will have information about course and curriculum development, faculty development activities, expectations for recognition of rewards and an understanding and support of activities related to service learning. Thirdly, students will find institutionalisation demonstrated through service and service learning scholarships, classes, credit options, the student culture and co-curricular transcripts which document service. Finally, community relationships will provide evidence of institutionalisation when community agency resources are coupled with the academic institution to build reciprocal, enduring and diverse partnerships which mutually support community interests and academic goals (Bringle & Hatcher, 2000:275).

Students are therefore regarded as stakeholders in community service learning and should accordingly be given an opportunity to reflect on and be represented in the institutionalisation of such learning.

## **1.2 REASON FOR THE CHOICE OF THE STUDY**

This study was decided upon because the current educational practice in educational institutions is to include community engagement so as to enhance academic learning; and because of the intention to integrate community service learning into the teacher training curriculum at the University of Pretoria.

Previous research and surveys have looked at the effects of community service learning on outcomes and learning experiences (Eyler & Giles, 1999; Moely, McFarland, Miron,

Mercer & Ilustre, 2002; Myers-Lipton, 1996) but little has been written about students' attitudes to and perceptions of community service learning before it is incorporated into the curriculum of, for example, a module or course of an academic learning programme. The value of such a study could be called into question if it is assumed that people would in any case have diverse perceptions and attitudes based on their own experience. However, Black (1999:215) states that investigating what attitudes, beliefs and opinions groups of subjects with common traits hold is of value because these attitudes will influence behaviour.

Uninformed students who participate in community service learning programmes could develop negative attitudes and participate unwillingly. Information about preconceived ideas gained by surveying the attitudes and perceptions students have about community service learning and community service could shed light on how best to integrate community service learning into learning programmes so as to ensure successful integration. Kraft (1996:131) notes the possible meaning of and view people have of community service as: "Those familiar with the criminal justice system recognise the punitive aspects of its current meaning, whereby thousands of adolescent and adult offenders are sentenced each year to picking up trash or doing other menial tasks in the community in exchange for jail time." This negative interpretation could have extremely detrimental effects on community service learning, which should by rights be a highly positive pedagogical practice instead. For this reason, this study could add value by providing insight into the students' understanding of the concept of community service learning.

Furthermore, no study of this kind has as yet been done specifically for and among South African Higher Education Institutions and students. Although there is international literature on the topic of community service learning, the South African educational environment has yet to explore its possibilities and benefits in formal studies.

### **1.3 RESEARCH QUESTION**

To obtain information and knowledge about the attitudes and perceptions student teachers have about community service learning and its integration into the curriculum, the following research question needs to be answered:



**What are the attitudes and perceptions among third-year teacher training students about community service learning and its integration into the curriculum of a teacher training programme?**

#### **1.4 AIMS OF STUDY**

The main aim of the proposed study is to provide information to lecturers of student teachers in teacher training programmes regarding the attitudes and perceptions students have about community service learning.

The aims of this study are as follows:

- To identify the most commonly shared/common perceptions and attitudes that third-year teacher training students have about community service learning.
- To obtain information about the way that third-year teacher training students regard the integration of community service learning into their curriculum.
- To provide information to academic staff, which could be of value for curriculum development and the inclusion of community service learning in the teacher training programme.

#### **1.5 THEORETICAL FRAMEWORK**

Although there is no evidence that the concept of service learning was part of John Dewey's education philosophies, they are noted as a 'legitimate source' for developing a theory of service learning. Dewey's experimentalism, with its emphasis on the principles of experience, inquiry and reflection, are recognised as the key elements of a theory of knowing in service learning (Giles & Eyler, 1997:3).

Dewey's approach to education links the theory to practice; he sees educational experiences and community service both playing an interacting role in social construction (Hironimus-Wendt & Lovell-troy, 1999:364). Experience for Dewey is what occurs when a transaction is carried out with the environment. Dewey proposes two principles to ensure that an experience becomes educative: (1) the Principle of Continuity and (2) the Principle of Interaction. An experience would therefore become educational when the interaction

becomes a continuous experience exemplifying growth and learning, keeping in mind that the aim of education is growth (Hickman, 1998).

According to Hickman (1998), a further dimension of Dewey's view is that we never educate directly but indirectly by means of the environment. Education therefore may not always require a teacher but simply the design of better learning environments. Service learning derived from experiential learning offers more than theory, as it adds an opportunity to engage in and reflect on an experience within the intended field of study in the appropriate environment.

Reflection on an experience is also noted as important by Dewey (cited in Hickman, 1998) and forms the basis of experiential education, implying that learning from experience in an appropriate way achieves far more than theoretical or technical knowledge. As far as the value of experience in education is concerned, Bringle, Phillips & Hudson (2004) turn to Dewey's set of the four criteria necessary for educative learning to occur.

For learning to be truly educative, it should

- generate interest,
- be intrinsically worthwhile,
- present problems that awaken new curiosity and create a demand for information, and
- cover a considerable time span and be capable of fostering development over time (Bringle et al., 2004).

The theoretical framework for the "service" part of service learning is found in Dewey's social and political philosophy (Giles & Eyler, 1997:6). Dewey advocated a view of democracy marked by participation in communal life. Citizenship implied membership of a community and the school as an educative structure in the larger society was in itself a smaller community. Giles and Eyler (1997:9) also note Dewey's notion of community, his belief in the possibility of citizenship as a mutual enterprise that addressed social ills and his faith in the school as the potential model for democracy.

The experiential learning theory of David Kolb (1984), built on the foundation of Dewey's experiential education philosophy, is also noted as a theory underlying service learning (Hatcher & Bringle, 1997:12). Kolb regards experience as paramount to learning and recognises four important elements as the key elements in learning: (1) concrete

experience, (2) reflective observation, (3) abstract conceptualisation, and (4) active experimentation.

Kolb's theories link up with community service learning: "People do learn from experience, and the result of that learning can be reliably assessed and certified for college credit" (Kolb, 1984:3). Kolb (1984:4) describes experiential education as a way many educators see as revitalising the university curriculum and coping with the changes facing higher education.

"Action learning" as described by Zuber-Skerritt (2002:115) also links up with the theories of experiential education and service learning, as it denotes learning from concrete experience and critical reflection on that experience, and is often used as a synonym for "experiential learning". The main characteristics of action learning are (1) learning by doing, through active participation, followed by (2) a reflection on that practice or experience; (3) sharing the experience with others; and (4) solving problems and making positive changes as a result of the experience. Action learning is therefore an external, objective process which recognises the possibility that learners may generate knowledge from experience rather than merely absorbing information passively (Zuber-Skerritt, 2002).

The theories surrounding citizen education are also relevant to community service learning. Citizen education embraces the skills and political behaviour required for effective participation in a democracy where citizens should be taught to think for themselves (Parker, 1998:111). Civic competencies do not naturally occur in humans, which is why Dewey asserts these competencies have to be created and nurtured through education. Dewey's vision of a larger public embracing little publics points to diversity and multiculturalism, where citizens need to be bound together in a broad political comradeship. The little publics refer to associations based on religion, ethnicity, language, race and other descriptions. Dewey comments that education has a vital role to play in a democratic society and he challenges all citizens to take part in a form of decision making that would balance one's self-interest with the interests of others. Democracy therefore demands that individuals should understand the lives and experiences of others in society (Rhoads, 1998). Citizen education within this framework would require citizens to be taught to work towards creating unity from the diverse groups (Parker, 1998).

Van der Veen (2003) describes three dominant forms of education as citizen education:

- Education as training of local leadership and vocational on the job training

- Education as consciousness raising, which would reverse the learning process of action to education, to education that would lead citizens to action
- Education as service delivery whereby a service is delivered to the community in the same way as community development can deliver a service to a community to enhance and build the community.

In so far as the curriculum is concerned in this study, Carl (2000) mentions four approaches to the process of curriculum development which may serve as theoretical foundations: (1) academic approach, (2) experiential approach, (3) technological approach, and (4) pragmatic approach. For the purposes of this study, the focus is on the experiential approach for which Carl (2000:51) gives credit to Dewey as the father of the experiential model for curriculum development. This approach is described as subjective, personal, heuristic and transactional. It focuses on the role of the teacher and pupils in co-operative curriculum decisions. The basis of this model is that “people only learn what has meaning for them personally and they create their own learning through selective perception” (Carl, 2000:52).

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

The research is of a quantitative nature and follows a descriptive design, using a survey to collect the data.

Quantitative research methods are based on the collection and analysis of numerical data, employing data analyses which rely on statistical procedures. Quantitative researchers generally have little personal interaction with the participants, since most data are gathered using paper-and-pencil, non-interactive instruments (Gay & Airasian, 2003).

Descriptive research provides valuable data on the current status of things and does not involve the manipulation of independent variables (McMillan & Schumacher, 2001:283).

Owing to the intention of the current study and the fact that attitudes and perceptions would be researched and described in quantitative terms, a survey was chosen as the preferred method for gathering the data. Creswell (2003:153) states that a survey design provides a quantitative or numeric description of the trends, attitudes or opinions of a population by studying a sample of that population. Gay and Airasian (2003:10) also note

that surveys are carried out to obtain information about the preferences, attitudes, practices, concerns or interests of some group of people.

Another important reason for using a survey to collect the data is that it permits the researcher to gather information from a large sample of people relatively quickly and inexpensively (Ary, Jacobs & Razavieh, 2002:380). It offers a design which provides economy and a rapid turnaround in data collection (Creswell, 2003:154).

The survey instrument was in the form of a questionnaire. The questionnaire was divided into three sections: section 1 – demographic information; section 2 – factual items and, section 3 – attitudinal and perception items. A Likert scale (strongly agree to strongly disagree) was used to measure the items on the questionnaire in section 3.

The method of data collection was by self-administered questionnaires as this generally renders a good return rate, is cost-effective and time-effective, is convenient and ensures that the data are quickly available (Ary et al., 2002; Creswell, 2003).

## **1.7 DESCRIPTION OF RESEARCH POPULATION AND SAMPLING METHOD**

A purposeful or non-probability sampling strategy was used, which meant that the researcher deliberately selected a particular group on which to conduct the research (Cohen, Manion & Morrison, 2002:99).

Teacher training students currently in their third year of study at the University of Pretoria were the population used for the study. The sample selected from the population was the students enrolled for the module OPV 352 (Multi-cultural Education). The size of the sample was approximately 170 students ( $n=\pm 170$ ) and was a convenience sample as the students attended lectures on the Groenkloof Campus of the University of Pretoria, where the research was undertaken.

## **1.8 DATA ANALYSIS**

The raw data were analysed as follows:

- An appropriate coding procedure was developed by the researcher and the completed questionnaires were coded accordingly. Information derived from sections A and B (demographic and factual information) was coded and recorded on the SAS® (SAS Institute Inc., 2004) database designed specifically for this purpose.
- Section C measured responses to the questions on a Likert scale. The responses were coded and recorded on the same database as sections A and B.
- A frequency analysis was done on the data obtained from sections A and B.
- Factor analysis was done on the data obtained from section C.

## 1.9 LIMITATIONS

One of the limitations was that the research population was a convenience sample since the researcher had easy access to the sample drawn from the research population. Convenience sampling, or as it is sometimes called, accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents (Cohen et al., 2002:102). This had the additional benefit of minimising the costs of the study.

The greatest limitation of the study is that the findings cannot necessarily be generalised to the entire population of students in the country, because they are relevant mainly to a single institution and a specific group of students attending lectures on the days when the questionnaires were distributed. Therefore the study is relevant to the University of Pretoria in general, and to the Faculty of Education at this University in particular.

A third limitation is that that data were collected by only one data collection instrument, a survey (Billig & Waterman, 2003:20).

As regards the research method, it may also be seen as a limitation in that only a quantitative method was used, even though the use of qualitative data could have supported the findings obtained from the quantitative data and strengthened the validity of the results (Billig & Waterman, 2003:20).

## 1.10 ETHICAL IMPLICATIONS

Whatever the specific nature of their work, social researchers have to take into account the effects of the research on participants, and act in a way that preserves their dignity as human beings (Cohen et al., 2002:56).

The students were briefed on the purpose of the study and given the opportunity to leave the venue if they did not wish to participate. Although the participants were at no risk whatsoever they were assured of their anonymity. “The essence of anonymity is that information provided by participants should in no way reveal their identity when the researcher or another person cannot identify the participant or subject from the information provided” (Cohen et al., 2002:61).

The students involved were assured that all data collected would be kept confidential. According to Cohen et al. (2002:62) it is generally at the access stage or at the point where researchers collect their data that they make their positions clear to the hosts and/or subjects. Accordingly, they are quite explicit when explaining to the subjects what the meaning and limits of confidentiality are in relation to the particular research project. This was done at the same time as the prior briefing, and confidentiality was maintained thereafter.

Cohen et al. (2002:245) state that a questionnaire will always be an intrusion into the life of the respondent in terms of the time taken to respond, the sensitivity of questions or a possible invasion of privacy, which is why respondents cannot be coerced into completing a questionnaire. They may be encouraged to participate but their participation would be entirely their own choice and by informed consent; and their right to withdraw at any stage or not complete particular items on the questionnaire must be respected.

Permission to undertake this study was obtained from the Faculty of Education Research Committee, the module co-ordinator and the lecturers of the group of students, as well as from the students themselves.

## 1.11 DEFINITION OF KEY CONCEPTS

### 1.11.1 Attitudes

Attitudes are an integral part of personality and therefore it is important to understand what an attitude is and how it may be formed. Kerlinger and Lee (2000:712) define an attitude as an organised predisposition to think, feel, perceive and behave toward a referent or cognitive object. It is an enduring structure of beliefs that predisposes the individual to behave selectively toward attitude referents.

O'Donohue (1998:432) notes that an attitude is acquired through a process of non-conscious learning in social contexts, and adds that social rules are often learned, even though they have never been explicitly explained or taught by individuals in the child's environment.

Bandura (1986) asserts that because most of our learning occurs in a social environment and we are essentially social beings, attitudes are formed by what we learn from within the social environment in which we may find ourselves. This does not mean, however, that all people in the same social environment will have the same attitude to things or issues, because people have different personality traits that also influence their attitudes. Kerlinger and Lee (2000:712) comment that a trait has subjective reference whereas an attitude has objective reference; therefore a trait hostile to a specific issue or object will be hostile only to that issue or object, whereas a person who has the trait of hostility will be hostile to everyone and everything.

As attitudes and behaviour are closely linked, they have a very real influence on the outcomes of any programme of social change and vice versa. Bandura (1986:513) notes that there is much debate about the influence that attitudes might have on behaviour or whether behaviour might alter an attitude, and states that evidence suggests that both attitudinal and behavioural changes are best achieved by creating conditions which foster the desired behaviour.

Therefore an attitude is not static but dynamic, and is clearly influenced by conditions which foster desired behaviour (Bandura, 1986:160).



Consequently, an attitude is not consciously learned through instruction but rather acquired by an individual over a period of time within a social context and the environment in which a person lives. Lived experience influences an individual's attitude to objects and situations and has an effect on learning. Attitudes differ from person to person and cannot be manipulated, as they are also influenced by the personality traits that are individual attributes differing from one person to another. Positive people generally have a positive attitude, and negative people a negative attitude to things and the situations in which they may find themselves. Attitudes have a very definite influence on the outcomes of any learning programme or activities intended to take place in a social environment and aimed at effecting personal growth or social change. For this reason, attitudes have great significance for the implementation of such programmes or activities. Creating the conditions conducive to positive outcomes will have a positive influence on the attitudes and behaviour of the participants to the activities and in turn make a difference to the desired outcomes.

### **1.11.2 Perceptions**

The constructivist theorists' perception is that perception is an active and constructive process depending on hypotheses and expectations (Eysenck & Keane, 1995:93).

Gregory (cited in Eysenck & Keane, 1995:74) claims that perceptions are constructions from floating fragmentary scraps of data signalled by the senses and drawn from the brain's memory bank, themselves snippets of the past.

Meyer, Moore and Viljoen (2002:34) define perception as one of the basic elements of consciousness, describing it as the sensory perception that arises from all cognitive contents of consciousness. A perception as part of the cognitive person will therefore have a definite influence on the persons' cognitive contents and affect the person's behaviour.

As perceptions are also influenced by expectations and hypothesis, they are prone to error and may not always be correct (Eysenck & Keane, 1995).

Theorists take two approaches to the way they believe perceptions are formed: a top-down approach or conceptually driven process, and a bottom-up approach or a data-driven process (Eysenck & Keane, 1995).

Therefore, forming a perception is an active process which occurs through the stimulation of the senses and external experiences, and is the end product of such stimuli. A perception can be described as the information processing of cognitively received stimuli occurring in relation to the world one lives in. People are not all the same, and each individual views the world in a way that makes the most sense to him or her personally. The way we view the world is referred to as our perception. Perceptions have an influence on what we think, how we make decisions and define what we regard as most important.

### **1.11.3 Community service learning**

Although a number of different terms are used to describe community service learning, all give a clear indication of their focus areas. Similar terms often used are: community-based learning/education, service learning and academically based service learning. For the purpose of this study, "community service learning" is the term used to refer to the concept in question.

Service learning as defined in the Criteria for Institutional Audits (Higher Education Quality Committee, 2004a:26) refers to applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment.

Bringle and Hatcher (1995:112) state that service learning is a module- or course-based, credit-bearing educational experience which links academic study with community service, where students/learners

- participate in an organised service activity that meets identified community needs, and
- reflect on the service activity as a means of
  - gaining deeper understanding of module or course content,
  - a broader appreciation of the discipline, and/or
  - an enhanced sense of personal values and social responsibility.

In a South African context, Bender (2005b) defines service learning as a type of experiential education which forms the basis for the teaching and learning (pedagogy) whereby students learn and develop through active participation in thoughtfully organised service that

- is integrated into and enhances academic curricular learning;
- is conducted in and meets the needs of the community (as identified by the community by means of a needs assessment);
- is co-ordinated with an institution of higher education and service provider(s) (and if possible, community partners);
- includes structured time for students to reflect on the service experience and gain a deeper understanding of the module content;
- gives a broader appreciation of the discipline; and
- helps foster social responsibility (Bender 2005b).

Community service learning refers to a process which involves students in community work that makes a contribution to the community, enhances the students' academic understanding, adds to personal and career growth and also creates an understanding of current social issues in society. It is a structured, intentional process, carefully designed to meet the requirements of a specific academic programme from which students can earn academic credits. Students are actively engaged in critical and reflective thinking practices that enhance their understanding of academic content and social responsibility.

#### **1.11.4 Teacher training**

Minaya-Rowe (2002:16) states: "Teacher training focuses on teaching students what strategies to use and how to use them." Korthagen (2001:1) reiterates this by stating that it is simply preparing teachers for the profession by bringing theory and practice together.

In the South African context, the Department of Education (2000:5) describes teacher education as a process by which the different roles and competencies of educators should be developed and assessed. There are three interconnected competencies:

- Practical competence (an ability to take action, make decisions and perform the chosen action).
- Foundational competence (an understanding of the knowledge and thinking that underpins the action taken).

- Reflexive competence (an ability to integrate or connect performances and decision making with understanding and the ability to adapt to change and unforeseen circumstances).

These three competencies constitute the applied competence that refers to the ability to integrate the discrete competencies which constitute each of the seven roles of the educator/teacher.

The seven roles are as follows:

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist (Department Of Education, 2000).

These roles with their associated competencies must be developed during teacher education in all the initial educator qualifications that constitute teacher training.

Furthermore, the Department of Education (2005:7) defines teacher education as “a form of professional education that has as its defining purpose to improve the professional practice of teachers”. The department describes this education as a continuous process with two main parts, each with a specific purpose:

- Initial Professional Education of Teachers (IPET) – to prepare a person to reach the threshold of competent participation in the teaching profession, involving the initial development of the basic competencies and commitments characteristic of the teaching profession.
- Continuing Professional Teacher Development (CPTD) – to enable teachers to continually revitalise and improve their professional practices (Department of Education, 2005:7).

