

Research Article

Volunteering: Evaluation of Community Service Learning Program

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Abstract

In this study, the *Community Service Practices (CSP)* course, offered for pre-service teachers, was evaluated utilizing the Context, Input, Process and Product (CIPP) Model. The purposes of this study are twofold. First, the effectiveness of the program in relation to satisfying pre-service teachers' needs and expectations is discussed. Second, the pre-service teachers' attainment of the course objectives and the consistency between objectives, content and activities are examined. The data was gathered from 17 junior pre-service teachers via needs assessment and summative evaluation questionnaires, formative evaluation self-reporting progress papers, in-class and out-of-class observation and two instructors by means of interviews. The results are presented under the four components of the CIPP model, as follows. In relation to *context evaluation*, students' needs and expectations were congruent with the goals and objectives of the course. In *input evaluation*, course activities and plans were examined. Within *process evaluation*, activities and procedures appear to have been implemented as originally planned, with some limitations such as problems in integration of practice and theory, lack of course materials, problematic NGO permissions and attitudes of NGOs towards students. Lastly, within *product evaluation*, a decision was made on the continuation of the course. In conclusion, although the course satisfied students' needs and successfully achieved its objectives, the analysis posits that it would be worthwhile to improve the aforementioned points in order to strengthen the course.

Keywords: Curriculum evaluation, community service practices, teacher education, multicultural education, CIPP Model, case study.

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Received: 30.03.2018 Accepted: 29.10.2018

Gönüllülük: Topluma Hizmet Uygulamaları Dersinin Değerlendirilmesi

Öz

Bu çalışmada, öğretmen adaylarına sunulan Toplum Hizmeti Uygulamaları (THU) dersi, Bağlam, Girdi, Süreç ve Ürün Modeli kullanılarak değerlendirilmiştir. Bu çalışmanın amaçları iki yönlüdür. Birincisi, programın öğretmen adaylarının ihtiyaçlarını ve beklentilerini karşılamaya yönelik etkinliği tartışılmıştır. İkincisi, öğretmen adaylarının ders amaçlarına ulaşması ve hedefler, içerik ve faaliyetler arasındaki tutarlılık incelenmiştir. Veriler, 17 üçüncü sınıf düzeyinde öğretmen adayından ihtiyaç analizi ve düzey belirleyici değerlendirme anketleri, biçimlendirici değerlendirme, öz-bildirim raporları, sınıf içi ve sınıf dışı gözlem ve iki öğretim üyesinden de görüşme yoluyla toplanmıştır. Sonuçlar, aşağıdaki gibi Bağlam, Girdi, Süreç ve Ürün modelinin dört bileşeni altında sunulmaktadır. Bağlam değerlendirmesi ile ilgili olarak, öğrencilerin ihtiyaç ve beklentileri, dersin amaç ve hedefleri ile uyumludur. Girdi değerlendirmesinde ders etkinlikleri ve planları incelenmiştir. Süreç değerlendirmesinde, faaliyetlerin ve prosedürlerin planlandığı gibi uygulanmakta olduğu ancak uygulama ve kuramın entegrasyonu, ders materyallerinin eksikliği, sorunlu STK izinleri ve STK'ların öğrencilere karşı tutumları gibi bazı sınırlılıkların olduğu ortaya çıkmıştır. Son olarak, ürün değerlendirmesinde, dersin devamı konusunda bir karar verilmiştir. Sonuç olarak, ders öğrencilerin gereksinimlerini karşılamış ve hedeflerine başarılı bir şekilde ulaşmış olsa da, analiz, dersi güçlendirmek için yukarıda bahsedilen noktaların iyileştirilmesinin yararlı olacağına işaret etmektedir.

Anahtar Sözcükler: Program Değerlendirme, topluma hizmet uygulamaları, öğretmen eğitimi, çok kültürlü eğitim, CIPP Modeli, durum çalışması.

Introduction

In many aspects of our lives we need to look back from time to time and assess our successes and failures in order to apply the lessons of our experience to our future lives. In the field of curriculum, specialists take similar steps to assess outcomes and improve results. Scriven (1980) suggests in his studies the need to assess the worth or merit of activities, projects or programs in different phases: (1) determining standards, (2) collecting information, and (3) applying standards (Fitzpatrick, Sanders, & Worthen, 2010). Evaluation and assessment scholars propose different approaches for evaluating programs, projects, activities, etc. Gredler (1996) suggests two approaches for program evaluation, Pluralist and Utilitarian, each of which serves different purposes. In addition, for each approach there is a set of evaluation models (Ornstein & Hunkins, 2016). Fitzpatrick, Sanders and Worthen (2010) propose a grouping of evaluation models such as: Objective, Management, Consumer, Expertise, Participant, etc. Using a model includes set of plans and makes abstract instances more concrete, understandable and clear (Gustafson & Branch, 1997).

For Fitzpatrick, Worthen and Sanders (2004), program evaluation models offer different evaluation processes based on scientific basis, values, experiences, world views and philosophies. Furthermore, an evaluation model helps to set up the criteria based on the purpose of the evaluation, characteristics of the evaluand, and the characteristics of the program in question (Hansen, 2005). An evaluation model helps to set up the criteria based on the purpose of the evaluation, characteristics of the evaluand, and the characteristics of the program in question (Hansen, 2005). In the current study, Stufflebeam's CIPP Model was used, with its four components. The reason for this choice was that the model itself encompasses comprehensiveness, flexibility and systematization. Although some limitations existed in terms of time and complexity, the researcher dealt with these issues by means of a structured plan.

