An Action Research in EMU: Integrating Community Based Service-Learning Projects

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the Degree of

Doctor of Philosophy
in
Educational Sciences

Eastern Mediterranean University
February, 2012
Gazimağusa, North Cyprus

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ABSTRACT

For an educational institution to be defined as excellent, personal development of the students should be facilitated in a holistic manner and this is possible through building better bridges to the real world outside campus borders. It is important for teachers to grow both academic and productive citizens for the future. Eastern Mediterranean University's mission involves the commitment to create a stimulating intellectual environment that fosters values of respect, empathy, and ethical responsibility. The main problem is that the affective goals of higher education such as growing helpful and caring citizens are not emphasized as much as cognitive goals. The purpose of this study is to examine the contributions of community based service-learning (Cbsl) projects on university students mainly in affective domain of learning.

This study consists of an action research project and is carried out in the mode of case study method attempting to explore a unique phenomenon (community based service-learning project) in Eastern Mediterranean University. 80 students from 3 different classes were involved in this study. Triangulation, which involves different methods to gather information, was preferred and the desired data were collected through pre-test, post-test, reflective papers and semi-structured interviews.

Project participants found Cbsl project to be an empowering and worthwhile experience. The major findings of the study showed that Cbsl projects challenged students to examine, formulate and articulate their values as well as building several skills like collaboration and problem solving crucial for their personal, vocational

and cognitive growth. As a result of the projects, not only cognitive growth of students' but affective and behavioral development embracing personal growth, found within the frame of higher education, are also nourished. Therefore, the effective findings derived from this study encourage school administrations to adopt Cbsl projects and accept them as a doctrinal part of education.

ÖZ

Bir eğitim kurumunun mükemmel olarak tanımlanabilmesi için, öğrencilerin kişisel gelişimine de holistik bir tutum içerisinde olanak sağlanması gereklidir ve bunun mümkün olması ise kampüs sınırları dışında bulunan gerçek dünyayla daha iyi köprüler kurmakla bağlantılıdır. Öğretmenlerin gelecek için hem akademik hem de üretken vatandaşlar yetiştirmeleri çok önemlidir. Doğu Akdeniz Üniversitesi'nin misyonu da stimule edici, entellektüelliği, saygıyı, empatiyi ve etik sorumlulukları güdücü bir ortam yaratmakla yükümlü olmayı içermektedir. Temel problem, yardımsever ve şefkatli vatandaş yetiştirme gibi yüksek eğitime ait olan duyuşsal amaçların, bilişsel gelişim kadar çok önemsenmemesidir. Bu çalışmanın amacı topluma dayalı hizmet öğrenimi projelerinin üniversite öğrencileri üzerinde başlıca duyuşsal öğrenim alanına olan katkılarını incelemektir.

Bu çalışma eylem araştırması projesinden oluşmakta ve durum çalışması modunda Doğu Akdeniz Üniversitesi'nde kendine özgü bir görüngüyü (topluma dayalı hizmet öğrenimi projeleri) ortaya çıkarmaya çalışmaktır. Çalışmanın örneklemini üç farklı sınıfta bulunan toplam 80 öğrenci oluşturmaktadır. Farklı veri toplama araçları içeren üçgenleme metodu tercih edilmiş ve istenen veriler ön test, son test, yansıtıcı yazılar ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır.

Projeye katılan öğrenciler, Topluma Dayalı Hizmetten Öğrenim Projelerinin salahiyet verici ve zaman harcamaya değer bir deneyim olduğu kanısına varmışlardır. Çalışmanın temel bulguları gösteriyor ki topluma dayalı hizmetten öğrenim projeleri öğrencilerin değerlerini inceleyip, formüle edip açıkça belirtmesinin yanısıra,

işbirliği ve problem çözme gibi onların kişisel, mesleki ve bilişsel gelişimine de önemli katkı sağlayan becerilerini de geliştirmektedir. Projeler neticesinde sadece bilişsel eğitim değil, yüksek eğitimin amaçları çerçevesinde olan kişisel gelişimi içeren, duyuşsal ve davranışsal gelişim de güdülmüştür. Bu çalışma neticesinde elde edilen etkili bulgular okul yönetimlerini topluma dayalı hizmetten öğrenim projelerini benimseme ve eğitimin kuramsal bir parçası haline getirmeyi teşvik etmektedir.

Anahtar sözcükler: topluma dayalı hizmet öğrenimi projeleri, duyuşsal etki alanı, beceri kurma, değer gelişimi, bilişsel yükseliş.

I am dedicating this dissertation to my mum, Ilkay Ruso,

For everything she has done for me,

For all the years she spent raising me, For teaching me the value of service,

For her patience, love and guidance on every route of life,

And for showing me the way of knowing who I am

ACKNOWLEDGMENTS

I wish to express my gratitude to all those involved in helping my research, write, edit and submit this dissertation.

First of all words are inadequate in offering my thanks to my supervisor Prof. Dr. Mehmet Altinay for being there for every step of the way no matter what difficulty I experienced. I could not have wished for better support and coach. His contributions, detailed comments and insight have been of great value to me. He has always been a role model for me througout my teaching experiences.

Moreover, I am forever appreciative of Assist. Prof Dr. Mine Haktanir for being a constant source of support especially at the initiation stage of my data analysis.

Needless to mention that Assistant Prof Dr. Huseyin Yaratan, Department Chair, who had been the primary source of inspiration and for his timely guidance in the conduct of my preliminary studies and pilot studies.

A sincere appreciation is extended to Assoc. Prof. Dr. Salih Katircioglu and Dr. Orhan Uludag who provided statictical assitance which was critical to my analysis. Moreover, this thesis would not have been possible without the essential and gracious technical support and interest of our computer supervisor Kaan Ozkorkut and his assistant Arash Izadpanah.

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Chapter 1

INTRODUCTION

This chapter aims to introduce the background of the study, problem, purpose and the significance of the study and the definition of terms used throughout the study.

1.1 Background of the Study

People keep providing service for other people in every culture throughout the centuries. Providing service refers to assisting each other. Service learning (SL) is a way to link academy with service to involve students in community building (Pritchard and Whitehead, 2004; Sek-yum Ngai, 2006). Engaging students in service-learning and encouraging them to become active participants is becoming a very challenging and popular practice throughout the world. This is because service-learning possesses multiple roles. As Sek-yum Ngai (2006) declares, service-learning is ideally appropriate to achieve not only academic goals of students but also the personal and the broader goals of civic responsibility and social justice as well.

On the whole, education should serve both the personal and academic requirements of the students. Although personal goals such as interpersonal competence and personal development are not assessed as the focus of academic enterprise, they are very valuable for the students in the communities and workplaces where they will spend their future (Eyler and Giles, 1999).

To achieve personal goals, the importance of experience provision is undeniable. As Jacoby (1996) -the director of the office of commuter affairs and community service programs at the university of Maryland at College Park- contends, "students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience" (p. xii).

In an expected way, Weinberg (2002) states that over the last decade, the significant growth in service-learning has altered internal and external networks and accordingly, many faculties have started to get their students outside of the classroom and move them into the community. It is obvious that service learning is far away from other traditional teaching approaches. Ferrari and Chapman (1999) focus on the uniqueness of service learning and how it is different than other traditional approaches. They underline the significance of service learning in terms of organizing activities in the community with adequate supervision to serve meaningful social issues and they believe that as a result of these organizations, students become active and ethical community fieldworkers. At this point, it should be added that identity development is related with combining youth with the other generations, to make youth presence more meaningful and at the same time to promote more hope for the future (Youniss and Yates, 1997).

Nowadays, student service is closely related with schools' educative missions. In the light of the importance of service to our community, researchers address the importance of service-learning and state that schools, universities, colleges, elementary, middle and high schools increasingly have been implementing student service in their programs (Pritchard and Whitehead, 2004; Chapman and Ferrari, 1999).

As anticipated, service learning keeps receiving wide acceptance in higher education in terms of an innovative community practice. Through community based service learning projects, personal development which is affective and behavioral goal of higher education, rather than cognitive goal, is fostered.

Tyler (1949), who is one of the most influential figures in the field of curriculum design, advocates the use of affective goals in every school's curriculum. Affective domain is based upon behavioral aspects sometimes being labeled as beliefs and affective goals are associated with emotions, feelings including interest, attitudes and appreciation. This research tries to show that there is a crucial significance in realizing the potential to tap into the students' affective domain of learning. The verbs generally used for this domain are display, exhibit and apply. Basically within this domain, students do not just receive and respond to what they do, but value, organize and even sometimes characterize it, as well.

Teachers can increase their effectiveness by considering the affective domain in planning courses and while assigning and guiding appropriate activities. Universities should consider their communities and the fact that the youngsters whom they teach will constitute the future of their communities. Therefore, while designing their goals, they should act more holistically. As Bringle and Hatcher (1996) argue, "Virtually all universities are interested in committing their resources to develop effective citizenship among their students, to address complex needs in their communities through the application of knowledge, and to form creative partnerships between the university and community" (p.236).

Naturally, the role of the educators is vital in encouraging students' community service. Teachers should be willing to create both academic and productive citizens for the future. As Ferrari and Chapman (1999) highlight:

> ".... educators should take an active role in providing experiences that align knowledge and responsibility to produce civic minded citizens who are not only intelligent and responsible, but caring and compassionate" (p. 85).

That is to say, ideal education requires a holistic vision.

1.2 Background of the Problem.

As Volman and Ten Dam (2000) argue, school education should endeavor to provide students with social and cultural practices that society find important. For this reason, education should equip students to function meaningfully within the community.

Until recently, university education was generally misunderstood as involving obligatory attendance, timetabled subject courses, using drilling or memorization techniques to students to convey the subject matter required by the fixed curriculums set by the university, administering exams, quizzes, etc. However, university is actually a social institution which affects the students' human potential and therefore education given there is crucial. What is important for educators should not only be only the content of the course or the written exam results of students'. In other words, conveying instruction on the subject matter should not be the only goal of a teacher. A teacher should also feel the need to teach his/her students the skills everyone would like to see such as caring for others, positive interaction with others, cooperation with peers and being a useful member of the community.

As Baldacchino (2000) states "we often hear comments about young people being carefree, irresponsible, only interested in banal and significant" (p.343). Moreover, he believes that youth is also an important time period which may foster fresh ideas

about how to change the society for the better repeating that, for many reasons, youth is the most critical period in human life. For all these reasons, the teacher must plan to assign some group projects to enable these students to contribute and value their community.

Unfortunately, some teachers claim that it is too late to affect the personal development of the students at university. Does the socialization process end up with maturity? Does it end when the students attend the university? Is it too late to help them at the university level? These are vital issues for this research. Peelo (1994) answers all of these questions by saying that undergraduates continue absorbing social values-whether aged 18 or 80-still they develop expectations, confidence etc.

Therefore, the role teachers' play in the personal development of their students is undeniably very significant. Every single behavior of their teacher can have cascading effects on students' learning. For instance, Voelker (2000) states that every social efficiency achieved depends on accidental influences such as the personality of the teacher, the traditions of the playground etc. and he adds that teachers provide technical training and professional knowledge to those who have sat under their instruction. Moreover, teachers allow students to go out into the world with the paramount purpose of winning success for them. Unfortunately, according to Voelker (2000), in the past, the aim of our education system was to prepare a functioning citizenship, however, nowadays this social aim changed to an individualistic aim imparting cultural knowledge and developing only vocational skills to help students to survive.

Nowadays, as there are problems with taxes, unemployment and other societal problems, university teachers, like many other people, strive to find solutions for themselves to solve such problems. In many universities, thousands of self sacrificing teachers are not complaining and working although their salaries do not satisfy them and their jobs are not permanent. Deucedly, all these negative aspects of life prevent some teachers to concentrate on their job more, such as going beyond subject matter or helping students to shape their values and norms. These kinds of teachers just care about the subject matter of the courses they offer and claim that the rest, such as personal development is the responsibility of the families.

Therefore, as teachers, we should be very careful while organizing our instructions and classes so that we can serve the personal development of our students. Fishman and McCarthy (1996) indicate that the function of instruction should be to help the students to see both their individual and social realities changeable. Accordingly, one of the missions of our instruction as teachers should be to help our students realize values which in turn will help them shape their realities.

There are many researchers who underline the fact that education should emphasize the appreciation of the world. For instance, Baldacchino (2000) states that "according to UNESCO definition, education refers to the entire process of social life by means of which one develops personal capacities, attitudes, aptitudes and knowledge fully, for the benefit of the self and community" (p.302). Furthermore, he introduces two important aspects of education as functional and liberal. Functional aspect concentrates on the skills such as literacy, vocational, linguistics, numerical understanding, laws etc. to help learners to survive normally according to the basic requirements of the society. However, the second aspect of education is liberal which

includes providing the students with social skills to enhance their appreciation of the world. One of the problems within our education system is the fact that it emphasizes the former and ignoring the latter.

1.3 Statement of the Problem

Universities in USA and all over the world have been providing avenues for participation in community based-service learning as a partial fulfillment of their missions. There are several studies investigating the relationship between community service involvements in terms of student development (Astin and Sax, 1998; Berger and Milem, 2002; Dugan, 2006; Eyler and Giles Jr., 1999; Giles Jr. and Eyler, 1994; Jones and Hill, 2001; Neururer and Rhoads, 1998; Rockquemore and Schaffer, 2000; Vogelgesang and Astin, 2000). EMU's mission also involves the commitment "to create a stimulating intellectual environment that fosters values of respect, empathy, and ethical responsibility". However, to what extent and how this mission being implemented in our all our schools is under question.

Community based service-learning is a way to initiate students' being active and doing something useful for their community. In her research, Parsons (1996) asks youngsters whether they have done something very special for someone or for organization and she adds that educators should turn their schools into caring environments. She is a supporter of service learning and she describes youth as a transition period to the adulthood asking teachers to speed this period by engaging students with opportunities to experience responsibility. Predictably, she invites everyone to be a doer by saying:

> "Dare to do it; dare to involve every people in some community improvement project; dare to challenge every teacher to fuse service and learning; dare to

involve every nonprofit private or public agency with all the public school children in the area. Dare to be a doer" (p 14).

Generally a crucial question for conducting every research is "what gave this project its heart as well as its direction to enable it to proceed?". Here is the answer: While the researcher was continuing her PhD classes, she was offered a course "Instructional Theory and Design" and within the book "Instruction: A Models Approach" (2003) by Gunter et al, she studied educational and instructional objectives. Her instructor, Assist. Prof. Dr. Huseyin Yaratan, kept focusing on the significance of affective objectives while determining educational and instructional objectives. During Yaratan's classes, the researcher felt the lack in the affective domain of learning considering all her educational background.

Thinking this way, the researcher started to read several articles which would serve this need. She believed that offering a must course or carrying out projects which would serve affective domain of the students in the universities might improve the responsible behaviour of the youth can be a good strategy. Then, she focused on the article of Hazen, Cavanagh and Bossman (2004) named "Teaching with Mission: Personal Development, Team Building, and Social Responsibility". In this article, Hazen et al. (2004) introduced an innovative gateway MBA course, which was three hours a week, to integrate personal development, ethics, and spirituality, service to the community, social justice and teamwork values of university students. This course included topics such as mission and vision of the university, challenged students to examine, formulate and articulate their own personal goals and values, provided ethical norms for judging dilemmas and discussed the major strategic issues of social responsibility to face the individuals. Service learning was the focus of this MBA course. Each student was asked to do ten hours of service with the team during

the semester such as helping poor people in villages (preparing food, entertainment activities for homeless children). Each student kept a brief journal of his/her experiences and reactions to them and then, the whole class reflected on these experiences. In short, in this research paper, the idea of service learning is taken from Hazen, Cavanagh and Bossman (2004) and adapted to the researcher's classes.

Later, in her classes, similar to Parsons (1996), when the researcher (I) used to asked "have you ever done any kind of activity to value your community?", the students could not understand the question and the teacher gave some examples such as giving coins to poor, donating food and clothes to them, participating in activities showing care for nature or traffic problems, etc. The aim of the researcher was to check the responsible behavior of these students as citizens of our community. It was disappointing to find out that only a few of her students said they give money to poor and orphans before Bairam (religious holiday) so that these disadvantaged people can buy something new for themselves. There was no one who gave answers like visiting homeless children and playing with them or visiting retirement house and reading newspapers to elderly people. This stimulated the researcher to propose this research topic to her academic advisors.

For the most part, the general concentration of service learning projects studies analyze the impact of the projects on students, analyze whether there is a link between the academic achievement of students and the success through the service-learning project and how service learning projects can be integrated into the curriculum. Studies mainly incorporating the above mentioned areas have been conducted in different contexts.

Substantial amount of research has been compiled on significance of affective domain of learning but efforts of accomplishing objectives in the affective domain such as consciousness, values and moral development are the least studied in detail, generally overlooked and quiet nebulous. In traditional curricula, the skills in the affective domain are often neglected because it is assumed that students will discover them on their own.

Affective domain contributes students' in internalizing desirable humanistic characteristics which begin with individual becoming aware of a phenomenon on life influencing all their actions (Valkenburg and Holden, 2004). The majority of the teachers' efforts go into the cognitive direction of teaching and learning, and most of the classroom activities are designed to serve cognitive outcomes generally ignoring the affective outcomes. Even the trainers of educational professionals shy away from the affective domain due to its complexity (Adkins, 2004). However, with a purposeful touch on the affective domain of students, all the students' value systems can be challenged. This research tried to touch the students in a purposeful way.

From an educational perspective, it is important for educators to provide opportunity to expose students to the affective domain, to challenge their evolving values, attitudes, interests for others to lay a foundation for more holistic personal development. By natural means, affective domain involves performance improvement which leads to developmental growth and ultimately the empowerment to challenge oneself in all aspects of life.

What must be discerned is the various contributions of community based service-learning projects on students' responsible behavior. Although several research

worldwide have shown a significant association between community service and student development, indeed, there hasn't been any rigorous research on role of community based service-learning (Cbsl) projects in education and its contribution to the students in any school of TRNC (Turkish Republic of Northern Cyprus)

1.3.1 Cognitive and Affective Domain of Learning

In education, cognitive support is significant but affective support should also be provided (Huk and Ludwigs, 2009; Alexander and Murphy, 1998; Boekaerts, 2003; Pekrun et al. 2002; Kenan 2009). It has been more than three decades since Benjamin Bloom presented Taxonomy of Educational Objectives outlining three learning domains. Bloom's Taxonomy which is a very significant, respectable and cited educational work consists of the cognitive domain, the affective domain and the psychomotor domain.