The Department of Education's use of the term "teacher education" is an all-encompassing term, whereas the "teacher training" referred to in this study more specifically denotes the training of primary and secondary schoolteachers in a teacher-training faculty at a

university, also keeping in mind the competencies and roles set out by the Department of Education.

Teacher training therefore cannot be defined by describing course content or subject matter, but rather by the current notion of what is needed in terms of societal change and by aligning the traditional theories with the dictates of current practices. Teacher training is a dynamic process for training students in all aspects of the profession and preparing them to become professional practitioners of teaching and learning in schools.

#### **1.11.5 Community engagement**

Community engagement is regarded as one of the core functions of Higher Education and Training in South Africa; the other functions are teaching, learning and research. Community engagement is described by the Quality Committee of the Council on Higher Education (Higher Education Quality Committee, 2004a:24) as follows:

...initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (service learning programmes) (Higher Education Quality Committee, 2004a:24)

The Higher Education Quality Committee in collaboration with JET Education Services (Bender, Daniels, Lazarus, Naudé and Sattar, 2006:11) also defines community engagement in its fullest sense as “the combination and integration of teaching and learning, professional community service by academic staff and participatory action research applied simultaneously to identify community development priorities”.

### **1.11.6 Citizenship**

The idea of citizenship is at the heart of democratic political systems in South Africa, and embodies the rights and responsibilities of those living under the rule of law and tends to equalise people who may otherwise differ in terms of wealth, power, status or achievement (Ramphela, 2001).

The Constitution of the Republic of South Africa (Constitutional Assembly, 1996:3) defines South African citizenship by the understanding that all citizens are equally entitled to the rights, privileges and benefits of citizenship; and equally subject to the duties and responsibilities of citizenship.

Dewey links citizenship with democracy and places citizenship at the centre of the community, stating that the community is the locus for practising democracy and democracy is each person's chance of citizenship (Giles & Eyler, 1997:8).

Eyler and Giles (1999:154) describe the role of a citizen in a democracy as a solver of open-ended problems. In this sense, citizenship means that a person is democratically participating and helping to solve problems within a community.

Citizenship therefore indicates a sense of social responsibility, a willingness to participate in civic matters and the exercising of a democratic right to make decisions and contribute actively to the well-being of a particular community.

### **1.11.7 Curriculum**

Carl (2000) mentions that there are many descriptions of the concept of a curriculum, making it difficult to capture the meaning of the word curriculum in one clearly set-out definition. It is a broad concept and includes all the planned activities that should take place within a specific educational system, is continuously subjected to evaluation and aimed at leading to specific outcomes.

Carl (2000:32-33) lists a number of interpretations gleaned from studies on the concept of a curriculum. The following two interpretations were selected as relevant to this study:

- A curriculum is an instrument for social reconstruction, by means of which the values and skills are acquired that may help to improve the community within which it takes place.
- A curriculum is everything that takes place within an educational institution, including co-curricular activities.

According to the Council on Higher Education (2005:17), a curriculum has both narrow and broader definitions. Narrow definitions are limited to formal descriptions of either the academic offerings of specific programmes or the whole range of programmes on offer. Broader definitions might encompass the intentional plan(s) and design(s) for learning across an institution as well as what is actually accomplished and experienced by students and teachers.

Bender et al. (2006) state that a curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning of experience. The explicit intentions usually are expressed in the written curricula and in the modules/courses of study. The implicit intentions are found in the “hidden curriculum”, in other words the roles and norms that underlie the interactions in the lecture hall and service in the community (Bender et al., 2006:33-34).

A curriculum consists of educational theories, strategies, course or module content (module descriptors), learning outcomes, educational goals and experiences, learning styles, work schedules and assessment in an educational environment (Bender, 2006).

### **1.11.8 Academic programme**

The Council on Higher Education defines an academic programme in the Higher Education Qualifications Framework (Higher Education Quality Committee, 2004b:7) as follows:

A programme is a purposeful and structured set of learning experiences that leads to a qualification. Programmes may be discipline-based, professional, career-focused, trans-, inter- or multi-disciplinary in nature. A programme has recognised entry and exit points. All taught higher education programmes should have core and elective elements. This requirement is optional for research-based programmes (Higher Education Quality Committee, 2004b:7).

The core and elective elements referred to would be the modules/courses comprising the programmes. These modules/courses enable students to accumulate credits in an academic programme which is described as “a planned combination of learning outcomes with a defined purpose or purposes” (Higher Education Quality Committee, 2004b:96).

## **1.12 CONTENTS OF RESEARCH REPORT**

This report is divided into four chapters. Chapter One consists of an introduction to the study and an orientation to the reason for and choice of the study. Chapter Two contains a literature survey aimed at giving a better understanding of the concept of community service learning by examining its origins and theoretical underpinnings. The pedagogy of community service learning is discussed and rationales for the inclusion of community service learning in teacher training are considered. The chapter concludes by considering the influence that attitudes and perceptions may have on learning and the value of the student voice in curriculum development, followed by a discussion of research into community service learning in teacher training and the challenges student teachers may face.

The research design, methodology and reasons for using a quantitative research method are discussed in Chapter Three. The research population, research instrument and data collection method used in the study are described, followed by the data analysis methods used and the findings.

Chapter Four includes the conclusions drawn from the research findings, followed by recommendations on the implementation of community service learning in a teacher training programme.



## CHAPTER 2

# LITERATURE REVIEW: COMMUNITY SERVICE LEARNING IN TEACHER TRAINING

### 2.1 INTRODUCTION

This chapter explores the existing literature for various aspects related to community service learning in teacher training, its integration into the curriculum and the attitudes and perception students have about it. The first section examines community service learning as a possible pedagogy in teacher training. The second section of the chapter discusses the contribution community service learning can make to teacher training by including it in the curriculum and the principles of good practice for community service learning in teacher training. The influence that attitudes and perceptions have on learning is the focus of the third section of this chapter. The last section of this chapter looks at students' views about community service learning with reference to the research done on community service learning in teacher training, focusing on the value and role of their voice and opinion in teaching and curriculum development.

The White Paper on Higher Education (Department of Education 1997) laid the foundation for community service (and currently community engagement) in Higher Education. A call was made to demonstrate social responsibility and a commitment to the common good of all. Subsequently the Council on Higher Education (Higher Education Quality Committee / JET Education Services, 2006) identified academically based community service as one of the three areas for the quality assurance of higher education, in addition to teaching and learning. Community engagement has since been recognised as a fundamental part of teaching and learning, adding to it new dimensions of context, relevance and application.

### 2.2 FOUNDATION OF COMMUNITY SERVICE LEARNING

Experience is seen as the foundation of learning (Kolb, 1984) and community service learning places learners in real-life settings to perform activities that both the learner and the community may find beneficial. Community service learning therefore is a student-

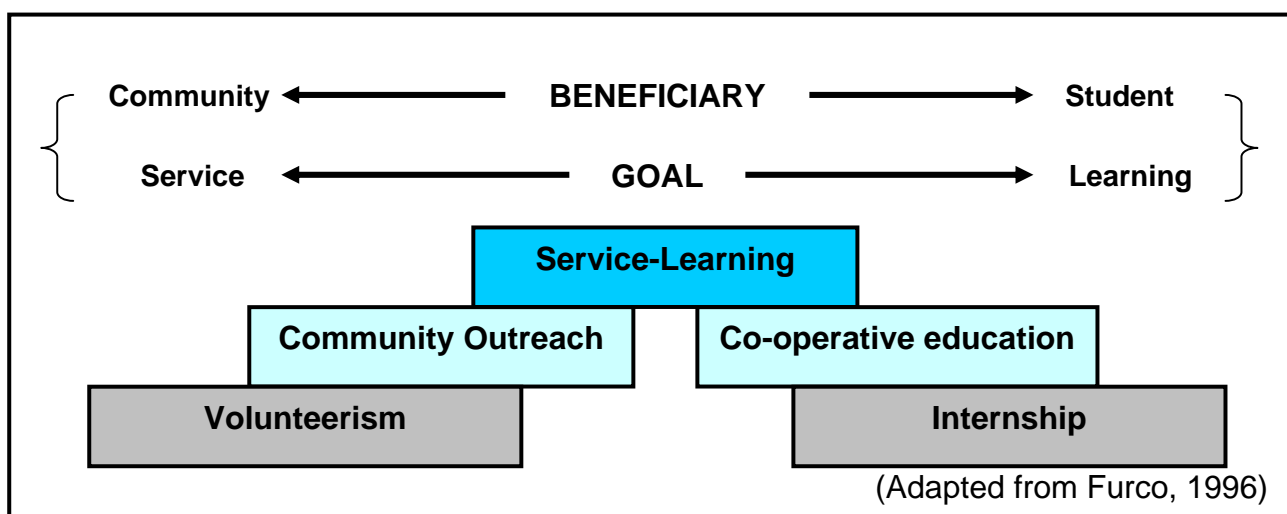
community engagement strategy used to enhance learning through hands-on experience in the community, adding value to both the learner and the community.

## 2.2.1 Distinguishing community service learning from other forms of community engagement

The distinction between the various forms of student-community engaged teaching and learning is illustrated by means of a diagram (Figure 2.1) placing the different forms of community engagement on a continuum between two poles (Bender et al., 2006:21-23), namely:

- The primary beneficiary – who will benefit from the activities?
- The primary goal – would it be community service or student learning?

Using the diagram (Figure 2.1) as a reference and basis for the different forms of learning and engagement, the different forms are described in the following paragraphs.



**Figure 2.1: Distinctions among different forms of community-engaged teaching and learning (Bender et al., 2006)**

### 2.2.1.1 Volunteerism

Furco (2000:11) defines volunteerism as “an engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient”. Volunteer programmes are generally not related to or integrated into a specific field of study, and are essentially extra-curricular

activities that take place during holidays or other free time. Students do not receive any form of remuneration or academic credit for volunteer work and the programmes are generally funded by external donors or student fundraising. Volunteer programmes are essentially of an altruistic nature and students undertake them of their own free will (Bender et al., 2006:22)

### **2.2.1.2 Internship**

Furco (2000:11) defines internship as an activity that engages students in service activities primarily for the purpose of providing students with hands-on experience that enhances their learning or understanding of the issues relevant to a particular area of study. The students are therefore the primary intended beneficiaries and the primary goal is student learning. Academic learning and vocational development during internship are at the core of the activity which will normally be undertaken after completing a series of modules, and can be a paid or unpaid activity in a profit-driven or a non-profit organisation. Internships are generally fully integrated with the student's curriculum.

- Teaching Internships will for example take place at a school designated by the academic institution and with which a partnership may have been established for the purpose of the vocational development and practical experience to be gained by student teachers (Bender et al., 2006:22).

### **2.2.1.3 Community outreach**

Bender et al. (2006:22) describe community outreach as a form of student engagement in activities where the primary beneficiary is the recipient community and the primary goal is to provide a service. Community outreach programmes are more structured than volunteer programmes and generally initiated by a faculty or department in a higher education institution. Credit is sometimes given in the form of academic credit or a research publication. A community outreach programme is closer to the centre of the continuum and more like service learning but may not always be fully integrated into the curriculum.

#### **2.2.1.4 Co-operative education**

In the co-operative education described by Bender et al. (2006:22), the primary beneficiary is the student and the primary goal is student learning. Co-operative education gives students co-curricular opportunities which are related to but not always fully integrated into the curriculum. The primary purpose is to enhance the students' understanding of their area of study by means of placements in industry.

At the Tshwane University of Technology (2005) co-operative education implies a partnership between the learner, the education institution and the future employers. The Tshwane University of Technology describes co-operative education as a means of giving aspiring professionals an opportunity to put theory and principles into practice by ensuring the integration of formal teaching and experiential learning in the workplace. The way in which this occurs is by co-ordinating theories and concepts with practical application during periods of training at the education institution, alternating with practical experience in the workplace.

#### **2.2.1.5 Service learning**

Service learning is distinguished from other kinds of service by the intention to benefit equally the provider and the recipient of the service, and by placing equal focus on the service being provided and the learning that will take place (Furco, 2000:12). According to Bender et al. (2006:23), service-learning modules engage students in activities where both the community and student are primary beneficiaries and where the primary goals are to provide a service to the community and, equally, to enhance student learning by rendering the service. Reciprocity is the central feature of service learning. "While many definitions of service-learning appear in the literature, an emphasis on active learning, reciprocity, and reflection is common to all" (Bender, 2004:10).

The following typology by Sigmon (1996:10) indicates the balance between learning goals and service outcomes to include the notion of the reciprocal learning that occurs in service learning (Table 2.1).

**Table 2.1: Service and learning typology (Sigmon, 1996)**

<b>SIGMON'S SERVICE AND LEARNING TYPOLOGY</b>	
<b>Service-LEARNING</b>	Learning goals primary; service outcomes secondary
<b>SERVICE-learning</b>	Service and learning goals completely separate
Service-learning	Service and learning goals completely separate
<b>SERVICE-LEARNING</b>	Service and learning goals of equal weight and each enhances the other for all participants

Bender (2004:10) identifies the focus as a “meaningful community service that is linked to students’ academic experience through related programme/module materials and reflective activities. The primary focus is on integrating student learning and community development”.

#### **2.2.1.6 Student teaching practice and internships**

When preparing to become a teacher, a student will be required to gain foundational knowledge about the discipline of teaching. This mainly implies theoretical knowledge. Following this, these students will be expected to do a period of teaching practice at a school, applying their newly acquired theoretical knowledge and in the process assisting them to gain professional knowledge. Student teaching practice therefore is merely putting into practice, in a formal school environment, the theory that is taught without any socially responsive intentions. Boyle-Baise (2002) refers to the role of a student teacher at a school during teaching practice as a "Teacher-helper" and comments that although the pre-service teacher will be learning, it is more like a field experience for a teacher training course and students are there mainly to learn more about the role of a teacher.

The Department of Education (2000:6) views teaching practice as a period of time during which student teachers are placed in a school to gain experience, develop and be assessed in the different roles and competencies needed for successful teachers.

In the Report of the Ministerial Committee on Teacher Education in the National Framework for Teacher Education in South Africa, the Department of Education (2005:1) notes the possible success of the on-site phase of initial teacher education and states that

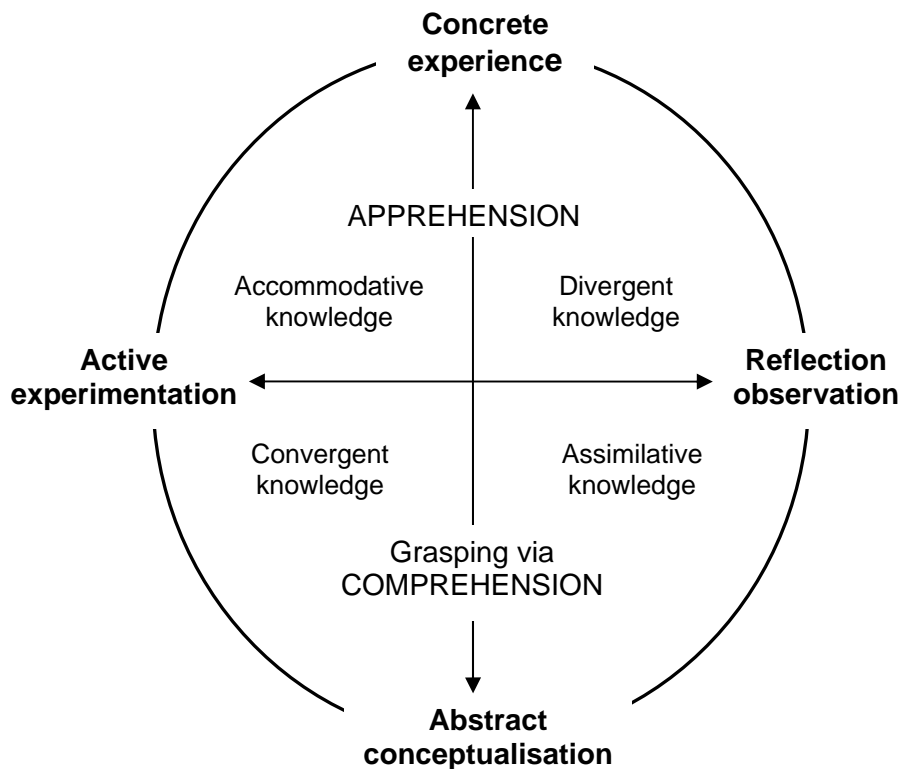
this time of "practical internship" is enhanced by the quality of supervision and mentoring they could be receiving from practising teachers who are already expert.

## **2.2.2 Theoretical approaches to understanding community service learning**

Experiential education, as advocated by Dewey (1963) in the early 1900s, is based on the assumption that learning will occur more effectively if the learner is involved in the act of learning. Dewey's educational philosophy is the basis for a pedagogy connecting practice and theory, what he called "linking action and doing on the one hand, and knowledge and understanding on the other" (Saltmarch, 1996:15). Dewey does not agree with the notion that the learner is a passive recipient of knowledge and that little regard should be given to past experiences. Dewey argues that all educational activities should involve the learner, through active participation, in experiences that are linked to the knowledge that has to be acquired. These experiences will then influence the learner's attitudes to future experiences and have a very real effect on the individual's environment in terms of either growth or stagnation. As the individual has to be given an opportunity to interact with the natural environment, he or she should be taken outside the traditional classroom that is not wholly natural (McElhaney, 1998). Dewey also consistently calls for education to be linked to "social reconstruction" and looked to education as the primary means of transformation (Saltmarch, 1996:19).

In the 1980s David Kolb, a researcher in the field of experiential education, attempted a better explanation of the integration of knowledge and experience as advocated by Dewey. Kolb (1984:41) gives more substance to the definition of learning by stating that learning is the process through which knowledge is created by means of the transformation of experience. Knowledge results from a combination of grasping experience and transforming it.

He suggests that learning occurs in a four-stage cycle involving four adaptive learning modes – concrete experiences, reflective observations, abstract conceptualisation and active experimentation (Figure 2.2).



**Figure 2.2: David Kolb's Learning Model (Kolb, 1984:42)**

Concerning the learning cycle, Kolb explains that there are two dialectically opposed forms of prehension and, similarly, two opposed ways of transforming prehension, resulting in four different forms of knowledge. Experience grasped through apprehension and transformed through intention results in what is called divergent knowledge. Experience grasped through comprehension and transformed through intention results in assimilative knowledge. When experience is grasped through comprehension and transformed through extension, the result is convergent knowledge. And finally, when experience is grasped by apprehension and transformed by extension, it results in accommodative knowledge. Therefore Kolb says: "The simple perception of experience is not sufficient for learning; something must be done with it" (Kolb, 1984:42).

The sequence of learning in Kolb's model is concrete experience; observation and reflection; the formation of abstract concepts and generalisations; and testing the implications and concepts in new situations (McElhaney, 1998).

Experiential education is recognised as part of the foundation of community service learning and suggests that learners remember more effectively when they actively do, or participate in, the activities they are expected to learn about.

Action learning is linked to Dewey's pragmatism and Kolb's experiential learning theories, that learning can only be of value if it is applied to real-life situations. Action learning as a process is essentially developmental in that it encourages creative, innovative thinking by asking open-ended questions about how we can improve or recreate what matters to us (Zuber-Skerritt, 2002:19). These theories, put together, are recognised as underpinning the concept of service learning as they recognise that experience is important for enhancing learning.

### 2.2.3 The criteria for and key elements of community service learning

When studying the principles that guide the design and development of community service learning programmes, the criteria for effective service learning become clear as well as the key elements that should be found in any service learning programme.

#### Criteria

The basic criteria are that the community service learning experience should be personally meaningful to the students and also be beneficial to the community.

Furco and Billig (2002:7) identify the following criteria given by Kraft (1996), stating that these criteria distinguish community service learning from community service:

- Clearly identified learning objectives
- Student involvement in selecting or designing the service activity
- A theoretical base
- Integration of the service experience with the academic curriculum
- Opportunities for student reflection.