Stufflebeam et al. (1971) defined evaluation as “the process of delineating, obtaining, and providing useful information for judging decision alternatives” (p.36). The emphasis of the evaluation is not on proving the validity of the program or other evaluand, but on improving it (Gredler, 1996; Stufflebeam, 2003; Ornstein & Hunkins, 2016; Fitzpatrick, Sanders, & Worthen, 2010). The CIPP Model requires engagement of multiple perspectives, use of a wide range of qualitative and quantitative methods, and triangulation procedures to assess and

interpret a multiplicity of information (Stufflebeam, 2003). Stufflebeam, & Zhang (2017) summarize program evaluation studies utilizing the CIPP model. These studies range across health, education, business, communication, engineering, law, military, religion, music, and other subjects.

In education contexts, as for the evaluation of a course, the purpose becomes to gather data leading to its improvement and to inform the related stakeholders of the outcomes. The letters in the acronym CIPP stand for ‘context’, ‘input’, ‘process’, and ‘product’ evaluation. Generally speaking, these four parts address respectively the questions, “What needs to be done? How should it be done?, Is it being done?, Did it succeed?” (Stufflebeam, 2003).

Figure 1 illustrates the elements of the model.

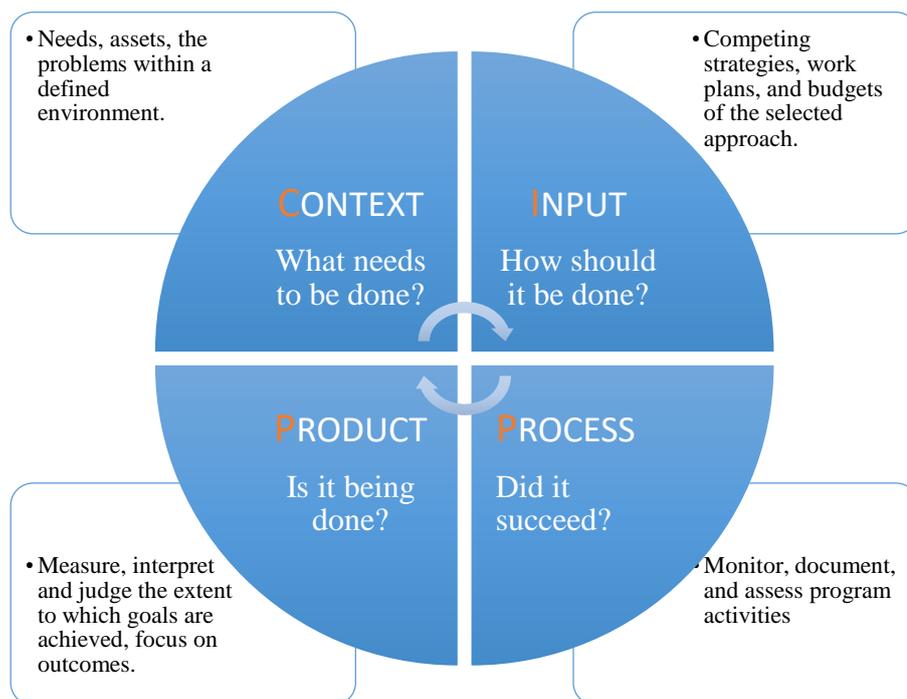


Figure 1. Elements of the CIPP evaluation model.

Note. The figure is drawn in compliance with Stufflebeam’s (2001) CIPP Model elements.

Context of the Study

One goal of teacher education programs has been the development of teachers who can prepare the students in their classrooms to become effective citizens in a democratic society (Darling-

Hammond, 1994; Soder, 1996). In order to achieve this goal, experiential education forms like community service can make a difference in teacher education, with the aim of assisting people in need. The word “assistance” is explained by Anderson (1999) as: “the assistance can be direct (preparing meals in a shelter for the homeless or picking up trash in a park) or indirect (organizing a food drive or doing clerical work for a social service agency)” (p.562).

Community service is defined as a medium between diversity, social justice issues, different community groups and it provides volunteers personal feelings of worth and fulfilment (Konza, Kiggins, & Brown, 2007). It has many interfaces with issues like multiculturalism (Barton, 2000; Boyle-Baise, 1998; Boyle-Baise & Sleeter, 2000; O'Grady, 2014; Cho & DeCastro-Ambrosetti; 2005; Densmore, 2000; LeSourd, 1997; Wade, 2000); civic engagement (Butin, 2010; Einfeld & Collins, 2008; Wade, 1995; Zaff et al., 2003); social justice (Baldwin, Buchanan, & Rudisill, 2007; Einfeld & Collins, 2008; Maybach, 1996); citizenship (Rhoads, 1998) and personal fulfilment (Konza, Kiggins, & Brown, 2007; Warbuton & Oppenheimer, 2000). For Furco and Billig (2001), community service, service-learning, and service-based internship programs are rooted in educational and cognitive theories of constructivism, pragmatism, progressivism, and experiential education (Bruner, 1960; Dewey, 1938; Freire, 1970; Gardner, 1984; Kohlberg, 1984; Kolb, 1984; Piaget, 1954; Vygotsky, 1978). As has been seen, community service learning has both pedagogical and philosophical aspects.

Community service has a long history, based on theories of Plato and Aristotle. According to those philosophers, people feel happy when they have a role in society (Lee, 2009). In this sense, community service as a moral activity has a social aspect; that is, being socially responsible. Even though John Dewey did not directly name ‘Community Service’ in his studies, his notion of experiential learning is recognised as the basis of this movement. Perhaps the following quote can summarize Dewey’s (1916) view to leaning and experience: “An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance”. (p.144)

Although it has many application sites in education from the beginning of 1900s, the history of community services in higher education context in the US dates back to 1990 with National and Community Act. Turkey followed the trend behind. Community service course can be thought as a contemporary integration into teacher education programs in Turkey as the first mandatory courses were offered in 2006 in higher education contexts.