The cognitive domain was found to be most liable to study and formed the basis of the first Bloom et al. study (Bloom et al. 1956). The second study by Krathwohl et al. (1964) extended this into the affective domain without changing the cognitive domain. The third, psychomotor domain, remains as a distinct domain relevant in certain educational areas. Cognitive domain refers to the acquisition of knowledge followed by tasks of comprehension, application, analysis, synthesis and evaluation.
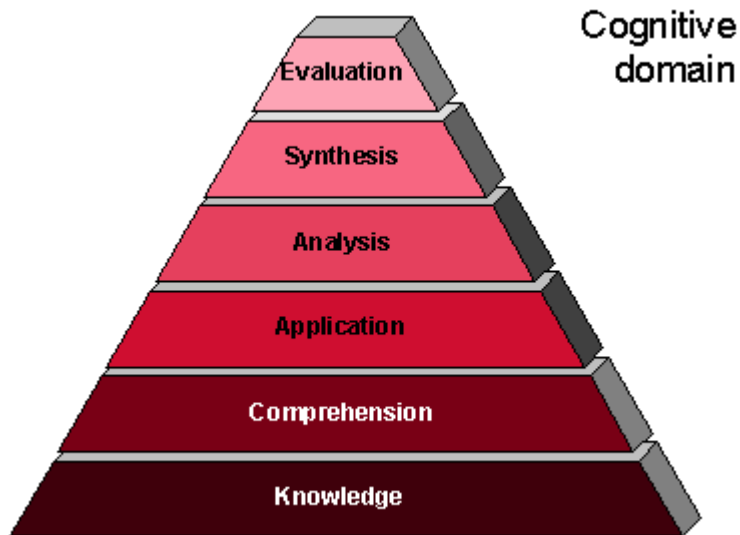
(Based on Bloom, 1956)

The affective domain initiates with receiving continues with responding followed by valuing, organization through characterization. It involves feelings, choices, happiness, beliefs, expectations, attitudes, appreciation of feelings, values, moral and ethics.
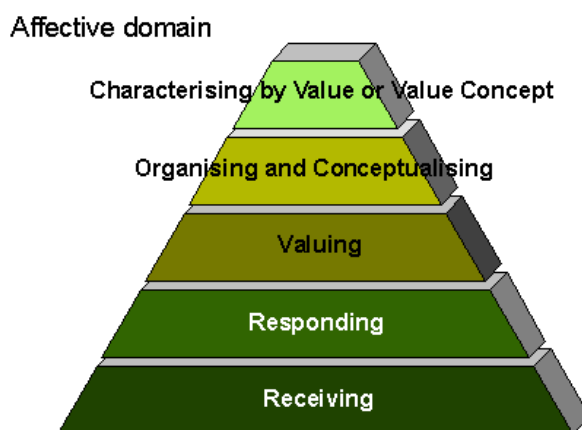
(Kratwohl, Bloom and Masia,1964)

The last domain, psychomotor domain is related with the learning of physical abilities (Oliva, 2005).
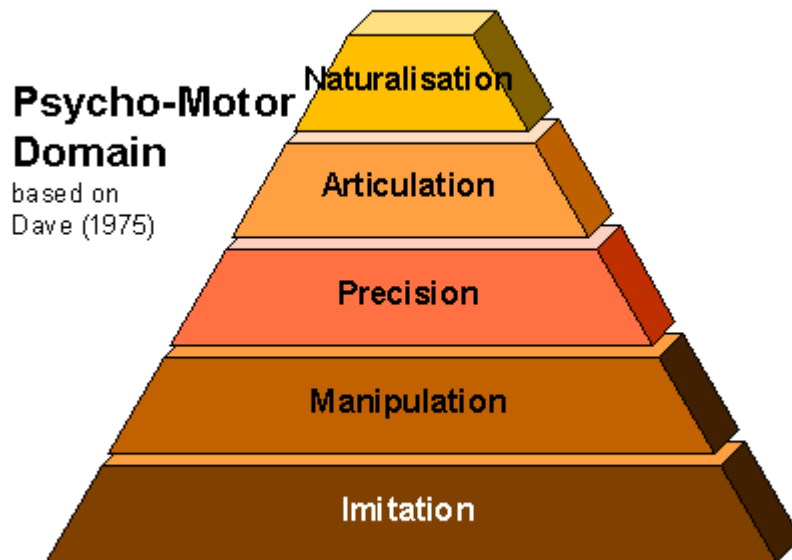
Griffith (2005) states that these three domains are closely integrated aspects of human learning and as knowledgeable educators, we should strive to implement these pyramids to our teaching so that our students will be taught under consideration of all these three domains. The major problem in education is that enough attention is not paid to all domains. Cognitive domain which prizes rational acquisition of knowledge is privileged over the other two domains as higher education most of the time deals with objective inquiry (Nuhfer, 2005; Hall, 2007). Educators' recognition of affective domain is not legitimate. As Hall (2005) highlights:

> "Through affective learning or attention to the emotional part of learning has been undervalued in educational systems, it represents a part of learning that is becoming increasingly recognized as vital" (p.8).

Affective domain helps students to internalize desirable professional and humanistic characteristics therefore it is significant to instill values by methodologies that focus on the affective domain.

It is understandable that affective education which influences values, beliefs and attitudes is as important as cognitive one therefore should not be neglected. In several schools, several course outlines fail to include the affective outcomes of the course. There are some outlines which include affective outcomes but fail to indicate the way they will be taught, observed and evaluated. As Pierre and Oughton (2007) argue:

> "Affective learning refers to our attitudes and willingness to take part in new things and ability to make decisions about how we operate and behave in a variety of circumstances " (p.1).

The experiences students provided with, inculcate their value systems. Smith (2008) raises a significant inquiry by asking how affective development is honored in our teaching and what the practices which nurture this development are. This study investigated the impact of Cbsl projects on undergraduate students' affective development suggesting the projects as a good way forward for affective domain of teaching.

1.4 Purpose of the Study

This study was designed to identify the contributions of community based service learning projects on university students at Eastern Mediterranean University mainly in affective domain of learning and also attempted to find out whether there was a cognitive contribution, as well.

Research Questions

Specifically, this study attempted to address and answer the following research questions:

1. What was the contribution of Cbsl projects on the students mainly in terms of affective domain of learning?

2. Did Cbsl projects contribute to the cognitive growth of the project participants? In what ways?

3. What skills have students gained after carrying out Cbsl projects?

4. How did students compare Cbsl projects with the other non-service oriented projects?

5. How did students feel after being involved in Cbsl projects?

6. What kind of Cbsl projects would the students like to be involved in?

7. Was there a statistical difference between the students' perceptions and acknowledgement of the way they view community service after Cbsl projects were implemented?

1.5 Significance of the Study

Interest in community service started to become widespread. Following this, university engagement with community based research is increasingly becoming a significant topic of popular discussions of university behavior. Cbsl offers benefits both for the society and for young learners. Therefore, there is an apparent need to describe the status of Cbsl projects. It is believed that this study has a potential to add to a general body of Cbsl projects.

Although substantial amount of research has been compiled on community based service-learning projects, a problem exists where there is insufficient research available to determine the effect of service learning specifically in TRNC (Turkish Republic of Northern Cyprus). Moreover, the researcher could not meet any research implementing Cbsl projects as a partial fulfillment of an English Course offered by a tourism school of a university although she went over thousands of articles, too many books, journals and websites.

There has not been any attempt to describe the current state of Cbsl projects in TRNC. The literature review revealed that there was no evidence of Cbsl Project outcomes on undergraduate students in TRNC. For this reason, the results of this research have the potential to have an impact on the higher education system in TRNC in the field of community service. Moreover, this study looked at specifically Cbsl involvement as an element of undergraduate education environment within the broader construct of affective education.

Actually, this study would be helpful for all higher education professionals. They would gain an understanding of the relationship between Cbsl projects and affective learning dimension of education. The findings of this study could act as an initiative for all other education levels such as elementary school, primary school and college. In short, this research fulfilled the gap in addressing the promise of improving and increasing Cbsl project practices in TRNC.

1.5.1 Nature of the CBSL Projects Assigned

The particular focus of this research was on the nature of the Cbsl projects; which was organizing New Year parties for people living in the retirement house and homeless children living in SOS house in North Cyprus. Students were supposed to plan, implement and evaluate the organizations they were responsible from the beginning to the end. The researcher's role was only to be a guide.

To start with, students visited almost all the hotels and restaurants on the island to interview several people from tourism sector to find an appropriate location with reasonable price for their event. Then they took appointments from high career people for the sponsorship and met each sponsor until they collected enough amount of money. They found the chance to view their future employment locations. Later on, they started to prepare recreational activities such as dance, theatre, games, competitions and animation shows to entertain their guests. A group of students visited shops and asked for presents to be distributed during the organization nights. There was a group mainly responsible for preparing brochures for the event and posting them throughout the campus. Another group was dealing with media, such as inviting channels, welcoming them on the day of the occasions, writing to newspapers before and after the event informing the public. The role of media was very significant as the sponsors always wanted their companies' names to be

announced. One other committee was the technical committee who were responsible for the provision of sound system, microphone and everything the animation group required.

Following is the list of committees' students was involved during the semester and a brief explanation of their responsibilities.

Organization (welcoming, making sure that guests sit comfortably)

Present Committee (supplying gifts from shops and categorizing them according to ages)

Transportation (guest arrival, guest departure, buses, pick-up, accommodate, etc.)

Reservations and Budgeting Committee (making all the reservations for classmates and guests, being in contact with the venue and collecting the money *if required* from classmates)

Animation committee (responsible for all types of entertainment)

Hade Hade Show: Feslikan Show: Micheal Jackson Show: Kiz Isteme: Shake it up Sekerim: Tango Gosterisi.

Brochure committee (responsible for preparing brochures for the event and distributing it to all university)

Media committee (responsible for being in contact with media)

Sponsorship committee (responsible for finding sponsors for the events and also preparing thank you letters for all sponsors and giving them to the responsible contacts)

Technical committee (responsible for all kind of technical duties, checking details like microphone, sound system etc.)

(See research design, step III for more information)

As the students were from different countries, during these preparations they practiced how to appreciate other cultures. Besides other cultures, students hosted people from 1-90 years old and practiced their prospective customer types, communicating with them, learning their needs, preferences, etc. All these increased their social skills. Busby et al. (1997) identify being socially competent as a key skill for tourism students.

Moreover, project participants found the chance to practice skills like collaboration, discipline and responsibility throughout the projects' preparation stages. As Teng (2008) specifies, the cooperation between academic institutions and industrial organizations, company visits, collaborative teaching activities are all very crucial for hospitality students. Another challenging side of these Cbsl projects was that cognitive skills like problem solving, decision making and perspective transformation were also highly exercised at each stage of project preparation.

1.6 Definition of Terms

Service Learning (SL) : Service-learning has been defined as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby 1996, p. 5).

Community Service: Community service is defined as activities that addresses human and community needs (Jacoby, 1996).

Community Based Service-Learning Projects (Cbsl): Community based service-learning projects are projects which create opportunities for students to use their gifts

and talents as resources as they work with group members and aim to help disadvantaged people to improve the quality of their local life.

Affective Domain: Involves receiving, responding, valuing, organizing and characterizing the knowledge gained (Kratwohl, Bloom, Masia 1964).

Cognitive Domain: Refers to the acquisition of knowledge followed by tasks of comprehension, application, analysis, synthesis and evaluation (Bloom, 1956).

Project Based Learning (PBL): It is a model which organizes learning around the projects.

Reflection: Skill that can be defined as the reverting of the mind to what has already occupied the mind, continued consideration, meditation and contemplation.

The purpose of this chapter was to make an introduction to Cbsl projects in Eastern Mediterranean University. It provides a general context for carrying out the research and outlines the research questions employed in the study. Elaborating on the background information of this research, next chapter presents and discusses the conceptual and theoretical literatures framing this study. Significant space is devoted to community service.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature on community based service learning and the theoretical perspectives on which much of the research and this study are based. The literature review collected from different sources highlights the importance and popularity of this topic. In other words, all kind of work presented in this chapter certify clearly how Cbsl Projects have the potential to promote the students' both affective and cognitive development.

2.1 What is meant by Service-learning

The term service-learning has come to be applied to a very wide range of activities and therefore it is not easy to formulate a single definition for service learning as there are many different interpretations. As Roamer (2000) emphasizes, the concept of service learning has been existed for many years. Moreover, Morton and Throppe (1996) suggest that the assumption of service learning is based on experiential learning which can be traced back to John Dewey.

The root of service learning is based on "caring for one another over time ranges from individual spiritual practices such as charity, to voluntary associations meeting community needs, to human services, institutions and welfare systems" (Morton and Throppe, 1996, p.21). A common ground when we combine several definitions can be "Service-learning is an educational and experiential teaching method, which

combines community service with academic curriculum while engaging students into community activities mainly to foster their caring for others".

After analyzing several definitions of service-learning and projects, Kenworthy-U'Ren (2003) identifies four common key concepts among them. These are "a focus on real-world learning, a course-based foundation, reciprocity between the student community; and carefully designed reflection" (p.52). When students link service and learning, and discuss their experiences, they feel very enthusiastic. This is because they use both their intellect and their personal feelings. They add passion to their learning because instead of taking a written test, they experience something which will stay with them (Eyler and Giles, 1999).

Moreover, students are not passive receivers of knowledge in service-learning. They actively provide service for their communities and feel themselves more important. In doing so, students' awareness of their own beliefs, practices and those of the others' increase and this makes them more contributed to their society (Carrington and Selva, 2010). Similarly, Berman (2006) in the introduction of her book " Service Learning: A Guide to Planning, Implementing, and Assessing Student Projects " reflects that "Doing service learning helps students understand their connectedness to and importance in their communities as they experience the role of service-provider" (p. xxi).

Several researchers identify various frameworks for service learning. For example, Roakes and Tirell (2000) presented a four-part framework for service learning. These four characteristics are as follows:

"   1. An emphasis on the different ways of understanding

   2. the value of human experience as a source of learning

   3. the requirement for reflective thinking to transform experience into learning: and

   4. An ethical foundation that stresses citizenship to community, profession, and a larger public interest" (p.101).

Another researcher is Ethridge (2006), who adds to the characteristics of service learning. He believes that service-learning involves "integrated learning, student voice high quality service, civic responsibility, collaboration, reflection and evaluation" (p. 49).

Actually, service learning is different than other types of learning. As Oster-Aaland et al. (2004) point out, service learning is not just serving or cognitive learning. The learning is possible through participants' application and reflection of their service-learning experiences. That is to say, service-learning requires reflection. Reflection is as essential as experience in service learning. This is because it provides students an opportunity to think about and interpret their experiences in the community and to share their new knowledge and understandings with each other, noting ways in which their experiences were meaningful to them as well as to others. Likewise, it is operational understanding of skills rather than conceptual (Roakes and Tirell, 2000).

Participants of service-learning are provided opportunities to prepare, act and reflect to address communal or social needs outside of their classroom (Ferrari and Chapman, 1999; Jensen, 2006). Moreover, service learning exposes students to the

challenge of working with people from different backgrounds, cultures, and ages. Most important of all, it prompts them to be aware of life issues.

Several student reports indicate that service-learning experiences are meaningful and satisfying (Keup, 2005; Moely, McFarland, Miron, Mercer, and Ilustre, 2002; Grey etal., 1998). Some researchers advocate the use of service-learning and this method's value by presenting several utilities. For example, Pritchard and Whitehead (2004) indicate that "service-learning can nurture students' intellectual development, academic achievement; civic education and can invigorate school reform" (p.14). Moreover, Roakes and Tirell (2000) also add that by extending education beyond classroom, students can encounter real-life situations which are more difficult. It should also be noted that when the service activities is oriented towards the community, this not only improves students' learning but the community organizations, as well. In other words, there is mutual benefit of service-learning.

Eyler and Giles (1999) also write about the significances and advantages of service-learning by claiming that it provides lifelong learners and participants for the world. They believe that:

> "Service learning aims to connect the personal and intellectual, to help
> students acquire the knowledge that is useful in understanding the world,
> build critical thinking capacities, and perhaps lead to fundamental questions
> about learning and about society and to a commitment to improve both"
> (p.14).

Similarly, Morton and Throppe (1996) and Bodorkos and Pataki (2009) believe in service learning motivating lasting learning as a result of engaging students into real life conditions. In the same direction, Sek-yum Ngai (2006) and Morris (2001)

discuss the value of service-learning from a social perspective and they claim that participants' attitudes change through service; they become more aware of the diversity of humanity, and more socially committed.

Service learning can be accepted as an ideal pedagogy for teaching values as it influences the participants' values as well as their orientations towards community (Morton and Throppe, 1996). On 4th of February 1968, during a sermon at the ebenezor Baptist Church in Atlanta, Dr. Martin Luther King states as follows:

> "[R]ecognize that he who is greatest among you shall be your servant. That's your new definition of greatness. And by giving that definition of greatness, it means that everybody can be great, because everybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's theory of relativity to serve. You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love. And you can be that servant." (Cited in Washinton, 1991)

2.2 What is meant by Community Service

Incorporating community service into education is a growing area of interest to educators. Besides universities' functions of research and education, after 1950's community service is added as a new function (Soran, Akkoyunlu and Kavak, 2006). Community service, in this research, refers to the service of the undergraduate students designed to benefit the disadvantaged personages of the community which supports and exemplifies the university's mission.

Schools implement community service in a number of different ways. This ranges from community service carried out as a must course, requirement of a course, an elective course, to a separate program. An example for those, who support offering a

must course in the universities to improve the responsible behaviour of the youth can be a good strategy, is given by Hazen, Cavanagh and Bossman (2004). They introduced an innovative gateway MBA course, which was three hours a week, to integrate personal development, ethics, and spirituality, service to the community, social justice and teamwork values of university students. This course included topics such as mission and vision of the university, challenged students to examine, formulate and articulate their own personal goals and values, provided ethical norms for judging dilemmas and discussed the major strategic issues of social responsibility to face the individuals. Service learning was the focus of this MBA course. Each student was asked to do ten hours of service with the team during the semester such as helping poor people in villages (preparing food, entertainment activities for homeless children). Each student kept a brief journal of his/her experiences and reactions to them and finally, the whole class reflected on these experiences.

Another example, for using a separate program to practice community-service is SerVermont. Ser Vermont is a program for high school students which initiate community service to teach students the value of personal volunteer service to their local communities. To this end, Parsons (1996) advocates sending students to SerVermont and adds that "SerVermont believes schools should be thinking continually of ways they can help improve local communities and how students can practice learning how to be active community members" (p. 70).

However, at this point it should be noted that community service does not only involve the undergraduate students, but require the cooperation of university staff and community to be able to initiate and foster effective citizenship activities (Butcher et al., 2003). Similar to service learning, there are several advantages of

community service. Gillespie (1991) argues for three benefits of community service. Firstly, students experience a variety of activities and this helps them to find out what they like working with such as homeless or young children. Second benefit gained is learning to "reach out". Students find resources, contact and interact with many people and enhance their courage. Third, "students gain a feeling of self-worth. While being involved in activities, they understand that their help is required by people" (p. 89).

Pedagogically, it is very beneficial to engage students in community services. Students gain skills which may not always be provided in traditional classrooms. Moreover, Beckman (1997) predicts, if community service is coupled with academic coursework, it can enhance student learning and compensate for deficits in traditional classroom pedagogy.

2.3 Link Between Community Service and Service-learning

Several interpretations are developed for community service and service-learning. Although some researchers use these terms interchangeably, some propose that it is crucial to differentiate these two phrases as they result in different experiences.

Some researchers differentiated the two terms considering their relation to the curriculum. For instance, Skinner and Chapman (2000) who studied service learning and community service, had differentiated the terms by defining the community service to refer to non-curriculum-based activities organized by the school and service-learning as curriculum-based community service that integrates classroom instruction with community service activities.

Although community service is often provided on a voluntary basis, it does not qualify as service learning unless it affords active learning through workplace experience and reflection. As Pritchard and Whitehead (2004) mention, The Compact for Learning and Citizenship, CLC (2001) is a project of the education commission of the states, which distinguishes service-learning from community service and state that the benefits of service learning go beyond the term community service. This is because service learning combines service to the community with in-depth student learning to benefit not only the students and the school but community members as well. Similarly, Ethridge (2006) predicts that what differentiates service-learning from community service is its quality. He claims that there are seven elements of service learning which are "integrated learning, student voice high quality service, civic responsibility, collaboration, reflection and evaluation" (p. 49) and he contends that it is these central elements of service-learning which differentiate it from community service.

There are some researchers who believe that community service and service learning have different origins and different aims. For example, it is suggested that community service has a social cause and organized to benefit the recipient and results in "civic", "ethical" and "interpersonal" outcomes. On the other hand, service learning derives from an academic discipline providing mutual benefit, both for the recipient and the service provider and the outcome produced is both civic and academic unlike in community service (Furco, 2001).

This research, similar to Furco (2001) defines community service as undergraduate service which is specifically designed to help and entertain the disadvantaged personages of the community. At the same time, this service supports and

exemplifies the university's mission and service-learning. In short, the service-learning will be community based. In this respect, the researcher will use educational and experiential teaching method, to combine community service with academic curriculum and this engagement of the students are expected mainly to foster their students' caring for others.

2.4 Integrating Service-learning with Community Service

Although researchers discuss differences between service-learning and community service, it is obvious that they both have the common aim which is to serve. Actually, Service learning is more successful when integrated with community service. This integration has the potential of awakening student interest in community issues in relation to the real worlds in which they live. To put it another way, service learning is a way to link community service with academic curriculum to address real community issues (Sikula and Sikula, 2005; Ethridge, 2006). Recent research reveals the significance of engaging a campus with community service-learning (Fayter, 2005).

Community service learning affords students an opportunity to view society, challenge their own assumptions as a result of reflection which may lead to fundamental changes both in students and in society (Eyler and Giles, 1996). On the whole, students find the opportunity to experience the type of learning where they can work with others through a process of acting and reflecting to achieve real objectives for the community and deeper understanding and skills for themselves. What's more, this fosters students' growth as community members and contributors, and as individuals and promotes students' lifelong commitment to their civic

communities (Pritchard and Whitehead, 2004; Roamer, 2000; Sikula and Sikula, 2005).