The criteria needed to make community service learning possible and a reality in an academic institution as part of an academic programme, are identified and described by Bender (2004:13) in the *Institutional review: Community Service and Service learning at the University of Pretoria*, as follows:

- **Relevant and meaningful service with the community** – service with the community must be meaningful and relevant to all stakeholders.



- **Enhanced academic learning** – enhanced academic learning must take place while serving the community. there must be a clear connection between the expected learning outcomes and the service activities.
- **Purposeful social learning** – it must intentionally prepare students for active community participation in a diverse and democratic society.

### **Key elements**

Stacey, Rice and Langer (2001:5) state that the following are the key elements of community service learning:

- Meaningful service to the community
- A clear connection between course objectives and service activities
- Structured opportunities for reflection
- Social responsibility

### **Meaningful service to the community**

The service provided through community service learning must meet an identified need which is relevant to improving the quality of life of the community. Simultaneously, the outcomes of the learning module must be achieved. Reciprocity is therefore regarded as important because both the service provider and the service recipient have to invest in and benefit from the activities (Bringle et al., 2004). The community and the institution serve as teacher and learner, with both benefiting simultaneously. This element of reciprocity is further illustrated by the position of service learning on the continuum (Figure 2.1) describing the distinctions among service programmes. If participants in a service programme do not benefit equally, i.e. the community is not undergoing positive changes and the student is not learning from the experience, it cannot rightfully be called community service learning. An equal focus on the service being provided and the learning that is occurring is all-important to ensure the reciprocal nature of community service learning.

Stanton (2000:120) aptly refers to this reciprocity in service learning as bridge building and regards collaboration between students, community partners, faculty and institutions as crucial for understanding needs, practices and outcomes, so that all involved may benefit.

### **Connection between course objectives and service activities**

A clear connection between course/module objectives and service activities is recognised as another key element, since the service learning experience has to lead to enhanced

academic learning and to achieving the required outcomes. Without this connection, students would merely be undertaking volunteerism, not community service learning (Stacey et al., 2001:6).

A structured opportunity for reflection as another key element of community service learning is vital to help students derive meaning from their experiences (Sigmon, 1996:37, Stacey et al. 2001:6) and has been considered central to effective service learning (Eyler & Giles, 1999:172).

Students should be able to articulate how the service clarified, reinforced, expanded or illustrated the course concepts (Stacey et al., 2001).

### **Critical reflection**

Eyler, Giles and Schmiede (1996:13) mention critical reflection as a key element of community service learning, describing it as a process specifically structured to help examine the frameworks that we use to interpret experience. They state that critical reflection encourages us to step outside the old and familiar and helps us to reframe our questions and our conclusions in innovative and more effective terms.

The value of reflection in community service learning is that reflecting on the module content and service in the community should lead to a better understanding of social problems and assist in the quest for the best solutions to these problems. Eyler et al. (1996) also refer to Dewey in this regard, who states that critical reflection will bring about a synthesis of old and new knowledge, resulting in new ways of understanding and solving problems. Dewey sees the process of reflection as leading to and involving the asking of new questions. Dewey states that an experience without reflection will merely be an experience (McElhaney, 1998:40).

### **Social responsibility**

Eyler et al. (1996:31) assert that part of the development of a mature identity is the development of a sense of self as a contributing part of the community. Social responsibility develops from a growing understanding of the systemic nature of social problems, and empathy for and an identification with the community flows from this understanding, as a result of working in the community (Eyler et al., 1996:31).

Community service learning brings the causes of social problems to the attention of students by engaging them in the community. From this point they can make links through structured reflection activities which assist them with finding personal relevance in the work they are doing and in this way they develop a heightened sense of commitment to social change and greater social responsibility (Bender et al., 2006:59).

#### **2.2.4 Community service learning as pedagogy**

Howard (1998:22-23) refers to community service learning as a "counternormative pedagogy" facing many challenges because of its significant contradistinction to traditional pedagogical principles. He gives the following examples:

- The learning environment is broadened beyond the instructors' purview.
- Students are involved in experiential learning.
- Students are given the responsibility to discern important from unimportant "data" in the community.

Community service learning is a pedagogy that integrates service with learning and is also described by Howard (1998:21) as a *synergistic* model in which the students' community service experiences are compatible and integrated with the academic learning objectives of a course. Observations and experiences in the community setting are as important to the students' academic learning as are class lectures and library research. Service and learning are reciprocally related and this reciprocity is described by Bringle et al. (2004) as a relationship that will benefit the community, the educational institution and its students. The teachers tailor the service experience to the educational agenda and the community representatives ensure that the service rendered by the students is in keeping with their needs and goals.

Howard (1998:23-24) states that the pedagogy of community service learning seeks to

- advance students' sense of social responsibility and commitment to the greater good. It is less individualistic in that social responsibility has a higher value than individual responsibility.
- create a learning synergy for students where academic learning is valued along with the inductively oriented community-based experiential learning.
- give students control over their learning by allowing them to make decisions about directing their own learning.

- encourage active learning through participation in the community.
- encourage contributions from students on the learning that has occurred in the community and could be utilised in the classroom.
- welcome both subjective and objective ways of knowing.

As pedagogy, therefore, community service learning is not concerned with adding service to learning, but rather with integrating service with learning. Howard (1998:21) refers to this pedagogy as a synergistic model in which students' community service experiences are compatible and integrated with the academic learning objectives of a course, in a manner similar to traditional course requirements. Students' observations and experiences in the community setting are therefore as pivotal to academic learning as are class lectures and library research.

Erickson and Anderson (1997) also recognise the importance of service learning as pedagogy, as it helps create a focus on community action and has the potential to transform education. Its specific value for teacher education lies in the fact that it helps create an environment which allows candidates to learn the contents of their discipline and also encourages the introduction of service in their classrooms. Students gain a personal perspective through their personal participation in service learning; and teachers can then learn how to engage their learners in service as part of the curriculum.

White Williams (1998:10) describes community service learning as an instructional method

- under which students learn and develop through active participation in thoughtfully organised service experiences that meet actual community needs and that are co-ordinated in collaboration with the school and community;
- that is integrated into the student's academic curriculum or provides structured time for a student to think, talk or write about what the student did and saw during the actual service activity;
- that gives students opportunities to use their newly acquired skills and knowledge in real-life situations in the own communities; and
- that enhances what is taught in school by extending student learning beyond the classroom and into the community, thus helping to foster the development of a sense of caring for others.

Howard (1993:218) identifies a set of principles for good practice in community service learning pedagogy that would, if adhered to, “enable students’ community learning to be fully integrated with, and utilised on behalf of, course learning”.

Principle 1: **Academic credit is for learning, not for service** – students must be given credit, not for the community service they perform but for the quality of learning that takes place.

Principle 2: **Do not compromise academic rigour** – academic standards must be sustained when adding a community service learning component.

Principle 3: **Set learning goals for students** – to identify priorities as well as take best advantage of learning opportunities require deliberate planning.

Principle 4: **Establish criteria for the selection of community service placements** – academic staff who deliberate about establishing criteria for selecting community service placements will find that their students extract better learning from the service experiences.

Principle 5: **Provide educationally-sound mechanisms to harvest the community learning** – course assignments and learning formats must be carefully developed to facilitate learning from the service experiences.

Principle 6: **Provide supports for students to learn how to harvest the community learning** – academic staff must help students realise the potential of community learning by helping them acquire the needed skills and providing examples of how to draw the learning from the community.

Principle 7: **Minimise the distinction between the student’s community learning role and the classroom learning role** – create consistency between the students’ learning role in the classroom and in the community.

Principle 8: **Re-think the instructional or teaching role of academic staff** – academic staff must move away from the dissemination of information toward learning facilitation and guidance.

Principle 9: **Be prepared for uncertainty and variation in student learning outcomes** – variability in community service placements may lead to unpredictable learning outcomes.

Principle 10: **Maximise the community responsibility orientation of the module/course on community service learning** – design module/course learning formats that would encourage a communal rather than an individual orientation to learning.

Howard (1993:220) describes community service learning as a “comprehensive educational experience ... a teaching-learning model with a myriad of learning benefits”.

### **2.3 DEVELOPMENT OF PARTNERSHIPS FOR COMMUNITY SERVICE LEARNING**

“Partners work together to create something new and valuable, a whole that is greater than the sum of the parts” (Jacoby & Associates, 2003:8).

The idea of working in partnerships is not new and developing partnership for community service learning is regarded as fundamental, since it enables the university to realise its goals of teaching and learning and simultaneously enables community organisations to access university resources and acquire expertise in support of their activities (Gelmon, Holland, Seilfer, Shinnamon & Connors, 1998:98).

Bringle and Hatcher (2000:273) assert that “higher education must build important collaborative partnerships, improve all forms of scholarship, nurture the support of stakeholders, and contribute to the common good”. Lazarus (2001:8) describes partnerships as the “vehicle for engagement” and notes that through partnerships one is confronted with the different realities and forms of knowledge each partner brings to the relationship, and that new realities and new forms of knowledge may consequently emerge.

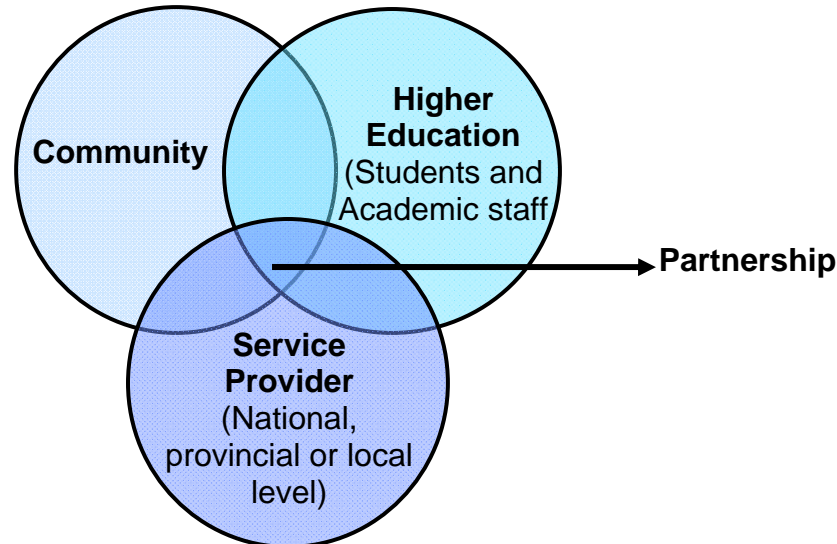
Bender et al., (2006:94) define partnerships as “formal, long-term relationships agreed to by communities, universities and service organisations to achieve common outcomes” and describe a good partnership as follows:

Partnership is the joint action of more than one party, which is not just focussed on intended outcomes and impact but also on the learning, development and change that occur during the process. Partnership is also associated with collaboration, co-operation and the concerted effort of developing sustainable relationships among partners (Bender et al., 2006:95).

Bender et al., (2006) recognise the value of partnerships in South Africa, due to their commitment to social transformation and redistribution through building and sharing capacity. The Community – Higher Education – Service partnerships (CHESP), in a South African context, identify three partners to form a tripartite partnership: service providers, the community and the University, as illustrated in Figure 2.3.

The Community – Higher Education – Service Partnerships (CHESP) (Lazarus, 2001:1) describe these tripartite partnerships as having a threefold purpose and being aimed at

- community empowerment and development;
- a transformation of the higher education system in relation to community needs;
- enhancing service delivery to previously disadvantaged communities.



**Figure 2.3: Triad Partnership Model – CHESP model (Bender et al., 2006:93)**

Jacoby (1999:19) on the other hand notes that central to a service learning partnership is the fact that all parties are learners and simultaneously help determine what is to be learned. The server and those served both teach and both learn. Jacoby describes it as a partnership synergy that enables a partnership to think and act in ways that surpass the capacities of the individual participants (Jacoby & Associates, 2003:8).

Jacoby (1999:19-20) also points out that a good partnership between the community, the university (higher education) and the student as a service provider has proved beneficial to all involved. Table 2.2 lists the most frequently cited benefits for the participants in a service learning partnership that would include the community, higher education and students as the partners.

**Table 2.2: Benefits of good partnerships for community service learning**

STAKEHOLDER (Partner)	BENEFITS
<b>Community</b>	<ul style="list-style-type: none"> <li>• New energy and assistance to broaden the delivery of existing services or to begin new ones</li> <li>• Fresh approaches to problem solving</li> <li>• Access to institutional resources</li> <li>• Opportunities to participate in teaching and learning</li> </ul>
<b>Higher Education</b>	<ul style="list-style-type: none"> <li>• Improved home-grown relationships</li> <li>• Additional settings for experiential learning by students</li> <li>• New opportunities for academic staff to orient research and teaching in community contexts</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Developing the habit of critical reflection on experience and learning</li> <li>• Deepening comprehension of course content</li> <li>• Integrating theory with practice</li> <li>• Increasing understanding of the complex causes of social problems</li> <li>• Strengthening one's sense of social responsibility</li> <li>• Enhancing cognitive, personal and spiritual development</li> <li>• Heightening an understanding of human difference and commonality</li> <li>• Sharpening abilities to solve problems creatively and to work collaboratively</li> </ul>

(Adapted from Jacoby, 1999:19-20)

Bringle and Hatcher (2002:504) believe that the development of good partnerships between the community and the University is the key to renewing community engagement, and that a clear distinction of purpose and goals is the basis for selecting the most appropriate and potential partnerships.

Jacoby and Associates (2003:24-25) describe campus-community partnerships as transformative relationships, as opposed to transactional relationships. These partnerships



are viewed as a dynamic, joint creation in which all those involved help to create knowledge, transact power, mix personal and institutional interests and create meaning.

In the South African context, understanding the diversity among communities and in higher education institutions is another issue which could benefit from good partnerships. "In South Africa one of the implicit values of partnership is the commitment to social transformation and redistribution through building and sharing of capacity" (Bender et al., 2006:93).

Jacoby and Associates (2003:16-17) state: "In order to reap the tremendous potential benefits of service-learning for students, institutions of higher education, and communities, service-learning must be grounded in solid, authentic, and reciprocal partnerships."

## **2.4 BENEFITS OF COMMUNITY SERVICE LEARNING FOR HIGHER EDUCATION**

Community service learning has benefits for all the relevant participants. Research over the past decade has shown that community service learning has a positive effect on the quality of the expected outcomes in teaching and learning (Eyler, Giles, Stenson & Gray, 2001; Madden, 2000; Myers & Bellner, 2000; Stacey, Rice, Hurst & Langley, 1997; Stacey et al., 2001).

Research findings have frequently shown that all participants benefit in terms of motivation, performance, service, social and civic responsibility, commitment, understanding, sensitivity, respect, collaboration with others and a realisation of self-worth.

The following significant benefits have been recognised by Stacey et al., (1997) and Stacey et al., (2001) respectively:

### **Benefits for university**

- Enhanced teaching, research and outreach activities.
- Faculty and student engagement in local and state community issues.
- Opportunities to extend university knowledge and resources.
- Positive community relationships.
- Increased development and better preparation of university graduates.

## **Benefits for lecturers**

- Inspiration for and invigoration of teaching methods.
- Increased contact with students through a greater emphasis on student-centred teaching.
- A new perspective on learning and an increased understanding of how learning occurs.
- Connection of the curriculum with the community and lecturers become more aware of the current societal issues related to academic areas of interest.
- Identification of areas for research and publication related to current trends and issues.
- Provision of authentic assessment opportunities.
- Redefinition of role from giver of knowledge to giver/facilitator of knowledge.
- Students are helped to structure knowledge and act on that knowledge.
- Enabling teaching to become more process-oriented.
- Interactive, involved students.
- Decreased at-risk student behaviour.
- Engagement of all learners.
- Increased sense of civic responsibility among students.
- Improvement in students' academic achievement.
- Fewer disciplinary issues.
- Becoming more linked to the community.
- Making a difference in the community.

## **Benefits for students**

- Use of hands-on skills and knowledge that increase the relevance of academic skills.
- Opportunities that accommodate different learning styles.
- Interaction with people of diverse cultures and lifestyles.
- Increased sense of self-efficacy, better analytical skills and social development.
- Valuable and competitive career guidance and experience.
- Opportunities for meaningful involvement with the local community.
- Increased sense of civic responsibility.

## **Benefits for school and community**

- Students contribute to community development and renewal.

- Recipients benefit from direct aid.
- Students become invested in the communities.
- Agencies receive an infusion of creativity and enthusiasm from participating youth.
- Communities and schools forge bonds and links.
- Communities have access to schools' resources.
- Positive relationships develop among schools and community.
- Community has an opportunity to contribute to the educational process.
- Schools become aware of community issues, agencies and constituents.

(Stacey et al., 1997; Stacey et al., 2001).

## **2.5 COMMUNITY SERVICE LEARNING IN TEACHER TRAINING**

Weatherford and Owens (cited in Madden, 2000:126) state that service learning in teacher training connects classroom learning with real-life experiences by giving students a hands-on opportunity to learn the value of diversity and to appreciate the contributions and strengths of others through interacting with people from different backgrounds.

### **2.5.1 Rationales for integration into teacher training curriculum**

Castle and Osman (2003:105) claim that interest in community service learning is growing at a time of curriculum change in teacher education and institutional change in higher education in South Africa. The reason might be that community service learning is viewed as "an avenue for universities to promote social engagement, responsibility and democratic awareness" (Castle & Osman, 2003:105). In South Africa this can be seen as a response to the government's call for a more socially responsive education system, and the suggestion that universities in particular should be more responsive to local and national needs by forming partnerships with other agencies in an attempt to address social problems such as poverty, unemployment, crime, and the lack of health facilities and associated facilities.

New teachers have to be prepared to function effectively in schools and must also be educated to take a leadership role in the improvement and restructuring of education to meet the students' and society's needs effectively. Community service learning, as a method, appears to have the potential to achieve both these goals (WK Kellogg Foundation, 2000).

Student teachers have preconceived ideas about what it means to teach. If teacher training programmes and institutions are to have a positive effect on teaching methods and school reform efforts, students must be given the experiences that would challenge their preconceived ideas. Through ongoing opportunities to experience teaching in a real-life environment, students can reframe their perceptions and become better teachers (Myers & Bellner, 2000:27).

Root (cited in Erickson & Anderson, 1997) states that although there is limited research on the influences of community service learning on teacher education, the few studies that have been conducted indicate that there are definite benefits for teacher training that is associated with community service learning. These benefits are relevant to the development of professional attitudes and the values needed for successful teaching.

Anderson (1998) gives the following rationales for integrating community service learning into teacher training programmes:

- To prepare new teachers to use service learning as a teaching method with their students.
- To help socialise teachers in the essential moral and civic obligations of teaching.
- To enhance trainee teachers' ability to reflect critically on current educational practices and their own teaching.
- To develop in trainee teachers the disposition and abilities needed to adopt easily and fully other educational reforms such as authentic assessment, teaching with integrated thematic units, focusing on higher-order thinking skills and making improvements to school schedules and climate.
- To accelerate the process of learning how to perform the variety of roles needed to meet the needs of students.
- To develop teachers oriented to human services, who can work effectively in schools with integrated services and other social service settings.

Franco (2000:7) points out: "Through service learning, tomorrow's teachers can be helped to value civic democracy and civil diversity and to have the human touch, learned and nurtured through service." This statement is reason enough to regard as a high priority the implementation of community service learning programmes into teacher training.

## 2.5.2 Approaches to the integration of community service learning into the curriculum

An appropriate approach to designing a new module/course which integrates community service learning into the curriculum is regarded as important and should be explored by academic staff before the intended integration takes place (Bender et al., 2006:38).

Among the many approaches and models described for community service learning (Furco & Billig, 2002; Heffernan, 2001; Lund, 2002; Taylor, 2004, Bender et al., 2006:38), five community service learning approaches relevant to the South African context can be recognised and described.

