The Views of University Students about Civic Involvement Projects

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Abstract

The aim of this study was to reveal the views of university students who conduct civic involvement projects about these projects. The case study research method, which is a qualitative research approach, and criterion sampling, a purposive sampling type, were used in the study. The participants were 20 university students from undergraduate, graduate, and doctorate education programs in 2021. The data for the study were collected through a questionnaire with five open-ended questions prepared by the researcher. Content analysis was used to analyze the data. At the end of the study, it was revealed that the studies of university students who conduct civic involvement projects are for students, children, animals, the elderly, and the environment; the projects provide educational, social, socio-economic, emotional, and individual contributions to individuals; the awareness of social sensitivity in individuals can be realized through education, social media, responsibility, and family; the projects contribute to individuals such as taking responsibility, being sensitive, and thinking broadly; and the definitions of social sensitivity are the same although they are expressed in different ways. As a result of the study, some suggestions are proposed, such as obtaining the opinions of instructors who conduct civic involvement projects and the individuals who apply to participate in these projects.

Keywords: Civic involvement, Projects, University students, Opinions, Qualitative study

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Üniversite Öğrencilerinin Toplumsal Duyarlılık Projeleri Hakkındaki Görüşleri

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Öz

Bu araştırmanın amacı, toplumsal duyarlılık projesi hazırlayan üniversite öğrencilerinin bu projeler hakkındaki görüşlerini ortaya çıkarmaktır. Çalışmada nitel araştırma yaklaşımı içinde yer alan özel durum çalışması yönteminden faydalanılmıştır. Araştırmada amaçsal örnekleme türlerinden ölçüt örnekleme kullanılmıştır. Çalışmanın katılımcılarını 2021 yılında lisans, yüksek lisans ve doktora eğitimine devam eden 20 üniversite öğrencisi oluşturmaktadır. Çalışmanın verileri araştırmacı tarafından hazırlanan beş adet açık uçlu sorudan oluşan anket formu aracılığıyla toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Çalışma sonunda toplumsal duyarlılık projelerinde rol alan üniversite öğrencilerinin çalışmalarının, öğrencilere, çocuklara, hayvanlara, yaşlılara ve çevreye yönelik çalışmalar olduğu, projelerin bireylere eğitim, sosyal, sosyo ekonomik, duygusal ve bireysel olarak katkılar sağladığı belirlenmiştir. Ayrıca bireylerde toplumsal duyarlılık bilincinin eğitim, sosyal medya, sorumluluk ve aile aracılığıyla gerçekleşebileceğini, projelerin bireylere sorumluluk alma, duyarlı olma ve geniş düşünme gibi katkılar sağladığı ortaya çıkarılmıştır. Katılımcıların toplumsal duyarlılık kavramını farklı şekillerde ifade etmelerine rağmen aynı anlamlarda kullandıkları tespit edilmiştir. Çalışma sonucunda toplumsal duyarlık projeleri yapan öğretim elemanlarının ve toplumsal duyarlılık projelerinin uygulandığı bireylerin görüşlerinin alınması gibi bazı öneriler sunulmuştur.

Anahtar Sözcükler: Toplumsal duyarlılık, proje, üniversite öğrencileri, görüşler, nitel çalışma