Universities nowadays have significant experiences designed to serve others in their communities by inviting students for a lifelong commitment to their communities (Sikula and Sikula, 2005). Thus, students work cooperatively with the help of their teachers, community members to serve an organization in need. Organizations in need involve disadvantaged personages. The aim of the university at this point is to prepare students to become, responsible and productive citizens as part of their lifelong learning purpose. It is a challenging method because students develop a sense of caring which they will use throughout their lives. As Sikula and Sikula (2005) predict "Service learning is a method students use to learn through organized community service to care for others while earning academic credit" (p.78).

2.5 Community based Service-learning Projects

After discussing how service-learning can be integrated with community service, the question arises: How can students practice community based service-learning? This research will attempt to explore the use of projects to let students experience community based service-learning.

For any service learning project to make sense, it has to be oriented not only towards the students, but foremost, based on the needs of the community. Community based service-learning projects are projects which create opportunities for students to use their gifts and talents as resources as they work with group members and aim to help disadvantaged people to improve the quality of their local life. There are several examples to such projects. These range from donating flower packs to community

parks, creating a public library and contributing materials to the disadvantaged personages.

Community based service-learning projects have valuable contribution for the students. To start with, they foster a strong sense of altruism, teach participants new skills or information about issues and knowledge they were not exposed to before, make them aware of the importance of teamwork, and assist them in generating ideas and resources for future projects (Hairston, 2004). Moreover, Hairston (2004) adds that "doing something useful for society evokes a feeling of belonging and contributing that sustains individuals even when the work is difficult" (p. 8). Similarly, Gary (2003) provides many insights that these projects provide opportunity for the students to understand that they possess plenty of attributes to give their community. Further, he states that "The community service projects help the students develop personal responsibility, cooperation, communication, and self-confidence in an attempt to improve social and emotional skills" (p.7).

Community based service-learning projects possess mutual benefits. For this reason, they are remarkable tools for developing community. Although, the students improve themselves personally, the community also benefits through the implementation of these projects. As Gary (2003) predicts, "Everyone wins when working for a common cause with community service projects "(p.7). These, student-initiated projects have a positive impact on the local community as the students find out how the disadvantaged individuals in their community feel better and hence, work together to produce a product which will benefit the members of their communities (Kenworthy-U Ren, 2003; Weinberg, 2002; Stachowski, 2008; Faozi and Sherif,

2006). Like a tailor designs a dress, students design projects to serve the community's specific needs and to make them happier.

The general outcome of this community based service-learning project is the formation of close ties between the students, university and community while undertaking worthwhile activities (Eyler, 2002; Ferrari and Chapman, 1999). On the whole, the barriers between university and community are broken down as a result of this interdisciplinary approach to academic study.

However, Eyler (2002) complains that "While it seems intuitively obvious that connecting academic study to community service would build enthusiasm for civic participation as well as the skills and knowledge necessary for effective citizenship, evidence of these effects has lagged behind practise" (p.518). Therefore, it is significant to share the effects of practicing community service activities like this research.

2.6 Critical Perspectives of Cbsl Projects

There are some researchers who have negative concerns for community service. First consideration is related with time constraints of the project participants. Cbsl projects take a lot of time and effort and activities can not always be within the academic calendar (Bodorkos 2009; Honnet and Paulsen, 1989). Moreover, the workload may seem inappropriately heavy for students as they are not used to do similar projects before (Jakubowski and Burman, 2004). This may cause negative attitudes towards the project coordinator or even to the service recipients if the project is not carried out only with the presence of volunteer students. There is a risk of those who are

served to be treated as a source of data or concerned objects. This devalues or discredits all the work done (Lasker and Weiss, 2003).

Another problem could arise from the content of the project. Designing appropriate and effective community service is significant to prevent negative consequences both for the students and citizens. What students do can be culturally inappropriate. Especially the risk is greater if the project participants are multinational like the case in this research. There should be a careful consideration of the context and a very careful follow of students' preparations to avoid any misconceptions (Cone and Harris, 1996; Dale, 1994). It should not be forgotten that what is planned as positive potential may not always be the same when it comes to the actual practise (Eyler and Giles, 1999; Marullo, 2009).

Ziegert and Kimmarie (2004) argue that incomplete understanding of the service is inevitable if students are not provided with values discussion or adequate concerns about the context. Therefore, it is crucial for the researcher to provide continuous arenas for discussions and reflections throughout the service. Only this way, the service provided becomes meaningful for the students.

The final discussion is related with the evaluating the students. It is quiet difficult to decide for their success out of their service. This requires subjectivity. There is not a standard benchmark to evaluate the effectiveness of the interactive processes evolved (Lasker and Weiss, 2003). Implementing Cbsl projects is being criticized by some researchers for all the above stated reasons.

2.7 Becoming Productive Citizens through Community based Service-learning Projects

Without the help of the universities, students generally do not have contact with people in need. Nowadays, responsibility and value concepts are generally ignored and individuals do not try to shoulder their responsibilities (Dilmaç et al., 2007). It is community based service-learning projects which facilitate interaction with disadvantaged people by forming bonds between the university and community (Ferrari and Chapman, 1999). One of the outcomes of community based service-learning projects is greater civic responsibility (Gutheil et al., 2006; Skjonsby, 2004; Wynsberghe and Andruske, 2007). In past, traditional way of educating students on citizenship was on knowledge level rather than direct practice and active participation approaches as the means to competent citizenship (Althof and Berkowitz, 2006). Nowadays, in order to promote the knowledge, values, attitudes and participatory skills of citizenship, classroom study and community practice are incorporated. While being involved in community service, students learn that they can make a difference within their own communities through their project and feel that responsibility. They learn this through engaging real-world projects and experiences which valorize their perceptions cultivating a lifetime of community engagement to promote citizenship.

In other words, students learn all these perceptions by "doing". As Webster (2006) highlights, these projects' "learning by doing phase", which is nowadays a very popular mantra in educational practices, guides youth to grow into successful individuals by being active and productive citizens in their communities. While being involved in projects, participants open their eyes to the benefits of helping the others. For example, through ecological community service projects, students can

gain ground and this can cause students to increase their responsibility not only to their fellow human beings but also towards all living things (Kenan, 2009).

Unfortunately, there are teachers who cannot understand why they should bother to spend their time teaching social roles to their students and they think it is the parents' responsibility only, however, it is not. Baldacchino (2000) claims that "no society can survive if its citizens are unprepared for their social roles" (p. 304). Moreover, Baldacchino (2000) stresses that youth in a society is the most important group who needs special attention because this maturation period causes continuous social changes within the personality of students. For example, they start to realize their social roles and responsibilities for others.

The premise of community based service learning allows students to blend academic curriculum with real life experiences in their own community. Using the incentive of academic credit, students start to participate in activities to benefit their community (Webster, 2006; Bringle and Hatcher, 1996). They realize that they have the capacity to act as responsible citizens if they want to.

2.8 Facilitation of Vocational Skills

Although hospitality management education has come a long way from an on-the-job training orientation to a more broad-based liberal curriculum for study and reflection, it is still considered very much vocational and action-oriented. Several researchers like Airey and Tribe (2000) question the extent to which traditional hospitality management education fosters students' critical thinking outside existing practices and paradigms, and pursue personal as well as professional development. Pizam et al. (1982) contend that a successful hospitality manager is the one who is versed in

conceptual and technical tools derived from various disciplines such as psychology, engineering and operations research. Actually, hospitality students can be prepared for a lifelong career in the hospitality industry only through real life projects which help them explore new areas and come up with new knowledge and solutions.

There has been a pragmatic shift about hospitality education being undergoing and this raises the contemporary need to challenge the inherited skills and practices as well as raising questions about the way curriculum should be taught. One of the criticisms made for hospitality educators is the lack of using methods that stimulate the development of both personal and intellectual skills which would enhance students' critical thinking ability. Haywood (1989) is an example scholar who underlines the necessity to redesign hospitality and tourism education through modelling a more reflective learning approach. As a result of this, students should be provided with chances to be responsible for their own learning which in turn will enhance student-centred teaching and learning approaches (Sivan et al., 1991).

Moreover, Dale and Robinson (2001) advocate the importance of equipping the tourism students with the necessary generic skills which will enable them to embrace the industry easily after the graduation. Community based service learning projects connect students to their community and place them in challenging situations where they can strengthen skills and personal qualities identified as important to success in the real life. Similarly, According to Dickinson (2000), higher education helps to improve undergraduate students' skills especially those which are transferable and managerial through using extra curricular schemes. On the whole, students enrolled in these kinds of the projects find the opportunity to transform their vocational skills through personal contact with the sector and the community. Hence, students apply

vocational skills and knowledge to address real work and real life situations, while developing their attitudes, behaviors and skills that will lead them to become more experienced for their future career. Similarly, Cbsl projects like this provides them opportunities to ground concepts in organizations whose work contributes to their future careers.

Nowadays, sector is complaining about the lack vocational skills of tourism students and this complaint directly goes to tourism teachers. What can the tourism teachers do? They can guide and motivate their students to be involved in activities which will provide them the chance of practicing several skills including managerial ones. As Dickinson (2000) asserts "when students are motivated, given the freedom to reflect and have hands-on experiences of management, then they do develop skills employers are currently saying that they want to see in the graduate profile" (p.166).

In the same way, Greenan et al. (1997) assert that students should be provided with the opportunity of group work so they can experience both behavioral and managerial like task achievement, communication etc. and Cbsl projects divide the students into committees such as animation, sponsorship, transportation where they work within their groups for 3 months like the case in this research.

2.9 Collaboration

Cbsl projects facilitate students' working together in groups on several tasks which lead to frequent use of interdependence. The aim of the project is for common good and the project coordinator sets up cooperative groups and move away from individualistic methods. Face to face promotive interaction is held in each group in facilitative and consultative ways to accomplish the required tasks. Eyler and Giles

(1995) advocate that different team members bring different expertise to the table. Equally important, Berman (2006) argues that the work produced by students in groups has higher quality than the work produced by an individual student working in a service project. Moreover, Berman (2006) adds that students do not practice this only within their teams but they are in collaboration with people from different sections of the community throughout the project.

Welch and Billig (2004) are scholars who make research on fundamental principles of community based research which they abbreviate as CBR to define collaboration as one of the most crucial fundamental elements. For this purpose, Welch and Billig (2004) state that "collaboration is the element of CBR model that underscores the fact that CBR is research with and for the community" (p.131).

2.10 Development of Life Skills as an Outcome of Community based Service-learning Projects

Dealing with real-world complexity requires a broad range of skills such as accepting diversity, being patience, organizing team members, generating trust etc. (Kenworthy-U Ren, 2003). Gaining these skills at schools is often difficult especially if the method of teaching in class is traditional. Community based service learning projects provide an avenue through which teachers can integrate the advantages of experiential education in real-life contexts. Kenworthy-U Ren (2003) argues that

> "Service-learning encounters provide students with intensely emotional, often passion-invoking, experience whereby "stepping into the other person's shoes" requires social skills and introspective abilities not often tapped in traditional coursework" (p. 54) and it fosters students' "analytical, critical, creative, ethical, and interpersonal skills" (p.59).

Likewise, Berman (2006) advocates that community based service-learning has the potential to strengthen students in a variety of ways. Firstly, he states that "students

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who learn to do for others rather than "being done for" by others become more self-confident and develop more self-esteem" (xxiii). Secondly, he believes that as the projects are implemented in conjunction with others in the community, students' communication and cooperation skills are fostered. Thirdly, he adds that emotive skills like caring for others, working in groups and empathy for others are exercised throughout the project. In short, these projects expand student learning of life skills. Similarly, Eyler and Giles (1999) claim that personal development and interpersonal skills which are real life skills start to gain significance which normally is not primary academic goals of the academy as community based student activities foster such skills.

2.11 Moral Development as a Result of Community based Service-learning Projects

People do not born with a good moral character and to help them exhibit better moral values is not a fast food type fixed educational experience found in curriculum (Ekşi 2003). Unfortunately educators assume that their students are fully formed moral beings by the time they enter university. One of the major criticisms made for the modern education is focusing on latest trends in technology and ignoring to lead communities to a more humane future (Kenan, 2009) and the other one is the requirement of proffesionalization of teachers for moral education to be able to flourish students' moral sensitivities as well as capacities (Taylor, 2008; Öztürk, 2010; Ekşi, 2003). Althof and Berkowitz (2006) assert that "societies need moral members" (p.496). Similarly, Marchand (2008) claims that few higher education students are able to reach advance stage of ethical development. This explains why it is important for domains of science and religion to enrich and complete each other (Kenan, 2009).

Stimulating the natural development of students' moral capacities is the goal of education based on the progressive philosophy of education (Boss, 1994). Educating responsible and productive citizens is a work of incredible depth that has the potential to become the standard reference volume for educators committed to moral and civic education. The period of youth, for moral development is very significant because, it is the fruit-bearing period like in the life of a tree. For all these reasons, moral development of students should not be disregarded or excluded by any profession (Salas-Diaz, 2009; Kenan 2009). It is a time ripe with possibilities, new directions and a commitment, therefore providing the opportunity to bring moral and civic education from the margins of university life, is the job of the instructors.

In moral education, values and meaning come through communal and personal experiences, and this is always forced to justify its place in curriculum and the same problem is also observed in university curriculum (Kenan, 2009). University students can become imbued with new virtues and new moral standards under relative guidance. As Berman and McCarthy (2003) affirm "young people need to find their own moral center and learn how to manage moral conflicts" (p. 3). Moral education, rather than dealing with theories and abstractions, has to be lived and continued as a contact work in progress for creating better visions, values, beliefs, etc. (Taylor, 2008). Actually, moral education has its roots starting from 1960's (Althof and Berkowitz, 2006).

On the whole, how to address the ethical, social values and virtues is the question challenging not only educators but everyone who is interested in the education of next generations (Kenan, 2009). It is widely accepted that instructors add a lot to the cognitive development of their students but besides this they can contribute to the

affective development of their students as well, considering the assigned projects, environment, social factors, etc. While teaching quantitative knowledge, significant dimension of human experience which lead to qualities including value, goodness and meaning can be touched (Kenan, 2009). For example, teachers' instruction has impact on our students' character for better or worse. This is inevitable whether they intend it or not.

Every course conveys some principles for a student life. Therefore, a good educational policy is the one which considers the moral development of the students intentionally and proactively similarly to the way they consider their students' academic education (Synder, 2005; Berkowitz and Bier, 2005) . Synder (2005) stresses that instructors influence students' moral development implicitly, so they should become more conscious of how they are doing this.

Kenan (2009) contends that "Modern education itself leaves us puzzled and perplexed with how we are to fill the vacuum of spiritual and moral values" (p. 281). Therefore, moral education should not be left to chance. It requires vision, planning, preparedness and deep refection. Morality is excluded from several schools' domain of knowledge which needs to be properly and sensitively integrated into the curriculum (Watson, 2009). For this reason, curriculum content should not only stimulate factual knowledge but focus on socio-moral and spiritual growth of students, as well (Skoe, 2010). Naturally, the teacher is seen as a crucial key to moral values teaching (Taylor, 2008). As a result of societies questioning moral values, several approaches are put forward to socialize youth such as moral education, values clarification and character education (Althof and Berkowitz, 2006).

Community based service-learning projects present a platform to discuss issues like social responsibility and real-world ethical considerations with the students as these concepts become tangible for students enrolled in such projects followed by reflective exercises and promote the moral development of students (Berman, 2006; Kenworthy-U'Ren, 2003; Strain, 2005). Promoting care, compassion, and responsibility in university students by integration of community service and academic curriculum is a worthwhile extension to moral education. When, students work together to achieve a common good, this develops their personal attitudes and interpersonal values. In addition to that, they feel connectedness and commitment to the community (Pritchard and Whitehead, 2004; Eyler and Giles, 1999; Ferrari and Chapman, 1999; Berman and McCarthy, 2003).

Community based service learning expands students learning of the service ethic. Öztürk (2010) contends that one of the meanings encompassed by ethics is moral values. Actually, community setting is significant in raising the morality of students as they share the same atmosphere with needy people and interact with them (Taylor, 2008). Influences like these are more intense and long lasting than reading books on moral education. Besides these, the projects enhance students' social consciousness and social conscience.

The majority of youth in these projects are Muslim and the Muslim youth are the same as other youth live in UK who needs to be guided about their commitments and values to feel a sense of self-worth and personal identity (Campbell and Felderhof, 2007). All of them experience a commitment of doing authentic and meaningful work and this empowers them as they believe that they have done something that needs to be done. To this end, they start to gain a sense of community as a result of

providing help to others (Berman, 2006). Similarly, Ferrari and Chapman (1999) predict that "There is reason to believe that service learning can be a powerful tool in infusing or developing a creative spirit in our young people" (p.93). Like how a distinguished Turkish philosopher of education, Hasan Ali Yücel, claims, balancing material and moral values is the most critical task of humanity (Yücel, 1956).

Gutheil, et al. (2006) carried out a service learning project to influence student attitudes towards old people and the field of aging as well as affecting their values and knowledge and reported that students expressed more positive attitudes toward older adults and more interest in working with these adults as a result of this project experience. Moreover, he adds that the participants of the project gained a new understanding and appreciation of older adults. Obviously, one of the complaints about youth is their lack of interest for elderly. Ruso (2006) argues that the feeling of love and respect is started to be lost as youth started not to visit their elderly and relatives on special days like bairams, etc.

Berman and McCarthy (2003) endorse that it is important for youth to enter the adult world to hear multiple perspectives on issues with ethical dimensions. This is possible through situations encountered throughout Cbsl projects. For instance, he said that the students participated to service reported that they had limited contact with older adults and after the project their misconceptions about aging has changed. They added that they started to look at older people from a new and positive perspective. Therefore, he advocates multiple benefits of bringing the generations together through such projects. He underlines a striking student's quote in the final assignment, which was "Considering all this, my only conclusion is that their generation had something that we have lost somewhere along the way" (p.783).

On the other hand, especially some old people complain about the new education system which is quiet modern and doesn't emphasize religious values. They say that considering past, nowadays, all discos and bars are full of young people who do not spend time for their religious activities. Some religious authorities like Seyh Nazim complain about the new modern education establishments predicting that modern education establishments are guiding students not to believe in anything (Atay, 1996, p.189). For them, what prepares a person for a virtuous life is not science but morality. So, before knowledge morality should be valued (Atay, 1996, p.186).

On 8th of April, 1992 during one of his speeches in Dergah, London, Seyh is addressing parents and asking them "Why don't you prepare your children for a moral life. Do you think that bars can teach your children anything about moral life? This is why God's blessings came to an end" (cited in Atay, 1996, p.190). Similarly, Berkes (1998) speculates that the destruction of traditional children's schools caused the destruction of the foundations of Islamic education which in turn caused a moral collapse. So, there is a big conflict between the beliefs of the religious people and modern people concerning their expectations from the educational system. At this point, several questions arise: "How should children get their religious education outside of the school? What can be done by the families? What can be done by the government?"

Ruso (2006) provides evidence that Imams (Turkish Religion Men) complained about the youth who lost many of their values. In her research data, an Imam expressed his opinions with this statement: "When a young person enters into a convertible car, he immediately says: take me to my darling Lejla, however when the same person enters the coffin, only at this moment he remembers to say: take me to

my God" (Turkish: Simdiki gencler ustu acik arabaya binince direk olarak gotur beni Leylama, ancak tabuta binme zamani geldiginde ise de gotur beni mevlama diyorlar).

Imams were then asked whether we are starting to loose any of our values? Which ones? and Why? All Imams thought that we are loosing many of our values and virtues. One of them answered this question by raising another question: "Do you think still there is any value we haven't lost?" and this question can be interpreted as we lost all our values. A similar study carried out by an area extension specialist Latham, from University of Nevada and "61 % percent of American adults are convinced that today's youth face a crisis in their values and morals, look at teenagers with misgiving, and view them as undisciplined, disrespectful and unfriendly" (Young Volunteers: The Benefits of Community Service: Cooperative Extension Fact Sheet 03-23).