- **Discipline-based service learning:** this approach is specific to a discipline; service activities will be appropriately planned to complement the curriculum design of a specific discipline, for example, Nursing, Psychology, Social Work, Economics, Agriculture or Education. Students are expected to have a presence in the chosen community throughout the semester, and to reflect on their experiences regularly by using the course/module content as a basis for their analysis and understanding (Bender et al., 2006:39).
- **Problem-based service learning (PBSL):** this approach is based on a server-client model. Students, individually or in groups, relate to the community in much the same way as "consultants" working for a "client". The students in collaboration with the community members have to address a particular need or problem in the community. This model will require some knowledge or expertise that the students can offer to the community or draw from it, in making recommendations to the community and finding a solution to a problem (Bender et al., 2006:39).
- **Capstone modules:** these courses are generally designed for fundamental and core modules/courses in a given discipline and offered to students in their final year. Capstone modules ask students to draw upon the knowledge and skills they have gained throughout their course work, and combine them with relevant work in the community. The goal of a capstone course/module is usually to explore a new topic or assist students with synthesising their understanding of a discipline. Capstone modules/courses are seen as a way of helping students to make the transition from

the world of theory to the world of practice. To this end, students are helped to make professional contacts and gain personal experience (Bender et al., 2006:39).

- **Service internships:** like traditional internships, these service experiences are quite intense and require students to work for as many as 10-20 hours per week in a community setting. However, unlike traditional internships, the students have regular and ongoing opportunities for reflection, helping them to analyse their new experiences using discipline-based theories. These reflective opportunities may occur in more than one way – small groups of peers, one-on-one meetings with academic staff or electronic communication with an academic staff member who gives feedback. Another major difference from the traditional internship is that a service internship focuses on reciprocity which is a key element of community service learning. The idea therefore is that the student and the community both benefit from the service experience (Bender et al., 2006:40).
- **Undergraduate and postgraduate community-based action research:** this is described as a relatively new approach which is rapidly gaining popularity as an approach when integrating community service learning into a course/module. Though offering the benefits of independent study for the rare student who is highly experienced in community work, community-based action research can also be effectively used in groups or small classes. Students work closely with their faculty members while conducting research and therefore learn research methodology, and simultaneously serve as advocates and researchers for the community. One of the foundations for this approach is learning theory, as posited in Lewin's model, which was adapted in 1992 by Zuber-Skerrit (cited in Bender et al., 2006:40), of the three phases of the action learning cycle, namely Plan, Act, Observe and Reflect. The three-phase model of Clawson and Couse developed in 1998 (cited in Bender et al., 2006:40), which includes research (situation analysis), implementation and reflection is also recognised as a sound basis for community-based action research (Bender et al., 2006:40).

## **2.6 THE BENEFITS OF COMMUNITY SERVICE LEARNING FOR TEACHER TRAINING**

In a study by Jill Miels (cited in Myers & Bellner, 2000) on the observed benefits of service learning in teacher training it is clear that the roles that teachers are expected to play in practice benefit greatly from courses/modules in community service learning. Miels states that students are given rich opportunities for personal and professional growth when service-learning experiences are embedded in the curriculum. Erickson and Anderson (1997) also relate cases of positive growth and development among teachers due to community service learning programmes, stating that the community service element gives students opportunities to examine diverse social influences and their impact upon schoolchildren and young people.

Table 2.3 indicates the personal and professional benefits gained by teacher training students following a community service learning programme.

**Table 2.3: Benefits of community service learning identified by teacher training students (Myers & Bellner, 2000:30)**

<b>IDENTIFIED AREAS OF GROWTH AS A RESULT OF COMMUNITY SERVICE LEARNING</b>	
<b>SELF</b>	<b>CHILDREN</b>
<ul style="list-style-type: none"> <li>• Gives a sense of self-worth</li> <li>• Strengthens problem-solving skills</li> <li>• Allows for individual growth</li> <li>• Provides an opportunity to make a difference</li> <li>• Helps one become a stronger person</li> <li>• Gives a sense of purpose</li> <li>• Prepares teachers for the real world</li> <li>• Develops teaching and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens the ability to observe children</li> <li>• Learns to empathise with children</li> <li>• Gives an opportunity to act as a role model</li> <li>• Learns to identify interests</li> <li>• Strengthens the ability to relate to children</li> <li>• Enhances an awareness of learning differences</li> <li>• Learns how to motivate children</li> <li>• Provides a broad view of child development and related theories</li> </ul>
<b>TEACHING AND TEACHING CHARACTERISTICS</b>	<b>SOCIETY AND SOCIAL AWARENESS</b>
<ul style="list-style-type: none"> <li>• Prepares teachers for real-life situations</li> <li>• Creates an awareness that people need one another</li> <li>• Encourages teachers to get involved with families and community</li> <li>• Encourages lifelong learning</li> <li>• Enhances co-operation, communication, patience, organisation, confidence and leadership skills.</li> <li>• Develops tolerance and acceptance of others positively</li> <li>• Develops the use of higher-level thought</li> </ul>	<ul style="list-style-type: none"> <li>• Gives an opportunity to reach out to others</li> <li>• Learns to care for others and develop a sense of responsibility</li> <li>• Learns to be tolerant and accepting</li> <li>• Unconditional acceptance of others</li> <li>• Helps raise social awareness</li> <li>• Develops social skills</li> <li>• Develops self-awareness and sensitivity to bias and prejudice</li> </ul>
<b>DIVERSITY</b>	<b>INDIVIDUAL DIFFERENCES</b>
<ul style="list-style-type: none"> <li>• Gives experience with diverse populations</li> <li>• Creates an awareness of different and changing family needs</li> <li>• Widens horizons</li> <li>• Gives a view of the varying perspectives needed in teaching</li> <li>• Helps gain an understanding and appreciation of different cultures</li> <li>• Gives a good view of the world and its diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Gives teachers the opportunity to recognise personal characteristics and talents</li> <li>• Teachers develop different strategies to deal with different children</li> <li>• Gives a clear perspective and understanding of the effects of poverty, divorce, abuse, disabilities, etc.</li> </ul>



Student teachers also undergo experiences which focus on both the academic and non-academic needs of the children and the community they live in. The art of teaching is truly mastered through community service learning and a better understanding is gained of the importance of teachers' knowledge (Myers & Bellner, 2000:30).

Through community service learning, pre-service teachers can become involved in the schools and communities where they will be working during and on the completion of their studies, so getting to know what will be expected of them. They will also be able to determine whether they are suited to the profession and have the predisposition for successful teaching careers before they begin their formal careers (Franco, 2000).

## **2.7 THE STUDENT'S ROLE IN CURRICULUM DEVELOPMENT**

The voice of the student has been identified as an essential element of community service learning programmes (Eyler et al., 1996; Myers & Bellner, 2000; Sigmon, 1996), coinciding with the role the student has to play in curriculum development. Carl (2000:51) states that teachers and students should work co-operatively when making curriculum decisions. "Personal feelings, inclinations, values and experiences are regarded as necessary curriculum content and the active involvement of the pupil is regarded as necessary in order to obtain maximal learning outcomes" (Carl, 2000:51).

Smith and Lovat (2003:146) refer to five frames that would influence a teacher's decisions about curriculum choices:

- The system
- The school/institution
- The faculty/subject department
- The learners
- The teacher-self.

Each of these frames is regarded as important but the learners' frame is regarded as most important of all and as directly related to the teacher-self frame.

It is the learners who are most important in establishing decision options for teachers regarding specific activities and in influencing teachers in the selection of these options. It is also the learners who seem to be the most important factor in

the way in which plans are modified and implemented in the classroom...Thus it is always the learners that should form the most important referent for any curriculum making decisions (Smith & Lovat, 2003:147).

Carl (2000:52) adds that people only learn what has meaning for them personally, and therefore they create their own learning through selective perception.

Research in community service learning cannot be done without the voice of the student as students' reflection on the activities add value to and facilitate the development and design of service learning programmes. Students who are given the opportunity to participate in decision making become more deeply involved. This in turn improves the students' motivation, participation and learning outcomes (Myers & Bellner, 2000).

Students are motivated to learn when they know their opinions and ideas are considered and their decisions valued. Students with a sense of ownership of a service programme are likely to be more productive and positive about the learning that will take place.

Student-teacher relationships are also improved when students know that their ideas and opinions are valued and their feelings honoured. Myers and Bellner (2000:49) state that teachers often encounter resistance from students when teachers try to direct the students in order to solve the students' problems, instead of allowing the students to solve their own problems. Co-operation is ensured by inviting students to give their views and opinions.

Carl (2000:166-167) also emphasises the participation of all stakeholders who have an interest in the curriculum, in its development. He believes it is important to prepare the students for a curriculum change, citing resistance as one of the major factors inhibiting the successful implementation of such a change, because of students' dissatisfaction with the curriculum content.

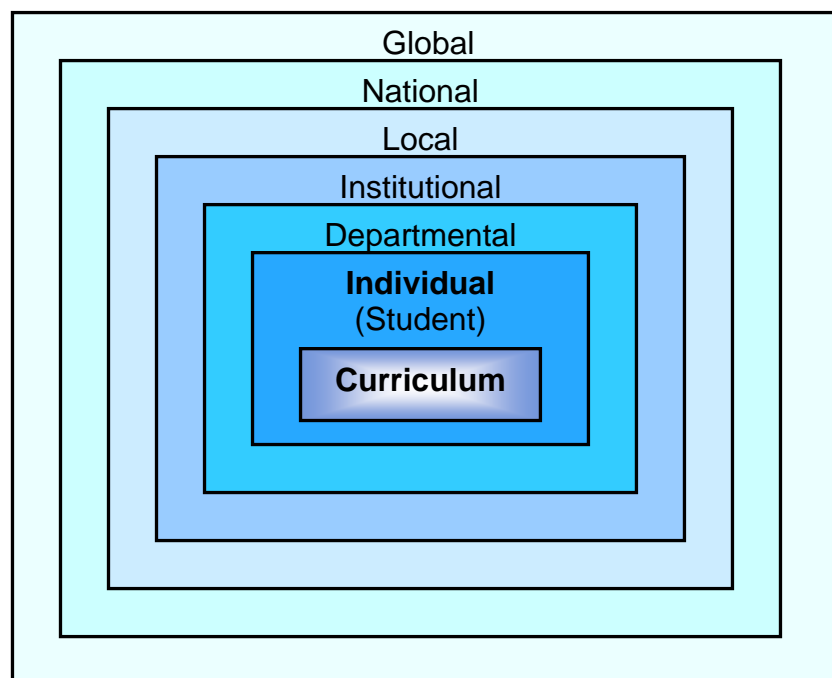
Briggs and Sommeveldt (2002) regard the student as a valuable resource in curriculum evaluation when making the necessary adjustments and improvements. Briggs and Sommeveldt (2002:101) cite many reasons for including students in this process, such as:

- They are the intended beneficiaries of the programme
- Only they can tell us about the received curriculum
- They can give helpful and constructive feedback
- There is a strong democratic and moral case for including them

- Seeking students' views encourages students' ownership of the norms and values of the institution: this is particularly important in the case of disaffected students
- Students' skills in reflection and evaluation are developed during the process of consultation.

According to Briggs and Sommeveldt (2002:102), the process and results of a curriculum will be more highly valued if the individual being evaluated has some role in setting the criteria.

Briggs and Sommeveldt (2002:19) use the following diagram (Figure 2.5) to illustrate the different layers representing the various stakeholders in a curriculum, with the most influential players, or stakeholders, nearest to the middle.



**Figure 2.4: Influences on the curriculum (Briggs & Sommeveldt, 2002:19)**

As the student is described as the most influential stakeholder in a curriculum, room should be created for the student's voice in curriculum development so that students can engage in and transform a curriculum in authentic and relevant ways. Buchy (2004:38) comments that this "voice" concerns recognising and fostering the emergence of the students' responses and the presence of multiple voices, also recognising the connection between the students' education and their personal experience as well as the presence of different identities.

## 2.8 STUDENT TEACHERS AND COMMUNITY SERVICE LEARNING

Meyers and Bellner (2000) note that the perils of "beginning teachers" regarding ineffectiveness, anxieties and defection, are well documented in research.

Studies suggest that teacher training students who were part of community service learning programmes during their teacher training years were better able to implement the strategies they had learned when they eventually entered the profession. Integrating community service learning into the process of learning to be a teacher also proved to increase the opportunities for students and new teachers alike to acquire and enhance their teaching skills in the context of community needs (Meyers & Bellner, 2000).

The qualitative findings of a study on a Physical Education Teacher Education programme were that the students reported that the service-learning experience directly influenced their collaborative skills, ability to apply their subject matter, leadership skills and ability to communicate their ideas in a real-world context (Abourzek & Patterson, 2003).

A study done by LaMaster (cited in Abourzek & Patterson, 2003) also showed the impact that community service learning programmes had on the attitudes of trainee teachers. The majority of these students felt that the experience had helped them to improve their abilities and helped them become better teachers. They also indicated that their initial contact with schools and students had influenced their approach to teaching and their overall perspective of the school and students they would work with.

A review of research on community service learning in teacher training generally shows that sound pedagogical skills can be developed and enhanced through a service learning experience.

Service learning provides an environment whereby the pre-service teachers can actively practice their teaching, leadership and communication skills thus bridging the gap between theory and practice. According to the data from research it is therefore clear that academic service learning should be incorporated into pre-service teacher education programmes (Abourzek & Patterson, 2003:126).

The University of the Witwatersrand in South Africa launched a Schoolwide Enrichment Programme (SWEP) in which teacher training students carried out community service at various schools that were working in partnership with the University (Castle and Osman, 2003). Students did their teaching practice in the mornings and community service in the afternoons. A supervisor observed and assessed each group of students during the morning while the students did their teaching practice, supporting them to develop their professional practice. In the afternoons, the supervisor performed the role of mentor and facilitator as students engaged in community service. Travelling to and from the school daily gave students an opportunity to reflect on and discuss their experiences and learning with one another. This study proved the following:

... the period of “school experience” provides opportunities for student teachers to engage in sustained, direct interaction with other participants in a community practice, including more experienced teachers and material resources. The combination of community service and school experience provides a structured context in which students can begin to develop the “pastoral role” as educators, within the classroom and outside it. When community service is combined with school experience, staff and students noted that students’ learning was more intense, meaningful, productive and pleasurable (Castle & Osman, 2003:109)

## **2.9 ATTITUDES AND PERCEPTIONS**

### **2.9.1 Influence of attitudes and perceptions on learning**

The relationship between attitudes, perceptions and learning is complex and has an effect on the students’ ability to learn. If students have a negative perception of the learning environment they will have a negative attitude to the learning that is expected to take place. The inevitable result is that they will put less effort into the tasks at hand and that less learning will occur. A key element for encouraging effective learning is therefore to establish positive attitudes and perceptions about the learning environment and the given tasks that students are expected to perform. Positive attitudes and perceptions can be established by creating a better classroom climate, ensuring the quality and quantity of resources and gaining the individual acceptance of the students (Marzano, 1992).

The attitude construct has been defined in many different ways throughout the history of social psychology; Fabrigar, MacDonald and Wegener (2005:79) claim that central to most definitions is the notion that attitudes reflect people's evaluations of objects on a dimension ranging from positive to negative. These authors also note that the traditional and most prevalent conceptualisation of attitudes is that attitudes are the global evaluations people can access from memory when called upon to do so, and that it may be useful to conceptualise attitudes as temporary constructions, created at the time people are asked to make attitudinal judgements.

Fabrigar et al. (2005) explain that although attitudes can be characterised as simple object-evaluation associations, attitudes may be part of larger sets of knowledge structures. They illustrate this with the following example: one might associate specific attributes with the presentation of the object and each of these attributes might in turn be associated with an evaluation. Likewise, one might associate specific emotional responses with an object and each of these affective states might be associated with an evaluation. From this perspective, the structure of an attitude can be represented as an object-evaluation association and the knowledge structures linked to it.

Attitudes, along with social rules, are generally learned through a non-conscious process in social contexts from an early stage in our lives (O'Donohue, 1998:434) and have an influence on our perceptions or views of certain things or processes. Learning as a cognitive process therefore will be greatly influenced by the learners attitude to and perception of a learning task, method or climate. Moreover, Fabrigar et al. (2005) state that high levels of knowledge have been known to make attitudes more resistant to change.

It is clear that there is a complex relationship between attitudes, perceptions and learning. Without positive attitudes and perceptions, students have little or no chance of learning proficiently. Marzano (1992) describes two categories of attitudes and perceptions that affect learning: (1) attitudes and perceptions about the learning climate and (2) attitudes and perceptions about learning tasks. If students have certain attitudes and perceptions, they have a mental climate conducive to learning. If they do not have these attitudes and perceptions, students will not have a mental climate conducive to learning. Furthermore Marzano (1992) reiterates that the perceived value of a task will greatly influence a learner's attitude to that task and accordingly have a strong influence on the outcome of the task.

Besides the fact that several studies reveal the direct correlation between positive attitudes and effective learning (Marzano,1992), another study measuring first-year students' perceptions of and attitudes to their educational experiences revealed that attitudes and perceptions also affect the number of students retained in undergraduate courses (Graham & Caso,2002). "This is due to the fact that a wide variety of factors can influence undergraduate performance and retention; much can happen to influence a student beyond previous academic performance. While these factors can be external to the student (e.g. family crisis, marriage, illness, etc.), internal perceptions and attitudes can also influence students' performance in a college program" (Graham & Caso, 2002:1).

### **2.9.2 Attitudes to and perceptions of community service learning**

Studies show that students' perceptions of learning strongly influence the potential effect of instruction (Elen & Clarebout, 2004:267). Studies reveal that students have two different perceptions of or ideas about teaching. The first represents the idea that teaching is a didactic process of transmitting knowledge, and the second sees teaching as a process of facilitating learning, where the student is responsible for independent learning with guidance from a teacher. These perceptions of teaching and learning also have a bearing on students' perceptions of the value of community service learning and will, in turn, determine their attitudes to community service learning.

Students have to value an assigned service learning project in order to be committed to and responsible in carrying out the project. An understanding of students' attitudes is important when designing community service learning modules/courses and co-ordinating service learning initiatives, so that the maximum benefit can be gained from this pedagogy.

Eyler and Giles (1999) state that participation in community service or community service learning has proven to be a factor which strengthens the acquisition of course concepts and simultaneously affects students' attitudes to social problems.

In a study by Quezada and Christopherson (2005), focusing on students' accounts of their self-reflection on service with children, one of the students described the attitudinal change that occurred as a result of community service learning, as follows:

I have always viewed community service learning as being a very unimportant thing, and I have participated in many different community service-learning activities. Although I did not see the great importance of Community service-learning, I could never fully motivate myself to go out on my own and volunteer my time; most of the activities that I participated in were because I had to do it for some reason or another. It always felt like an obligation and nothing more for me. For me it was always a requirement; I took this course because it was a requirement to graduate. But this view that I held on to for such a long time completely changed because of the community service-learning experience. It was like none that I have ever been part of and it changed everything for me. I see community service-learning as something different now (Quezada & Christopherson, 2005:7).

Another study by Hollis (2004) found that different approaches to service learning may have a specific impact on students' attitudes to the poor and how they explain the associated conditions. It has been suggested that community service learning may help address the problem of students' political intolerance, which is an attitude, but Hollis (2004:577) also suggests that badly managed community service learning can reinforce students' stereotypes and therefore negatively influence their perception of the poor and disadvantaged. Evidence cited in this study suggests that beliefs and attitudes are shaped by political socialisation in the mid-to-late teen years of an individuals' life and will persist throughout adult life, with a direct bearing on the individual's perceptions of and attitudes to social problems and his/her acceptance or rejection of these problems.

Hollis (2004:580) states that in community service learning students are expected to develop more liberal social attitudes, become less prejudiced about racial and ethnic minorities and acquire new bodies of information that will equip them to understand poverty and inequality, all of which are important to overcoming the tendency to blame victims for their problems.

Community service learning has been proven to influence attitudes to social justice and diversity. This was brought to the fore by a study evaluating changes in attitudes among students involved in a community service learning course, compared to students not doing community service learning. "Students who participated in service-learning showed expected changes in civic attitudes and rating their own skills for community engagement, as well as expressing plans to be involved in civic activities in the future" (Moely et al., 2002).