In relation to the pedagogical aspects of community services, Anderson (1999) explains that within community services, students assist people who needs help, organizations, or the community. A Community Services Practices course has significant positive effects for them in several dimensions: academic performance, values, self-efficacy, choice of a service career, and plans to participate in service after college (Astin et al., 2000).

When it comes to the positive effects of voluntarism, Wilson (2000) discusses how volunteer work has benefits for “life satisfaction, self esteem, health and for educational and occupational achievement, functional ability and mortality” (p.215). Furthermore, Schultz (1996) notes that service-learning had positive effects on “self knowledge, spiritual growth, and finding reward in helping others” (p.55). With a different perspective, Konza, Kiggins, and Brown (2007) categorize the effects of service learning in educational settings as (a) academic gains, (b) social and emotional gains, and (c) citizenship and community responsibility. For Astin et al. (2000), service participation shows significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college.

Mostly affected from Dewey’s philosophy, US is the one of the pioneering countries allocating community services in education context in 1990s. Following the US, Canada introduced the course as a component of higher education programs (Chambers, 2009). In Turkey, before 2006, CSP course was offered as an elective course by some universities in Turkey. In 2006, the Council of Higher Education updated teacher education programs, and from the academic year 2006–2007 CSP was included in the program and started to be implemented as a compulsory course. In 2011, the Council of Higher Education defined standards for the instruction of the course. The course content was described as follows (Council of Higher Education, 2011):

Identifying the importance of community service practices in the determination of the current problems of society and preparing projects to find solutions, participating in scientific activities such as panels, conferences, congresses and symposiums as spectators and speakers, and volunteering on social responsibility projects, acquisition of basic knowledge and skills to apply community services studies in schools.

In the METU Faculty of Education, the course was put into practice in 2008. It was planned by four instructors from the faculty (from the departments of CEIT, ELE, and FLE). The course was intended to give pre-service teachers an opportunity to become involved in organizations serving the community in order to carry out tasks designed to contribute to a better society. According to the course objectives, at the end of the semester, students should be able to identify social issues related to education, and carry out voluntary tasks for organizations serving the community. In order to reach the objectives of the course, students would analyse several different organizations of this kind and the impacts they aimed to have on society. They would participate in weekly voluntary community service in organizations serving the community. The course had no specific textbooks or readings. Students would periodically present reports about their community service work and its perceived impact on society (an expectation paper [15%], a mid-semester progress paper [15%], and an end of semester reflection paper [15%]). In their reports, students were also expected to reflect on the impact of community service on ideas about teaching and society, and to undertake voluntary work in the field (50%). Additionally, attendance in class and participation in discussions were required (5%).

When the national literature on CSP was examined for the current research, it was observed that most of the studies were related to teacher candidates, intended to determine their attitudes and perceptions towards the course (Elma et. al, 2010; Erkan et al., 2012; Gökçe, 2011; Kaya, 2013; Kocadere & Seferoğlu, 2013; Sevim, 2011; Tilki, 2011; Tuncel, Kop & Katılmış, 2011; Yılmaz & Arslan, 2016).

In the studies conducted for the purpose of course evaluation, the general opinions of the teacher candidates about the course (Elma et al., 2010; Kesten, 2012; Kocadere & Seferoğlu, 2013; Tanrıseven & Yanpar-Yelken, 2010; Sönmez, 2010); the aim and content of the course (Çetin & Sönmez, 2009; Özdemir & Tokcan, 2010); methods of teaching (Uğurlu & Kırıl, 2013); and acquisitions (Sönmez, 2010; Uğurlu & Kırıl, 2013) were assessed.

In his study, Kesten (2012) assessed CSP course in terms of pre-service teachers' views. His sample consisted of five pre-service teachers and instructors who were students of the College of Education in Ondokuz Mayıs University in Turkey. The study was of a qualitative nature and a criterion sampling strategy was used as the data collection method. Results indicated that CSP course was linking students and society and also contributed to teacher professional

development in terms of human relations and leadership. Problems that existed with the implementation of the CSP course were considered to have originated from the university (transportation, bureaucracy, and financial support issues), the employing institutions (bureaucratic operations, negative attitude of people working there), and assessment (lack of specific criteria in course assessment). In their study, Kocadere and Seferoğlu (2013) evaluate a CSP course by means of students' perceptions. The data was gathered from 44 students over 14 weeks, via journals and reports. The results indicated that the course increased students' awareness and understanding of community services. The students felt proud and responsible in relation to what they did during the course. For students, voluntary work makes the world a better place, and therefore it should be instilled into people at an early age. Uğurlu and Kırıl (2013) worked with 74 teacher candidates in their study to gather perspectives on a CSP course. In this qualitative study, data were collected through observation, document analysis, and interviews. The results were presented under six themes: perceptions on course activities, personal growth, professional development, societal effects, problems experienced during the course, and suggestions. Overall, students were satisfied with the teaching and learning activities of the course. Students explained that their self-confidence and communication skills were enhanced by the course. The course was a medium through which they could feel happy and proud to choose teaching as a profession. Students believed that they could make a changes in society, with a sense of responsibility instilled by the course. Difficulties identified were mainly connected with bureaucratic hindrances, problems arranging meetings with instructors, and budget and time issues.

A growing body of research indicates that carefully planned and implemented service-learning projects can contribute to both students' and pre-service teachers' learning and growth (Conrad & Hedin, 1991; Root, 1997) and importance of participation in voluntary work in undergraduate studies (Eyler, Giles & Braxton, 1997; Eyler & Giles, 1999). All the examined studies above indicated that CSP makes a significant contribution, not only to teacher education but also to students of all ages by providing experience-practice-based communicative learning environments. Previous research on CSP was unable to identify a CSP course evaluation study using a CIPP model which would provide a comprehensive view on the course in a Turkish context. In addition, the study in this article reflects both instructors' and students' views on the course, which also differentiates it from the others discussed here.