In conclusion, as Asmin and Chapman (2007) summarize, providing sensitive opportunities for students to reflect on the factors which impinge on their experience have the potential to affect moral development of participants.

2.12 Development of Social Skills as an outcome of Community Based Service-Learning Projects

Possessing good social skills are critical to successful functioning in life as they enable us to know what to say, how to make good choices, and how to behave in diverse situations. Having good social skills directly influence students' academic performance, behavior, social and family relationships, and involvement in extracurricular activities. With a full repertoire of social skills, students will have the

ability to make social choices that will strengthen their interpersonal relationships and facilitate success in school.

Our socialization process starts within the family, relatives, continue with neighbors, friends and improve in the schools by the presence of peers and the teachers. Human being is not born with acceptable social skills. He/she acquires them gradually. Although the family plays an important role in teaching basic social skills to their children such as appropriate language and traditions, the role of the schools is also vital in terms of improving the social skills of the students. Baldacchino (2000) claims that "schools present young members of the society with an opportunity to learn how to live with others" (p.58). Furthermore, he raises an important question "can we be fully human without having good friends?" (p.53).

Fontana (1995) claims that," much of our progress in life, whether at school or in the later world of employment, depends on our ability to master and use the necessary social skills" (p.319). For example, people who are not social are generally shy, lonely and unable to assert themselves. Moreover, they can not stand for their rights or lodge required complaints.

Vygotsky is an important figure who contributed to the research on the socialization process. Although Piaget, similar to Vygotsky, focused on how the child interacts with the external world to construct meaning, they have got different viewpoints on the subject. Piaget claims that cognitive growth of a person consists of four stages which are sensory-motor, pre-operational, concrete operations and formal operations which follow each other for an end goal of personal, social development. However, Vygotsky finds it wrong to define such stages, as human development is too

complex. Rather, he believes that it is social learning and social interaction which lead to cognitive development and this is completely opposite of what Piaget argues.

Vygotsky emphasizes the importance of others' contribution to the construction of meaning and accordingly describes cognitive development as socially and culturally bound. As Fontana (1995) highlights "Vygotsky (1978:1986) disagreed with the Piagetian view that there are psychological structures in the human mind that are essentially independent of context, task content and social factors, and took the view that children's cognitive abilities are built up in interaction with the opportunities and guidance provided by the environment" (p.64). Therefore, the environment and the atmosphere are very crucial elements of learning. To this end, Fontana (1995) argues that the classroom atmosphere is very important for teaching social skills. According to him, if the student feels embarrassed or inadequate in class, the result will be negative. Furthermore, he adds that confidence is important in dealing with individuals' social problems.

Tacker (edited by Desforges, 1995) suggests "personal and social development through the curriculum can not be left to chance but needs to be co-ordinated as an explicit part of a school's whole curriculum policy, both inside and outside the formal timetable" (p.257). Similarly, the National Curriculum council in England emphasized that personal and social education (PSE) is extremely important for school curriculum (p.257). The expectation of (PSE) is to prepare the students for their future role within a wide democratic society.

Another recent study claims that deficits in social skills interfere with university students' success and post university success. The University of Detroit Mercy

develops a Personal Development and Social Responsibility course to shape their students' values and norms. According to Hazen (2004), this three-hour credit course "integrates personal development, ethics, spirituality, service to the community, social justice and teamwork" (p.374) and is offered as one of the introductory courses in the MBA curriculum. The main six goals of the course include challenging students to grasp the vision and the mission of the university, identify their own goals, working in teams, building skills such as oral presentations, discussing important social responsibility strategies, familiarizing students with ethical norms of judging personal and organizational dilemmas. In other words, what is important is that "The course enables adult professional students to work together to define their own ethical standards, develop stronger personal and moral roots, and realize the importance of contributing to the community" (p.385).

To conclude, social skills are life skills that give each person greater control and autonomy. They are keys to maintaining employment and relationships. The ability to develop and maintain appropriate interactions is recognized as an important influence on success. This is because the establishment of relationships is a vital social skill in both a child's and adult's life.

2.13 The Importance of the Faculty in Community based Service-learning Projects

Most of the researchers who implemented service-learning projects with their students underlined the important role of the faculty in providing the needs throughout the project and supporting the participants in every respect. The success of the outcomes is not possible without the cooperation of the faculty. In this respect, Ferrari and Chapman (1999) indicate that "If faculty do not believe in the importance or value of service learning, if they do not have administrative support, or if their

schedules are too overwhelming, service-learning simply becomes another great idea that does advance" (p.87).

The school is actually a social institution, which affects the students' human potential and accordingly, the future of our society. For this reason, education given at schools is crucial. Actually, the problems of society can be solved by the students if the mission of their education system aims to enhance the critical consciousness of the students to realize the social problems and controversy and act upon them finding remedies. To use the curriculum and integrate service-learning projects into it is not possible without the support of the faculty. As Bringle and Hatcher (1996) declare, service learning requires faculty involvement and support to be able to make any kind of curricular changes to add service-learning component to a course.

It should once more be repeated that service-learning does not only have impact on the students but on the others as well such as the faculty members. Therefore, it is a significant methodology to be used and supported by faculties. As Kenworthy-U Ren, A. (2003) "…..service-learning has the potential to benefit all involved constituents- the students, community members, the host institution, and the faculty member" (p.56).

2.14 Teacher Education and Community based Service-learning Projects

The role of teacher is very important in designing and implementing community based service learning projects. Pritchard and Whitehead (2004) claim that the teacher who has the potential to be successful in such project designs should possess the following five skills: "motivating others, team-building, supportive

communication, analytical, and creative problem-solving and time management"
(p.39).

Training and experience is a must to be successful in these types of projects.
Freeman and Swick (2003) introduced pre-service teachers to plan and implement
service-learning projects in their classrooms. They have taken a general teacher
education course and during this course, students were exposed to community
settings to interact with homeless children, poor children, abused children, etc.
Moreover, they reported that they observed students' willingness to implement the
projects and they appreciated the fact that helping children become altruistic, caring
and responsive to others is a developmentally appropriate and significant process in
education, therefore should be shouldered by educators. They add that, as a result of
conducting these projects:

> "We are confident that our pre-service teachers are becoming increasingly
> involved in their communities, have an increased commitment to teaching for
> social justice, and have the confidence to make S-L an integral part to their
> own classrooms, passing on their commitment to community, to democratic
> ideals, and to serving others" (p.111).

Recently, teacher educators in multicultural education identified service-learning as a
powerful transformative pedagogy. They believed that when students are placed in
cultural communities that are usually dramatically different from their experiences,
they are enabled to see multiple perspectives and can gain a lot of knowledge (Li and
Lal, 2005).

2.15 The Recent Popularity of Community based Service-learning Projects

The recent popularity of service-learning stems from its ability to fit with current views of the way people learn best and the changes needed to make higher education more effective such as constructivism, experiential education, social reconstruction and project based learning.

2.15.1 Constructivism and Community based Service-learning Projects

Pritchard and Whitehead (2004) assert that there is an apparent link between service-learning and constructivist learning theory. Constructivist approach to learning emphasizes authentic, challenging projects that include students, teachers and community. The aim is to create learning communities that are closely related to the collaborative practice of the real world. As Eyler and Giles (1999) argue, " the central event in learning from a constructivist perspective is the challenge of new experiences and information to the way things are believed to be" (p. 184). In an authentic environment, learners assume the responsibilities of their own learning and they bring their own framework and perspectives to the activity. Through shared understanding and dialogues, the constructivist paradigm shows how learning can be facilitated through certain types of engaging, constructive activities by emphasizing active participation in socially, culturally, historically, and politically situated contexts. In this way, students' thought capacities are also fostered as they construct understanding from their experiences (Cooperstein and Weidinger, 2004).

There are four agreed upon aspects of constructivist learning and all are found in community based service learning projects (Good and Brophy, 1994). First, learners construct their own meaning as they are not passive receptacles but manipulate their experiences to fit in their belief systems. Second, they build something new on prior

knowledge while they attempt to make sense of the new experiences by comparing, challenging or discarding their old beliefs. Third, learning is fostered through social interactions as they share their ideas, knowledge and findings with others. Finally, authentic tasks create meaningful learning because the projects simulate real life activities.

Above all, the most important aspect of constructivism is social interaction as constructivists believe that social environment can influence students' learning and thinking. Through peer collaboration and interpersonal discourse, students can gain new strategies (Cooperstein and Weidinger, 2004). Vygotsky's social constructivism emphasizes the importance of others' contribution to the construction of meaning and accordingly describes cognitive development as socially and culturally bound. As Fontana (1995) highlights, "Vygotsky disagreed with the Piagetian view that there are psychological structures in the human mind that are essentially independent of context, task content and social factors, and took the view that children's cognitive abilities are built up in interaction with the opportunities and guidance provided by the environment" (p.64). Rather, students interact with the world and build new cognitive structures through real-life projects. Projects require students to work collaboratively with teachers, peers and community members, while being engaged in dialogic social interaction identified by Vygotsky as vital to intellectual maturation.

Several researchers highlight the significance of students achieving better results when they are exposed to constructivist teaching. For example, Gelbal (2008) believes that there is a high positive correlation between constructivist teaching and student success. Similarly, Peker (2010) underlines the importance of teachers

finding ways to involve their students in constructivist context. Actually, there are several ways of implementing constructivist approaches to your classroom teaching. Finally, it can be said that this research addresses the importance of using constructivist approaches through assigning projects. However, it should be added that projects is not the only way to achieve this success.

2.15.2 Experiential Education and Community based Service-learning Projects

The current literature suggests that experiential learning should be a necessary component of formal instruction. Experiential education is a philosophy which supports educators to be engaged with learners through experiential methodologies in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. Hence, the philosophy of experiential education serves an umbrella of educational models such as, service learning cooperative learning, active learning, etc. As Kenworthy-U'Ren (2003) predicts, "In the most general use of the term, service-learning is a branch of experiential education with active engagement as its foundation" (p.52). Therefore, one widely adopted form of experiential education is learning through service to others. At this point, community based service-learning projects provide a promising model for bridging experiential pedagogy with educational environments (Roamer, 2000).

Pritchard and Whitehead (2004) state that service-learning practitioners frequently use David Kolb's (1984) experiential learning model as a conceptual framework. This model involves elements that address the collaborative social processes essential to learning from experience. This famous model consists of four elements: concrete experience, observation and reflection, the formation of abstract concepts

and testing in new situations. He represented these in the famous experiential learning circle. This model should be approached as a continuous spiral.
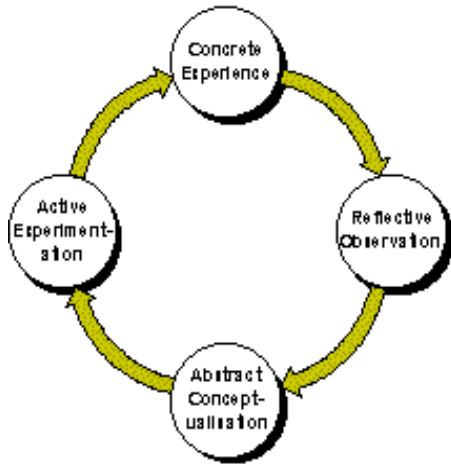
David Kolb (1984)

These four stages follow each other: The first step is concrete experience which advocates that the learning process generally begins with a person carrying out an action and later observing the effect of the action. Concrete Experience is followed by Reflection on that experience on a personal basis. Reflection is the heart of service learning and it transforms experience into new understanding by derivation of general rules describing the experience. Reflection helps students understand the effects of the experience in the particular instance. After these new discoveries, students analyze the real experience and form new concepts. This Abstract Conceptualization is the third stage. It implies an ability to see a connection between the actions and effects over a range of circumstances. The final stage is *Active Experimentation* which refers to testing new experience. In other words, this is the application through action in a new circumstance within the range of generalization. Finally, this leads in turn to the next *Concrete Experience* for future productive action. All this may happen in a flash, or over days, weeks or months, depending on the topic.

John Dewey was an early promoter of the idea of learning through direct experience, by action and reflection. He is a significant philosopher who inspired community service learning. He viewed the community as an integral part of educational experiences, because what is learned in the school must be taken and utilized beyond its bounds, both for the advancement of the student and the betterment of future societies.

Dewey (1916) promotes an inter-relationship between education, learning in the community and citizenship. He contends that community is an integral part of students' educational experiences claiming that through experiential learning, individuals are challenged to go beyond the bounds of traditional transmission that is generally a norm in schools. For Dewey, experiential learning not only improves students' themselves but contributes to their communities as better citizens. He states as follows:

> "Social efficiency as an educational purpose should mean cultivation of power to join freely and fully in shared or common activities. This is impossible without culture. One can not share in intercourse with others without learning-without getting a broader point of view and perceiving things of which one would otherwise be ignorant. And there is perhaps no better definition of culture than that is the capacity for constantly expanding the range and accuracy of one's perception of meanings." (p. 122).

Moreover, Dewey advanced the view that active student involvement in learning was an essential element in affective education. Eyler and Giles (1999) talk about Dewey and other experiential theorists and state that for Dewey, learning is a "wholehearted affair, linking emotions and intellect" an educative experience that enhances student development by capturing their interests and passion (p.8). Actually, the important issue at this point is the connection between the affective and the cognitive.

Community based service-learning projects actively engage students in experiences that will have real consequences to achieve common goals and these are highly valued by Deweyan educational theories. As Fishman and McCarthy (1996) point out, Deweyan principles have certain important implications for teachers. First is, the lectures should be replaced by learner activities, second, the teacher should initiate and set the conditions of learning. Last implication requires teachers and students to have alternate roles and common understanding. The role of the teacher in community based service-learning activities is alternated with the role of the students, because the teacher becomes an active participant during all activities. At the same time, most of the decisions were given by the students as if they were the teacher.

Besides experiential learning, Bruner finds elements of discovery learning in service-learning as the students' motivation to construct meaning from their experiences is intrinsic, motivated to construct due to the pleasure they gain from satisfying their curiosity, developing competence and working reciprocally with others. Pritchard and Whitehead (2004) further state that" …. in Bruner's terms, service-learning elicits students' intrinsic motivation and it enlivens their curiosity about what service to provide and how to provide it, their desire for competence as they plan for and provide service, and their sense of reciprocity as they work throughout with community partners and each other" (p.7).

2.15.3   Social Reconstruction and Adaptation through Community based Service-learning Projects

Social Reconstructionists are very much concerned with the future. Human actions are approached from a moral perspective, as every action carried out by an individual has a consequence for the future. Therefore, teachers direct student activities towards

humane goals that result in better social improvements for all. To this end, Olivia (2005) argues that "branching out from Dewey's philosophy, the reconstructionists followed a path that led them to propose using the school to achieve what they considered to be improvements in society" (p. 161).

Moreover Kai (1994) argues that Brameld urged the prospective teacher not only to acquire professional knowledge, but also to take responsibility for becoming a world citizen. Brameld consistently insisted that teacher education should consider and approach cultural issues and ways of exploring descriptive and normative cultural values.

According to Osmon and Craver (1992), Brameld thinks that the Reconstructionist curriculum is both a "centripetal" and "centrifugal" force. It is centripetal because it draws the people of the community together in common studies and it is centrifugal because it extends from the school into the wider community. This results in a dynamic relationship between school and society, which in turn results in, cultural transformation.

Olivia (2005) claims that "the subject matter to which all youngsters should be exposed consists of unsolved, often controversial problems of the day such as unemployment, health needs, housing needs, and ethnic problems" (p. 162). For example, Eisner (1979) says that in social Reconstructionism "one uses the knowledge provided by the academic disciplines as a tool for dealing with what is socially significant" (p. 65). Similar to Olivia (2005) and Eisner (1979), Ozmon (1992) also emphasizes the importance of project based learning in social reconstructionism and states that "the curriculum should be action oriented by

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engaging students in such projects as collecting funds for worthy causes, informing citizens about social problems, and using petitions and protests" (p. 192).

According to Voelker (1935), in the past, the aim of our education system was to prepare a functioning citizenship, however nowadays this social aim changed to an individualistic aim imparting cultural knowledge and developing vocational skills to help students to survive. He claims that our educational institutions must be responsive to the social needs. Moreover, Voelker (1935) argues that "if our schools are to raise the kind of citizen that can go out into the world to render social service, the teachers of these schools can not be oblivious to what is going on outside of their cloistered walls" (p. 410). He adds that the teachers must be sensitive to the dynamic elements of our social order and must act as the instrumentalities of the forces of progress and reconstruction.

Jenlink (2004) describes the function of education as preparing its future citizens through fostering social creativity by being involved in designing a renewed generative social order, which in turn will guide the growth of conscious evolution. He describes students' responsibility as taking care of the future.

2.15.4 Project -Based Learning

Concurrent with the idea of using community based service-learning projects, Project-Based Learning (PBL) becomes a challenging methodology to develop classes of 21st century with real learning environments. There are several authors such as Means and Olson (1997), Grant and Branch (2005), Schneider et al. (2002), Wolk (1994), Fry and Addington (1984), Katz and Chard (2000), Beneke (2000), Liu and Chien (1998) who advocate the significance of using PBL in their classroom.

Project-based learning (PBL) is a model that organizes learning around projects (Thomas, 2000). It is defined as a teaching method that engages encourages students in learning knowledge and skills through an extended project. The activities used in project-based learning are generally done by groups of students who are working together toward a common goal. First, students are driven by authentic situations and are taught processes and procedures such as planning and communicating. Then, students go through several steps and the duration of the projects can last up to one semester cooperative group learning.

Although instructors depict their students doing real projects in and out of real classrooms, students are still responsible for their own learning. Through activities, they discover their own truths. In these projects, the teachers' job is only to facilitate the discovery. Several Project-Based Learning designers have built in additional features such as variety, challenge and student choice, and non-school-problems in order to promote students' interest and perceived value (Blumenfeld et al., 1991).

Not all projects are PBL. For a project to be defined as a PBL project, the central activities of the project must involve the transformation and construction of knowledge (by definition: new understandings, new skills) on the part of students (Bereiter and Scardamalia, 1999). Above all, the project-based learning approach initiates a constructivist learning environment where students construct their own knowledge. This is related with the fact that during PBL, students regularly reflect on what they're doing. However, in the old school models, the teacher was the task master. Nowadays with PBL, the teacher acts only as a facilitator. According to Diehl et al. (1999), the prior models did not involve authenticity, constructivism, the

importance of learning new basic skills therefore they attempt to describe a difference between PBL and prior models.

After analyzing PBL, one can clearly state that PBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects (Thomas 2000). During projects, participants build their knowledge on varying backgrounds and experiences. It is also recognized that students have a broader range of capabilities than they were permitted to show in regular classrooms with the traditional text-based focus.

There are several advantages of using PBL in classrooms. Firstly it is real world oriented, provides in-depth understanding therefore learning has value beyond the demonstrated competence of the learner. Moreover, PBL utilizes various modes of communication which in turn helps students to gain confidence and improve social and collaborative skills. Besides these PBL develops higher-order cognitive skills, life skills, technological skills and self-management skills and makes connections between different subject areas and other aspects of their life. PBL also allows students to demonstrate their capabilities while working both dependently and independently. Most important of all, PBL facilitates students being engaged in active and lifelong learning.

Thomas et al. (1999) advocate PBL as a promising way of working with students as they discover more about themselves and the world. Several researchers believe that PBL lies at the center, at the heart of 21st Century Instruction. This is because PBL fosters interdisciplinary, student-centered, collaborative learning opportunities derived from real life (Bradford, 2005). It helps students to communicate in

progressive and meaningful ways with the different groups of people on a range of issues. Moreover, it should not be forgotten that projects allow students to work within and between disciplines allowing students to interact with adults, people from different careers and prospective customer profiles which create higher quality for their career choices. Therefore, it can be concluded that projects build skills vital for workplace and lifelong habits of learning.

2. 16 Strong Relationship between Society and Education

The school is actually a social institution, which affects the students' human potential and accordingly, the future of our society. For this reason, education given at schools is crucial. The problems of society can be actually solved by the students if the mission of their education system aims to enhance the critical consciousness of the students to realize the social problems and act upon them finding remedies. Using the curriculum offered at the school, some societal problems can be solved. Olivia (2005) states that schools must be tools in finding solutions to the social problems.