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Introduction

Technology, which is developing very rapidly, has a significant impact on the society we live in, as it does in every field. In order to increase the peace and welfare of society, individuals must be sensitive to all kinds of events that occur in the society. These sensitive individuals should think about the benefits to the society they live in, keep up with social changes, and maintain the feelings of coexistence and solidarity, which are disappearing (Akkocaoğlu, Albayrak & Kaptan, 2010; Yanık, 2019). The purpose of this situation, which we call social sensitivity, is to establish a relationship between the world that we live in and the events that we experience and take responsibility in this regard. The main purpose of social sensitivity is to show a considerably positive reaction that can meet the priorities and expectations of the society, to be willing to take necessary measures, to balance the interests of the stakeholders against the benefits of the society, and to take social responsibility to be a good citizen (Özgener, 2000). Individuals must be educated, internalize responsibility, and gain awareness of responsibility in the direction desired by the society so that social sensitivity can be permanent (Yanık, 2019). Civic involvement projects are needed to develop social sensitivity effectively. In fact, civic involvement projects have been implemented in the USA and European countries from elementary education to university education at all levels (Saran, Çoşkun, Zorel and Aksoy, 2011). In addition, civic involvement projects are carried out in universities abroad in master's and doctoral level programs (Saran et al., 2011). Indeed, a specialization course at master's and doctoral levels is provided at Nottingham University Business School's International Centre for Corporate Social Responsibility (Url -1). The George Warren Brown School of Social Work at Washington University in the USA offers social work, public health, and social policy graduate education (Url- 2). In addition, the School of Social Service Management at the University of Chicago in the USA offers not only master's and doctoral education in social service but also field training (Url -3). In this country, in 2005, the curriculum of education faculties was updated by the Council of Higher Education (YÖK), and the "Community Service Practices" course was implemented in all education faculties. In addition, YÖK includes social awareness projects in the monitoring and assessment general report of universities. In fact, according to the "University Monitoring and Assessment General Report" published by YÖK in 2020, Atatürk University ranks first with 475 projects, Sakarya University ranks second with 456 projects, Selçuk University ranks third with 382 projects, Pamukkale University ranks fourth with 322 projects, and Gaziantep University ranks fifth with 322 projects (YÖK, 2020). In line with these decisions taken by YÖK, some universities have made social awareness courses compulsory in all their faculties, and some universities in a few faculties (Saran et al., 2011). Social awareness studies are carried out through various clubs established in universities outside the curricula of universities. In addition, social awareness projects that require a budget are supported by the rectors of the universities and the health, culture, and sports departments. Thanks to these contributions, students conduct many social awareness projects. It is important to determine these students' opinions about the social awareness projects they have conducted in terms of ensuring the participation of both the society and the students who are not involved in social awareness projects in this field. According to our literature review, there are both international and national studies carried out on social sensitivity. The following studies revealed the following results: Yates and Younnis (1997) determined that the awareness of students who cared for homeless individuals raised awareness about their problems; Payne (2000) stated that learning via community services changed students' participation preferences; Johnson and Bozeman (1998) pointed out that the students who encountered people who are needy realized the problems and thus developed social responsibility awareness; Sönmez (2010) stated that social awareness projects developed students' social skills; Küçükoğlu and Kaya (2009) stated that some positive changes occurred in students who took part in community service practices in terms of skills, attitudes, and values; Küçükoğlu and Koçyiğit (2015) in their study carried out with pre-service teachers revealed that pre-service teachers developed their skills in empathy, critical thinking, problem-solving, and democratic attitudes; Akkocaoğlu, Albayrak, and Kaptan (2010) determined as a result of their study with pre-service teachers that community service practices caused positive changes in individuals' social awareness levels; and Özgan and Külekçi (2015) stated that the students who worked in the field of social responsibility developed themselves in both the field and social area. According to our literature review, there was no study that examined the opinions of students who conducted social awareness projects. The present study aimed to fill the gap in this field in the literature.

Method

Research Design

The aim of our study was to reveal the views of university students who participate in civic involvement projects about these projects. The case study research method is a qualitative research approach. With this method, a group of people, a subject, a problem, or a program can be examined closely, or the qualities of an educational program can be explored specifically in terms of the subject, content, and character (Marrais & Lapan, 2004). Case studies can be used in some overly complex situations to inform decision-making mechanisms or to explain cause–effect relationships (Yin, 2003).