The purpose of the current study is to evaluate the implemented CSP program based on students' and instructors' views on objectives and attainments, the degree to which students' needs were satisfied, and the degree of consistency between objectives, content and course activities according to CIPP model. By means of this study, an important course in teacher education program with an aim to instilling citizenship, responsibility and volunteering in pre-service teachers will be evaluated comprehensively with the participation of two important stakeholders: pre-service teachers and instructors.

Method

Design

A case study design was used in this study. A case study “investigates a contemporary phenomenon within its real-life context, where the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used” (Yin, 1984, p. 23). In the current study, multiple sources of evidence were used in a corroboratory mode: Interviews with instructors, document analysis, mid-progress reports from students, pre-post surveys with students, and in-class and out-of-class observation.

Participants

The data was collected in 2012-2013 Fall Semester in one of the biggest public universities in Ankara, Turkey. The subjects of this study were in their fifth semester of Elementary Mathematics Teaching—a four-year program. A total of 17 junior students (5 M; 12 F) who were required to enroll in the CSP Course participated in the study.

In this study, the criterion sampling was used as purposeful sampling strategy. “Criterion sampling involves selecting cases that meet some predetermined criterion of importance” (Patton, 2002, p. 238). There were two criteria to choose this group. First, the number of potential student participants in this class were crowded than the other classes. Second, the schedule of the course was matching with the researcher's schedule which gave availability to observations and data collection.

Demographics, which include students' GPA, age and gender, are presented in the Table 1.

Table 1.
Demographic Information of the Student Participants

	<i>M</i>	<i>n</i>	<i>%</i>
Gender			
Male		5	29
Female		12	71
Age			
20-21		12	71
22-23		3	18
24-		2	11
CGPA			
2 and below		1	6
2.01 - 2,5		12	71
2,51 - 3,00		4	22
Overall CGPA	2,18		
Total		17	

Most students participated all class sessions during the term. Additionally, in order to provide variation in sampling and to collect comprehensive data, instructors' ideas were sought. Instructor I (Female) was 24 years old. She had BS and MS degrees in mathematics education. It was her first instruction experience in the course. Instructor II (Female) was 33 years old, graduated from the same university with a BS and MS degree in Mathematics Education and a Ph.D. in Curriculum Teaching and Educational Policy in the US. She instructed twice in CSP course.

Data Collection Instruments

The data collection instruments were developed by the researcher based on the nature of the CSP course. Expert opinion was gained for each instrument through the clarity, appropriateness, and for their further suggestions by one faculty and one Ph.D. graduate from the Department of Curriculum and Instruction. The instruments were revised and modified based on the experts' feedback. Final data collection instruments were applied through elements of the CIPP model.

Context evaluation instruments

Needs assessment (NA) questionnaires and expectation papers were gathered (hardcopy) from the students. The questionnaire consisted of three parts: the first was background information about the participants (3 items); the second was intended to determine the students' general

opinions and expectations on the course (6 items); and the last part had questions concerning the students' needs (23 items). Eight of the questions were open ended while the rest—15 items—used a six-point Likert-type scale (1: Strongly Disagree; 2: Disagree; 3: Partially Disagree; 4: Partially Agree; 5: Agree; 6: Strongly Agree) and four-point Likert-type scale (1: Unimportant; 2: Somewhat important; 3: Important; 4: Very important). It had four open ended questions which sought students' insights about the course, the NGOs, being a volunteer for the NGOs, and what they expected to learn in the course.

Input evaluation instruments

The syllabus was analysed in terms of what it covered.

Process evaluation instruments

Observations and formative evaluation self-reporting progress papers (hardcopy) were utilized. Observations were carried out both In-class and out-of-class contexts. The purpose of in-class observation was to gather data about instruction methods and techniques, interaction between students and the instructor, and materials in use (if any). The duration was 40-minute. The other two observations were conducted in out-of-class environments, in two different NGOs: Science Center and LÖSEV's stand. The purpose of these observations was to obtain information about the behaviours of volunteers and students who visited the centre and their interactions with each other. The observation focused on volunteers' behaviours, daily work routines, and effects on visitor behaviour, in order to assemble a good overall picture. In total, four hours of observation was conducted. A semi-structured observation form was used to gather data during the observations.

In the progress papers there were four open ended questions and students reported about what they did for their community service, their progress, the projects involved, and their duties within the NGOs.

Product evaluation instruments

The data for product evaluation was gathered via summative evaluation questionnaire (hardcopy) and interviews with instructors. The questionnaire was given to students at the end

of the term and comprised of 25 items in three parts: Students' background information (4 items); 13 items rated on a six-point Likert scale (1: Strongly Disagree; 2: Disagree; 3: Partially Disagree; 4: Partially Agree; 5: Agree; 6: Strongly Agree) investigating students' total satisfaction with the course; and eight open-ended questions about students' general attitude towards the course (for example, the things they liked most about the course; the things that they did not like about the course). In addition, two instructors were interviewed about the course overall.

Data Collection Procedures

At the beginning of the 2012-2013 Fall Semester, participants completed questionnaires and wrote expectation papers. Self-reported progress papers were gathered at the halfway mark of the semester. At the end of the semester, interviews were conducted with the instructors. Interviews lasted approximately 20 minutes and were audio-recorded with the permission of the participants. Questionnaires were also collected from students at the end of the semester. Observations (seven in class; two within NGOs) were conducted and recorded by the researcher.