The education system in most of our schools helps students to adapt the existing system of society rather than motivating them to build a new social order. Borgeson (1929) defines curriculum as an important instrument of the educative process and adds that it should emphasize activities and methods, which will prepare a student to the life of the society he will survive.

Nowadays, as there is economical crisis, teachers like many other citizens suffer due to financial difficulties. In a time like the present, in many schools, thousands of self-sacrificing teachers are not complaining but working although their salaries do not satisfy them and some of their jobs are not permanent. Accordingly, all these

negative aspects of life prevent teachers to go beyond the subject matter of the course they offer and to help students to shape their values and norms by evaluating the societal problems.

Unfortunately, the students rarely question the system of the nation, or the disorders it has, they are brought up. They just live their lives without caring for their future. Moreover, they do not see that future is in their hands and it is the teacher's responsibility to show them this potential. Fishman and McCarty (1996) view instruction as a tool, which helps students to realize their individual and social realities as alterable constructs. Social Reconstructionism helps students to shape and maintain their realities. Therefore, they should be motivated and feel the desire to make their nations better. Once they correct the social order in their nation, in a way they attempt to make the world better. For these reasons, students should be guided to contribute to their selves and also to the community they live in by their teachers. As Baldacchino (2000) states:

> "according to UNESCO definition, education refers to the entire process of social life by means of which one develops personal capacities, attitudes, aptitudes and knowledge fully, for the benefit of the self and community" (p.302).

2.17 Concluding Remarks

Review of this literature has emphasized the significance of using community based service-learning projects to engage students in community and to inspire them become productive citizens. A range of different literatures that address the importance of participation in Cbsl type of projects not only reveal and deepen the information on Cbsl but also provide insights into the practices of Cbsl. It is through these literatures which formed the foundation of this research by providing a

framework about the design of this research. Next chapter outlines how the data is

collected for this study.

Chapter 3

METHODOLOGY

This chapter explains the research method and process of collecting and analyzing the necessary data. The methodology deployed in this study is explained in detail and the reader is informed for the reason behind the choice of each method. The chapter also presents the theoretical premises of the research and all kind of issues considered throughout the research process.

3.1 Research Approach

The research approach of this study was action research. Methodologically, the researcher adopted action research since the phases of the study best suited to the nature of action research. Recently action research has gained popularity. Over time, traditional teacher education, which did not emphasize student-centered classrooms, started to lose its value and something seemed to be missing. This was because in the past, teacher education did not value learning through action and unfortunately education was carried out by researchers out of the class.

Gibbs (1995) notes that educational development is to do with the intention of improving the instructor's classroom practice. He also adds that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development" (p.18). Gibbs also (1995) notes that changes that come by

action research have the capacity to be long lasting. Action research is defined as a form of 'self-reflective inquiry' undertaken by participants in order to understand and improve the rationality of their educational practices as well as the understanding of these practices so as to reform their practices in a specific context. (Kemmis and McTaggart, 1988 cited in Cohen, Manion and Morrison, 2000).

This study consisted of an action research project in which a new approach, in our case raising more caring citizens, is applied to an existing classroom system aiming to improve personality of the students as a result of the new approach implemented. As it is well-known, action research takes place when a single teacher, like me, works with her own class as she feels the need to improve her teaching/learning experiences (Cohen and Manion, 1980).

In action research, the researcher is a part, a member of the social world being investigated and continuously engages with the realities by negotiating and communicating with the participants at each cycle of the research to understand the dynamics, the social forces and the structures of that context as well as the perceptions of the participants. In this study, the researcher is the classroom teacher who is a member of the classrooms to be improved as a result of the taken action, which refers to the Cbsl projects. Kemmis and Mc Taggart 1988 (cited in Cohen, Manion and Morrison, 2000) indicate action research as a self-reflective inquiry undertaken by the participants in order to understand and improve the rationality of their educational practices. So that it is accessible to participants, therefore, action research tends to be qualitative (Dick, 2002). It is dialogical and celebrates discourse (Cohen, Manion and Morrison, 2000).

3.2 Research Method

This research was employed in the mode of case study method as it attempted to explore a unique phenomenon (raising more responsible, caring citizens, with the help of time and assigned activity of community based service-learning project) in Eastern Mediterranean University, School of Tourism and Hospitality Management.

Warters (1964) claims that case studies, which are widely popular postmodernist research designs, are useful research methods in as they provide a comprehensive study of the individual. Moreover, Warters (1964) believes that case study is useful both for gathering data and reporting findings as it requires a systemic full-length study on the subject which shows the interrelations of factors influencing the growth of the participants.

The study consisted of the descriptive records of the research participants. Tellis (1997) stressed that there was an increasing usage of case studies in education which involved a system of action on a selected group of individuals. This case study was an exploratory one and made use of interviews and documents like all other case studies. The major benefits of case studies were identified as the improvement of case, development of critical thinking and broadening of the students' horizons.

3. 3 Research Design

Pritchard and Whitehead (2004) advocated the use the collaborative service-learning models which were designed and implemented cooperatively with the teacher, a group of students and community partners to form a community based service-learning project team. Within their book titled "Serve and Learn: Implementing and Evaluating Service learning in Middle and High Schools", they categorized these models and the model used in this project was "Service-Learning as a One-Day

Event" (p.21). The students, the teacher and the community partner worked collaboratively during the semester and frame a one day organization for the disadvantaged community members. By the end of the project, participants were expected to explore the connection between learning and service, incorporated evaluation of outcomes and celebrated growth.

Actually, this Service-Learning as a One-Day Event model also carried the characteristics of the prototype project design which was also presented by Pritchard and Whitehead (2004), as well due to the case that the project would be used over a semester as it would require long term planning initiated at the beginning of the semester.

Although different authors proposed different variants of action research with different number of steps involved within their cycles, they all have some major steps in common which are as follows:

• Identification of a problem or field of action about which some kind of improvement or change is desirable (Problem identification)

• Some kind of strategic planning to be made by collecting data from the field/context and literature (Planning)

• A plan of action to be developed and implemented based on the data collected (Intervention)

• Monitoring and evaluating the action implemented (Reflection)

• A revised plan for the next cycle of research (Decision-making)

Berman (2006) believed that there was not a unique formula to structure successful service-learning projects. Most projects shared similar common elements as follows which actually involve the common major steps of action research stated above.

1. Selecting the need for service (involves elements of the problem identification stage of action research)

2. Finding a community partner (involves elements of the planning stage of the action research)

3. Aligning the service experience with educational goals (involves elements of the intervention stage of action research)

4. Managing the project (again involves elements of the intervention stage of action research)

5. Fostering reflective student learning throughout the project (involves elements of the reflection stage of action research)

These projects carried out for this study also had similar steps and these steps of the current study very much fits with the spiraling cycles of the action research approach.

Step I Identifying and specifically defining the need for service.

At this first step, teacher identified a problem or field of action about which some kind of improvement or change is desirable. The teacher, with the help of the discussion and from her classroom observations and chats with her other colleagues selected the need for service. For this first step, the classroom teacher used her background knowledge and observation on her previous students and the complaints made by the other subject matter teachers and sometimes by parents. Generally, youth is seen as a time for crisis. As Baldachino (2000) states, "we often hear

comments about young people being carefree, irresponsible, only interested in banal and significant" (p.343). Moreover, youth is also an important time period which may foster fresh ideas about how to change the society for the better. He adds that, for many reasons, youth is the most critical period in human life. For all these reasons, the teacher planned to assign some group projects to enable these students contribute and value their community.

Step II Finding community partner and identifying learning activities that will motivate the student to attempt the project.

For this second step, the researcher identified some kind of strategic planning to be made by collecting data from the context. Bearing all these in mind, the teacher opened a discussion in classroom by asking on the board "Have you ever done any kind of activity to value your community?". First the students did understand the question and the teacher gave some examples such as contributing coins to poor, donating food and clothes to them, participating in activities showing care for nature or traffic problems, etc. The aim of the teacher here was to check the community values of the students. As Volman and Ten Dam (2000) argue, school education should endeavor to provide students with social and cultural practices that society find important. So, education should equip students to function meaningfully within the community.

In this research, after the vital question, "Have you ever done any kind of activity to value your community?", the teacher extended the conversation by asking them "Do you think providing money is the only thing to make orphans happy?" "Can't we do more than that?". The teacher's aim at this point was to guide the conversation to

organize social activities for the kid and young orphans and retired people. The teacher guided the conversation and the activities are identified for the semester.

Step III Implementation and the management of the projects

At this step, a plan of action is developed and implemented under the guidance of the researcher. After identifying the learning activities, the teacher gave students some time to think and decide for the group they want to join. Then, one of the students got excited and shouted as "My brother works in municipality and they have got "Father Christmas" costumes, he can give me one and I can distribute their presents". After this, another student said "My friend plays guitar and I can sing, so we can make a party". The teacher guided them by asking what else could be done and the girls said they can prepare cookies, boys said they could collect money and they also could go to gift shops to buy New Year presents for them. Moreover, sports and recreation students suggested preparing short animation shows and various games for the kids.

Once they made their decisions, they started to meet everyday after class and planned their activities. Each of them volunteered to be responsible for different tasks, according to their interests (see chapter 1, nature of the Cbsl projects assigned for more information). For example, some started to visit shops and ask for presents, some organized the guitar show and singers, some became responsible for providing food and beverage, some prepared short, funny sketches to make the kids and old people laugh, some became presenters etc. They visited the event venues, before they identified what was necessary such as microphone etc. and they got in close contact with the administrators of those establishments.

The teacher attended most of their meetings as an observer and consultant. Her main role was to arrange transportation and to watch their performances in order to give feedback. All the other arrangements were done by the students. Before the students actually met these disadvantaged community members, they watched slide shows about these people and discussed with their teacher how to communicate them, what kind of conversation topics would be appropriate (See Appendix A and B). Moreover, students watched the previously recorded videos to get ready with their profile guests.

Step IV Fostering Students learning and project analysis

The information gathered through observing the learning activities, surveys, conducting interviews and reading the reflective papers were categorized under the headings to compare the feedback taken from each activity's participants. The sentences quoted from the students were not modified and kept original. It was not very difficult for the researcher to analyze the findings, as the researcher at the same time, the classroom teacher, participated in all the activities to be able to observe them closely and to be able to share their experiences and excitement spontaneously.

Pritchard and Whitehead (2004) presented five variables in designing service-learning projects. In case of the repetition of the study, the variables played an important role in the outcomes of the study. For this reason, the researcher identified these five common variables from the perspective of this study.

1. Teacher's experience level

   (She had been teaching for 11 years and she was completely ready for this design as she had been implementing it for the last 3 semesters in her own classes)

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2. Students' service learning competencies

(These were university students and were both psychologically and socially mature enough to be involved in service-learning)

3. Available resources

(Both the school and sponsors were ready to provide the required resources for the project group)

4. Match between service needed and Students' curriculum

(Possible matches were civic responsibility; strengthen community, developing values like respect or empathy which should be found in every curriculum)

5. Time needed for planning and implementing the design

(There was enough time, one semester to design and implement the project. The teacher could be flexible in finding extra time for the project as she did the research in her own classes)

Although this study focused on the effect of type of activity carried out on the participant students, the researcher aimed to contribute to the affective goal of Berman (2006) who presented this as such;

1. Identifying the needs of the community

2. Planning and doing a service project that addresses those needs

3. Acquiring and demonstrating curricular knowledge that aligns with the service-learning project

4. Seeing the value of school and community partnerships for service

5. Demonstrating civic responsibility and ethical development by participating in the service learning project

3.4 Participants

The students were from different nationalities such as Turkish, Turkish Cypriot, Taiwanese, Mongolian, Nigerian and Iranian and their ages varied between19-22. The students studied English at the intensive English Division of the university for one year before they started their departments. Their levels varied between intermediate and upper intermediate.

There were 80 students in 3 different classrooms who take this course and involved in this project. Although they were in the same school, they had chosen their fields as sports and recreation, tour and travel and as hospitality management. In other words, their English courses were common but departmental courses were different. Half of them were in two-year and the other half were in four-year programs of the school.

3.5 Sampling Method

The sampling method used in this study was convenience sampling. As its name implies convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it. The researcher in this study was teaching to 3 groups of students and involved all of them into the study as participants.

Bryman (2004), Cohen and Manion (1994) and Marshall (1996) defined convenience sample as non-probability sample which is simply available to the researcher by virtue of its accessibility. Convenience sampling generally assumes a homogeneous population, and that one person is pretty much like another. Convenience sampling is widely used in student research projects. There is an element of convenience

sampling in many qualitative studies. Marshall (1996) and Cohen and Manion (1994) discussed the pros and cons of convenience sampling and concluded that:

> "Small scale surveys often resort to the use of non-probability samples because despite the disadvantages that arise from their non-representativeness, they are far less complicated to set up, are considerably less expensive, and can prove perfectly adequate where researchers do not intend to generalize their findings beyond the sample in question " (p. 88).

3.6 Context

The course, THO 205, is offered as the third English course in the School of Tourism and Hospitality Management. The name of the THO 205 course is Communication Skills III. It is an ESP (English for Specific Purposes) course designed to improve students' knowledge of English specific to the tourism industry. Students develop their range of confidence in the language skills of their academic discipline and profession. The course is instructed five 50-minute periods per week within one academic semester (approximately four months). One of these hours is devoted to speaking so students participate in this class to enrich their spoken knowledge of English. The second hour of this course takes place in multi-media lab where the students find the chance to make some research and further grammar exercises using web and other computer programs such as wida and eagle. The rest 3 hours, learners use the course book, English for International Tourism published by Longman in 2003, and other supplementary materials distributed by the classroom teacher. This course most of the time focuses on language in context rather than on teaching grammar or language structures.

In this course, a holistic teaching approach was used to give way to students' personal and social growth in addition to their academic growth. The writing

requirement of the course, reflective writing, was based on the students' experiences of Cbsl questions (Appendix C). That is to say, Cbsl projects were integrated to this English course as a partial fulfillment of writing requirements.

3.7 Data Collection

The research philosophy of this study could be mainly described as inductive. Action research usually has an inductive mode of inquiry since we can not assume what results the action we take will lead to. This Cbsl research has elements of inductive approach as the researcher initiated some principles after her specific observations and data collection through the pilot studies before starting her literature review. As it is known, the inductive model of inquiry usually begins with data and then builds up its conclusions. It is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research (Cohen, Manion and Morrison, 2000). Therefore, the process of this research is largely inductive, with the researcher generating meaning from the data collected during each spiral cycle.

3.7.1 Pilot Study

Prior to this research, a series of (four) pilot studies were conducted and a variety of data were collected to investigate whether community based service-learning projects contribute to the students' growth and implementing community based service-learning helped the teacher identify learning outcomes that may arise. Both qualitative and quantitative findings provided strong support for the notion that community based-service learning assisted students in making connections between the service experience and their personal development. In these preliminary studies, respondents expressed how they were affected throughout these projects and further they expressed a strong desire to continue such realistically focused projects.

Therefore, after eliciting positive outcomes, the researcher designed this study to serve the gaps she found while reviewing the literature of this topic. This study combined quantitative (pre-post questionnaires) with qualitative (semi-structured interviews, reflective papers) methods, which were expected to provide adequate data through triangulation method.

3.7.2 Triangulation

In general terms, the concept of triangulation can be applied in four different forms (Denzin, 1989; Daymon and Halloway, 2003; Smith. et al., 1991).

1. Theoretical triangulation- using multiple interpretations of the phenomenon

2. Data Triangulation-using multiple ways to collect and analyze data

3. Investigator Triangulation - using multiple, rather than single observers

4. Methodological Triangulation- using more than one quantitative or qualitative data sources or methods in a single study.

In order to keep the authenticity of this study and avoid personal bias, many resources of data were used. In other words, data triangulation method was preferred which involved using more than one quantitative or qualitative data sources or in a single research.

Desired data was collected through the following methods:

1. Pre and post questionnaires

2. Reflective Papers

3. Semi-structured Interviews

Besides data triangulation, this study also used methodological triangulation which involves using more than one quantitative or qualitative method. This study made use

of methodological triangulation which involves using more than one quantitative or qualitative data sources or methods in a single research. Researchers generally provide three types of rationales for preferring methodological triangulation in their studies. The first is completeness, which refers to providing richness or detail that would not be available from a single method (Risjord et al., 2002; Silverman, 1997; Mason, 1996; Jack and Raturi, 2006). The second rationale is contingency. When a researcher arrives at a new explanation for an issue, he is inspired to use another method on the phenomena to generate further ideas such as discovering environmental attributes that may give rise to the phenomenon. Qualitative investigation can help organizing quantitative data that have already been gathered and therefore suggest new ways of approaching the phenomenon, opening up of new fields of knowledge (Risjord et al., 2002; Jack and Raturi, 2006; Flick et al., 2004). The third rationale for triangulation is confirmation. By combining multiple data sources, researcher can increase the degree of vicinity to what he/she is exploring. This also avoids bias which might have caused as a result of using only one method (Mason, 1996; Jack and Raturi, 2006; Smith et al., 1991; Bryman, 2004).

The varied approaches and multiple methods were expected to reduce personal bias on the outcomes examined. As Neururer and Rhoads (1998) indicate, multiple techniques provide the researchers, who study qualitatively, the opportunity to make sure or reject tentative interpretations made as a result of preliminary observations. Different data collection methods, qualitative or quantitative, possess different strength and weaknesses; therefore upon using multiple methods, the probability of creating a better picture out of the data is much higher (Daymon and Halloway, 2003; Smith et al., 1991; Bryman, 2004; Mason, 1996). The above stated multiple data collection methods provided multiple and rich data about the participants'

performance as a result of being involved in community based service learning projects. The justification of the chosen methods of data collection and the details about each method are discussed in the following section.

Criticism of Triangulation

Although there are a lot of supporters of triangulation, for some researchers it is not a legitimate research strategy to be preferred. There is a disagreement among contemporary and recent theorists regarding the potential benefits of triangulation. Bryman, (2004) argues that quantification of findings from qualitative research can often help to uncover the generality of the phenomena adding that it is difficult find out variables derived from quantitative research with a related qualitative one. Flick et al. (2004) add to these criticisms of Bryman (2004) claiming that data collected in different settings may cause variation. Another criticism made by them is the inadequate information provided regarding respective theoretical backgrounds of individual methods.

3.7.3 Data Collection Methods

Both qualitative and quantitative methods of data collection were used in this study.

In research, there are two broad approaches: quantitative research and qualitative research. Research which attempts to increase our understanding of why things are the way they are in our social world and why people act the way they do is called "qualitative research" (Marshall & Rossman, 1999). Qualitative research focuses on subjective data. However, in quantitative research, the investigators maintain a detached, objective view in order to understand the facts (Duffy, 1986). The use of some methods may require no direct contact with subjects at all.

Buber et al. (2004) suggest that qualitative and quantitative approaches have been distinguished (and thereby defined) on the basis of the type of data used (textual or

numeric;structured or unstructured), the logic employed (inductive or deductive), the type of investigation (exploratory or confirmatory), the method of analysis (interpretive or statistical), the approach to explanation (variance theory or process theory), and for some, on the basis of the presumed underlying paradigm (positivist or interpretive/critical; rationalistic or naturalistic).

As one leading proponent of qualitative methods has explained, "quality refers to the what, how, when, and where of a thing– its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things." (Berg, 2007, p. 3). Notice that what is missing from this definition is the "amount" or quantity of whatever it is that is being studied. The number, or numerical descriptions of things and their relationships is not the focus of qualitative research, that is the focus of the "other" form of social science research: quantitative methods.

According to Tuckman (1988), the focus of qualitative research is not only to describe but also to analyse; it seeks to look at the why of events rather than the what. Meriam (2002) offers four main key characteristics of interpretive, qualitative research designs. Firstly, they show an effort to understand situations in their uniqueness as part of a particular context and the interactions there. Secondly, the researcher is the primary instrument for data collection and data analysis. This is because human instruments have subjectivities and it is important to identify and monitor them as they may shape the collection and interpretation of data. Thirdly, qualitative research is inductive: researchers gather data to build concepts, hypothesis and theories rather than deductively deriving hypothesis to be tested. Finally, the

product of qualitative research is richly descriptive. Words and pictures rather than numbers are used to convey what the researcher has learned about the phenomenon (Meriam, 2002).