McCarthy and Tucker (1999) researched students' attitudes to community service and service learning and found that, in general, students had a positive perception of community service but were less positive about academic courses which incorporated a service learning component in the curriculum. Overall, students agreed that community service was important and they felt they could benefit from participation but they indicated that they were less likely to register for a course which included a service learning component. The main reasons for their reluctance to participate were the time involved and interpersonal conflicts associated with this component. The attitudes of students with prior community service involvement differed from those without such involvement, as did the attitudes of men and women students.

Studies on the pre-test and post-test surveys done on the value of community service learning and how this type of learning influenced students' attitudes and perceptions (McCarthy & Tucker, 1999; Shastri, 2001; Smith, 2004; Weglarz & Seybert, 2004) generally showed positive outcomes. Students who had participated in community service learning displayed an increase in positive attitudes to community engagement and participation in community service learning, gains in self-esteem and self-efficacy, sensitivity to social problems and racial and cultural diversity, greater commitment and a decrease in biases.

Gender differences in the perceptions of men and women students have been studied, regarding community service learning. Although contradictory findings have been reported, the majority of studies indicate that women were more positive and generally more confident about doing community service (McCarthy & Tucker, 1999).

Studies also show that students with prior experience of community service had a more positive attitude to doing community service, feeling that they would benefit from it, had something to contribute and were capable of performing community service (McCarthy & Tucker, 1999).

## **2.10 CHALLENGES OF COMMUNITY SERVICE LEARNING**

As community service learning is not without its challenges, one should be aware of the issues that students, academic staff and service providers / community partners may face.

The literature review brought to the fore the following challenges that would have an impact on teacher training (Bender et al., 2006; Stacey et al., 2001).

The greatest challenges facing all those involved in community service learning for teacher training are as follows:

- Travelling – students have to travel to and from the schools that are in partnership with the University. This requires additional funds or transport, as the schools may not always be close to the University or the teacher training institution.
- Time – students and academic staff members face time constraints, since they have to fit the components of community service learning into an already full academic timetable and an often busy personal schedule.
- Safety – the students and academic staff may be concerned about their safety if they have to go into areas with a high crime rate or that are generally regarded as unsafe.
- Student supervision and mentoring – lapses in effective supervision and good mentoring may lead to a lack of critical thinking and reflection among the students.
- Apprehension among community partners / service providers – community partners / service providers may be apprehensive about students' abilities or commitment to the tasks at hand, leading to a lack of enthusiasm and a lack of support.
- Students may feel inadequate to perform the expected tasks and therefore seem to lack interest.

(Bender et al., 2006; Stacey et al., 2001)

Effective communication is regarded as crucial to address these challenges: regular feedback sessions should be used to communicate with students, academic staff, service providers / community partners about goals, expectations and needs. Always give positive reinforcement and encouragement, invite all partners to participate in assessment and have a back-up plan (Bender et al., 2006).

## **2.11 CONCLUSION**

This literature study brought to the fore the benefits that community service learning could offer teacher training but also recognises its challenges. It is clear that integrating community service learning into a curriculum is not simply a matter of making the students do some extra practical work. What students are expected to learn and what they ought to

learn from a course / programme should first be determined so that community service learning can be effectively integrated into a curriculum. A good understanding of the theories about community service learning is vital. Student teachers have to know and understand how community service learning can enhance the course/module content while simultaneously providing a valuable service to the community.

The literature study indicates the current attitudes and perceptions that students may have about community service in cases where community service learning has been implemented, which was the starting point for developing the research for the present study. The most important issues identified were firstly the advantages that community service might hold for teacher training and learning effectiveness, secondly the improvement of leadership and communication skills, thirdly an awareness of community needs and a sense of social responsibility, and finally students' concerns about self-efficacy, emotional strength and time constraints.

As attitudes to and perceptions of community service learning may influence the outcomes and learning experiences of students, it is important for academic staff to be aware of students' preconceived ideas as well as their individual differences. An awareness of students' attitudes to and perceptions of community service learning and by addressing the issues identified, would have a positive influence on the design and development of new and exciting curricula which integrate community service with learning correctly.

The literature study also highlights the importance of replacing lecture-driven teaching with new and exciting methods to develop learning goals compatible with outcomes-based education. These should include student participation in real-life situations which prepare them for what could be expected of them outside the classroom. Our teaching must encourage reflective observation and critical thinking through practical experience, leading students to the abstract conceptualisation of concepts which could be tested in practice (Kolb, 1984).

The literature on research concerning the value of community service learning indicates that it could add value to the training of teachers, provided the pedagogy is understood and its value is recognised by students and academic staff alike. Research in this field should aim continuously at achieving educational innovation for excellence in each new generation of teachers.

## CHAPTER 3

# RESEARCH DESIGN, METHODOLOGY AND RESULTS

### 3.1 INTRODUCTION

Any student embarking on a year of study has certain expectations about the course / module he/she has enrolled for, concerning the content and learning expected to take place and how the student would benefit from it in terms of the value it may hold for the chosen profession and qualifications. Owing to these expectations, students will have individual perceptions of the course / module and attitudes to the content and learning. Previous learning experiences or what they have been told about the course / module they have enrolled for will also influence students' perceptions and attitudes. The students' individual perceptions and attitudes will have a bearing on the success of a curriculum and should be taken into account when planning and integrating new content into a curriculum (Bandura, 1986; Meyer et al., 2003).

The students' perspective is valued both as recipients and influencers of the curriculum and their opinions are regarded as important (Carl, 2000:51). In curriculum design, students are recognised as one of the main stakeholders and their views must be considered when planning and integrating new content into a curriculum (Briggs & Sommeveldt, 2002: 119). The South African Department of Education encourages the use of learner assessment and learner feedback to evaluate, adapt and improve curriculum and learning programmes (Department of Education, 2000:11).

To obtain the information relevant to the aim and purpose of the study, the researcher had to gain insight into teacher training students' attitudes to and perceptions of community service learning. This information was also necessary for making recommendations on how best to approach the integration of community service learning into a teacher training curriculum. According to the literature on the subject, student attitudes to and perceptions of a concept, academic content and curriculum requirements have a very real influence on the success of their learning (Elen & Clarebout, 2004; Marzano, 2005; Smith, 2004).

As the University of Pretoria also strives to create high-quality learning experiences that meet the needs and expectations of students, students' opinions are valued. Students are

therefore asked to give their opinions on the integration of community service learning into teacher training programmes before this integration occurs.

The first part of this chapter explains the research design and methodology used for the study, and the second part consists of a description of the data obtained from the research.

### **3.2 RESEARCH QUESTION**

The aim of this study was to answer the following research question:

What are third-year teacher training students' attitudes to and perceptions of community service learning and its integration into the curriculum of a teacher training programme?

### **3.3 HYPOTHESIS**

To focus on the research question, a hypothesis was formulated by drawing conclusions from existing premises on the concept of community service learning, the attitudes of students to it and the value they perceive it has for teacher training programmes.

Null hypothesis ( $H_0$ ):

Teacher training students in general have a positive attitude to doing community service as part of their teacher training programme.

Alternative Hypothesis ( $H_1$ ):

Teacher training students who have a good understanding of the meaning and value of community service learning have a more positive attitude to doing community service as part of their teacher training programme than teacher training students who have no knowledge about the meaning of community service learning.

### 3.4 RESEARCH DESIGN

A research design describes how a researcher intends conducting the research. This study was conducted by means of a quantitative research approach. The study was non-experimental in that the independent variables were not manipulated and it was descriptive by nature.

#### 3.4.1 Survey research

Gay and Airasian (2003:10) state that survey research, also called descriptive research, involves collecting data to answer questions about the current status of issues or topics, followed by a quantitative description given in the form of statistics and numbers.

As survey research is typically used to assess or determine attitudes, opinions, preferences, demographics, practices and procedures, this type of research was the preferred method for the purpose of this study (Gay & Airasian, 2003). Surveys are noted to be usually being carried out to obtain information about the preferences, attitudes, practices, concerns and interests of some group of people. Surveys are also regarded as an effective method for investigating educational issues (Gay & Airasian, 2003:277).

In survey research, a sample of respondents is selected and questionnaires are administered to collect information on the variables of interest. Cohen et al. (2002:171) comment that survey research is popular in education because it is versatile, efficient and can be generalised to the population. Surveys are regarded as versatile because they can be used to investigate almost any problem or question, and at the same time to collect credible information at a relatively low cost (McMillan & Schumacher, 2001:304). McMillan and Schumacher (2001:305) add that “surveys are often the only means of being able to obtain a representative description of traits, beliefs, attitudes, and other characteristics of the population”.

Because surveys are frequently used and can be adapted to a wide range of uses, they are sometimes mistakenly thought to be an easy method of collecting data. McMillan and Schumacher (2001:305) note: “Without careful development of questions, sampling procedures, and overall survey design, it is unlikely that survey research methods will provide credible results.” An effort was therefore made to ensure that credible results

would be obtained in the present study. Gay and Airasian (2003:10) claim that there is considerably more to survey research than simply asking questions and reporting the answers. Studies are never identical and researchers often ask new questions, therefore each descriptive study must have instruments or questions developed for the specific purposes of the study.

### **3.5 RESEARCH METHODOLOGY**

The research methodology focuses on the research process and the kind of tools and procedures to be used, defining the individual steps in the research process and the methods employed.

#### **3.5.1 Sampling**

A non-probability sampling strategy was used, meaning that the researcher deliberately and purposefully selected a particular section of the wider population for the sample (Cohen et al., 2002:99). According to De Vos, Strydom, Fouché and Delport (2005:102), this type of sampling is also referred to as purposive sampling and the sample is based entirely on the judgement of the researcher, in that a sample is composed of elements which contain the most characteristic, representative or typical attributes of the population. De Vos et al. (2005:194) define a population as being the totality of persons, events, organisations, units, case records or other sampling units with which the research problem is concerned.

As teacher training students at a university were the target population of this study, the sample was defined and selected accordingly. Participants in this study were selected by means of a convenience sample, sometimes referred to as opportunity sampling. The group of third-year teacher training students chosen for the purpose of this study were, at the time when the data was collected, enrolled in a third-year education module (OPV 352 – Multi-cultural Education) and attended lectures according to an official timetable at the Groenkloof Campus of the University of Pretoria.

The student population enrolled for OPV 352 at the time when the research was undertaken totalled 514, of whom 172 answered the questionnaire. The discrepancy in

these numbers may be due to two main factors. The first factor is that the research focused only on third-year teacher training students, therefore the questionnaires were administered only at the Groenkloof Campus accommodating the Faculty of Education. This meant that students enrolled for programmes other than teacher training on the main campus and who were also enrolled for OPV 352, were not included in the sample. The second factor is that the research was conducted on two consecutive days by administering the questionnaires during four different lecture sessions, therefore students who did not attend those lectures were not included in the sample.

### **3.5.2 Research instrument**

Since the measurement of attitudes and perceptions was the aim of this study, the preferred data collection instrument was a pen-and-paper questionnaire. This is the method most frequently identified in the literature on measuring attitudes and perceptions (Cohen et al., 2002; Gay & Airasian, 2003; McMillan & Schumacher, 2001). The questionnaire was divided into three sections: the first obtained demographic information (Section A), the second concerned factual items (Section B), and the third attitudinal and perception items (Section C). The first two sections consisted of open-ended and structured questions whereas the third section used a Likert scale (strongly agree to strongly disagree) to measure the items on the questionnaire (see Table 3.1).

The compiling of this questionnaire was supported by a literature study on community service learning and the assessment of student experiences, before deciding on the contents of the questionnaire (Bringle et al., 2004; Sigmon & Colleagues, 1996; Smith, 2004; Swick, 1999; Weglarz & Seybert, 2004). As this study is unique in the South African context, the questionnaire had to be designed specifically for this purpose and the researcher could not make use of an existing or modified instrument, although assessment instruments, research scales and the questionnaires used in other studies were consulted as a basis for the development and design of this questionnaire (Bringle et al., 2004, Bender and students, 2004; Diaz, Furco & Yamada, 1999). The questionnaire designed and used for this study is attached as Appendices 1A and 1B



**Table 3.1: Summary and description of questionnaire content**

DIVISIONS	INFORMATION	INDICATORS
<p><b>Section 1</b></p> <p>(5 questions)</p>	<p>Demographic information</p>	<ul style="list-style-type: none"> <li>• Age (by using birth-date)</li> <li>• Gender</li> <li>• Ethnicity (open-ended question)</li> <li>• BEd programme registered for</li> <li>• Year of study</li> </ul>
<p><b>Section 2</b></p> <p>(13 questions)</p>	<p>Factual items – yes/no answers followed by open-ended replies (requesting details) in some cases.</p>	<ul style="list-style-type: none"> <li>• Community service experience (past and present)</li> <li>• Whether or not students would like to do community service</li> <li>• Knowledge of concept of community service learning</li> </ul>
<p><b>Section 3</b></p> <p>(35 items)</p>	<p>Attitudinal items measured by a five-point Likert scale (Strongly agree to strongly disagree) to determine attitudes to and perceptions of community service and community service learning.</p>	<p>Items concerning</p> <ul style="list-style-type: none"> <li>• the potential benefit community service learning may hold for teacher training;</li> <li>• the improvement of teacher training students' leadership and communication skills;</li> <li>• social responsibility;</li> <li>• time concerns;</li> <li>• self-efficacy and emotional strength.</li> </ul>

### 3.5.3 Data collection

Once the questionnaires for data collection had been completed and approved, permission had to be obtained to administer the questionnaires at a time that best suited those involved.

A letter was sent to the module/course co-ordinator of the selected group of students currently doing the course OPV 352 (Multi-cultural Education), asking for permission to contact the lecturers in question in order to administer the questionnaires during regular lecture sessions. The co-ordinator was informed of the purpose of the study, the method of data collection and asked to grant permission for data to be collected. Once permission had been granted by the module/course co-ordinator, the researcher contacted the lecturers in question to arrange a convenient time for the questionnaires to be administered.

The selected group of students (third-year teacher training) were divided into four groups that attended lecture sessions at a time which suited their academic timetable. The data were therefore collected at four different times on two consecutive days during regular lecture sessions. The students were briefed on the aim of the study at the start of each of the lecture sessions, and requested to fill in the questionnaires honestly and as completely as possible. They were also informed of their right not to participate in the study and given permission to leave the lecture hall if they so wished. The participants were also assured that all data would be anonymous and kept confidential.

A total of 172 questionnaires were administered, and 172 were collected. Three were rejected, leaving 169 for data analysis, after which another one was discarded because the respondent was not in the appropriate year of study. Consequently, the final sample totalled 168 (N=168).

### **3.6 DATA ANALYSIS**

Hair, Anderson, Tatham and Black (1998:6) state that data analysis involves the partitioning, identification and measurement of variation in a set of variables, either among themselves or between a dependent variable and one or more independent variables. The data collected for this study were metric (quantitative), which meant that measured variables would be reflected by quantities or degrees (Hair et al., 1998:7).

After collecting the data they had to be prepared for data entry. All the information on the questionnaires was coded by assigning a number to each answer indicated, including section A and B. Then the data were captured on a computer and a printout of the data was produced using SAS® software (SAS Institute Inc., 2004).

This numerical data set is referred to as statistics and assists with making sense of the numbers (Steyn, Smit, du Toit & Strasheim, 1994:1)

The data generated were analysed by means of frequency analysis and factor analysis.

### **3.6.1 Frequency analysis**

Glass and Hopkins (1984:12) comment that data are interpreted more easily if organised and summarised, which is the reason for using frequency distributions. A frequency distribution is a table with classes of values and accompanying frequencies (Steyn et al., 1994:57). Rank-order distribution, ungrouped frequency distribution and grouped frequency distribution are most often applied to make better sense of the raw data.

Variables are used to separate subjects into categories, and are referred to as categorical variables. When the attributes of the object can be assumed to be an infinite number of values within a range of the variables, they are referred to as continuous variables (Cohen et al., 2002). Categorical variables can be described in two ways, namely frequencies and percentages. These frequencies and percentages are represented in a one-way frequency table which lists the different response categories of the variables with their frequency of occurrence (Steyn et al., 1994:71).

A demographic profile was generated from section A of the questionnaire, using frequency analysis. The profile contained the variables of age (continuous), gender (categorical), ethnic group (categorical), academic programme enrolled for and year of study (categorical), providing the biographical information needed to describe the sample of the population participating in this study (see Table 3.2).

Section B of the questionnaire elicited responses to the variables of previous experiences of community service and knowledge of community service learning. This section was used to obtain information about the students' background in relation to their exposure to the concept and their experiences with community service learning. As in Section A, frequency analysis was also done by means of a one-way frequency table, indicating the frequency of the responses and thus giving an indication of the students' exposure to and experience and knowledge of community service learning (see Table 3.3).

### 3.6.2 Factor analysis

In factor analysis, a large number of variables are analysed to determine or identify the common factors that can be extracted from the data collected. Hair et al. (1998:90) comment that factor analysis is an interdependence technique in which all variables are simultaneously considered, each is related to all others while still employing the concept of the variate. This method is often used to analyse Likert-type scales. Two of the primary uses of factor analysis are summarisation and data reduction. In summarising the data, factor analysis derives underlying dimensions that, when interpreted and understood, describe the data in a much smaller number of concepts than the original individual variables. Data reduction can be achieved by calculating scores for each underlying dimension and substituting them for the original variables (Hair et al., 1998:91).

The main objective of using factor analysis is to condense and summarise the information contained in a number of original variables into a smaller set of new, composite dimensions or variates (factors) with a minimum loss of information (Hair et al., 1998:95).

Mouton and Marais (1996:69) refer to these factors as constructs and state that, so as to measure an attitude on a variety of issues effectively, constructs based on theoretical concepts are identified and represented by a number of indicators that measure these constructs. Factor analysis therefore involves an analysis of the inter-correlations between the indicators of each construct. Steyn et al. (1994:526) note that it is important to have more than one factor in a research project because time and costs can be saved if different factors can be tested for significance in a single project. The interaction or interplay between the different factors is another important benefit of a factorial design in which more than one factor is identified (Steyn et al., 1994:527).

For the purposes of this study, Section C comprised a 5-point Likert scale. A Likert scale is typically used in survey research where the answer is indicated by either circling or marking the selected option. The degrees of response or the intensity of response is measured by means of a rating scale which is regarded as an important feature in measuring attitudes (Cohen et al., 2002:253). Factor analysis was done on the data collected in Section C of the questionnaire.

The statistical technique ANOVA (Analysis of variance) was used here. It is a univariate procedure used to assess group differences on a single metric dependant variable (Hair et al., 1998:327).

### **3.7 RESULTS**

The Department of Statistics at the University of Pretoria, Dr M.J. van der Linde (Senior Research Consultant) and Mr R.J. Grimbeeck (Senior Lecturer) assisted with obtaining and interpreting the results obtained from the survey questionnaire.

#### **3.7.1 Section A – Demographic profile of third-year teacher training students**

Section A of the questionnaire elicited information describing the demographic profile of the students participating in the research. This demographic profile of the student sample (n=168) is shown as frequencies and percentages in Table 3.2. The ages of the respondents varied from 20 to 31 years, with the majority of 98 (59%) being 21 years old and 36 (22%) 22 years old. Ten (6%) of the remaining students were 20 years old, 11 (7%) were 23 years old and 10 (6%) were older, the oldest being 31 years old. The sample population consisted of 25 men (15%) and 143 women (85%) students. The majority of 150 (89%) was white, 15 black (9%) and other students represented a total of 3 (2%). In so far as the teacher training programmes were represented, 70 (42%) of the students were enrolled for the Early Childhood and Foundation phase; 26 (15%) for the Intermediate and Senior phase and 72 (43%) students for Further Education and Training. All of the respondents were in their third year of study.