Trustworthiness is an important expectation to meet in qualitative research studies. Guba (1981) and Marshall and Rossman (2011) have four components to establish trustworthiness. They are: (a) credibility; (b) transferability; (c) dependability; and (d) confirmability. Trustworthiness depends on ensuring these four criteria are met. To begin with, for credibility, triangulation in data collection instruments (observation, expectation paper, interview, survey, etc.) and participants (pre-service teachers, instructors) was implemented in parallel with what Patton (1990) said. By means of prolonged engagement, researcher spent enough time in research site and conducted persistent observation. These attempts strengthened the credibility of the research as discussed by Lincoln and Guba (1985). Purposeful sampling and thick description were used in order to ensure transferability as also discussed by Bitsch (2005) and Patton (1990). By means of transferability, the results of the research could be transferred to the different contexts or individuals. Dependability of the study was improved by triangulation and code-recode procedure by the researcher throughout data analysis procedure. For confirmability, expert opinion was consulted for every single data collection instrument.

Data Analysis

Data from the instructor interviews transcribed verbatim by the researcher. This provided researcher to spent more time with the data and to get familiar with it. All transcribed interview data, observation records, expectation papers, formative evaluation self-reporting papers were subjected to content analysis. Furthermore, course syllabus was analyzed in the context of document analysis. To this end, the analysis initiated with reading the data. Codes and themes were generated based on the research questions. During this process, some anticipated themes were given such as a place “importance of volunteering”, “in-class session routines” besides emergent themes for example “theory driven course”, “student follow-up mechanism” etc.

For NA questionnaires and summative evaluation questionnaires, descriptive statistics were applied to describe some features of the participants (means, standard deviations, etc.). In the qualitative part of the study, interviews were conducted with instructors and course syllabus were analyzed in the context of document analysis.

Results

In this section, results are presented under the sub-headings Context, Input, Process, and Product Evaluations.

Context Evaluations “assess needs, problems, assets, and opportunities to help decision makers define goals and priorities and help the broader group of users judge goals, priorities, and outcomes” (Stufflebeam & Shinkfield, 2007, p.326). The questions asked under the heading of context evaluation was: “*What are the general program goals and specific objectives?*”, “*What needs and expectations were identified in relation to the course?*”, “*What are the unmet needs?*”

For this section, the data were gathered via a needs assessment (NA) questionnaire and expectation papers. At the beginning of the course, the instructor distributed the course syllabus to students, including information about the course content, objectives, grading, activities, requirements and assignments. In the NA questionnaire, students were asked about the main aims of the course. Most of the students mentioned voluntariness. In addition, five students said

that increasing responsibility and understanding social problems while helping society, as well as communicating with people, should be among the main objectives of the course. These aims identified by the students related well to the aims as stated in the syllabus. Analysis of the NA questionnaire indicated (based on a 6-point Likert scale) that objectives, content, requirements and assessment procedures in the course syllabus were clear and understandable ($M=5.12$, $SD=.60$). The course content was relevant to students' needs ($M=4.71$, $SD=.69$); the workload for the assignments was fair to students ($M=4.73$, $SD=.96$); and there was consistency between the assignments and the course content ($M=5.35$, $SD=.50$). Students also agreed that assessment throughout the course was efficient ($M=4.71$, $SD=.91$) and considered that the information provided about assignments and requirements was adequate ($M=5.53$, $SD=.80$). The course required 28 hours of work in an NGO and 5 in-class sessions. All students aside from S3 and S4 found the course hours appropriate. S3 and S4 stated that the hours were too long, taking into account that they also had other work and exams. The results related to the NA questionnaire are summarized in Table 2.

When students were asked about skills to be gained through the course (rated on a 4-point Likert scale), they mostly agreed that the course increased social responsibility ($M=3.65$, $SD=.50$). Students associated voluntariness with the nature of the course ($M=3.30$, $SD=.85$), which they found difficult to reconcile with it involving required duties.

Expectation paper analysis revealed that by participating this course, students expected to develop themselves in three dimensions: personal, professional, and as community members. More specifically, students expected to learn to develop their communication skills within civic society (S4, S5, S13, S14, S15), especially with children (S1, S9, S11), to better understand the philosophy of community services (S4), and to develop their awareness of social responsibility (S1, S3, S4, S5, S6, S11, S13, S16). S4 mentioned the importance of communication skills:

"...If we aim to become a well-qualified teacher, which requires good communication skills, this course will help us to improve our communication skills".

For S14 the course had facilitated more than communication skills: *"...the course seems to me like an activator and a kind of disciplinary system that prepares us to be a volunteer".*

S11 implied the social responsibility aspect:

“...the course will be helpful for teachers because teaching is a profession which harbours social responsibility and teachers have a responsibility to accomplish a social leadership function”.

By means of the course, students would also better comprehend the role of NGOs (S3, S5), get to know the NGOs better (S3), and have the opportunity to work in them (all students except S1 and S7). Students also noted that the course would be beneficial to their personal growth (S5, S6, S8, S11, S13, S14, S15, S16). Finding solutions to current educational problems in society was another expectation the participants highlighted (S2, S13, S15, S16). In this context, S4 mentioned *“...I expect that I will be more confident at solving problems that we face within our daily lives, social lives. I will feel more responsible for society”.*

Data analysis regarding the first question revealed that students' needs and expectations were congruent with the goals of the course. The quotation below is from the course syllabus:

The course is intended to give pre-service teachers an opportunity to be involved in organizations serving the community in order to carry out tasks that increase responsibility for a better society. It is aimed that the pre-service teachers will gain knowledge and skills for understanding existing social problems, especially in relation to education, and develop a sense of possible solutions through conducting voluntary work. At the end of the semester, students should be able to identify social issues in education and carry out voluntary tasks for organizations serving the community.

It is expected that at the end of the course pre-service teachers will consider voluntary tasks a way of understanding society and education from a more realistic perspective. The course aims to increase pre-service teachers' awareness of social issues and to develop certain ideas related to voluntary work that will be helpful in dealing with such issues.