Although data was collected using a variety of qualitative techniques including reflective papers (See Appendix C) and semi-structured interviews (See Appendix D), the questionnaires provided quantitative results. As Eyler and Giles (1999) advocated, "Combination of statistical data and student voice provides useful insights into this complex and wonderful business of service-learning" (p. 22).

3.7.4 Quantitative Data Collection Method

Pre-test and Post-test survey questionnaires were used to collect the data (See Appendix E and F). This test was taken from Virginia Tech Service-Learning Center student survey referenced in the Associations of Civic Attitudes article. The pre-questionnaire consisted of items intended to gauge the participants' previous experiences, motivation, expectations and feelings about participating in the project. Pre-test presented the data to describe the preconceptions of students about community service.

Next, by the end of the semester, post-test was given to the same students to check whether there had been a shift in the community service perceptions of students' after being enrolled in a service project. Only after the post-test the students' perceptions would be realistic and conceptually textured as students met and interacted with homeless citizens.

There were 40 items on the pre-test survey and 57 items on the post-test survey. The 32 questions within front sides of both pre-test and post-test were identical. There were 4 parts within these 32 questions. Part I questions were comprised of items related to personal social responsibility, part II on the importance of community service, part III self oriented skills and abilities and part IV items related to the importance of participating community service. After part IV, there were 4 more questions on the pre-test about the frequency of the previous community service work, students' expectations through community service, total hours expected to spend on project and the expected effect service learning would contribute to the students' writing skills.

The end part of both pre-test and post test elicited demographic information regarding age, gender, ethnicity and academic semester. The response options format changed from question to question. Some questions were in a Likert scale design whereas others were in nominal scale.

The post-questionnaire asked participants about their experiences while participating in the project. The post-test which consisted of 57 questions included 17 questions more than pre-test. The first 32 questions presented as IV parts were exactly the same as pre-test, the last 4 demographic questions were also identical as pre-test. Questions 33, 35, 42 and 45 were relevant to the questions 33, 34, 35, 36 found in pre-test. The rest 17 questions were related with what students have done for the project throughout the semester, impact on civic attitudes and impact on social awareness. A variety of response option formats were used. Some questions offered simple yes/no questions, some were posed in a likert design and some required

categorical responses. Responses for each pre-questionnaire item were compared with responses for each post-survey item.

3.7.5 Qualitative Data Collection Methods

Students were asked to write answers to the given reflective essay questions in private at their homes to express their thoughts about the project. In this way, representative excerpts would be reported to signify what students drew from their service experiences. Students were given two weeks time to answer the questions on the given reflective essay question sheet and to submit it to their teacher using the vocabulary support presented on the same sheet.

Asking students to write reflective essays was important to find out the ideas which the experiences have stimulated and focus on them. Several students' similar expressions on the same idea signified ideas' generability and therefore gave way to potentially wider acceptability.

Reflective Papers

Reflective papers were assigned to elicit responses to open ended reflection questions indicating what they learned as well as how they thought, felt and processed their experiences during the project (See Appendix G). The language of reflective papers was in English. Students were presented a vocabulary sheet to write about their reflections. This vocabulary sheet was provided to increase their vocabulary as well as writing skills. Necessary instructions were provided in class for this writing task and the teacher provided some example papers from the previous pilot studies using OHP. Students explored and consolidated the community issues through reflective papers. We can see some of the characteristics of experiential learning in reflection process of this study. First, the learners had a concrete experience and then in the

second learning activity they reflected on the concrete experience to examine how it made them feel.

Arkün and Aşkar (2010) endorsed that reflection speeded the process of learning. When students sat down to wrote what they experience and learned, learning became easier. For Carrington and Selva (2010), "Reflection is the formation of a thought or idea as a consequence of meditation" (p. 45). Therefore, it was important to prompt students for reflection as a learning process. Moreover, reflection did not lead students what to feel but rather it taught students that thinking and feeling were essential components of life. However, it was important that teachers who would intentionally consider and integrate reflection need to be familiar with the five characteristics presented for effective reflection (Felton, Gilchrist and Darby, 2006):

- o Link experience to learning

- o Are guided

- o Occur regularly

- o Permit feedback and assessment

- o Encourage exploration of values

Gillespie (1991), Eyler (2002) and Kenworthy-U Ren (2003) were some of the researchers who believed that reflection was as essential as experience in service learning. They proposed that reflection provided students an opportunity to think about and interpret their experiences in the community and to share their new knowledge and understandings, noting ways in which their experiences were meaningful to them as well as to others.

Moreover, for Marchand (2008), students should be encouraged to think in more reflective ways and reflective thinking is seen as a crucial skill which in turn enhances skills such as critical thinking (Kızılkaya and Aşkar, 2009).

Experience was important; however it was the intentional reflection that constituted learning. Stachowski et al. (2008) argued that Cbsl research "should include a strong reflective component whereby the participants extend the learning derived from experience" (p.43). They claimed that Cbsl experience without reflection was similar to an exercise without meaning. Similarly Boud et al. (1985) argued that experience alone was not sufficient for learning; therefore it should be followed by reflection. Further, they raised a significant statement as "Perhaps if we can sharpen our consciousness of what reflection in learning can involve and how it can be influenced then we may be able to improve our own practice of learning and help those who learn with us" (p. 8).

Semi-structured Interview

To take further views on the similar issues, semi-structured interviews were also carried out to allow students elaborate on more ideas during the dynamics of interviewing. The interviews were held in the researcher's office one by one on appointment. The languages in which the interviews were conducted were mainly in English but partially in Turkish. Student teachers were informed both for the interviews that they had the freedom to code switch to Turkish whenever they had difficulty in expressing their views.

Interviews are helpful data collection methods as they help the researcher discover the emotions of the participants. Interview is a data collection instrument that is a

technique very similar to questionnaire. Leedy (1997) states that "closely allied to the questionnaire is the structured interview" (p.199). Semi-structured interviews (as the ones used in this study) are more detailed than structured interviews as they involve inquiries in order to get further explanatory information concerning the questions.

In this study, semi-structured interviews were conducted by the end of the course and individually with the students and were designed to provide an additional means of reflection for the student participants and to allow for more in-depth discussion about the personal outcomes for each participant (See Appendix H) . Conducting the interviews permitted the students to think more about the experience. To manage this more effectively, the researcher asked open-ended questions where the students can express their feelings freely.

Ivey & Ivey (2003) identifies two types of questioning: Open questions and closed questions. Open questions are questions which are introduced by with what, why, how etc. and accordingly require longer answers whereas closed questions are questions which require shorter responses.

Vinton (1995) asserts that the difference between open and closed questions resembles to the opposition between qualitative and quantitative. He refers open questions as "free answer" or "free response" and claims that such questions establish the topic for the respondent and leaves him to structure his own answer like in qualitative research. On the other hand, he defines closed questions as "check answer" or "restricted' or "pre-coded". This is because there will be a short answer from a series of pre-assigned categories, generally yes/no type answers like in quantitative research.

Similar to what Ivey & Ivey (2003) argues, Shipley (2006) also provides evidence that "skillfully asked open questions help interviewers gain important information and insight that is simply not possible when interviewers rely too much on closed questions" (p.75). Vinten (1995) adds that open questions are "a means of ascertaining lack of information or uncertainty" and especially for sensitive questions, open questions are recommended (p. 29). For all these reasons, open questions are preferred for this study.

These interviews attempted to understand students' commitment to the service project, their trials, struggles and achievements as they pertain to the service project, their accomplishment of the project and to see whether they would like to continue such projects in the future.

3.8 The Role of Technology in Data Collection

The role of PPT

Before the students actually met these disadvantaged community members, they watched slide shows about these people and discussed with their teacher how to communicate them, what kind of conversation topics would be appropriate (See Appendix A and B). The first PPT (Appendix A) was designed by the researcher and the second PPT (Appendix B) was designed by one of the students after analyzing the researcher's example.

Power point is a powerful technological tool for learning. It consists of electronic slides where a person can embed files such as texts, music, pictures, diagram, etc. The benefit is that teachers can engage students not just through words, but also through visuals. It should not be forgotten that some students learn better by hearing,

but other students learn better by seeing. The PPT used in this study also provided several pictures.

Besides PPT, students watched the previously recorded videos to get ready with their profile guests.

The role of Video

After specifying objectives which can be found in cognitive, affective or psychomotor domain, the teacher starts to think about the learning process. While designing events of instruction, technology helps teacher to become more creative and effective in his job. If we are to maximize the achievement of general curriculum standards, we must increase our efforts to differentiate instruction. Nowadays, the impact of globalization and communication technologies is felt in the education of all our students. Communication technologies change the way of understanding towards moral education. TV, video and audio visual techniques of conveying messages are an eloquent testimony of educational technology of recent times. Elias (1998) depicts that technology aids people of all colours to begin to get used to be closer with one another, although they may have different patterns or self-regulations.

For example, TV is a blessing and a precious gift of technology in the character formation of youth, therefore can be an integral part of education. It has the possibility of eclipsing man's dignity and moral (Nwankwor, 2010). TV programmes, radio programs and movies offer alternative formal and informal education for listeners and viewers. If teachers exploit technological devices like TV in an appropriate way, they access the power to influence life styles of their students' including their behavior and character. While watching TV, students not only become aware of other people but learn how to appropriately appreciate and evaluate

them. For all these reasons, all the Cbsl organizations are recorded by EMU TV and students had the chance to watch all the details and discuss the happenings with their mates. Smaldino & Russell (2005) assert that "When there is an element of emotion or the desire for affective learning, video usually works well. Attitudes can be influenced by role models and dramatic messages on video. Because of their great potential for emotional impact, video and film can be useful in shaping personal and social attitudes." (p.292). The previously recorded Cbsl videos were also shown to the students to give them an idea of the people they were going to meet. Even while watching these videos, students started to feel different before their actual, physical meetings. Mejias (2004) depicts that communication technologies are capable of facilitating empathic arousal by allowing one individual to experience the affective state of another who might not be physically present. This is possible through telepresence, the technologically-mediated illusion of being somewhere where our bodies are not. Video is a very good example of this.

Moreover, it has been discussed throughout this research that exposing students to Cbsl is a challenging way of ethical training however it requires great amount of energy and time. Video is an empowering tool in capturing students' attention to the realities of life showing the students different characters, life stories etc. like the case in Cbsl projects. You can teach your students important issues through Cbsl videos, as well. Watching the videos can arise students' feelings of doing similar things for their disadvantaged society members. Video helps students to understand the thought and feelings of different characters through empathy. Empathy is "the glue that makes social life possible… a biologically and affectively based, cognitively mediated and socialized predisposition to connect emotionally with others" (Gibbs,

2003, p. 79). Empathy promotes moral behavior by allowing an individual to identify with another's situation, instead of his or her own.

Students coherently analyze the situations and visualize these situations involving ethically tinged dilemmas. While reacting to the same dilemmas with the characters, students test their ethics by observing the decisions film characters make and their consequences on others. In this way, they find a chance to reformulate their values and modify their own behavior after watching certain negative consequences of film characters' decisions. Besides Cbsl films, there are several movies possessing multiple approaches to ethics related situations, opening multiple pathways to students in order to make them reach decisions including sensible perceptions and. Beyaz Melek, One flew over the Cuckoo's Nest and Fried Green Tomatoes are a few examples to these. While watching the movies, students ultimately can decide what is right and what is wrong and this causes pursuit of ethical training. These films have the potential to make students feel that they need to do something for their community and their culture. Smaldino & Russell (2005) assert that viewing videos depicting people from all parts of the globe enhances also cultural understanding.

The role of Tape recorder

Each semi-structure interview which lasted 10-15 minutes was recorded by a voice recorder as a large amount of data was generated. It is a great advantage if the interview is tape recorded for later transcription (Mack et al. 2005). It becomes also possible to listen to the tape of the interview several times in order to better discover what sections are important enough to transcribe, which sections need to be summarized, and which sections should be ignored. Keeping the tape later in the research, one can find that what was not typed was indeed more important than one thought (Corsaro, 1981).

Flick et al. (2004) argue that "From a technical point of view the emphasis on communication in qualitative research is accompanied and supported by the increasing use of audiovisual recording technologies, that is recorded tapes, casette recorders and –to an increasing extent- video equipment "(p. 355). For all these reasons, each interview was recorded in this study.

3.9 Data Analysis

The data were analyzed systematically with an eye for understanding how students are involved in service by using such activities to create meaning in their lives. There were both qualitative and quantitative analyses of the data. Like how Eyler and Giles (1999) recommend, "Combination of statistical data and student voice provides some useful insights into this complex and wonderful business of service-learning" (p. 22).

3.9.1 Data Analysis of Quantitative Data

After the data collection, each questionnaire was entered and analyzed by SPSS (Statistical Package for the Social Sciences) 15.0. For the purpose of the study frequencies, descriptive analyses, reliability analyses, validity tests, independent sample t-tests, paired sample t-tests and one way ANOVA were performed. Details of analyses and definitions are elaborated below.

Frequency Analyses

The Frequencies procedure provides statistics and graphical displays that are useful for describing many types of variables. The Frequencies procedure is a good place to start looking at your data. Frequency deals with the following:

Percentile Values. Values of a quantitative variable that divide the ordered data into groups so that a certain percentage is above and another percentage is below. Quartiles (the 25th, 50th, and 75th percentiles) divide the observations into four

groups of equal size. If you want an equal number of groups other than four, select Cut points for n equal groups. You can also specify individual percentiles (for example, the 95th percentile, the value below which 95% of the observations fall).

Central Tendency. Statistics that describe the location of the distribution include the mean, median, mode, and sum of all the values.

Descriptive Statistics

The Descriptives procedure displays univariate summary statistics for several variables in a single table and calculates standardized values (z scores). Variables can be ordered by the size of their means (in ascending or descending order), alphabetically, or by the order in which you select the variables (the default).

Reliability Analyses

Reliability analysis allows you to study the properties of measurement scales and the items that compose the scales. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale. Intraclass correlation coefficients can be used to compute inter-rater reliability estimates.

Validity Test

Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid for accurate interpretation of the results.

Independent-Samples T Test

The Independent-Samples T Test procedure compares means for two groups of cases. Ideally, for this test, the subjects should be randomly assigned to two groups, so that any difference in response is due to the treatment (or lack of treatment) and not to other factors.

Paired-Samples T Test

The Paired-Samples T Test procedure compares the means of two variables for a single group. The procedure computes the differences between values of the two variables for each case and tests whether the average differs from 0.

One way ANOVA

The One-Way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by a single factor (independent) variable. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two-sample t test.

In addition to determining that differences exist among the means, you may want to know which means differ. There are two types of tests for comparing means: a priori contrasts and post hoc tests. Contrasts are tests set up before running the experiment and post hoc tests are run after the experiment has been conducted. You can also test for trends across categories.

3.9.2 Data Analysis of Qualitative Data

Coding in Grounded Theory

Specifically the research philosophy of this thesis was the Strauss and Corbin's (1998) version of grounded theory. The approach has been utilized in collecting and systematically analyzing the data regarding the community project performance of tourism students. Generally, a grounded theorist initiates with an area of interest and directly goes to data collection. Then, the researcher analyzes the data and reflects on the data at the same time he/she deals with literature review to be able to compare and contrasts emerging data with the relevant literature (Daymon and Holloway, 2003). A similar implementation was approached in this study.

Moreover, Moghaddam (2006) argues that "Grounded Theory uses categories drawn from respondents and focuses on making implicit belief systems explicit" (p.1). According to him grounded theory " is a way of enlightening the clear, the implicit, the unrecognized and the unknown" (p.1). Grounded theory which has an inductive approach to data analysis can be incorporated within a case study and appropriate for cases when a new approach is required in a familiar setting (Daymon and Holloway, 2003). Analyzing qualitative data is known as the heart of the case studies which is a very difficult process. Therefore, the following section details the qualitative analysis process of this study. It includes three sections; preparation for data analysis, familiarization and coding.

Phase I: Preparation for Data Analysis

The researcher listened to the interviews and transcribed them one by one as it was not easy otherwise to recall potentially crucial details of the interviews (Silverman, 2001)

Phase II: Familiarization

This was a very time consuming phase, where the researcher acclimatized with the data. She reviewed all the written data, re-read each essay and listened to the interview records several times to get intuitive feelings and impressions from the data at the initial stage. Wherever appropriate, she derived possible interpretations and identified strong themes which would be her keys throughout analysis stage. This stage was a crucial stage as it provided the researcher with some initial thoughts, regular themes and key points emerging. Moreover this stage enabled the identification of interesting aspects of the data, as well as the data collection process itself.

Phase III: Coding

This study involved employing particular coding procedures. Initial data analysis consisted of coding and categorizing. Without coding, it was unlikely to organize mass of collected data. Each reflective essay and the semi-structured interview involved coding procedures in order to generate concepts from the collected data. With the help of coding, the data was transformed and reduced to build categories (Daymon and Holloway, 2003; Moghaddam, 2006). Coding is the central process by which theories are built from data. Strauss and Corbin (1998) state that coding is "the analytic process through which data are fractured, conceptualized, and integrated, to form theory" (p. 3). Similarly (Daymon and Holloway, 2003) define coding as "coding informs the decisions you make about what is worth saving, how to divide up the material, and how incidents of, say, activities or talk relate to other coded items" (p. 234). Moreover, Moghaddam (2006) argues that "Grounded theory coding is a kind of content analysis to find and conceptualize the core issues from within the huge pile of the data" (p.4). Throughout the coding process, the researcher reviewed the data too many times for searching and re-searching emerging codes. Interview transcribes and reflective essays collected from each student were included in the coded data. As suggested by Strauss and Corbin (1998) there are 3 stages in analysis in grounded theory: open coding, axial coding and selective coding.

Open Coding: During open coding the researcher read the text and asked questions to identify codes that are theoretical or analytical. According to Moghaddam (2006) and Daymon and Hallowey (2003) the main aim of coding is to conceptualize and label the data. Strauss and Corbin (1998) identify open coding as "the analytic process through which concepts are identified and their properties and dimensions are discovered in data" (p. 101). What happened at this stage is the researcher

understood the meaning of the data after reading it several times and started to divide it into manageable forms. The data was analyzed after each sentence or sometimes after each paragraph- asking "What did the student mean by saying this?". Strauss and Corbin (1998) claim that this kind of coding is especially useful when the researcher has several categories in her mind which she wants to code specifically in relation to them.

Initially, the researcher created a label list and appropriate label was placed next to the line or paragraph. The labels were reviewed and through re-reading the data, eventually better labels were attributed to each sentence or paragraph. At this point, it should be pointed out that the researcher's personal thoughts likely may affect the categories formed through coding (Moghaddam, 2006; Strauss and Corbin, 1998). As more data was analyzed, the categories were changing automatically. For example, closely related categories explaining the same idea which overlapped combined together. Since the data was collected from different participants, analyzing each student's ideas separately facilitated in-depth understanding of each student's perceptions and interpretations of the issues. For example, in this study, the list of categories emerged have changed after axial coding as the researcher found out that the categories she selected while analyzing the data was not typical or common of the other participants.

Axial Coding: Axial coding is another type of coding employed by grounded theory practitioners. At the end of open coding stage, the researcher ended up with a set of categories and axial coding initiates at this point where she reassembled the data. As Daymon and Holloway (2003) states "By reviewing and re-sorting your common themes, you group categories together in a new form in order to build major

categories, which you then label" (p.123). The data which was fractured through open coding into categories was now put together in new ways. The idea for identifying master codes and their sub codes (Miles and Huberman, 1994) was helpful in establishing a system to make connections between the categories and their subcategories. Similarly, Moghaddam (2006) and Wilson and Howell (2008) argue that the purpose of this axial coding stage is to decrease the number of codes and to link them in groups considering their relationships. For example, in this study, "values development" was a code, and "valuing life", "valuing parents", "valuing others" and "valuing love" was the sub codes derived from the main code.

Selective Coding: which is the third stage of coding process which is the core category integrating all the elements of the phenomena and was also used in this study as there were two central phenomenon around which all other categories are based. The cognitive domain of learning and the affective domain of learning which two major domains in education were identified as the main core and all other classifications made through the findings relate to these two cores.