The ethics committee report of the study was obtained in accordance with the decision of the Educational Sciences Unit Ethics Committee in Atatürk University Social and Human Sciences Ethics Committee dated 06.01.2022 and numbered E-17114001656-2100344345

Participants

The study was carried out with 20 university students from undergraduate, graduate, and doctorate education programs in 2021. The participants were chosen by convenience sampling, a purposeful sampling method. The reason for using this method is that it provides an opportunity to easily reach participants who are convenient to the researcher due to the disruption of education by the schools. Convenience sampling allows quick data collection and it is practical (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2014). Qualitative research does not require large samples as it will start to repeat itself after a certain stage (Morse, 2016; Shenton, 2004).

The study involved 12 undergraduate, 4 graduate, and 4 doctoral students receiving education in different departments and they had taken part in at least one social awareness project. Thirteen of these students are female and 7 of them are male. Information about the participants is given in Table 1.

Table 1.
Information about the participants

Education status	Codes	Gender	Section
Undergraduate	U1	female	Science teaching
Undergraduate	U2	female	Science teaching
Undergraduate	U3	female	Theology
Undergraduate	U4	female	Science teaching
Undergraduate	U5	female	Science teaching
Undergraduate	U6	female	Theology
Undergraduate	U7	female	Theology
Undergraduate	U8	female	Fashion design
Undergraduate	U9	female	Theology
Undergraduate	U10	female	Theology
Undergraduate	U11	female	Public relations
Undergraduate	U12	female	Theology
Graduate	G1	male	Science teaching
Graduate	G2	female	Science teaching
Graduate	G3	male	Science teaching
Graduate	G4	male	Theology
Doctoral	D1	male	Education programs
Doctoral	D2	male	Mathematics
Doctoral	D3	male	Mechanical engineering
Doctoral	D4	male	Mechanical engineering

Data Collecting Tool and Data Collection Process

The data for the study were gathered via a questionnaire consisting of open-ended questions. The questionnaire was developed by the researchers and consisted of five open-ended questions. The questions are as follows:

 1. What is social sensitivity? How would you describe it briefly?

2. Can you briefly state your aims in the projects you have taken part in regarding sensitivity?

3. Can you state your opinions about the contribution of social sensitivity projects to you?

4. Can you state your opinions about what to do to raise social sensitivity in individuals?

5. Could you please state your opinions about the changes in your perspective towards social events caused by the social awareness projects you have taken part in?

The questions were edited in line with the views of two academics who are experts in qualitative research design and they were presented to three university students before the study to determine whether they were clear and understandable. After the three students confirmed that the questions were clear, the questionnaire was distributed to all university students included in the study by the researchers.

Validity and Reliability

In qualitative research, credibility, transferability, reliability, and verifiability strategies are used to ensure reliability and validity (Lincoln & Guba, 1985). In the present study, the opinions of qualitative research experts were sought throughout the study for credibility (internal validity) and corrections were made accordingly. Purposive sampling and detailed description were used for external validity (transferability). While the analysis of the research data for internal reliability (reliability) is conducted by different experts in qualitative research, the data collection and analysis process for external reliability (verifiability) is explained in detail.

Data Analysis

The data obtained in the present study were analyzed via content analysis by the researchers. Content analysis is described as a systematic and replicable technique for summarizing certain words in a text into much smaller categories via specific rule-based coding (Büyüköztürk et al., 2014). Before the analysis was performed in our study, two researchers chose three school administrators randomly, read their papers separately, and analyzed them. As a result of the comparison of analyses, it was revealed that out of seven codes, six were similar. The codes created were given to an academic, an expert on qualitative research, to obtain his opinion. The reliability analysis formula given by Miles and Huberman (1994) was used to calculate the reliability of the analysis results. Using Miles and Huberman's formula Reliability Percentage = Agreement/(Total Agreement+Disagreement) × 100, (6/7).100=86% was obtained. A score of at least 80% is considered to indicate reliability for the research (Büyüköztürk et al., 2014, 192; Miles and Huberman, 1994). After that, the other participants' responses to the open-ended questions were analyzed one by one. The school administrators participating in the study were coded according to the types of schools. The undergraduate university students were coded as U1–U12, the graduate university students as G1–G4, and the doctoral students as D1–D4.