Table 2.

Means and standard deviations for items from NA questionnaire

	<i>M</i>	<i>SD</i>
	6-point Likert Scale	
Syllabus containing clear information about objectives of the course.	5.12	.60
Content relevancy to students' needs.	4.71	.69
Fair workload for assignments.	4.73	.96
Consistency between assignments and course content.	5.35	.50
Efficiency in assessing students' development in basic skills towards objectives.	4.71	.91
Being informed about requirements.	5.53	.80
	4-point Likert Scale	
Understanding the meaning of serving the community.	3.41	.51
Increasing social responsibility.	3.65	.50
Understanding existing social problems, especially in education.	3.53	.62
The course was based on voluntariness.	3.30	.85
Dealing with existing problems in society.	3.53	.51

In terms of assessment and evaluation procedures used during the class, students mainly agreed that self-evaluation was important for their activities ($M=3.65$; $SD=.48$). Next, evaluation by the NGOs ($M=3.38$; $SD=.62$), and by instructors ($M=2.93$; $SD=.66$) were important respectively for the students. Three students suggested that evaluation by their peers and by the people whom they helped might also be worthwhile.

S2 suggested that the course could be useful for enabling students to see other perspectives on life, and that it should be offered in other departments as well. In conclusion, students' general attitude towards the Community Service Course was positive and optimistic.

Input Evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost-effectiveness in terms of meeting targeted needs and achieving goals (Stufflebeam, 2003). Thus, the related questions were: “*What kind of activities have been selected to achieve course objectives?*” and “*What resources are available?*”.

At the beginning of the term, the instructor handed out a syllabus containing four sections: objectives, content, requirements and assessment. According to the document analysis, the requirements of the course (below) seemed feasible and related to the goals of the course.

- a. Analysis of several different organizations serving the community and the impact they aim to have on society.
- b. Weekly voluntary community service in organizations serving the community.

- c. Periodic reports of work completed in community service and the perceived impact on society.
- d. Self-reflection on the impact of community service on ideas about teaching and society.

Process Evaluations assess the implementation of plans to help staff implement plans for activities and later help the broad group of users to judge program performance and interpret outcomes (Stufflebeam, 2003). Here, the main question was: “*To what extent are the activities and procedures being implemented as originally planned?*”.

Process evaluations in this study are based on observations and formative evaluation self-reported progress papers. The data collected from Mid-Semester Progress Papers were categorized into three areas: students’ progress through their voluntary work (concerning the duties or projects they were involved in); their feelings about the voluntary work; and the problems / weak and strong points of their work.

After the first course session, students started to negotiate with NGOs. Based on the data from formative evaluation self-reported progress papers, most of the students had difficulty in finding NGOs and they disliked the organizations’ attitudes towards them. S5 and S13 complained about the NGOs’ manner towards them as CSP course participants and volunteers. Among the students, nine worked with LÖSEV (Foundation for Children with Leukemia), six with the Science and Technology Museum, one with İLKİYAR, (Foundation to Support Primary Schools) and another with ANAÇEV (Anadolu Contemporary Education Foundation). Two students chose to work with both LÖSEV and İLKİYAR.

Students who worked for İLKİYAR prepared some packages (including pencils, notebooks, science magazines, clothes and socks) to be sent to YIBOs (Regional Boarding Schools) and organized the journals in İLKİYAR’s storage. For their next project, they packed journals into cargo pockets and added letters.

Students who worked for LÖSEV first did some correction work on official papers, journals, cards, etc. Later, they took on a role in the “Opening Ceremony of LÖSEV Village”. Some of them helped by serving tea to families whose children suffered from leukaemia. The other LÖSEV volunteers worked in the Ispanak Store, which is stocked with handmade rag dolls and

other items made by mothers of the sick children. Students also packed calendars to be sold on New Year's Day. Next, they opened a stand at the METU Library, with other volunteers, to sell some products for the benefit of LÖSEV.

At first, the Science and Society Centre volunteers were to have presented experiments to visiting schoolchildren. But appointments were cancelled by schools because of swine flu. Therefore, the students were given a different duty. Their task was to prepare some information related to the exhibits, which included the historical development of the objects, the principles of their operation and the objects' reflections in daily life. The information was to be clear and suitable for the visiting schoolchildren's level. They used everyday examples, drawings, photographs and other visual tools to draw visitors' attention.

The ANAÇEV volunteer taught maths weekly to students at primary school level, helping them with topics that they had problems with.

The students participating in this study preferred voluntary jobs where they could meet new people and communicate or interact with them. Paperwork or desk jobs seemed to demotivate most of the students (n=15). Students thought that the procedures such as activities, assessments, and requirements were appropriate to the course (64.3%). The students judged that the course instructors had effective communication skills in dealings with them (M=4.93; SD=1.07) and noted that they were willing to allocate time even outside of course hours (M=4.57; SD=1.02) (this data came from the product evaluation part of the questionnaire, rated on a 6-point Likert scale).

Students also mentioned strengths and weaknesses of their volunteer work and the course. One wrote, "...I think it is worth saying that I slept at night by thinking that I didn't have a useless and ordinary day". Another student refers to the importance of the course "...I think this course is so beneficial for all branches of the education faculty. It made us think about voluntariness and encouraged us to be volunteers". One of his peers supported this idea: "...In my school life in METU, this is the first course we have taken which provides direct communication with real students and supports the needs of the community.' On the other hand, two students criticized the nature of the course: "... we want to work voluntarily but we had to work 28 hours. This is more like compulsory work than volunteer work. ... the course could be an elective course".