3.10 Limitations and Delimitations

This study was not without limitations. Many qualitative researchers share the same view that limitations are inevitable. Firstly, longitudinal data was required to record the lasting effects of service-learning experiences. A longitudinal study could determine if these positive short-term effects presented in this research, would have more long-lasting effect on the lives of participants who served. This study should be carried out after students' graduation. Only this longitudinal study could show whether the participants past experiences played a role in motivating them to continue similar service experiences.

Secondly, there may be other internal or external factors which might have affected the outcomes of the study. As Morris (2001) states,"…it is not known whether any other factors, other than the course, influenced the change in participants' motivation and attitudes" (p.252). Moreover, some students may feel pressure to give what they perceived to be desirable answers to the questions. To assess the degree of positive change is quiet difficult (Gutheil et al., 2006).

There were other limitations of this study. The study was also limited by the sample size although large compared with some recent qualitative studies. This relatively small sample size limited the transferability of these findings to larger populations.

During interviews, there was a level of reticence in students' answers sometimes. This was due to language problem and the researcher let the students continue in native language whenever this happened. The questionnaires were in native language, while writing the essays they used dictionary. May be students would give more opinions if the interviews were held in native language.

Lastly, it is generally said that there is always room for methodological improvements especially in social sciences. In this respect, it should be added that it would also be incredibly valuable if there was a control group who used to take the pre-test and post-test without taking any kind of treatment which means without being exposed to any kind of Cbsl projects to compare and contrast the results. No comparisons were made between the non-Cbsl groups and Cbsl groups to check and determine whether it was only Cbsl groups who scored a change in their thoughts.

My Research Journey

2004-2006	June 2007	July 2007	February 2008	August 2007	September 2007	September 2007- January 2008	September2007- December 2009	Feburary 2009 – December 2011
Pilot Studies	Research Approach	Research Method	Research Design	Sample Data	Type of Inquiry	Data Collection Method	Data Analysis Procedures	Findings and Conclusion

Action Research	Case Study	One day event model	EMU STHM Students	Deductive	Quantitative	Qualitative	Quantitative February 2008	Qualitative February 2008

September 2007 Pre Questionnaire	January 2008 Post Questionnaire	January 2008 Semi-structured interviews	January 2008 Reflective papers

Descriptive Statistics

Paired Sample Tests
Reliability test
Validity test
T – Test and Anova

Preparation
Familiarization
Coding
Open, Axial
Selective

3.11 Concluding Remarks

This chapter outlines the research approach and the research process of the study. A grounded theory approach was undertaken and case study approach was adopted. This research strategy facilitated the development of rich understanding of the community service practices through in-depth study of the issue from a triangular perspective. Multiple methods were adopted in order to capture wider knowledge about the project performance of tourism students. Data was collected directly from the students themselves by using pre-test and post- test. In addition, semi-structured interviews and reflective essays were utilized in order to triangulate the findings and to gain a deeper insight into the real life processes of the case studies.

Chapter 4

FINDINGS AND DISCUSSIONS

The findings are presented in two major sections as the findings of the quantitative and the findings of the qualitative data. The chapter first outline findings from the data collected through pre-test and post- test as quantitative data and semi-structured interviews and reflective essays as qualitative data. These data paint a picture of how Cbsl projects are perceived by the students. The practice of Cbsl projects is described by students' personal impressions and an array of opinions. These detailed findings initiated a discussion and addressed relevant literature which further frames this research. The implication of the findings after the implementation of Cbsl projects are discussed after each finding.

4.1 Findings of the Quantitative Data

The main aim of this quantitative part is to answer the research question of this study "Was there a statistical difference between the students' perceptions and acknowledgement of the way they view community service after Cbsl projects were implemented?". To serve this purpose, several tables are presented and statistical comments are made after each table.

Mainly, this chapter depicts the quantitative data analyses in respect to pre-test and post-test. Statistical analyses were conducted to elicit quantitative interpretations on

the research question and for better interpretations, sub-research questions were identified which are stated as follows:

1. Was there any significant differences among study variables (Personal Social Responsibility, Community Service, Civic Awareness, Self-Oriented, and Service-Oriented) and total mean scores?

2. Were there any observed improvements among study variables (Personal Social Responsibility, Community Service, Civic Awareness, Self-Oriented, and Service-Oriented) in pretests and posttests in accordance to gap analysis?

3. Were there any significant differences among each paired study construct in pretest and posttest?

The following statistical tests were employed in order to excavate responses to each specific research question:

Pretest and Posttest:

- Frequency distribution of demographic data
- Descriptive statistics of study items
- Reliability
- Validity
- Independent sample t-test
- ANOVA (Analysis of variance)
- Gap analyses
- Paired sample t-test

RESULTS OF THE QUANTITATIVE DATA

Table 1. Demographic breakdown of the sample (n=80)

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-18	8	10.0	10.7	10.7
	19-20	40	50.0	53.3	64.0
	21-23	23	28.8	30.7	94.7
	24-29	4	5.0	5.3	100.0
	Total	75	93.8	100.0	
Missing	System	5	6.3		
Total		80	100.0		

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	30	37.5	40.0	40.0
	male	45	56.3	60.0	100.0
	Total	75	93.8	100.0	
Missing	System	5	6.3		
Total		80	100.0		

Table 1. Demographic breakdown of the sample (n=80) (*continued*)

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish Cypriot	19	23.8	26.0	26.0
	Turkish	39	48.8	53.4	79.5
	Iranian	3	3.8	4.1	83.6
	African	9	11.3	12.3	95.9
	Other	3	3.8	4.1	100.0
	Total	73	91.3	100.0	
Missing	System	7	8.8		
Total		80	100.0		

Semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first	16	20.0	22.5	22.5
	second	3	3.8	4.2	26.8
	third	43	53.8	60.6	87.3
	fourth	7	8.8	9.9	97.2
	fifth	2	2.5	2.8	100.0
	Total	71	88.8	100.0	
Missing	System	9	11.3		
Total		80	100.0		

Table 1 provides the necessary information of students' demographics. The majority of the students' age range was between 19-20 (50%). The second highest age range was 21-23 (28.8%). The majority of the gender of students was male (56.3%).

Furthermore, Turkish students were in the majority as a race of respondents (48.8%). The least race response of the students is shared by African and Iranian students by 3.8%. Largest pool of the students was in their third semester (53.8%). There are some missing values reported by the analysis. This is due to some missing information by the students' responses. However, the magnitudes of missing values do not seem to be significantly effectual to the data set. In addition, there are methods to control missing values such as series mean, mean of nearby points, median of nearby points, linear interpolation etc. However, these methods tend not to work on demographic data since the values are absolute.

Table 2. Descriptive Statistics (n=80)

	N	Minimum	Maximum	Mean	Std. Deviation
pre1	80	1.00	4.00	2.837	.833
pre2	80	1.00	4.00	2.987	.626
pre3	79	1.00	4.00	3.000	.716
pre4	79	1.00	4.00	2.569	.779
pre5	80	1.00	5.00	2.887	.885
pre6	80	1.00	4.00	3.000	.746
pre7	79	1.00	4.00	2.898	.744
pre8	79	1.00	4.00	2.632	.922
pre9	77	1.00	4.00	2.818	.854
pre10	79	1.00	4.00	3.088	.754
pre11	80	1.00	4.00	3.287	.732
pre12	80	1.00	3.00	2.087	.599
pre13	80	1.00	3.00	2.200	.513
pre14	80	1.00	3.00	2.262	.670
pre15	80	1.00	3.00	2.325	.707
pre16	80	1.00	3.00	2.200	.718
pre17	80	1.00	3.00	2.175	.651
pre18	80	1.00	3.00	2.100	.756
pre19	80	1.00	3.00	2.137	.758
pre20	80	1.00	3.00	2.200	.736
pre21	80	1.00	3.00	2.125	.682
pre22	79	1.00	3.00	2.265	.673
pre23	79	1.00	3.00	2.278	.749
pre24	78	1.00	3.00	2.448	.573
pre25	77	1.00	3.00	2.402	.590
pre26	78	1.00	3.00	2.410	.691
pre27	78	1.00	3.00	2.474	.639
pre28	78	1.00	3.00	2.397	.690
pre29	77	1.00	3.00	2.311	.633
pre30	77	1.00	3.00	2.220	.718
pre31	78	1.00	3.00	2.333	.637
pre32	77	1.00	3.00	2.246	.728
pre33	79	1.00	5.00	2.202	1.01
pre34	79	1.00	4.00	3.126	.740

pre35	79	1.00	5.00	2.645	1.24
pre36	79	1.00	5.00	3.240	1.00
post1	80	3.00	4.00	3.475	.502
post2	80	2.00	4.00	3.400	.541
post3	80	2.00	4.00	3.350	.597
post4	79	2.00	4.00	3.189	.642
post5	80	1.00	4.00	3.275	.674
post6	78	2.00	4.00	3.384	.515
post7	79	1.00	4.00	3.367	.644
post8	79	2.00	4.00	3.101	.777
post9	78	1.00	4.00	3.192	.684
post10	79	1.00	4.00	3.417	.652
post11	79	2.00	4.00	3.557	.548
post12	80	1.00	3.00	2.162	.538
post13	80	2.00	3.00	2.625	.487
post14	80	1.00	3.00	2.575	.522
post15	80	1.00	3.00	2.550	.525
post16	80	1.00	3.00	2.600	.518

Table 2. Descriptive Statistics (n=80) (*continued*)

post17	80	1.00	3.00	2.425	.568
post18	79	1.00	3.00	2.430	.547
post19	77	1.00	3.00	2.441	.595
post20	80	1.00	3.00	2.437	.570
post21	80	1.00	3.00	2.437	.547
post22	80	1.00	3.00	2.612	.515
post23	80	1.00	3.00	2.587	.520
post24	79	2.00	3.00	2.784	.413
post25	79	1.00	3.00	2.683	.494
post26	79	2.00	3.00	2.759	.430
post27	79	1.00	3.00	2.696	.489
post28	79	1.00	3.00	2.670	.524
post29	78	1.00	3.00	2.589	.612
post30	79	1.00	3.00	2.683	.519
post31	79	2.00	3.00	2.746	.437
post32	79	1.00	3.00	2.607	.608
post33	79	1.00	3.00	1.101	.378
post34	77	1.00	5.00	3.194	.778
post35	78	1.00	5.00	3.461	1.29
post36	79	1.00	4.00	3.367	.644
age	75	1.00	4.00	2.306	.734
gender	75	1.00	2.00	1.600	.493
race	73	1.00	6.00	2.191	1.19
semester	71	1.00	5.00	2.662	1.02

Table 2 illustrates the descriptive breakdown of the survey instruments (pre and post) representing minimum, maximum, mean and standard deviations (See Appendix for research questionnaires). The overall representation of the items demonstrated that

there was a tendency to report higher after the pre-test evaluation of the students. This may indicate that service-learning participant profile study has improved the way students' acknowledge and perceive the importance of community based service learning. See t-tests in order to see more details about this significance of the pre and post tests.

Reliability Analysis

According to Nunnally (1978), the cronbach alpha mark of the items should exceed .70 in order for a construct to be considered as reliable. Each item representing a construct was forced in to an equation of reliability analysis. Table 3 shows the reliability of pre and post test items.

Table 3. Reliability Statistics (n=80)

Construct (Pre-test)	# of Items	α
Personal Social Responsibility	5	.687
Community Service	6	.714
Civic Awareness	12	.816
Self-Oriented	4	.747
Service-Oriented	5	.665

Construct (Post-test)	# of Items	α
Personal Social Responsibility	5	.676
Community Service	6	.518
Civic Awareness	12	.731
Self-Oriented	4	.335
Service-Oriented	6	.607

The reliability analyses reveal that the pre-test values are not too problematic in comparison to post-test statistics. Personal Social Responsibility (.687) is slightly

lower than the benchmark point however rule of thumb states that it still could further be tested. The same situation is also applicable for the construct Service-Oriented (.665). Rest of the constructs in the Pre-test module surpasses the benchmark value of .70. In the Post-test analyses section, only Civic Awareness construct surpasses the recommended value of .70. Rest of the constructs was below the stated point. As stated the recommended value of cronbach alpha is .70. An item-to-item correlation has been examined to increase the current value of lower alpha constructs, but the tests failed to illustrate any increment. However, Santos (1999) argues that lower thresholds of cronbach alpha values have been used in the past literature. Stemming from the abovementioned fact this study equates all constructs used in the pre- and post-tests for further examination.

Validity

Before using the pre-test and post-test, there were several steps applied to the questionnaire. The survey instrument was originally developed in English and firstly it was back-translated to be employed in Turkish culture as well (Aulakh and Kotabe, 1993). This was necessary as many of the respondents would be Turkish (Turkish students were given Turkish version of the questionnaire and the foreign students were distributed the English version of it). After that, the study instrument was translated into the Turkish language by experts fluent in both English and Turkish. The verbal equivalence between the Turkish and English versions was checked through a back translation with other bilingual translators (Brislin and Pederson, 1976).

The newly developed survey was administered to a pilot sample of 25 tourism students in a similar group. After the survey was completed, students had an opportunity to give verbal and written feedback on the survey instrument. Their input included a few ambiguities and suggestions for word changes. In other words, there were a few compelling reasons to make some changes in the questionnaire. Therefore students' feedback was incorporated into the final version of the survey. The changes of the questionnaire were made under the permission of the Director of the Virginia Tech Service-learning Center, Michele James-Deramo who was the responsible person for this survey referenced in the article named Associations of Civic Attitudes. The questionnaire's wording and the face validity of the questions were examined by three supervisors in the field of education and to form a consensus on some vocabulary or expressions, more researchers' ideas have been asked. As a result, some adjustments were made for the final version of the study instrument.

Independent Sample T-Test

Independent sample t-test of gender in pre-test and post-test

Table 4. Independent sample T-Test of study variables and gender of university students in Pre-test and Post-test

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	F	Sig
PREPERSO	Female	30	2.80	.4488	8.19	.40	.53
	Male	45	2.96	.5191	7.73		
PRECOMMU	Female	30	2.87	.4563	8.33	1.06	.31
	Male	45	3.05	.5109	7.61		
PRECIVIC	Female	30	2.09	.3445	6.29	1.29	.26
	Male	45	2.28	.3878	5.78		
PRESELFO	Female	30	2.35	.4486	8.19	1.38	.24
	Male	44	2.51	.4857	7.32		
PRESERVI	Female	30	2.24	.4364	7.96	.05	.82
	Male	44	2.38	.4481	6.75		
POSTSERV	Female	30	3.32	.3877	7.07	.41	.52
	Male	45	3.34	.4032	6.01		

POSTCOMM	Female	30	3.39	.3334	6.08		.05	.81
	Male	44	3.28	.3551	5.35			
POSTCIVI	Female	30	2.46	.2614	4.77		.00	.99
	Male	45	2.49	.2712	4.04			
POSTSELF	Female	30	2.70	.1979	3.61		4.86	.03
	Male	44	2.73	.3069	4.62			
PERSONAL	Female	30	3.61	.3925	7.16		3.73	.06
	Male	45	3.51	.6099	9.09			

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significant cut-off point .05.

Considering Table 4 regarding the differences between gender and study constructs in pretest and posttest, the Levene's Test for Equality of Variances (with 95% confidence interval – significance level at .05) showed only significant difference in Self-oriented motives in posttest and gender. This indicated that respondents differ in opinion when they rate self-oriented motives in posttest analysis. None of the other variables have produced significant outcomes.

ANOVA Statistics

Analysis of variance between age and study variables in pre-test and post-test

Table 5. Analysis of variance of study variables and age distribution of university students in Pre-test and Post-test

		Sum of Squares	df	Mean Square	F	Sig.
PREPERSO	Between Groups	5.57	3	1.86	10.464	.000
	Within Groups	12.61	71	.178		
	Total	18.19	74			
PRECOMMU	Between Groups	9.45	3	3.15	25.777	.000
	Within Groups	8.67	71	.122		
	Total	18.13	74			

			df		F	Sig.
PRECIVIC	Between Groups	4.67	3	1.55	18.307	.000
	Within Groups	6.03	71	8.50		
	Total	10.70	74			
PRESELFO	Between Groups	5.70	3	1.90	12.415	.000
	Within Groups	10.71	70	.153		
	Total	16.41	73			
PRESERVI	Between Groups	4.51	3	1.50	10.527	.000
	Within Groups	9.99	70	.143		
	Total	14.50	73			
POSTSERV	Between Groups	.24	3	8.24	.519	.670
	Within Groups	11.27	71	.159		
	Total	11.51	74			
POSTCOMM	Between Groups	9.98	3	3.32	.265	.850
	Within Groups	8.77	70	.125		
	Total	8.87	73			
POSTCIVI	Between Groups	.532	3	.177	2.676	.054
	Within Groups	4.70	71	6.62		
	Total	5.23	74			
POSTSELF	Between Groups	3.22	3	1.07	.146	.932
	Within Groups	5.16	70	7.37		
	Total	5.19	73			
PERSONAL	Between Groups	.72	3	.241	.843	.475
	Within Groups	20.31	71	.286		
	Total	21.03	74			

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significance level .05.

Analysis of variance has produced 6 significant differences among age distribution and study variables in pretest and posttest simultaneously. Students differed in responses to Personal Social Responsibility, Community Service, Civic Awareness, Self-Oriented, Service-Oriented in pretest and also Civic Awareness in posttest. In pretest; students significantly differed in responses to all study variables, however, in posttest; students only differed in responses for Civic Awareness in accordance to

their age. The other remaining study variables did not possess any significant

differences related to students' age.

Analysis of variance between race and study variables in pretest and posttest

Table 6. Analysis of variance of study variables and race of university students in Pre-test and Post-test

		Sum of Squares	df	Mean Square	F	Sig.
PREPERSO	Between Groups	1.72	4	.43	1.839	.131
	Within Groups	15.89	68	.23		
	Total	17.61	72			
PRECOMMU	Between Groups	2.07	4	.51	2.214	.077
	Within Groups	15.95	68	.23		
	Total	18.03	72			
PRECIVIC	Between Groups	1.20	4	.30	2.293	.068
	Within Groups	8.96	68	.13		
	Total	10.17	72			
PRESELFO	Between Groups	1.52	4	.38	1.810	.137
	Within Groups	14.10	67	.21		
	Total	15.62	71			
PRESERVI	Between Groups	1.35	4	.33	1.767	.146
	Within Groups	12.82	67	.19		
	Total	14.17	71			
POSTSERV	Between Groups	.30	4	7.51	.461	.764
	Within Groups	11.08	68	.16		
	Total	11.38	72			

Table 6. Analysis of variance of study variables and race of university students in Pre-test and Post-test (*continued*)

POSTCOMM	Between Groups	2.87	4	7.19	.056	.994
	Within Groups	8.62	67	.12		
	Total	8.65	71			
POSTCIVI	Between Groups	.20	4	5.18	.704	.592
	Within Groups	5.00	68	7.36		
	Total	5.21	72			
POSTSELF	Between Groups	.41	4	.10	1.486	.216
	Within Groups	4.70	67	7.01		
	Total	5.11	71			
PERSONAL	Between Groups	2.77	4	.69	2.613	.043
	Within Groups	18.05	68	.26		
	Total	20.83	72			

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significance level .05.

Table 6 shows the ANOVA statistics between race and study variables in pretest and posttest. According to the results, students only differed in personal social responsibility in posttest in relation to their race. None of the other study variables in pretest and posttest have produced any significant differences.

Analysis of variance between semester and study variables in pr-etest and post-test

Table 7. Analysis of variance of semester and study variables of university students in Pre-test and Post-test

		Sum of Squares	df	Mean Square	F	Sig.
PREPERSO	Between Groups	1.97	4	.49	2.146	.085
	Within Groups	15.18	66	.23		
	Total	17.15	70			
PRECOMMU	Between Groups	2.55	4	.63	2.691	.038
	Within Groups	15.67	66	.23		
	Total	18.23	70			
PRECIVIC	Between Groups	.88	4	.22	1.485	.217
	Within Groups	9.85	66	.14		
	Total	10.74	70			
PRESELFO	Between Groups	3.81	4	.95	5.752	.001
	Within Groups	10.61	64	.16		
	Total	14.42	68			
PRESERVI	Between Groups	2.20	4	.55	3.081	.022
	Within Groups	11.45	64	.17		
	Total	13.66	68			
POSTSERV	Between Groups	.26	4	6.65	.414	.798
	Within Groups	10.61	66	.16		
	Total	10.87	70			
POSTCOMM	Between Groups	.47	4	.11	.966	.432
	Within Groups	7.92	65	.12		
	Total	8.39	69			
POSTCIVI	Between Groups	.14	4	3.67	.478	.752
	Within Groups	5.08	66	7.69		
	Total	5.22	70			
POSTSELF	Between Groups	.36	4	9.19	1.293	.282
	Within Groups	4.62	65	7.11		
	Total	4.99	69			

Table 7. Analysis of variance of semester and study variables of university students in Pre-test and Post-test (*continued*)

PERSONAL	Between Groups	.81	4	.20	.695	.598
	Within Groups	19.33	66	.29		
	Total	20.15	70			

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significance level .05.