**Table 3.2: Demographic profile of third-year teacher training students (N=168)**

Characteristic	Group	Frequency*	Percentage
<b>Age</b>	24 years and older	10	6
	23 years	11	7
	22 years	36	22
	21 years	98	59
	20 years	10	6
	Total	165	100
<b>Gender</b>	Male	25	15
	Female	143	85
	Total	168	100
<b>Race</b>	Black	15	9
	White	150	89
	Other	3	2
	Total	168	100
<b>BEd Programme</b>	Early Childhood Development and Foundation phase	71	42
	Intermediate and Senior phase	26	15
	Further Education and Training	71	43
	Total	168	100

\* Frequencies may not sum to 168 because of non-responses.

### **3.7.2 Section B – Previous experience and knowledge of community service learning by third-year teacher training students**

Section B of the survey contained questions to elicit information about the students' previous community service experience, participation in and knowledge of community service learning and their possible motivation for doing such a course/module. This information is shown in the form of frequencies and percentages in Table 3.3.

The study indicates that 90 (53%) of the respondents had previously been engaged in community service and that 79 (47%) had never been involved in a community service experience. Currently only 21 (12%) were participating in community service of some kind whereas 148 (88%) were not involved in a community project at present. A total of 122

(73%) students indicated that they would like to do community service which was related to their teacher training programme and 46 (27%) indicated that they would not like to do community service related to their teacher training programme. Only 68 (40%) students were in favour of receiving academic credit for participation in community service, 39 (23%) did not want such credit and the remaining 61 (36%) were neutral. The students indicating that they would enrol for a module that included community service totalled 113 (67%) as opposed to 55 (33%) who indicated that they would not like to do a module which included community service. As regards previous enrolment for a course/module incorporating community service, only 36 (21%) had been previously enrolled in such a course/module and 132 (79%) had not previously having been enrolled for such a course/module. Only 79 (47%) reported that they had heard of community service learning; 88 (53%) had not heard of it prior to the survey. On being asked for the primary reason that would motivate them to enrol for a course/module which included community service, 26 (16%) of the students indicated academic credit; 15 (9%) module/course requirements; 39 (24%) interest in module; 15 (9%) a community service component; 54 (33%) career/future plans and 14 (8%) students gave other reasons.

**Table 3.3: Third-year teacher training students' responses to previous community service experience and participation (N=168)**

Experience and participation	Response	Frequency*	Percentage
Previous community service experience (Question 6)	Yes	90	53
	No	78	47
	Total	168	100
Current participation in community service (Question 8)	Yes	21	12
	No	147	88
	Total	168	100
Would like to do community service related to teacher training programme? (Question 10)	Yes	122	73
	No	46	27
	Total	168	100
Would like to do community service for academic credit? (Question 12)	Yes	68	41
	No	39	23
	It does not matter	61	36
	Total	168	100
Would you like to enrol for course/module with community service? (Question 13)	Yes	113	67
	No	55	33
	Total	168	100
Have you been enrolled for a course/module with community service? (Question 14)	Yes	36	21
	No	132	79
	Total	168	100
Have you heard of service learning before? (Question 16)	Yes	79	47
	No	88	53
	Total	167*	100
Primary reason that would motivate enrolment for a course/module which includes community service (Question 18)	Academic credit	26	16
	Module/course requirements	15	9
	Interest in module	39	24
	Community service component	15	9
	Career/future plans	54	33
	Other	4	9
	Total	163*	100

\* Frequencies may not sum to 168 because of non-responses.



The information obtained from Sections A and B was explored by using the Logit model (Hair et al., 1998:242) fitted to the frequencies of Question 10 of the survey (Would you like to take part in community service that is related to your current teacher-training programme?) as the dependant variable, and gender, BEd programme registered for, previous participation and interactions as the independent variables.

The only significant relationship, or statistically significant at the 5% level, was between gender and willingness to participate in community service related to their teacher training programme with the Chi-square ( $X^2$ ) goodness of fit resulting in  $p = 0.0458$ . The women students generally had a more positive attitude to taking part in community service related to their current teacher-training programme, with 107 of the 142 (75%) giving a yes response and the men students less positive, with 14 of 25 (56%) indicating that they would like to take part in community service related to their programme.

### **3.7.3 Section C – Third-year teacher training students' attitudes to and perceptions of community service learning**

Section C measured the students responses to community service learning using a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree).

Factor analysis was done on the responses to this section of the questionnaire, with the data collected from a larger group of students in another similar study on 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>-year teacher training students (N=883), using the same questionnaire. The reason for using the second data set was that too few data were collected from the third-year teacher training group alone, owing to insufficient numbers, and this would have affected the validity of this study (Bender, 2005a and 2006).

The following four factors were identified from the items in this section:

Factor 1 – Intra and interpersonal development (Self: personal and social development)

Factor 2 – Teacher training for social responsibility (career development)

Factor 3 – Attitude to the integration of service learning in teacher training

Factor 4 – Commitment to social responsibility

Based on these factors, the Community Service Learning Attitudes and Perception Scale (CSLAPS) was developed and used for further investigation of the data (Bender, 2005a and 2006).

The variables of gender, course enrolled for, community service experience, previous enrolment in a community service learning course and knowledge of community service learning, were selected from Sections A and B of the questionnaire and used with the Community Service Learning Attitudes and Perception Scale (CSLAPS), comparing the interactions of the latter.

The only significant results were the comparisons between the variables of previous enrolment (Question 14) and knowledge of community service learning (Question 16), and Factor 1 (Self: personal and social development) and Factor 2 (Career development) of the Community Service Learning Attitudes and Perception Scale (CSLAPS).

These results indicate that the students who had previously been enrolled for a course which included community service learning and also knew about it, had a more positive attitude to doing community service learning because they felt they would benefit from it in terms of their personal and social development ( $p = 0.0543$ ) and that it would also be of value for their career development ( $p = 0.0364$ ).

Table 3.4 displays these results in percentages, indicating that those close to or below 5% are significant.

**Table 3.4: Results of ANOVA comparing interactions with demographic and other variables using the Community Service Learning Attitudes and Perception Scale (CSLAPS) (p-value displayed in table)**

Demographic and other variables	CSLAPS			
	1 Intra and Interpersonal development (Self: personal and social development)	2 Teacher training and social responsibility (Career development)	3 Attitude about the integration of service learning in teacher training	4 Commitment to social responsibility
<b>Gender</b>	0.3117	0.5023	0.7095	0.2404
<b>Experience</b>	0.1384	0.2562	0.1813	0.4454
<b>Gender + Experience</b>	0.8884	0.4295	0.6661	0.5645
<b>BEd programme</b>	0.7073	0.7077	0.7739	0.6994
<b>Previous enrolment for course/ module including community service learning</b>	0.1288	0.4793	0.6966	0.4203
<b>Experience + previous enrolment for course/ module including community service learning</b>	0.1009	0.3666	0.7083	0.4093
<b>Prior knowledge about community service learning</b>	0.8391	0.9489	0.9283	0.8445
<b>Previous enrolment in community service learning course / module + Prior knowledge about community service learning</b>	0.0543*	0.0364*	0.7021	0.0807

\* = Significant or almost significant at the 5% level.

Further specific differences were identified when using multiple comparisons (LSMEANS) (SAS Institute Inc. 2004:1820-1823) of the variables (Factors 1 and 2) and Questions 14

(previous enrolment) and 16 (prior knowledge about community service learning). These results are displayed in Table 3.5 and indicate that previous enrolment and prior knowledge had an influence on the students' attitude to doing community service learning for personal and social development and career development respectively.

**Table 3.5: Results of ANOVA, using multiple comparisons (LSMEANS) to distinguish between levels of significance of factors**

Previous enrolment for course/module including community service learning	Prior knowledge about community service learning	CSLAPS			
		Intra and Interpersonal development (Self: personal and social development)		Teacher training for social responsibility (Career development)	
		Mean	Standard deviation	Mean	Standard deviation
1 (Yes)	1 (Yes)	1.98 <b>a</b>	0.75	2.2 <b>a</b>	0.73
	2 (No)	2.13 <b>b</b>	0.57	2.25 <b>a, b</b>	0.96
2 (No)	1 (Yes)	2.38 <b>a, b</b>	0.92	2.40 <b>b</b>	0.91
	2 (No)	2.10 <b>a</b>	0.75	2.04 <b>a</b>	0.66

**a, b** = Means with common characters do not differ significantly (interpret column-wise).

Following the above results showing that students had a greater focus on intra and interpersonal development along with career development, a decision was taken to investigate two other variables, using the Community Service Learning Attitude and Perception Scale (CSLAPS). The two variables taken from Section 2 of the questionnaire probed whether the students would like to take part in community service learning related to their current teacher-training programme (Question10) and whether they would like to do community service for academic credit (Question 12). Previous experience was again taken into consideration and also used in the comparison.

The results indicate that the students had a more positive attitude to community service learning, indicating a greater willingness to doing community service related to their current teacher-training programme ( $p < 0.0001$ ) and for academic credit ( $p = 0.0005$ ) if it would add value to their teacher training and enhance their career development. It was also clear that these two variables had the greatest significance in comparison to Factor 2 (Teacher training for social responsibility or to enhance their career development) of the

Community Service Learning Attitude and Perception Scale (CSLAPS). Table 3.6 displays the p-values, indicating those below 0,0033 as significant.

**Table 3.6: Results of ANOVA comparing interactions with demographic and other variables using the Community Service Learning Attitudes and Perception Scale (CSLAPS) (p-value displayed in table)**

Demographic and other variables	CSLAPS			
	1 Intra and Interpersonal development (Self: Personal and social development)	2 Teacher training and social responsibility (Career development)	3 Attitude about the integration of Service Learning in Teacher Training	4 Commitment to social responsibility
Would like to take part in community service related to current teacher training Programme	<.0001*	<.0001*	0.0086	<.0001*
Would like to do community service for academic credit	0.0018*	0.0005*	0.7174	0,0014*
Would like to take part in community service related to current teacher training programme + Would like to do community service for academic credit	0.1048	0.0329*	0.6954	0.2959
Experience	0.8032	0.9408	0.7037	0.6291
Experience + Would like to take part in community service related to current teacher training programme	0.5352	0.3790	0.1909	0.8732
Experience + Would like to do community service for academic credit	0.6265	0.1669	0.1872	0.3996

\* = Significant at the 0.33% level.

Based on the findings of the above (Table 3.6), multiple comparisons were employed by way of contrasts to identify specific differences using Factor 2 (Career development) and Questions 10 (Willingness to take part in community service related to current teacher training programme) and 12 (Wanting to do community service for academic credit). It

was not possible to do LSMEANS (Multiple comparison technique) (SAS Institute Inc. 2004) here because of the data structure. Therefore the multiple comparison technique, by way of contrast, was adapted by applying the Bonferoni inequality (Hair et al., 1998:328) to adjust the significance to 0.0033, so that an overall 5% level of significance was still maintained. These results are displayed in Table 3.7 and indicate that the students wanting to take part in community service learning related to their current academic programme and wanting to do it for academic credit were in favour of it because of the value it might hold for their career development. By contrast, there were no significant differences among the students who indicated that they did not want to take part in community service learning, did not want to do it for academic credit, or that it did not matter whether they did it.

**Table 3.7: Results of ANOVA, using multiple comparisons to distinguish between levels of significance of factors**

Would like to take part in community service related to current teacher training programme	Would like to do community service for academic credit	CSLAPS	
		Teacher training for social responsibility (Career development)	
		Mean	Standard deviation
1 (Yes)	1 (Yes)	1.91 <b>a, b</b>	0.52
	2 (No)	2.11 <b>a, b</b>	0.78
	3 (Does not matter)	1.84 <b>a</b>	0.50
2 (No)	1 (Yes)	2.34 <b>a, b</b>	0.77
	2 (No)	3.47 <b>c</b>	0.69
	3 (Does not matter)	2.71 <b>b, c</b>	0.79

**a, b, c** = Means with common characters do not differ significantly (interpret column-wise).

### 3.8 CONCLUSION

This chapter explains the research design, methodology and results of the study which was aimed at determining teacher training students' attitudes to and perceptions of community service learning before this component was integrated into their curriculum.

Third-year teacher training students were chosen as the sample population and a quantitative study was done using a questionnaire to obtain the data. Frequency analysis and factor analysis were done on the responses in order to analyse the data.

The hypothesis that teacher training students in general have a positive attitude to doing community service as part of a teacher training programme, has been rejected and the alternative hypothesis confirmed by the results of the study. The alternative hypothesis is that teacher training students who have a good understanding of the meaning and value of community service learning have a more positive attitude to doing community service as part of their teacher training programme than teacher training students who have no knowledge about the meaning of community service learning.

It was also found that students who did not have knowledge and experience of community service learning did not know or anticipate the value that community service learning might hold for their learning or career development. Furthermore the study showed that students responded positively to including community service learning into their curriculum, mainly for the value it could hold for their career development.

The next chapter (Chapter 4) discusses the conclusions drawn from the findings of the study and relates them to current and existing research, also indicating how the present study has filled the gap in research on students' attitudes to and perceptions of community service learning before this component was integrated into a curriculum. Recommendations are made on the integration of community service learning into the teacher training curriculum, based on the attitudes and perceptions of teacher training students prior to the integration of community service learning into their curriculum. The limitations of the study and implications for future research are also included.

## CHAPTER 4

# CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS OF STUDY AND FUTURE RESEARCH

### 4.1 INTRODUCTION

This chapter summarises the investigation of third-year teacher training students' attitudes to and perceptions of community service learning and its integration into their curriculum. The first part of the chapter contains brief conclusions drawn from the literature review on community service learning in teacher training and students' attitudes and perceptions in this regard. The second part gives the conclusions drawn from the research (survey). The third part makes recommendations on the basis of the results and conclusions drawn from the study, and comments on the value of the study in possibly closing the gap in research on students' attitudes to and perceptions of community service learning before this component becomes integrated into their curriculum. Finally, the limitations of this study are noted, followed by a brief discussion of the implications this study may have for future research in the field of community service learning.

### 4.2 CONCLUSIONS DRAWN FROM LITERATURE REVIEW

The foundation of community service learning, found in theories of experiential education as described by Dewey (1963) and Kolb (1984), is regarded as one of the most important learning theories for community service learning. Learning from experience gives students the opportunity to put theory into practice and also gain insight into the expected tasks and community issues that they could face when entering the workplace.

The literature study brought to the fore the confusion that students might feel about what community service learning entails and how it can be distinguished from other kinds of education and community service programmes. Community service learning is described in the literature as essentially a learning experience which is both personally meaningful to the students and beneficial to the community (Bringle et al., 2004; Furco & Billig, 2002; Howard, 1998; Stacey et al., 2001; Stanton, 2000).



Community service learning is of a reciprocal nature since the student and the community both have to invest in, and simultaneously benefit from, the activities included in a community service learning module/course.

The structured, critical reflection by the students after performing the community service learning activities is also noted as an important feature of community service learning, as it gives the students an opportunity to reflect on their experiences and in this way, determine their value for their learning. Students should be able to think about and then articulate how the service clarified, reinforced, expanded or illustrated the course/module concepts and improved learning (Eyler & Giles, 1999; Eyler et al., 1996; Sigmon & Colleagues, 1996; Stacey et al., 2001).

#### **4.2.1 The influence of attitudes and perceptions on community service learning**

The literature review in Chapter 2 indicates the complexity of the relationship between attitudes, perceptions and learning and how this relationship affects students' ability to learn. A negative perception of the learning environment leads to a negative attitude to the learning that is expected to take place in a community service learning module/course. Students may put less effort into the tasks/activities at hand, which would have a negative effect on the learning that should take place through the service learning experience.

#### **4.2.2 Community service learning as part of curriculum-based community engagement**

Community engagement is recognised as one of the core functions of Higher Education and Training in South Africa (Higher Education Quality Committee, 2004a:24), along with teaching, learning and research. Community engagement finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes that address particular community needs. Community service learning as part of curriculum-based community engagement deliberately involves the students in activities in a community environment, so that they will learn from the experience while also having an opportunity to gain first-hand information about community needs and how they as prospective teachers could help to make a difference through their profession.

### **4.2.3 Citizenship and community service learning**

Citizenship is described in the relevant literature (Constitutional Assembly, 1996; Parker, 1998; Rhampele, 2001; Rhoads, 1998) as bringing with it not only democratic rights but also a responsibility to help solve problems in the community through active participation in community matters. Community service learning offers students the opportunity to recognise the role they can play as responsible citizens while they are students and also after they have completed their studies, by bringing their future career to the community to help solve problems or add value (Eyler & Giles, 1999).

### **4.2.4 Teacher training and community service learning**

The effect of community service learning on teacher training can be seen in the benefits identified for teachers, described in the literature review in Chapter 2.

The literature review on community service learning in teacher training shows that skills could be developed and enhanced through a service learning experience, as service learning provides an environment where pre-service teachers can actively practise their teaching, leadership and communication skills to bridge the gap between theory and practice (Abourzek & Patterson, 2003:126).

Community service learning gives teacher training students a window through which to view their future working environment. This view is extremely important as it gives these students first-hand experience of their future work and an opportunity to develop the necessary skills required to be successful teachers. Community service learning gives student teachers the opportunity to grow personally and professionally, to get to know the diversity of social influences and their impact on the schoolchildren with whom they will work (Erickson & Anderson, 1997; Franco, 2000; Myers & Bellner, 2000).

#### **4.2.5 Student role in curriculum design for community service learning**

The student is identified in Chapter 2 as an important participant and stakeholder in the curriculum and therefore in programmes for community service learning (Eyler et al., 1996; Myers & Bellner, 2000; Sigmon, 1996). Teachers and students should co-operate when making curriculum decisions (Carl, 2002:51), because students' participation and involvement in curriculum design will increase the students' motivation, participation and better achievement of learning outcomes (Myers & Bellner, 2000).

Students' assessment of the course/module content, selected activities and the value of the learning that has taken place gives students an opportunity to play a valuable role by giving their opinion on and making suggestions about improving and enhancing community service learning courses/modules.

#### **4.2.6 Previous research on attitudes to and perceptions of community service learning**

The literature review of previous research on community service learning revealed that there has not yet been a study on students' attitudes to and perceptions of community service learning before this component is integrated into their curriculum. This has a definite bearing on future research, in that the field has not yet been explored. All the existing studies focused on students' attitudes to and perceptions of community service learning after it had been integrated into the curriculum, or on the value of community service learning for teaching and learning (Abourzek & Patterson, 2003; Cepello, Davis & Hill-Ward, 2003; Erickson & Anderson, 1997; Swick., 1999).

Research on community service learning in South Africa is also still at an early stage and little subject-specific research has been done.

The Joint Education Trust currently supports numerous research projects on community engagement in Higher Education. These projects include specific areas, such as (1) the role of the community, faculty and service agencies in community-Higher Education; (2) student assessment in community engagement; (3) organisational structures conducive to

community engagement; and (4) quality assurance of community engagement and service learning (Lazarus, 2005).

It is therefore believed that the present study fills a gap in the existing research, as it is the first study of its kind and will probably lead to further studies on attitudes to and perceptions of community service learning, and its integration into a curriculum.

### **4.3 DISCUSSION AND CONCLUSIONS OF THE STUDY**

This section sets out the conclusions of the research, based on the results, and these are discussed with regard to the hypotheses stated at the beginning of the study.

As the aim of the study was to give academic staff in teacher training programmes information about students' attitudes to and perceptions of community service learning, the following research question had to be answered:

- What are third-year teacher training students' attitudes to and perceptions of community service learning and its integration into the curriculum of a teacher training programme?

The most commonly shared perceptions and attitudes among third-year teacher training students regarding community service learning were identified, rejecting the null hypothesis and confirming the alternative hypothesis. The secondary aim was to gain information about the way that teacher training students regard the integration of community service learning into their curriculum, in order to give academic staff insights which could prove of value for curriculum development and the inclusion of community service learning in their teacher training programmes.

#### **4.3.1 Previous experience and current participation in community service**

The results of the study indicate that many of the students (slightly more than half – 53%) had gained previous experience of community service, but the majority (88%) were not currently participating in a community service programme. The respondents did however

indicate that they would like to enrol for a course/module which included community service, if it would be of value for their career development.