In addition to the self-reported progress papers, in-class and out-of-class observations were carried out. The purpose of in-class observation was to gather data about instruction methods and techniques, interaction between students and the instructor, and materials in use (if any). It was a 40-minute class. There were 15 students in the classroom. The instructor asked every student about their experiences in NGOs and made some suggestions about their voluntary work. The students also brought up problems that they faced during the process and the group tried to find possible solutions, using a brainstorming technique. The instructor guided the discussions during the class. No specific course material was in use for the course.

At the end of the course, the instructor asked students about how they felt as pre-service teachers and how they connected the things that they learnt in this course with their future careers. Students generally seemed to have a positive attitude towards being a teacher and stated that they had experienced things through their voluntary tasks that would be beneficial in their personal and professional lives.

The other two observations were conducted in out-of-class environments, in two different NGOs: Science Center and LÖSEV's stand. The purpose of these observations was to obtain information about the behaviours of volunteers and students who visited the centre and their interactions with each other. The observation focused on volunteers' behaviours, daily work routines, and effects on visitor behaviour, in order to assemble a good overall picture. In total, four hours of observation was conducted.

To sum up, students liked the flexible course sessions, conducting voluntary work, freedom in choosing NGOs, and the feeling of happiness that evolved during the course. On the other hand, they complained about the lengthy work hours (28 hours), the negative attitudes of NGOs toward student volunteers, and obligatory voluntary work for the sake of the requirements of CSC. Students confirmed that activities and procedures in the course seemed to have been implemented as originally planned, with a few reservations such as strict and obligatory voluntary work hours, and students' anxiety about grades. In-class and voluntary-work observations, as well as mid-semester progress papers, indicated that the instructor took students' needs and expectations into consideration and that students were satisfied with the course and their voluntary work.

Product Evaluations identify and assess outcomes—intended and unintended, short term and long term—both to help staff keep an enterprise focused on achieving important outcomes, and to help, ultimately, the broader group of users to gauge the effort's success in meeting the targeted needs (Stufflebeam, 2003). The two questions regarding product evaluation were: (1) *Has the course successfully achieved its objectives?* (2) *What decisions should be made based on results derived from the study?*

Data from the summative evaluation (SE) questionnaire showed that students established a relationship between the subjects and skills that they learnt in the course and the teaching profession (64.3%). The course seemed to meet students' expectations, with a rating of 57.1%. At the beginning of the term, students' attitudes towards the course were positive, at 57.1%; by the end of the term the approval rating had noticeably increased to 85.7%.

Results from Likert-type items in the second part of the SE questionnaire (related to the course content, requirements, instructor, evaluation and teaching profession) were analysed through SPSS 23. Accordingly, students reported that they learned the basics of community service in the course ($M=5.07$, $SD=.62$), with the help of voluntary work ($M=5.21$, $SD=.43$), and they considered that voluntary work was a necessary part of achieving the aims of the course ($M=5.07$, $SD=1.21$). Students also believed that they would benefit from the things that they learned in the course once they entered the teaching profession ($M=4.64$, $SD=1.00$). They agreed with the balance between theory and practice ($M=4.50$, $SD=1.22$) and found consistency between the assignments and course content ($M=5.00$, $SD=1.04$). When it came to the instructor, students found her comments and suggestions about the tasks were helpful in completing the requirements ($M=4.79$, $SD=.12$). In regard to the requirements and assessment, students thought that their development was efficiently assessed throughout the course ($M=4.71$, $SD=.61$) and that the time allocated for requirements was sufficient ($M=4.71$, $SD=1.00$). The results from the questionnaires are summarized in Table 4.

Students described the voluntary work as “enjoyable”, “exciting”, “helpful”, or “boring”. Four of the students stated that the course was not satisfactory. Criticisms included that the voluntary duties that they fulfilled were not related to the teaching profession, or were not related to children directly, as they had expected. Moreover, the students complained about the monotonous and boring work they were asked to do. Nevertheless, nine students said that they would take the course again if it had been an elective. When students were asked whether if

they were the instructor of the course, would they make any changes, most approved of the current procedures (64.3%). The rest said that they would not be strict about the voluntary work hours (28 hours), and they would make arrangements with certain NGOs, increasing the connection with children. One of the students suggested collecting weekly reports on the voluntary work. The things that students liked most about the course were the flexible hours (there were in-class meetings every week), conducting voluntary work, flexibility in choosing the NGOs they worked for, and personal gains such as happiness, the feeling of usefulness, and being helpful. In general, students complained about the strict working hours (28 hours), the attitudes of NGOs, and obligatory voluntary work as part of a compulsory course.

For S13, the course was mainly based on practical activities, and he found difficulty in putting logically what it means to work voluntarily. In his words:

“What I would like to see in this course is a little bit of theory. Theory to understand what we are doing during the course, during all this term, along with this stuff.”

The course was also criticized for being a credit course. In the interviews, I2 stated that: *“...Instead of being a credit course it should had been a pass-fail course”*

In addition, instructors complained about the attitude of the NGOs and the students' grade anxiety. They also emphasized the importance of the course for the teaching program, but regarding assessment through the course, I1 admitted:

“I am not sure about the course assessment. It is tough. What is or what should be the criteria here?”

Another point to highlight is that, on the question of “the things that they liked about the course”, S11, S13 and S15 responded with key terms like “respect for others” and “helping diverse people in society”. This part will be specifically handled with its relation to multicultural education in discussion part. The results from the questionnaire are illustrated in Table 3.

Table 3.