Results

In the present study, the opinions of university students who took part in social awareness projects were examined, and codes, categories, and themes were created based on their responses to the research questions in line with the findings and they are presented below. The university students participating in the study were asked the following questions: *What is social sensitivity*? *How would you describe it briefly?* The results obtained are as given below.

U1. *"Social sensitivity is to take responsibility for these issues by establishing a relationship with the world we live in and the events."*

U2. *"To be interested in the problems of the environment we live in and to try to solve the problems."*

U3. *"To establish a relationship with the events we experience or people and to take responsibility if required."*

U4. *"To understand the needs and goals of others and act appropriately considering these."*

U5. *"One can help his community by establishing a relationship with the events he experiences in the environment and in the world he lives in by taking responsibility and acting accordingly. ''*

U6. *"To take responsibility by being aware of the world and environment we live in."*

U7. *"To take responsibility."*

U8. *"Social awareness is to establish a relationship with the world we live in and the events we experience and to take responsibility for these issues."*

U9. *"Thanks to donations, to use social conscience and responsibility motives effectively and efficiently, to make someone smile, but most importantly to meet a need."*

U10. *"To take responsibility for the events and people in our environment in the community we live in."*

U11. *"According to the needs of the society, it is to take responsibility in order to improve the existing aspects that are more related to the missing parts".*

U12. *"To be a voice or breathe for the existing issues in the society in general terms."*

G1. *"To struggle to eliminate the differences between people for a livable world."*

G2. *"An ability to effectively establish a relationship with the environment we live in or events we experience and to take the necessary responsibilities."*

G3. *"To take responsibility by establishing a relationship with the environment we live in and the events we experience and by observing the needs of this immediate environment in order to support them in a way that can positively affect their goals and behaviors."*

G4. *"To be aware of taking responsibility for the solution of economic cultural problems of the environment in which an individual lives."*

D1. *"While establishing a relationship with the other individuals and living beings in the environment where we live, social sensitivity is to act with responsibility and mutual empathetic understanding."*

D2. *"A person must be aware of his responsibilities in social life and make an attempt to fulfill them."*

D3. *"Working on social values is the name given to the whole effort and attempt to concentrate on various points where there are deficiencies or limitations in terms of opportunities in society."*

D4. *"To be aware of social inequalities and a set of activities performed for the sake of preventing these inequalities."*

Above are the definitions stated by university students who took part in social awareness projects. When these definitions are examined, it is seen that the common point is all efforts made by individuals to solve the problems of the society and environment.

The university students who participated in the present study were asked the second question, *"Can you briefly state your aims in the projects you have conducted regarding sensitivity?"* The findings obtained from the responses to this question are presented in Table 2 below.

Table 2.
Opinions of university students about their aims in social awareness projects

Theme	Categories	Codes	Frequency (f)
Purposes of social awareness projects	Purposes for students	Creating reading awareness	3
		To develop a sense of social responsibility	3
		To strengthen national and spiritual values	2
		Meeting training needs	2
		To make them act consciously	2
		To enable them to express themselves well	1
		To explain the importance of science course	1
		To keep them away from the internet and computer games	1
		To spend quality time with their families	1
		Teaching robotic coding	1
	Purposes for children	To enable them to socialize	4
	Purposes for animals	To be sensitive to animals	2
	Purposes for the elderly	Teach reading and writing	1
	Purposes for environment	Recognizing that plants are alive	1
		Creation of a giant forest formation from small saplings	1

Looking at the data in Table 2, it is seen that university students who carried out social awareness projects have aims for students, children, animals, the elderly, and the environment. Among these purposes, it is seen that they mostly have aims for students. It is seen that they mostly have raising the awareness of reading (f=3) and developing their social responsibilities among the aims for the students. Again, it is seen that the aims they have for children are to ensure their socialization (f=4). Some of the purposes stated by the university students are given below.