#### **4.3.2 Knowledge of community service learning**

The results showed that teacher training students who knew about community service learning and/or had participated in a community project, had a better perception of what community service learning would entail. These students also displayed a more positive attitude to the integration of this component into their teacher training curriculum. This indicates that knowledge about community service learning or participation in a community project has a positive influence on students' attitudes to and perceptions of the concept and its integration into their curriculum.

The students with knowledge of, and previous participation in, a community service programme also stated that they believed they had a commitment to social responsibility and would be prepared to do community service related to their teacher training programme for their personal and social development. The respondents also displayed a greater willingness to enrol for such a course/module if it would add value to their career development. These students also confirmed that they would require academic credits for doing such a course/module.

#### **4.3.3 Student attitudes**

The CSLAPS (Community Service Learning Attitude and Perception Scale) (Bender 2005a and 2006) identifies four factors related directly to attitudes to and perceptions of community service learning. These four factors, as mentioned in Chapter 3, are as follows:

- Factor 1 – Intra and interpersonal development (Self: Personal and social development)
- Factor 2 – Teacher training for social responsibility (Career development)
- Factor 3 – Attitude to the integration of service learning into teacher training
- Factor 4 – Commitment to social responsibility

Results were generated by using the CSLAPS, showing that the students who participated in the survey, were more focused on intra and interpersonal development as well as on career development. As regards the students' attitudes to the integration of service learning in teacher training and their commitment to social responsibility, the scale indicated no significant result. This is an indication that students were more focused on personal gain than on a sense of commitment to social responsibility. Therefore, students would probably give a higher rating to a course/module which included community service learning if it gave students opportunities for personal growth and social development, and the opportunities for career development that might emanate from it.

The results obtained from the use of the CSLAPS as part of the study, indicate three important conclusions about students' attitudes to and willingness to participate in community service learning:

- First conclusion: students are career-oriented and would want credit for doing such a course/module.
- Second conclusion: that students have a desire to grow and develop personally and socially.
- Third conclusion: prior knowledge about community service learning should be regarded as important when considering the integration of this component into a course/module, as it has an identifiable influence on students' attitudes to community service learning and their willingness to do community service learning as part of their teacher training.

#### **4.4 RECOMMENDATIONS**

Several recommendations can be made, based upon the findings and conclusions of the research.

Bringle and Hatcher (2000:275) mention four constituencies which are critical stakeholders in the institutionalisation of service learning in higher education institutions.

- Higher education
- Academic staff
- Community / service partner
- Student.

Consequently, each of these constituencies should understand and endorse community service learning, and each of them should be given the opportunity to reflect on and be represented in the planning, development and implementation of community service learning in order to ensure successful integration into a curriculum.

Since the focus of this study was on the student, the discussion and recommendations are aimed at the way that students should be introduced to academic service learning before it becomes integrated into their curriculum.

#### **4.4.1 Student orientation**

##### **4.4.1.1 Introduce the concept and practice of community service learning to the students before they embark on such a course/module**

Students are important participants in a curriculum and ought to be recognised for the voice they have in curriculum development. Students should be familiarised with the concept and practice of community service learning before it is integrated into their curriculum. Bender et al. (2006:128) suggest the following when introducing to students a module which would include community service learning:

Explain the following:

- What the unique features are of community service learning as a pedagogy.
- Why it was decided that community service learning should be integrated into a module.
- How the academic content, learning outcomes and service outcomes relate.
- How the community service learning site(s) and types of service activities chosen relate.
- How community service learning enhances the academic learning of a course/module.
- What the nature of the service outcomes (i.e. on site or in class) and class-related tasks (reflection, journals and projects) are.
- How structured reflection and assessment will be conducted.
- Give clear guidelines for assignments, service learning projects and grading criteria.

- What types of service outcomes students might develop with their community and/or service agencies (Bender et al., 2006:128).

#### **4.4.1.2 Address the uncertainties students have about expectations of and responsibilities for community service learning**

Explain the following to students:

- What they will be doing
- Where they will be going
- When they will be going
- How much service is expected (defined by the number of hours and other criteria) (Bender et al., 2006:129)

Issue to students a manual on service learning, or some form of documentation, giving a detailed description of what the expectations of community service learning are, and the procedures to be followed.

Give students an opportunity to ask questions and discuss any uncertainties that they might still have after the introduction and orientation.

Allow students time to reflect on what they have been told before a further briefing session follows.

A visit could be arranged to one of the intended community sites as part of the introduction and orientation.

In a follow-up briefing session, students should be given an opportunity as part of a structured reflection session to ask any further questions which may have come to mind, to discuss and share their opinions with one another and with the academic staff.

The initial visit to the intended community site should be followed up by another to share and discuss what they think and feel about how service learning ought to take place in that community.



Ensure that students have a deep understanding that community service learning is a reciprocal pedagogy and, although the community will benefit from their activities, the aim is that they should learn from the experience and that they and the community would be empowered by it.

Ensure that students know what the benefits of community service learning are for students and specifically for teacher training students (see Chapter 2, pp. 39 & 45-47).

Community service learning can be implemented after the prospective students have been informed about the intention to integrate this component into their teacher training course/module and after orientation. The next important steps after implementation are reflection and assessment, followed by evaluation, where the students are directly involved in the redesign and improvement of the curriculum.

#### **4.4.1.3 How students can play a role in curriculum design**

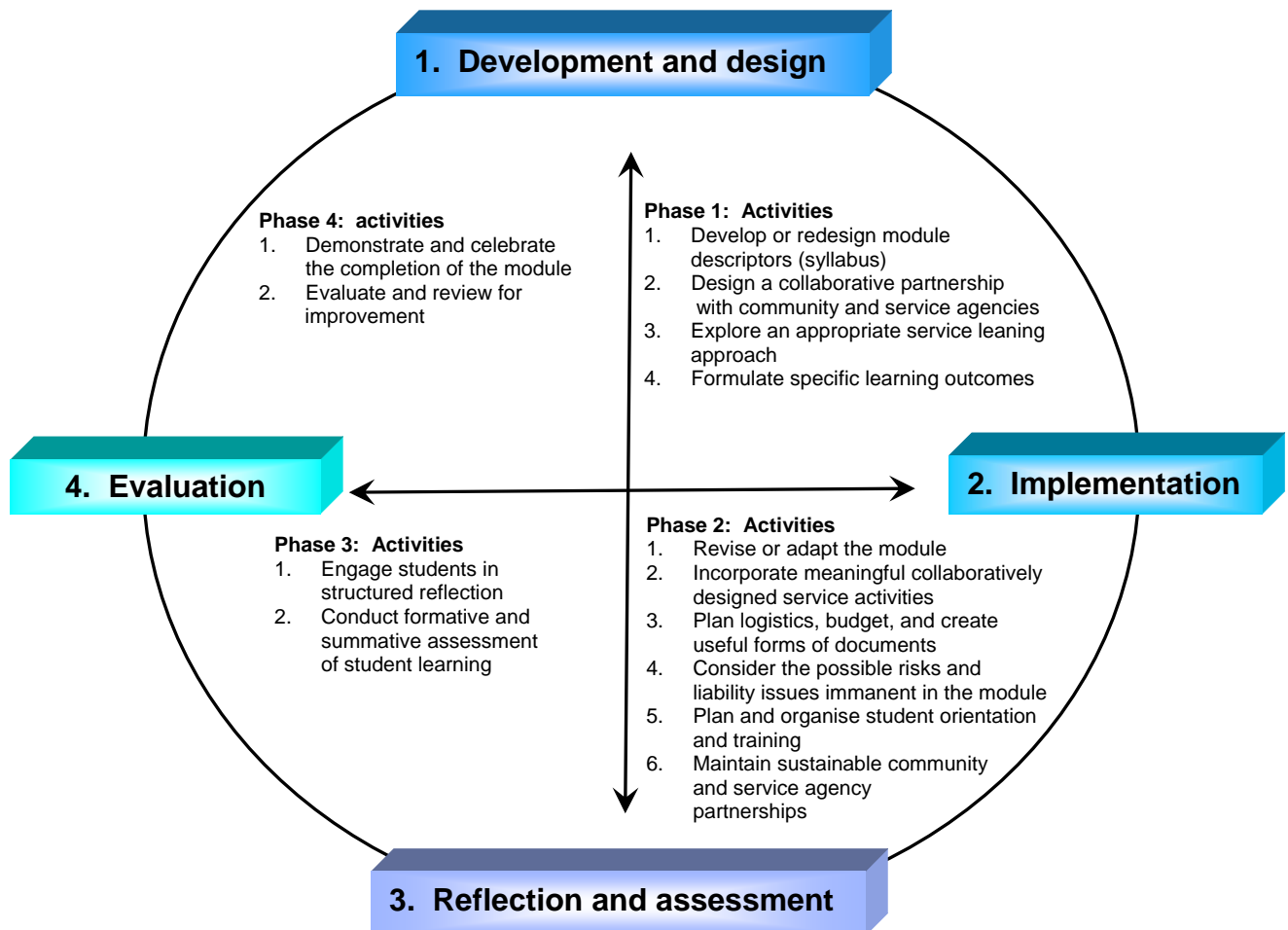
Students ought to be engaged in structured reflection from the outset of any course/module which includes community service learning, so that they have the opportunity to recognise the link between the course/module content and the service experience.

Stacey et al. (1997:26) state that “many students do not immediately see the connection between the vivid, complex experiences in their service and the importance in a university module. They need help making the link through structured reflection”.

The process of reflection is continuous and should take place before, during and after the community service learning project because it is a constant process for evaluating the experience in terms of its value and meaning for the student. It is through this reflection process that a curriculum can be changed/planned/designed positively, as the students are given the opportunity to discuss the intended learning and the service experience that has taken place, in terms of relevance to the theory and importance for their life experience and career.

Community service learning is still in the initial stages in South Africa. Bender et al. (2006:35) propose an integrated curriculum model for community service learning that

describes the ongoing process of curriculum design (Figure 4.1) in which reflection and assessment (stage 3) play a vital role.



**Figure 4.1: Integrated Curriculum Model for Service Learning**

(Bender, 2005a; Bender, 2005b; Bender, 2006a in Bender et al., 2006)

Each of the phases includes a number of equally important activities to be carried out, which would assist in the ongoing development and design of an integrated curriculum. In phase 2, academic staff should orient and train students in terms of community service learning, before embarking on phase 3 where the students should be engaged in structured reflection and assessment. Phase 4 gives the students and academic staff the opportunity to demonstrate and celebrate the completion of the course/module, before they evaluate and review it for improvement. At this point, phase 1 comes into play once more when redesigning the course/module descriptors and reformulating the specific learning outcomes.

#### **4.4.1.4 Value of reflection before experience**

Bender et al. (2006:66) encourage academic staff to help students with the process of structured reflection so that the students can be prepared for the community service learning experience. These recommended reflection activities would help students to

- acquire the disciplinary knowledge needed for community service learning;
- give them opportunities to practise the application of this disciplinary knowledge;
- develop the problem-solving skills they need to address community concerns;
- gain an understanding of community needs and community and service agencies; and
- develop information-gathering skills for collecting the information required for the expected service activities (Bender et al., 2006:66).

When students are given the opportunities described above, they should have a sense of ownership of the community service learning project and be more motivated to participate in the intended experience, with the intention of learning and benefiting from the experience in terms of their self-development and career development.

### **4.5 STRATEGIES FOR IMPLEMENTING COMMUNITY SERVICE LEARNING IN TEACHER TRAINING**

Integrating community service learning into teacher training programmes should be based on a set of beliefs which would guide the process towards identifiable goals. Anderson (1999) conducted a study to obtain principles of good practice for service learning, in particular for teacher training. As these principles have been found to contribute successfully to service learning outcomes, they are important considerations that should be noted.

#### **Principles of good practice**

Pre-service teachers should prepare to use service learning as pedagogy by participating in service learning experiences, as well as studying in class the principles of good service learning practice.

- Explicit instructions in the use of service learning as pedagogy increases the chance that beginning teachers will engage their students in service learning experiences and thereby extend its benefits to both learners and the community.

Academic staff should align service-learning outcomes with programme goals and appropriate national standards for teacher certification and accreditation.

- In this era of standards-driven teacher education, service learning instruction and activities have to meet these standards. Linking service learning to a standard helps to ensure that it will remain in a teacher education programme, irrespective of changes in faculty or administration. In addition, it is important in all programmes for academic staff to design service learning activities which facilitate the achievement of intended outcomes.

Academic staff involved in service learning should have a clear understanding of service learning theory and the principles of good practice, and model these principles in their use of service learning as a teaching method.

- Historically, messages in the hidden curriculum of teacher education have contradicted the official curriculum. It is imperative for academic staff involved in service learning to learn all they can about successful service learning practice and use what they have learned in their own teaching.

Teacher training courses/modules which include service learning should be grounded in the theories and practices of teaching and learning, that are congruent with service learning.

- Academic staff who ground service learning instruction in class approaches that actively involve students in the construction of their own knowledge, are likely to be more effective. In addition, if pre-service teachers are expected to play a learning-leader role in the community, then academic staff should adopt practices that will allow students to play a similar role in the classroom.

All stakeholders should be included in the design, implementation and evaluation of service learning projects.

- The most successful service learning projects involve a synergy of pre-service teacher, teacher-training lecturer, community member and Grade 1 to 12 learner

energy and creativity, which combine to produce outcomes much greater than any one group could accomplish alone.

Collaboration between the teacher training programme, Grade 1 to 12 schools and the community is characterised by reciprocity and mutual respect, which enhance a shared ethic of service.

- Effective collaboration requires regular communication regarding community needs and assets, a service learning project plan, reflection and evaluation processes and outcomes. Additionally, the service learning partners need to develop clear roles and responsibilities as they pertain to supervising and evaluating students.

Pre-service teachers should participate in multiple and varied service learning experiences that involve working with diverse community members.

- Service learning experiences should be provided in multiple modules of a teacher training programme. Each added experience increases pre-service teachers' understanding of goals or connections to the curriculum and different approaches to preparation, reflection and assessment. Commitment to working with diverse community members refers to ethnic, cultural, economic, gender and age differences, as well as differences due to physical and mental abilities.

Pre-service teachers should participate in a variety of frequent and structured reflection activities and be prepared to facilitate reflection with their learners.

- Participation in reflection is the key to helping students integrate service experiences with core learning outcomes. In effective reflection, pre-service teachers not only make sense of their service experiences but also engage in deeper analyses of civic, ethical and public policy issues. Reflection should involve multiple methods and be conducted in a variety of group settings.

Pre-service teachers are taught how to use formative and summative assessment to enhance student learning and measure the outcomes of service learning.

- Programmes should give pre-service teachers the theoretical and practical knowledge they need for the formative and summative assessment of service learning. Pre-service teachers should be able to link assessment to predetermined as well as unanticipated outcomes. They should learn to use a variety of forms of

authentic assessment to measure the outcomes of service learning. Multiple stakeholders should be involved in designing and implementing assessment plans.

The teacher training programme, institution and the community should support service learning by providing the resources and structural elements necessary for continued success.

Academic staff who are familiar with these principles of good practice and use them effectively in their programmes, have a greater chance of success when implementing service learning activities into their programmes or curricular areas.

#### **4.6 LIMITATIONS OF THIS STUDY**

The following may be seen as possible limitations of this study:

- **Research population**

Since the research population was limited only to third-year teacher training students on two specific days taking a specific course and studying at a single institution, the findings may not be generalisable to the entire population of teacher training students in the country.

- **Data collection**

A further limitation is that that data were collected by means of only one data collection instrument, a survey using a questionnaire. Interviews could have added to the depth of the study.

- **Research methodology**

The use of only one method may also be seen as a limitation. The use of a qualitative method along with the quantitative method could have enhanced the validity of the study and produced more in-depth results. However, as this is a dissertation of limited scope, the research method chosen was suited to the research requirements.

## 4.7 IMPLICATIONS FOR FUTURE RESEARCH

The following recommendations can be made for further research in the field of community service learning in South Africa.

- Pre- and post-test surveys should be done to determine the value of community service learning and the influence it has on the outcomes and achievement of the learning goals for each course/module. Students' attitudes to the concept of community service learning could also be measured to determine whether their attitudes are influenced by the inclusion of certain activities.
- Longitudinal studies should be done to determine the value of community service learning for teacher training with regard to the students' rates of success and achievement, their personal growth, social commitment and career development.
- Research should be done to determine the influence of community service learning on new teachers' job satisfaction and also how schools measure students who did community service learning courses/modules as part of their training, as opposed to those who did not.

## 4.8 CONCLUSION

The conclusion of the study is presented together with its aims, namely to gain insight into teacher training students' attitudes to and perceptions of community service learning before integrating this component into their curriculum. The aim was also to give academic staff information which would assist them with the successful design and implementation of courses/modules that would include community service learning.

The benefits of a community service learning programme have been noted throughout the study, but equally as important is that implementation is not simply a matter of making the students do some extra practical work. Academic staff should know the theories of the pedagogy and how best to encourage a positive attitude by enhancing students' perceptions of the practice before they start a community service learning programme. Student teachers ought to know and understand how community service learning can reinforce classroom content while providing a valued service to the community. They

should not only understand the reciprocal nature of the pedagogy but also know that the focus for them is on the learning they would gain from their involvement in a community service learning programme.

It is important for a curriculum to be carefully designed to complement a continuous learning cycle which would foster meaning and comprehension, by giving students an opportunity for structured reflection so as to assess their own learning.

Teacher training students should be reoriented to replacing the lecture-driven curriculum presented by academic staff, by introducing them to new and exciting programmes intended to enhance learning by developing learning outcomes which include student participation in real-life situations.

Research in this field is of cardinal importance and should continuously aim to add educational innovation to excellence in each new generation of teachers.



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## APPENDIX 1A:

### UNIVERSITY OF PRETORIA – FACULTY OF EDUCATION

### STUDENT SURVEY ON PERCEPTIONS AND ATTITUDES REGARDING COMMUNITY SERVICE LEARNING (CSL)

This survey is designed to measure the general attitudes and perceptions of 3<sup>rd</sup>-year University students in a teacher-training programme about **community service learning**. We would like to know your understanding of the concept and your opinion of it.

#### **Instructions:**

*Please answer all the questions by circling (O) an appropriate number in a shaded box or by writing your answer in the shaded space provided.*

Respondent

V1    1

#### **SECTION A**

1. What is your date of birth? (Use the **ddmmyy** format).

V2     4

2. What is your gender?

V3  10

Male	<b>1</b>
Female	<b>2</b>

3. To which ethnic group do you belong?

V4   11

4. Indicate the BEd programme for which you are registered.

V5  13

Early Childhood Development and Foundation Phase	<b>1</b>
Intermediate Phase	<b>2</b>
Senior Phase	<b>3</b>
Further Education and Training: General	<b>4</b>
Further Education and Training: Economic and Management Sciences	<b>5</b>
Further Education and Training: Human Movement Studies	<b>6</b>
Further Education and Training: Natural Sciences	<b>7</b>
Other (please specify):	

5. Indicate your year of study.

1 <sup>st</sup> year	<b>1</b>
2 <sup>nd</sup> year	<b>2</b>
3 <sup>rd</sup> year	<b>3</b>
4 <sup>th</sup> year	<b>4</b>

V6  14

**SECTION B**

6. Have you been involved in a community service experience?

Yes	<b>1</b>
No	<b>2</b>

V7  15

7. If you answered “Yes” to **Question 6**, describe your experience.

V8   16

8. Are you taking part in any community service or a community project at present?

Yes	<b>1</b>
No	<b>2</b>

V9  18

9. If you answered “Yes” to **Question 8**, please give details.

V10   19

10. Would you like to take part in community service that is related to your current teacher-training programme?

Yes	<b>1</b>
No	<b>2</b>

V11  21



17. If you answered “Yes” to **Question 16**, where did you hear about community service learning?

V25 

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 44  
V26 

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 46

18. Please give the **primary** reason that would motivate you to take a module/course which includes community service. (Please circle **only one** answer)

Academic credits	<b>1</b>
Module/course requirements	<b>2</b>
Interest in module/course	<b>3</b>
Community service component	<b>4</b>
Lecturer	<b>5</b>
Career/Future plans	<b>6</b>
Other (please specify):	

V27 

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**SECTION C continues on page 5**

## SECTION C

Read the following definition of service learning carefully before answering the next section.