Means and standard deviations for 6-point Likert scale items from SE questionnaire

	<i>M</i>	<i>SD</i>
Benefiting in the future from the things that they learned in the course.	4.64	1.00
Learning basic things about community services.	5.07	.62
Consistency between assignments and course content.	5.00	1.04
Efficiency of assessment through the students' development.	4.71	.61
Instructor's helpful comments and suggestions in completing the tasks.	4.79	1.12
Completion of all responsibilities in relation to the course by the end of the term.	5.07	.83
Sufficiency of time devoted to the requirements.	4.71	1.00
Balance between theory and practice.	4.50	1.22
Necessity of voluntary work in reaching the aims of the course.	5.07	1.21
Learning through voluntary work.	5.21	.43

n=15

In conclusion, based on the data from various data sources and and comprehensive analysis, the course seems to met the needs of the students and successfully achieved its objectives. The question "Did it succeed?", or the product evaluation, posits that it would be worthwhile to improve some aspects (integration of service and theory, lack of course materials, problematic NGO permissions and NGOs' attitudes towards students) in order to strengthen the course. However, one should keep in mind that the results of the study are limited to only one classroom, thus the results may not generalize to all pre-service teacher classes.

Discussion

According to the pre-service teachers, the community service practices course was useful for teacher candidates, which is in line with the literature (Astin et al., 2000; Ayvacı & Akyıldız, 2009; Elma et. al, 2010; Erkan, Uludağ, & Burçak, 2012; Kaya, 2013; Sönmez, 2010; Wade, 1995). Students in the study agreed that the course enhanced "learning through voluntary work". As succinctly articulated in Furco's study (1996), service learning happens with a mutual balance between service and learning and/or providers and recipients. However, the phrase "voluntary work" seemed problematic for most of the students, as the course was compulsory rather than an elective. In other words, students disagreed with the logic of mandatory voluntarism. In parallel with the students, course instructors criticized the fact that they were required to grade a course which is based on voluntariness in nature. In the literature, studies exist that mention negative effects of mandatory volunteerism on students' future motivation towards voluntary work (Bandow, 1999; Gökçe, 2011; Stukas, Snyder, & Clary, 1999). These negative effects are considered to be dealt with by instilling social conscience in

students, developing strong collaborations between NGOs and universities, providing students with choices to serve, and limiting external control on students. With this in mind, it is interesting to note that instructors in the study highlighted that they tried to offer students a number of NGOs from which they could select. In doing so, they aimed to involve students in the process.

Course objectives and requirements were found to be in harmony with the course philosophy. The results also indicated that the objectives of the course and nature of being a volunteer would be better understood if the course was supported by theory. This finding is compatible with the literature (Konza, Kiggins, & Brown, 2007), with a boost to community services' impact through the application of theoretical knowledge. However, this finding was in contrast to Schultz' study (1996), problems in the integration of service and theory were among the findings. In other words, the connection between theory and practice was not apparent to students. Tucker et al. (1998) believes that the course is a platform for enhancing pre-service teachers' understanding of classroom theories. For Astin et al. (2000), course materials help to develop cognitive skills in community services courses. In light of the literature, the teaching and learning environment might be enriched by some readings to enhance the theoretical side of the course.

Developing communication skills was another strong point in the results, reflecting similar results in the studies conducted by Konza, Kiggins, and Brown (2007) and Tucker et al. (1998). However, teacher candidates in the study complained about working with adults in the NGOs and explained that they would have preferred to interact with children directly. This result might be a sign of teacher candidates' misconceptions about the nature of the course, as it was designed as an opportunity to care for others, including children but adults as well.

Another result was students' problems in finding suitable NGOs and the NGOs' negative attitudes towards CSP course participants; this is in parallel with Kaya's findings (2013). Therefore, students and NGOs might be carefully monitored by instructors during the semester. Furthermore, students should be motivated to give feedback about their experiences.

Most of the students considered the course would be beneficial to both their professional and their personal lives. These findings are also supported by existing literature (Erkan, Uludağ & Burçak, 2012; Uğurlu & Kırıl, 2011). In addition, students explained they found it satisfying

to work voluntarily, and so it seemed that the service work increased their inner happiness. The community service work was also effective in the moral development of college students, and it is important “to help the students become better, more moral people” (Boss, 1994, p.185). As Atatürk said, “teachers are people to whom we trust the new generation”. If we wish to enhance pre-service teachers’ problem solving, critical thinking and communication skills (Konza, Kiggins & Brown, 2007), to instil values such as the appreciation of other people, and “a more mature understanding of kindness” (Wuthnow, 1995, p.226), this course seems to make a difference in terms of preparing students— not only teachers, but from all departments—for their future lives.

For students, service participation represented a kind of bridge between their student and professional lives. What is more, the results highlighted the interplay of community service and multicultural education, as is also emphasized by the existing literature (Baldwin et al., 2007; Boyle & Baise, 1998; O’Grady, 2014). Community service courses seemed to cultivate in the long run pre-service teachers’ understanding of diversity, respect for other people, and empathic understanding. This is also important for ameliorating teacher education programs towards a more “culturally sustaining pedagogy” and “socio-cultural responsive teaching environment” (Vandeyar, 2017; p.389).

Last but not least, the results indicated that the course might be made a selective course, to be offered to all departments in the university. This suggestion is also in parallel with the outcomes of an older study by Sönmez (2010).

In conclusion, CIPP model application with case study design posited that the community services course should continue, but with some improvements in building effective communication with NGOs and in strategies and methods of teaching (integrating theory into practice, using course materials like books and articles, monitoring the process), and evaluation (using alternative tools for course assessment, being a pass-fail course). As a course assessment tool, students can use reflective diaries which they give a part to their experiences and feelings. This kind of diary could be also used as a data collection tool for further studies to catch the attitude change of pre-service teachers, if any. Besides reflective tools, instructors may collect portfolios or use other authentic assessment techniques for course assessment. Furthermore, future studies might be conducted through national level with a quantitative method to portray CSP course’s effectiveness, or attitude towards volunteering.

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