U2. *"Within the framework of my project, I aimed to provide our students with the resources they needed and to explain the importance of science course academically..."*

D3. *"The aim was to strengthen the national and sentimental values of primary and secondary school students."*

G4. *"With our project, we aimed at enabling our students to spend quality and productive time with their families, having students and their families gain reading habits and information and ideas about what they read."*

U8. *"To create an environment for animals to live, protect the environment, and enable students to live together with the community."*

The university students who participated in the present study were asked the third question, *"Can you state your opinions about the contribution of social sensitivity projects to you?"* The findings obtained from the responses to this question are presented in Table 3 below.

Table 3.
Opinions about the contribution of social sensitivity projects

Theme	Categories	Codes	Frequency (f)
Contribution of social sensitivity projects	Contributions in the field of education	It made me realize what is needed in the field of education	1
		It made me realize that the need in education can be met	1
		It helped to improve educational activities in a positive way	1
		It created a fun and useful atmosphere in the school environment	1
		It helped me to help students gain reading habits	1
	Contributions in the social field	It made me take responsibility in society	6
		It enabled us to provide to each other what we always needed	1
		It ensured that we were of benefit to the youth around us	1
		It helped me to enjoy life by touching other people's lives	1
		I noticed clear changes in children's speech	1
	Socio-economic contributions	It made me realize that not everyone has the same opportunities and conditions	3
		It made me realize that sensitive individuals can make up for a variety of deficiencies	1
	Emotional contributions	It created happiness	15
		It created good feelings	1
		It created self-confidence.	1
	Individual contributions	It improved my communication skills	3
		It enabled me to produce practical solutions to problems	2
		It increased my motivation	1
		It raised my awareness	1
		It gave the opportunity to look at events from different perspectives	1
		It gave me experience	1
		It helped me to meet the needs of the animals in the environment	1
		It helped me to improve myself	1

Looking at the data in Table 3, social awareness projects have different contributions to university students in terms of educational, social, socioeconomic, individual, and emotional aspects. Among these contributions, it is seen that they are happiest regarding the emotional aspect. Again, it is seen that they ensure individuals take responsibility in the society (f=6). Some of the contributions of social awareness projects to university students are given below.

> D3. *"We found that the studies carried out with external stakeholders looked very different to the students in schools. We also had experiences in terms of broadening the horizons of institutions out of school."*

> G3. *"This project made very important contributions to our students and their families to gain reading habits."*

> U2. *"As a result of the projects I have conducted, there have been positive changes in my interest in the social areas that I am focused on. Within the scope of the project, I have observed more clearly that students and children, who are a part of our society, need us more in their position. In this direction, I think that the number of similar projects I have conducted should be increased. Individuals should become more conscious and responsible."*

> U10. *"It made me see that not everyone has the same opportunities and conditions, and that they do not have the same personality and opinions. I realized that I could not remain silent about other individuals in the society, about problems. It enabled me to generate practical solutions to the problems."*

> U3. *"Taking part in such projects brought me peace. It is a great thing to meet and chat with someone in person to help with their problems or to live a day differently. It makes us realize that we are human and that we always need each other. In addition, many of our values do not collect dust and lose their meaning on this occasion. I believe that enjoying life is not only about improving oneself, but also touching the lives of others. A person should have both in his life."*

The university students who participated in our study were asked the fourth question, *"Can you state your opinions about what to do to raise social sensitivity in individuals?"* The findings obtained from the responses to this question are presented in Table 4 below.

Table 4.