**Service Learning** is a **module- or course-based, credit-bearing educational experience** that links academic study with **community service**, where students –

- (a) participate in an **organised service** activity that **meets identified community needs** and
- (b) **reflect** on the **service activity** as a means of gaining **deeper understanding** of module or course content, a broader appreciation of this discipline and/or an **enhanced sense of social responsibility**.

(Adapted from Bringle & Hatcher, 1995:112)

19. Please indicate your **current opinion** about each of the following statements. **Circle the code number** that best describes your opinion.

**Please use the code:**

<b>1</b>	=	<b>Strongly Agree</b>	<b>SA</b>
<b>2</b>	=	<b>Agree</b>	<b>A</b>
<b>3</b>	=	<b>Uncertain</b>	<b>U</b>
<b>4</b>	=	<b>Disagree</b>	<b>D</b>
<b>5</b>	=	<b>Strongly Disagree</b>	<b>SD</b>

Statement	SA	A	U	D	SD	
I would like to be involved in a community project at a school while I am doing my teacher training.	1	2	3	4	5	V28 <input type="checkbox"/> 50
Service learning will provide me with hands-on use of skills and knowledge that increases the relevance of academic skills.	1	2	3	4	5	V29 <input type="checkbox"/> 51
The modules in my teacher-training programme should link with real-life application of what I learn in the lecture hall.	1	2	3	4	5	V30 <input type="checkbox"/> 52
It is every citizen's duty to participate in community service, whether for academic credit or not.	1	2	3	4	5	V31 <input type="checkbox"/> 53
A teacher can make a positive contribution to society through service learning.	1	2	3	4	5	V32 <input type="checkbox"/> 54
Service learning will promote my personal and social growth.	1	2	3	4	5	V33 <input type="checkbox"/> 55



## SECTION C (continued)

19. Please indicate your **current opinion** about each of the following statements. **Circle the code number** that best describes your opinion.

*Please use the code:*

<b>1</b>	=	<b>Strongly Agree</b>	<b>SA</b>
<b>2</b>	=	<b>Agree</b>	<b>A</b>
<b>3</b>	=	<b>Uncertain</b>	<b>U</b>
<b>4</b>	=	<b>Disagree</b>	<b>D</b>
<b>5</b>	=	<b>Strongly Disagree</b>	<b>SD</b>

Statement	SA	A	U	D	SD		
It would be a good idea to revise the current courses/modules and include service learning in teacher-training programmes.	1	2	3	4	5	V34	<input type="checkbox"/> 56
Service learning will foster my social responsibility.	1	2	3	4	5	V35	<input type="checkbox"/> 57
Teacher-training students who take part in service learning can make a positive impact on community development.	1	2	3	4	5	V36	<input type="checkbox"/> 58
Service learning will make learning module/course contents more useful and relevant.	1	2	3	4	5	V37	<input type="checkbox"/> 59
A teacher-training programme must focus only on teaching skills and leave the community's needs and community projects to other professionals.	1	2	3	4	5	V38	<input type="checkbox"/> 60
Community service will benefit me personally with the leadership skills I need for my profession.	1	2	3	4	5	V39	<input type="checkbox"/> 61
Service learning will prepare students for community participation after university.	1	2	3	4	5	V40	<input type="checkbox"/> 62
All teacher-training students should be required to give a certain amount of time to community service in order to graduate.	1	2	3	4	5	V41	<input type="checkbox"/> 63
It is better to do community service during the module/course during your training than after you have completed your training.	1	2	3	4	5	V42	<input type="checkbox"/> 64
Students in teacher-training programmes will benefit greatly from involvement in community service.	1	2	3	4	5	V43	<input type="checkbox"/> 65
I have the knowledge and skills to work with the staff of community organisations or agencies.	1	2	3	4	5	V44	<input type="checkbox"/> 66
Teacher-training programmes should stay just as they are.	1	2	3	4	5	V45	<input type="checkbox"/> 67
Community service and academic content should be integrated into teacher-training modules/courses.	1	2	3	4	5	V46	<input type="checkbox"/> 68
Service learning will develop my leadership skills.	1	2	3	4	5	V47	<input type="checkbox"/> 69
Service learning will help to advance me professionally.	1	2	3	4	5	V48	<input type="checkbox"/> 70

## SECTION C (continued)

19. Please indicate your **current opinion** on each of the following statements. **Circle the code number** that best describes your opinion.

**Please use the code:**

<b>1</b>	=	<b>Strongly Agree</b>	<b>SA</b>
<b>2</b>	=	<b>Agree</b>	<b>A</b>
<b>3</b>	=	<b>Uncertain</b>	<b>U</b>
<b>4</b>	=	<b>Disagree</b>	<b>D</b>
<b>5</b>	=	<b>Strongly Disagree</b>	<b>SD</b>

Statement	SA	A	U	D	SD		
Service learning will enhance my interaction with people of diverse cultures and lifestyles.	1	2	3	4	5	V49	<input type="text"/> 71
Service learning will empower new teachers to be active participants in decision making in their schools and communities.	1	2	3	4	5	V50	<input type="text"/> 72
Service learning will promote my intellectual growth.	1	2	3	4	5	V51	<input type="text"/> 73
Service learning should be integrated into the curriculum of all teacher-training programmes.	1	2	3	4	5	V52	<input type="text"/> 74
Service learning will promote my critical thinking skills.	1	2	3	4	5	V53	<input type="text"/> 75
Academic/lecture timetables are already full enough without the addition of community service learning.	1	2	3	4	5	V54	<input type="text"/> 76
Service learning will give opportunities for meaningful involvement with a community.	1	2	3	4	5	V55	<input type="text"/> 77
It is a good idea to do community service during holidays but not during the academic semester.	1	2	3	4	5	V56	<input type="text"/> 78
I want to know exactly what is expected from me before I start a module/course that integrates service learning.	1	2	3	4	5	V57	<input type="text"/> 79
Community service will give prospective teachers an opportunity to gain valuable experience with school and community needs.	1	2	3	4	5	V58	<input type="text"/> 80
I don't have the emotional strength to work with people and communities in need.	1	2	3	4	5	V59	<input type="text"/> 81
Service learning helps prepare students for the world of work.	1	2	3	4	5	V60	<input type="text"/> 82
I am anxious about including service learning in a module of my teacher-training programme.	1	2	3	4	5	V61	<input type="text"/> 83
Students do not want to do community service learning as part of their teacher-training programme.	1	2	3	4	5	V62	<input type="text"/> 84

**Thank you for your time!**

## AANHANGSEL 1B

### UNIVERSITEIT VAN PRETORIA – FAKULTEIT OPVOEDKUNDE

#### STUDENTE-OPNAME OOR PERSEPSIES EN HOUDINGS MET BETREKKING TOT GEMEENSKAPSDIENSLEER (GDL)

Hierdie opname is ontwerp om die algemene houdings en persepsies van derdejaar-Universiteitstudente in 'n onderwyseropleidingsprogram m.b.t. **gemeenskapsdiensleer** te meet. Ons wil graag weet wat u begrip van die konsep en u mening daaroor is.

#### **Aanwysings:**

*Antwoord asseblief al die vrae deur 'n toepaslike nommer in 'n verdonkerde blokkie te omring (O) of deur u antwoord in die verdonkerde spasie wat voorsien is, te skryf.*

Respondent

V1    1

#### DEEL A

1. Wat is u geboortedatum? (Gebruik die **ddmmjj**-formaat).

V2     4

2. Wat is u geslag?

Manlik	<b>1</b>
Vroulik	<b>2</b>

V3  10

3. Tot watter etniese groep behoort u?

V4   11

4. Dui die BEd-program aan waarvoor u geregistreer is.

Vroeë Kinderjare Ontwikkelings- en Grondslagfase	<b>1</b>
Intermediêre Fase	<b>2</b>
Senior Fase	<b>3</b>
Verdere Onderwys en Opleiding: Algemeen	<b>4</b>
Verdere Onderwys en Opleiding: Ekonomiese en Bestuurswetenskappe	<b>5</b>
Verdere Onderwys en Opleiding: Menslike Bewegingstudies en Sportbestuur.	<b>6</b>

V5  13

Verdere Onderwys en Opleiding: Natuurwetenskappe	7
Ander (spesifiseer asb.):	

5. Dui u studiejaar aan.

1 <sup>e</sup> jaar	<b>1</b>
2 <sup>e</sup> jaar	<b>2</b>
3 <sup>e</sup> jaar	<b>3</b>
4 <sup>e</sup> jaar	<b>4</b>

V6  14

**DEEL B**

6. Was u al voorheen by 'n gemeenskapsdienservaring betrokke?

Ja	<b>1</b>
Nee	<b>2</b>

V7  15

7. As u “Ja” op vraag 6 geantwoord het, beskryf u ervaring.

V8   16

8. Neem u tans deel aan enige gemeenskapsdiens of 'n gemeenskapsprojek?

Ja	<b>1</b>
Nee	<b>2</b>

V9  18

9. As u “Ja” op vraag 8 geantwoord het, gee asb. besonderhede.

V10   19

10. Sou u graag aan gemeenskapsdiens wou deelneem wat met u huidige onderwyseropleidingsprogram verband hou?

Ja	<b>1</b>
Nee	<b>2</b>

V11  21

11. Gee asb. 'n rede vir u antwoord op **vraag 10**.

V12   22

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12. Sou u gemeenskapsdiens vir akademiese krediete wou doen?

V13  24

Ja	<b>1</b>
Nee	<b>2</b>
Dit maak nie saak nie	<b>3</b>

13. Sou u graag wou inskryf vir 'n module/kursus wat gemeenskapsdiens insluit?

V14  25

Ja	<b>1</b>
Nee	<b>2</b>

14. Was u al ingeskryf vir 'n universiteitsmodule/-kursus wat gemeenskapsdiens ingesluit het?

V15  26

Ja	<b>1</b>
Nee	<b>2</b>

15. As u “**Ja**” op **vraag 14** geantwoord het, gee asb. besonderhede van die module/kursus en beskryf die diens wat u gelewer het.

V16   27  
V17   29  
V18   31  
V19   33  
V20   35  
V21   37  
V22   39  
V23   41


16. Het u al voor vandag van **gemeenskapsdiensleer** gehoor?

V24  43

Ja	<b>1</b>
Nee	<b>2</b>

17. As u “Ja” op vraag 16 geantwoord het, waar het u van gemeenskapsdiensleer gehoor?

V25	<input type="text"/>	<input type="text"/>	44
V26	<input type="text"/>	<input type="text"/>	46

18. Gee asb. die **primêre** rede wat u sou motiveer om 'n module/ kursus te neem wat gemeenskapsdiens insluit. (Omring **slegs een** antwoord asb.)

Akademiese krediete	<b>1</b>
Module-/kursusvereistes	<b>2</b>
Belangstelling in module/kursus	<b>3</b>
Gemeenskapsdienskomponent	<b>4</b>
Dosent	<b>5</b>
Loopbaan/Toekomsplanne	<b>6</b>
Ander (spesifiseer asb.):	

V27	<input type="text"/>	<input type="text"/>	48
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**DEEL C word op bladsy 5 vervolg**

**DEEL C**

Lees die volgende omskrywing van diensleer noukeurig voordat u die volgende deel beantwoord.

***Diensleer is 'n module- of kursusgebaseerde, kredietdraende opvoedkundige belewenis wat akademiese studie met gemeenskapsdiens koppel, waar studente –***

(a) aan 'n **georganiseerde diensaktiwiteit** deelneem wat **geïdentifiseerde gemeenskapsbehoefte bevredig, en**

(b) oor die **diensaktiwiteit** nadink (reflekteer) as 'n wyse waarop **dieper begrip** van die module- of kursusinhoud, 'n **breër waardering** van hierdie dissipline, en/of 'n **verbeterde sin vir sosiale verantwoordelikheid** bekom kan word.

(Aangepas uit Bringle & Hatcher, 1995:112)

19. Dui asb. u **huidige mening** oor elkeen van die volgende stellings aan. **Omring die kodenommer** wat u mening die beste beskryf.

**Gebruik asb. die kode:**

<b>1</b>	=	<b>Stem Sterk saam</b>	<b>SS</b>
<b>2</b>	=	<b>Stem saam</b>	<b>S</b>
<b>3</b>	=	<b>Onseker</b>	<b>O</b>
<b>4</b>	=	<b>Verskil</b>	<b>V</b>
<b>5</b>	=	<b>Verskil Sterk</b>	<b>VS</b>

Stelling	SS	S	O	V	VS	
Ek wil graag by 'n gemeenskapsprojek by 'n skool betrokke wees terwyl ek my onderwyseropleiding ondergaan.	1	2	3	4	5	V28 <input type="checkbox"/> 50
Diensleer sal my met praktiese gebruik van vaardighede en kennis voorsien wat die tersaaklikheid van akademiese vaardigheid sal verhoog.	1	2	3	4	5	V29 <input type="checkbox"/> 51
Die modules in my onderwyseropleidingsprogram moet gekoppel word aan die toepassing in die werklike lewe van wat ek in die lesinglokaal leer.	1	2	3	4	5	V30 <input type="checkbox"/> 52
Dit is elke burger se plig om aan gemeenskapsdiens deel te neem, hetsy vir akademiese krediet al dan nie.	1	2	3	4	5	V31 <input type="checkbox"/> 53
'n Onderwyser kan deur middel van diensleer 'n positiewe bydrae tot die samelewing maak.	1	2	3	4	5	V32 <input type="checkbox"/> 54
Diensleer sal my persoonlike en sosiale groei bevorder.	1	2	3	4	5	V33 <input type="checkbox"/> 55



**DEEL C (vervolg)**

19. Dui asb. u **huidige mening** oor elkeen van die volgende stellings aan. **Omring die kodenommer** wat u mening die beste beskryf.

**Gebruik asb. die kode:**

<b>1</b>	=	<b>Stem Sterk saam</b>	<b>SS</b>
<b>2</b>	=	<b>Stem saam</b>	<b>S</b>
<b>3</b>	=	<b>Onseker</b>	<b>O</b>
<b>4</b>	=	<b>Verskil</b>	<b>D</b>
<b>5</b>	=	<b>Verskil Sterk</b>	<b>VS</b>

Stelling	SS	S	O	V	VS		
Dit sou 'n goeie gedagte wees om die huidige kursusse/modules te hersien en diensleer in te sluit.	1	2	3	4	5	V34	<input type="checkbox"/> 56
Diensleer sal my sosiale verantwoordelikheid bevorder.	1	2	3	4	5	V35	<input type="checkbox"/> 57
Onderwystudente wat aan diensleer deelneem kan 'n positiewe impak op gemeenskapsontwikkeling maak.	1	2	3	4	5	V36	<input type="checkbox"/> 58
Diensleer sal die leer van module-/kursusinhoud nuttiger en tersaaklik maak.	1	2	3	4	5	V37	<input type="checkbox"/> 59
'n Onderwyseropleidingsprogram moet slegs op onderwysvaardighede toegespits word en die gemeenskap se behoeftes en gemeenskapsprojekte aan ander professionele mense oorlaat.	1	2	3	4	5	V38	<input type="checkbox"/> 60
Gemeenskapsdiens sal my persoonlik baat deur die aanleer van leierskapsvaardighede wat ek vir my beroep nodig het.	1	2	3	4	5	V39	<input type="checkbox"/> 61
Diensleer sal studente vir gemeenskapsdeelname na universiteit voorberei.	1	2	3	4	5	V40	<input type="checkbox"/> 62
Daar moet van alle onderwystudente vereis word dat hulle 'n sekere hoeveelheid tyd aan gemeenskapsdiens moet bestee om te gradueer.	1	2	3	4	5	V41	<input type="checkbox"/> 63
Dit is beter om gemeenskapsdiens tydens die module/kursus gedurende jou opleiding te verrig as nadat jy jou opleiding voltooi het.	1	2	3	4	5	V42	<input type="checkbox"/> 64
Studente in onderwyseropleidingsprogramme sal baie baat vind by betrokkenheid by gemeenskapsdiens.	1	2	3	4	5	V43	<input type="checkbox"/> 65
Ek het die kennis en vaardighede om met die personeel van gemeenskapsorganisasies of agentskappe te werk.	1	2	3	4	5	V44	<input type="checkbox"/> 66
Onderwyseropleidingsprogramme moet bly net soos dit is.	1	2	3	4	5	V45	<input type="checkbox"/> 67
Gemeenskapsdiens en akademiese inhoud moet by onderwysopleidingsmodules/-kursusse ingelyf word.	1	2	3	4	5	V46	<input type="checkbox"/> 68
Diensleer sal my leierskapsvaardighede ontwikkel.	1	2	3	4	5	V47	<input type="checkbox"/> 69
Diensleer sal help om my professioneel te bevorder.	1	2	3	4	5	V48	<input type="checkbox"/> 70

## DEEL C (vervolg)

19. Dui asb. u **huidige mening** van elkeen van die volgende stellings aan. **Omring die kodenommer** wat u mening die beste beskryf.

**Gebruik asb. die kode:**

<b>1</b>	=	<b>Stem Sterk saam</b>	<b>SS</b>
<b>2</b>	=	<b>Stem saam</b>	<b>S</b>
<b>3</b>	=	<b>Onseker</b>	<b>O</b>
<b>4</b>	=	<b>Verskil</b>	<b>V</b>
<b>5</b>	=	<b>Verskil Sterk</b>	<b>VS</b>

Stelling	SS	S	O	V	VS		
Diensleer sal my interaksie met mense uit diverse kulture en lewenstyle verbeter.	1	2	3	4	5	V49	<input type="text"/> 71
Diensleer sal nuwe onderwysers bemagtig om aktiewe deelnemers aan besluitneming in hul skole en gemeenskappe te wees.	1	2	3	4	5	V50	<input type="text"/> 72
Diensleer sal my intellektuele groei bevorder.	1	2	3	4	5	V51	<input type="text"/> 73
Diensleer moet by die kurrikulum van alle onderwyseropleidingsprogramme geïntegreer word	1	2	3	4	5	V52	<input type="text"/> 74
Diensleer sal my kritiese denke bevorder.	1	2	3	4	5	V53	<input type="text"/> 75
Akademiese/lesingroosters is reeds vol genoeg sonder die byvoeging van gemeenskapsdiensleer.	1	2	3	4	5	V54	<input type="text"/> 76
Diensleer sal geleenthede bied vir betekenisvolle betrokkenheid by 'n gemeenskap.	1	2	3	4	5	V55	<input type="text"/> 77
Dit is 'n goeie gedagte om gemeenskapsdiens tydens vakansies te lewer, maar nie tydens die akademiese semester nie.	1	2	3	4	5	V56	<input type="text"/> 78
Ek wil presies weet wat van my verwag word voordat ek met 'n module/kursus begin waarin diensleer geïntegreer is.	1	2	3	4	5	V57	<input type="text"/> 79
Gemeenskapsdiens sal voornemende onderwysers die geleentheid bied om waardevolle ondervinding van skool- en gemeenskapsbehoefte op te doen.	1	2	3	4	5	V58	<input type="text"/> 80
Ek beskik nie oor die emosionele sterkte om met mense en gemeenskappe in nood te werk nie.	1	2	3	4	5	V59	<input type="text"/> 81
Diensleer help om studente vir die wêreld van werk voor te berei.	1	2	3	4	5	V60	<input type="text"/> 82
Ek voel angstig oor die insluiting van diensleer in 'n module van my onderwyseropleidingsprogram.	1	2	3	4	5	V61	<input type="text"/> 83
Studente wil nie gemeenskapsdiensleer as deel van hul onderwyseropleidingsprogram neem nie.	1	2	3	4	5	V62	<input type="text"/> 84

**Baie dankie vir u tyd!**