Opinions about what to do to raise social sensitivity in individuals

Theme	Categories	Codes	Frequency (f)
Creating awareness of social sensitivity	Through education	Raising awareness about social problems	6
		Awareness raising in schools	2
		Explaining the problems of losing social sensitivity	1
		We must teach our values	1
		Building a conscious generation.	1
		Establishing healthy communication	1
	Through social media	Creating awareness through social media	5
		Creating public spots	3
		The use of mass media	1

	Enabling individuals to participate effectively in social awareness activities	4
Through responsibility	Giving responsibilities to each age group	3
	Providing individuals with the necessary environment for empathy feelings.	3
	Generating solutions to problems together with students	2
Through family	Should take responsibility with his family	1
	Developing sensitivity at an early age	1

Looking at the data in Table 4, it is seen that raising awareness of social sensitivity in individuals can be achieved through education, social media, responsibility, and family. It is seen that creating responsibility awareness can be achieved by giving more training and responsibility. It is seen that raising awareness of social problems can be through education (f=6) and social media (f=5). In addition, it is seen that individuals actively participate in social awareness activities through responsibility (f=4). Some of the university students' opinions regarding the creation of social sensitivity awareness in individuals are given below.

U3. *"I think such projects need more advertising. But more than advertising, it is necessary to raise a generation with this awareness. The first stage in the upbringing of this generation is the family and then the schools, which are educational centers. If the values engraved in the hearts are kept fresh, our perspective on life will be much stronger."*

U9. *"I think that sensitivity in individuals is to support others by empathizing no matter what their position is when they achieve what they want or dream of comes true for themselves."*

G2. *"If children see and learn negative things from their environment and family, it is unlikely that they will do good things in the future. For this reason, we should teach the new generation, those we call generation Z today, about some values that are starting to disappear today. We must be an example to them."*

D4. *"It is necessary to raise awareness. This would be the most common answer. However, another way is possible. We can create such projects and they can become a trend by popularizing and advertising them. Every activity, for better or worse, can become a trend or fashion. Maybe we can try this instead of classical methods, that is, we can make social activities popular."*

The university students who participated in the present study were asked the fifth question, "*Could you please state your opinions about the changes in your perspective towards social events caused by the social awareness projects you have conducted?"* The findings obtained from the responses to this question are presented in Table 5 below.

Table 5.

Opinions about the changes in your perspective towards social events caused by the social awareness projects

Theme	Categories	Codes	Frequency (f)
The impact of social sensitivity projects on the change in perspective on social events	Taking responsibility	It developed my problem-solving skills	7
		It made me aware	2
		It gave me confidence in myself	1
		It made me study harder	1
		It made me realize that individuals have spiritual needs	1
	Being sensitive	It changed my perspective on social events	4
		It made me aware of social problems	4
		It helped me to develop an empathetic perspective	1
	Thinking broadly	It made me see things from different perspectives	5
		I learned that nothing is impossible	2
		I learned that not everyone has the same opportunity	2
		It made me feel some of the beauties of life more deeply	2
		It made me more conscious of the natural wealth of our world	1
		People need people most	1
		I learned that social events need to be examined in more detail	1
		I realized that reading and writing is a basic need	1

When we look at the findings in Table 5, it is seen that social awareness projects bring about changes in individuals such as taking responsibility, being sensitive, and thinking broadly. It is seen that they developed problem-solving skills in the responsibility category (f=7). They mostly ensured changing perspective on social events (f=4) and being aware of social problems (f=4) in the being sensitive category. They mostly gave a different angle (f=5) to events in the thinking broadly category. Some of the university students' statements regarding the changes that the social awareness projects caused in their perspectives towards social events are given below.

> U7. *"I learned new things in every project I took part in. I felt some of the beauties of life more deeply. It has changed my perspective towards events; I can say that my ideas have changed. For example, I think I need to take more responsibility now."*

> U9. *"Man cannot change all society and affect all of them, but he touches them, and this touch will never be forgotten. We should look at life in a broad way, risking all conditions. We should look out of the narrow window and look at the sky of others because we are individuals with the same feelings under the same sky."*

G4. *"The project showed that I too could do something to raise awareness in society."*

D2. *"I think that I am a socially sensitive individual. In addition, this project helped me to realize my sensitivity more concretely and increased my motivation in this field with the positive results it produced."*

Discussion, Conclusion and Recommendations

As a result of the present study, which examined the views of university students who carried out social sensitivity projects, it was determined that the definition of social sensitivity was expressed in different ways, and it was concluded that a common definition was every effort made by individuals to solve the problems of society and the environment. The result obtained in our study is compatible with the definition of sensitivity towards society and the environment given by Selvi and Şentürk (2016), and with the definitions of solving a social problem or raising awareness of people about social problems stated by a few participants.

Another result obtained from the present study is that university students who carry out social awareness projects aim them at students, children, animals, the elderly, and the environment. In addition, it has been determined that the project coordinators mostly aim them at students. Saran et al. (2011) revealed that social responsibility projects focus mostly on health, education, the environment, the economy, society, and stray animals. Özgan and Külekçi (2015) determined that the students who took part in social responsibility projects organized various activities such as helping village schools, helping students of poor financial status with their lessons, collecting books, planting trees, and informing students about the environment, drug abuse, and protection methods. Cüceoğlu Önder and Kızıldeli Salık (2013) determined that pre-service teachers carried out social responsibility projects in the fields of education, the environment, and health. In addition, it was determined that 46 projects carried out by Sabancı University were aimed at children, the elderly, the disabled, human rights, environment, and animal rights (Url-4).

Another result obtained from the present study is that social awareness projects made educational, social, socio-economic, emotional, and individual contributions to individuals. Payne (2000) determined that social responsibility projects changed the participation preferences of students, Selvi and Şentürk (2016) found that students who took the social responsibility course inspired the people around them to be more sensitive to needy people or those who polluted the environment, and that there was no social responsibility awareness in the society in general. In addition, they determined that because the students who took the social sensitivity course became more sensitive to social events and their empathy skills improved, they tended to approach people who have problems in society more helpfully. Özgan and Külekçi (2015) determined that social responsibility projects contributed to students' self-development, being sensitive to social issues, making use of the time well, developing a sense of responsibility, and feeling peace and happiness. Moely et al. (2002) concluded that social responsibility activities made contributions to the development of students' interpersonal communication skills.

Another result obtained from the present study is that the creation of social sensitivity awareness in individuals can be realized through education, social media, responsibility, and family. It was determined that raising social responsibility awareness can be achieved by giving more training and responsibility. Saran et al. (2011) determined that because students gain social responsibility awareness during the education process, social responsibility courses should be included in every grade level from the first year of university until graduation, the website should be updated frequently, and the awareness of students in terms of social sensitivity should be ensured. On the other hand, Selvi and Şentürk (2016) stated as a result of their study that students should be given social responsibility courses from the first grade of primary school and that the most important social problem in this country is lack of education and mutual respect.

A further result is that social sensitivity projects were found to bring about positive changes such as taking responsibility in social events, being sensitive, and thinking broadly. Özgan and Külekçi (2015) stated that social responsibility projects enabled pre-service teachers to develop themselves, gain the responsibility that they need to take an active role in order for the society to

improve, contribute to social integrity and nurture a conscious society, find solutions to social problems, and increase social sensitivity. In addition, Yates and Younnis (1997) found that social responsibility projects promoted individuals' awareness about their problems, Johnson and Bozeman (1998) revealed that individuals' social responsibility awareness improved, and Küçükoğlu and Koçyiğit (2015) determined that individuals' empathetic, problem-solving skills, critical thinking, and democratic attitudes developed.

In the light of the results obtained from the research, it is suggested that;

1. Opinions of lecturers who carry out social awareness projects should be obtained,
2. Opinions of the individuals with whom social awareness projects are implemented should be obtained,
3. Social awareness projects should be popularized,
4. The relationship between social awareness projects and sustainable development goals should be researched,
5. Social responsibility courses should be included in the curriculum of all departments.

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