Table 7 depicts the analysis of variance test among students' semester at the university and study variables. The results postulated that only three study variables significantly differed in relation to students' semester. These were Community Service, Self-Oriented, Service-Oriented in pretest. Particularly, students' semester at the university significantly differed across responses in the three pretest variables. The other study variables did not produce any significant differences among semester of students.

Research Question

Was there a statistical difference between the students' perceptions and acknowledgement of the way they view community service after Cbsl projects were implemented?

The current study has provided that the treatment of Cbsl projects has improved the perception and acknowledgement of students in relation to community service. The

gap analysis (mean difference) has provided positive improvements. There were some statistical differences in relation to total mean score and paired sample t-test concerning study variables. However, the most viable section of the current chapter was the gap analysis between posttest and pretest. This showed that Cbsl projects are important elements to provide an increment in the perceptions and acknowledgement of students in considering community service.

Sub Research Questions

1. Was there any significant differences among study variables (Personal Social Responsibility, Community Service, Civic Awareness, Self-Oriented, and Service-Oriented) and total mean scores?

Table 8. Analyses of variance of total mean score and study variables of university students in Pre-test and Post-test

		Sum of Squares	Df	Mean Square	F	Sig.
PREPERSO	Between Groups	20.38	75	.27	1.812	.302
	Within Groups	.60	4	.15		
	Total	20.98	79			
PRECOMMU	Between Groups	20.29	75	.27	5.996	.045
	Within Groups	.18	4	4.51		
	Total	20.48	79			
PRECIVIC	Between Groups	11.72	75	.15	1.344	.435
	Within Groups	.46	4	.11		
	Total	12.19	79			
PRESELFO	Between Groups	16.16	75	.21	.511	.852
	Within Groups	.84	2	.42		

	Total	17.00	77			
PRESERVI	Between Groups	14.78	75	.19	.636	.786
	Within Groups	.62	2	.31		
	Total	15.40	77			

Table 8. Analyses of variance of total mean score and study variables of university students in Pre-test and Post-test (*continued*)

POSTSERV	Between Groups	11.74	75	.15	2.088	.249
	Within Groups	.30	4	7.50		
	Total	12.04	79			
POSTCOMM	Between Groups	8.80	75	.11	.497	.880
	Within Groups	.70	3	.23		
	Total	9.51	78			
POSTCIVI	Between Groups	5.49	75	7.32	1.318	.444
	Within Groups	.22	4	5.55		
	Total	5.71	79			
POSTSELF	Between Groups	5.03	75	6.71	.460	.902
	Within Groups	.43	3	.14		
	Total	5.47	78			
PERSONAL	Between Groups	20.68	75	.27	.954	.612
	Within Groups	1.15	4	.28		
	Total	21.83	79			

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significance level .05.

Table 8 was formulated to provide answers to sub-question 1. As could be cogitated from table 8, only a single study dimension had significant difference to total mean score in relation to pretest and posttest. In detail, Community Service in pretest had significantly differed according to total mean score in pretest and posttest. None of the other study variables have produced any significant differences.

2. Were there any observed improvements among study variables (Personal Social Responsibility, Community Service, Civic Awareness, Self-Oriented, and Service-Oriented) in pretests and posttests in accordance to gap analysis?

Table 9. Gap Analyses of Posttest - Pretest

	Mean	Maximum	Mean	Mean Difference
POSTSERV	3.33	PRESERVI	2.30	1.03
POSTCOMM	3.33	PRECOMMU	2.95	.38
POSTCIVI	2.49	PRECIVIC	2.19	.30
POSTSELF	2.73	PRESELFO	2.43	.30
PERSONAL	3.55	PREPERSO	2.85	.70

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Table 9 postulated the mean difference of study variables in pretest and posttest that was analyzed to provide responses to sub-research question 2. The gap analysis was conducted to produce mean difference of study variables that was examined in pretest and posttest. The equation was to subtract pretest results of the study variables from posttest respective to each study construct (Posttest – Pretest = Mean Difference). The results yielded an improvement among all study variables. Specifically, after the implementation of Cbsl project, the perceptions and

acknowledgements of students in relation to community service has improved. This finding indicated that Cbsl projects are viable tools in order to improve students' perceptions in relation to community service.

3. Were there any significant differences among each paired study construct in pretest and posttest?

Table 10. Paired Sample T-test of study variables in Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	PREPERSO & PERSONAL	80	-.043	.704
Pair 2	PRECOMMU & POSTCOMM	79	.180	.113
Pair 3	PRECIVIC & POSTCIVI	80	.229	.041
Pair 4	PRESELFO & POSTSELF	77	.172	.135
Pair 5	PRESERVI & POSTSERV	78	-.002	.984

Notes: PREPERSO= Personal Social Responsibility in pretest, PRECOMMU= Community Service in pretest, PRECIVIC= Civic Awareness in pretest, PRESELFO= Self-Oriented in pretest, PRESERVI= Service-Oriented in pretest, POSTSERV= Service-Oriented in posttest, POSTCOMM= Community Service in posttest, POSTCIVI= Civic Awareness in posttest, POSTSELF= Self-Oriented in posttest, PERSONAL= Personal Social Responsibility in posttest.

Significance level .05.

Table 10 posited the significant differences among each paired of study variables in pretest and posttest. This analysis provided insights to sub-research question 3. Each study variable was paired to examine the statistical difference in pretest and posttest. The findings suggested that Civic Awareness in pretest and Civic Awareness in posttest were significantly different from each other. This indicated that student's

perception of civic awareness in two different stages (pretest and posttest) was significantly different. The other study variables did not have significant differences among themselves.

4.2 Findings of the Qualitative Data

This part aims to present the findings emerged from the qualitative data subjected to content analysis to investigate how newly proposed Cbsl projects affects the participants mainly affective as well as cognitive development.

The analysis of the qualitative data was presented within two parts. The first part is based on the regular themes and key contributions found in students written and oral responses. Each significant theme of the interview and essays are identified and taken into consideration. Several student reflections, quotations are presented for each theme. The first part answers to the main research question of this study which is:

> "What was the contribution of implementing Community based service-learning projects on students?"

The second part refers to findings related to the common questions found in semi-structured interview and reflective essay questions which address the other stated research questions.

4.2.1 Qualitative Findings and Discussions Part I

Research Question: "What was the contribution of implementing Community based service- learning projects on students?"

4.2.1.1 Vocational Skills

Student reflections revealed that assigned duties during Cbsl projects helped reinforce the acquisition of tourism students' vocational skills, as well as other skills. Participants in this study overwhelmingly favored more opportunities to engage in Cbsl projects. Responses of the participants in this study suggested that Cbsl facilitated their organizational skills, future career, professional skills, recreational skills, providing them the opportunity to meet with experienced people from sector and to communicate with prospect customers whom would be difficult to get to know in traditional structured courses (National Service Learning Clearing House, NSLC, 2009). Naturally, projects aided in career growth of students as they develop contacts from the sector, explore potential careers and at the same time can improve their CV's (Curriculum Vitae).

Students agreed that the learning and strategies acquired through the project would be very valuable for their future careers. For example, the project allowed students a hands-on opportunity to participate in planning and organizing an event. The following comment was received from one of the project participants:

> "I learnt a lot of thing about organization. For example, What is organization?, What should we need when we plan to do an organization?, What is important thing in an organization? In the future if I do any activity, this experience gonna help me"

Based on several student responses, it is found out that, those students feel empowered when they are given the chance to succeed tasks which in turn help the flow of an important organization. Stachowski et al. (2008) claimed that Cbsl projects make students "move beyond the safety net of their classrooms and schools to develop connections with individuals and organizations they may not have

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considered otherwise" (p. 41). This awareness provided them the power to achieve more success. To do something about their future job inspired students to realize their ability for their future employment. In other words, they started to realize their own potential. Tucker et. al. (2001) stated that "mastery experiences improve self-efficacy because success strengthens self-beliefs of ability" (p. 2). One of the respondents said that:

> "I was involved in media organization. I arranged EMU TV, photo taking and using these for EMU website. I interviewed people from rector's office for permission of publishing. I feel I am not a student but a business woman. We learned a lot about life and job life. We learned about our abilities. I feel very different atmosphere".

Moreover, the findings from the interviews and reflective essays showed that organizing an event in collaboration extends through connections with various people where students experience skills like discipline, tolerance or practical thinking. Students got able to include their knowledge and experiences while transferring to real life contexts and this furthers their understanding of current and anticipated experiences in their future professions (Monaghan and Columbaro, 2009).Their encounters made them question certain staff such as receptionist. Especially, the mistakes they realize will not most probably be their mistakes in the future as they observed the consequences closely. An example reflection was as follows:

> "The receptionist made a mistake when she gave the rooms keys, the rooms were very far to the restaurant for old people to the restaurant. We took the old people to their rooms approximately 35 minutes. They are old and they need to help. Why the receptionist gave far rooms?"

While students were engaged in actions for the common good of the community, individual responsibilities established from the beginning such as "interviewing" contributed a lot to students' vocational skills. All of these enlightenments had the potential to create professional challenge for students. Some students commented as follows:

> "I met lots of people from the tourism sector. For example I met assistants, staff, and manager at the jasmine court hotel. It was very good experience for me"

> "During the interviews we learn how we talk on official places"

> "My professional responsibility in the hotel is to take an approximate cost for accommodation and dinner for 60 pax. During this time I have made a few interviews with the sales and marketing department. And they declared that they can only make a discount about 15%. But other hotels gave more reasonable charges".

Through placements in different sectors of the business community, students were positioned to realize many different styles and businessmen. Students broadened their perceptions with high career people. Unlike classroom exercises and simulations, these projects provided students ample opportunities to engage with the experienced people from the tourism sector in the context of an actual issue. These observations in the field could not be obtained through classroom. One of the respondents said that:

> "Most of the time I talked with managers when I went for sponsorship. I learned different talking styles before I go. I communicated with high career people."

Besides these, students stated that this project exposes their challenge of working with people from different ages. Through dialogue with people from different ages,

students enriched their abilities to communicate with potential customers in their future job such as in a hotel. They increased their ability to adapt to a diverse client population in terms of race, age, gender, ethnicity, knowledge and etc. As Amoah and Baum (1997) explored, the prospects for tourism human resources is crucial on the overall human resource climate within tourism. Moreover, as Monaghan and Columbaro (2009) contend "students broaden their exposure to many types of people and experiences" (p. 421). This means students learn a lot through their interactions. One of the students, for example, commented as follows:

> "This project was good experience for all of us. Our job is tourism and this means relationship with all people. Age 5 to 25, no matters. Our job is always to talk to people, to understand what they want, how they feel etc. In this project I experienced all these"

Some of the findings also highlighted that the recreational activities exercised by students are like foundations which frame their future actions. Students felt satisfied as they could transform the activities they performed in their future jobs. Strength of the projects was that, they performed and enjoyed themselves at the same time. One of the respondents expressed his ideas like this:

> "In other course projects we are not always exposed to outside. For recreation management, like this project, you go for sports, competitions with people and also enjoy yourself like in this project .You do your job and at the same time enjoy your business. I face crowd. Enjoying and at the same time doing my work, what I am studying for. Recreation Management. My business is my work but this time my business is my school"

All the above quotations demonstrated the value of Cbsl activities in facilitating the vocational skills as well as helping students to achieve other personal goals such as social skills, interpersonal skills, etc. Normally, students read what people in a field do but these projects helped student see and sometimes even do what a businessman

does. This opened students' eyes to different career opportunities may be they haven't thought or considered before (NSCL, 2009). It was especially significant for those students who haven't decided what career to pursue for the future.

4.2.1.2 Communication Between Cultures

Findings indicated that offering a context wherein students find the chance to share, care and explore values and perspectives different than their own had profound potential on students' appreciation of different cultures (Lovat and Clement, 2008; Carrington and Selva, 2010; Batchelder and Root 1994; Eyler and Giles, 1999; Mundy and Eyler, 2002). Therefore, students became alert to recognize different groups living in our world.

Universities bring together individuals who have a wide range of identities and backgrounds and provide a rich setting for increased levels of interaction. There is no doubt that we live in a changing global environment, and accordingly we are increasingly responsible for our impact on the environment and our interactions with others from different cultures. Rhoads (1997) argued that interacting with diverse cultural contexts strongly influence the participants' self. The results of the analysis revealed that on being assigned a project like this, young people from diverse backgrounds worked together for a common good. As Eyler and Giles (1999) claimed, these kind of project "affords the opportunity to see differences constructively" (p.203). Greater appreciation of other cultures was another outcome that many students felt they learned as a result of communicating with people from different backgrounds. Here is an example reflection:

> "There were 12 different country students in this project. I saw their traditional customs and their traditional dance"

Participants' responses reflected their views on how these projects engage learners in the construction of knowledge while sharing information about their unique experiences, cultures, backgrounds, and perceptions in relation to the real worlds in which they live. Moreover, projects exposed students to share and live experiences of students from different cultural encounters, which in turn, affected their intellectuality. Here are two of the typical student responses:

> "I learned new things. Going out is good. You mix with Turkish People, they teach what you do not know. "

> "We shared knowledge, they asked me about my country, which language we use there, what we eat etc. I asked them questions "

Another point is that, analysis of the data revealed that intergroup contact was inherent during these projects. The differences were not only between the cultures, such as Turkish-Nigerian but there were different varieties of the same cultures within this study (Ghana- Cameroon). Therefore, this interdisciplinary project infused the classroom, with various cultures and prepares students to be more receptive to comparative perspectives and work in a uniform way. Pritchard and Whitehead (2004) and Carrington and Selva (2010) observed that students respectfully interact with each other in these kind of multicultural arenas and learn from diversity. Even the countries of the same continent such as Africa, had different tribe music and dance styles and after sharing own styles, created a common style. Some indications provided were as follows:

> "We were to do an African dance of which we were students from different African countries with different dances but we did our best to adapt and to create uniformity. At the end we were just but one family."

> "Action speaks louder than voice. Even if we did not understand each other, we get the message"

Furthermore, some project participants predicted that through service participation, they acquired life skills such as knowledge and acceptance of different races and cultures, a better understanding of problems facing the community, country, world and interpersonal abilities. Students learned to appreciate each other's culture in a warm environment. Therefore, they developed an understanding of diversity and questioned their assumptions about people and difference (Carrington and Selva, 2010). In other words, their participation in community service led to a greater tolerance and acceptance of different racial or cultural groups. As Eyler and Giles (1999) stated, students in service projects value appreciation of other cultures. They developed an appreciation for people from diverse backgrounds and cultivated skills which enabled them to relate personally to others. One student for example commented:

> "at the end of the whole activities I have added up the list of friends and have learnt to appreciate others too. Whether being white or black we were all left with a sense of togetherness and cooperation so as to achieve our goals"

A student from Nigeria thanked to the project provider as follows:

> "I was overwhelmed with joy and happiness for the opportunity giving to me through my English teacher and my department in taking part of this kind of intercultural annual festive party for the first time in TRNC, most especially the opportunity giving to us the African students to crate aware ness of African traditional way of dancing to the SOS youth, children, old people and other guest of honors and participant even to the public viewers".

In conclusion, both social and cultural learning was fostered which helped to build relationships, promote respectful connections, consider multiple perspectives,

appreciate diversity and develop healthy communication. Projects made participants encounter and spend time with people whose cultures were different than theirs and this facilitated greater cultural understanding. Moreover, it is significant to state at this point that "power lies at the center of how culture contributes to notions of identity and the self" (Rhoads, 1997, p. 95). Finally, it should be added that one of the growing ethical culture is intercultural and this refers to a person's vision of global responsibility which means not for the individual but for everyone (Ozturk, 2010).

4.2.1.3 Collaboration

From the students' responses, it can be concluded that an important feature of community based service learning projects is the requirement of collaboration which leads social interaction. Students reported a strong positive impact of these projects on their collaborative skills. Mundy and Eyler (2002) provided evidence that service projects encourage involvement of several participants as well as staff and faculty, which in turn build greater network and infrastructure for students' support. Group activity increases discussion, experimentation, enthusiasm and participation. All these lead to a more empowered sense of collaboration. A student summed this up:

> "Working in a perfect collaboration on a social problem, we improved our abilities, social responsibilities, communication skills. And this collective work brought out the proud outcome"

Moreover, students stated that they learned the importance of teamwork, balance, and relationships to achieve satisfying and productive lifestyles. Actually, the best learning proceeds when the students are allowed to experiment, interact and participate in the collaborative construction of their own knowledge. By exchanging views and working towards identifying what is shared by their two solutions,

students benefited from multiple perspectives. There was give and take and mutual responsiveness. One typical response from the students was as follows:

> "I gave my friends the scenario, they did very well exploration about the accent. This was a good collaboration for me to write something then giving it to another person and following its evolution. I did not exist it before but I will try to do it again in the future"

Besides this, students repeatedly expressed that they practiced skills like discipline and responsibility throughout the project. As we are living in a social world, the abilities such as cooperation, discipline and responsibility are important for students not only in class but in navigating their world. Two selected quotes received from the students were:

> "All groups had individual important missions; unless one group did not its job, it completely affects other groups and organizations were not done perfect."

> "The activity was not a personal work. It is a group workMy friends organized simple performance about an Angel and Devil. My role was Angel. They told my role and taught me. Our aim was to entertain the children. We made rehearsals so many times and group work taught me discipline".

In addition to discipline and responsibility, findings of the data revealed that this collaboration caused some changes in individualistic students' character and made them more social. The following quote was one of those which endorsed the above assertion:

> "The activity brought some changes in to me on the socializing issues. Basically since I came in this island I have never bothered asking for help or group studying from anyone. I have been individualistic and tried to maintain a very low profile. Well, as of the project it was practically impossible to be a one man gang, I had to mix and interact with my mates and it really brought a lot of fun. I felt the nice part of belonging to a certain group with the same motive and goals"

Another outcome of the analysis indicated how students could develop their team spirit and their employability. Focusing on activities within project teams made students more cooperative. As they depended upon each other, they accomplished every single group objective together and felt a team spirit. Here are two selected quotations endorsing this statement.

> "We feel team spirit. We are responsible for something. Get together and to To do something"

> "We learnt to help each other and we feel that we are a team."

By working cooperatively and collaboratively with others, students were able to build skills needed for employment in today's workplace. The collaboration between community, student and educator grounded the university in a fabric of collaboration and community life. Students do everything better in collaboration with each other (Gectan, 1983).

In conclusion, students enjoyed the act of constructing knowledge together for a good purpose and appreciated themselves as well as each other. As Ujama and Sherif (2006) put forward "group activities can teach students to work towards common end even if they have divergent perspectives or divided roles" (p. 268). Therefore, group activities were strongly recommended.

4.2.1.3.1 The role of Technology in Collaboration Process
Internet and Msn

Although there is limited data and reflection on the role of technology in moral education during the community based service learning, all students agreed that online communication tools provided social interaction, collaboration between peers, enhanced negotiation process

through emails, web 2.0 technologies, etc. within course process. As Mejias (2004) pointed out, by connecting people across space, the dispersed network becomes the generative site for moral standards. Online communication tools put students in touch with other peers and other people increasing communication. As Levin and Wadmany (2005) argued, with the access to technology, students' access to communication increase over great distances instantaneously. Similarly, Sproull and Kiesler (1991) argued that communication technology caused people to have contact with other people and depend on one another differently.

Some students' reflections during this study revealed that students were able to keep in touch with SOS students through online communication tools such as msn. For example:

"Ahmet was a very good mate. He gave me his msn and we chat each other. He asked me my religion last week. I invited him to come to Nigeria with me. I wish he could. But we need a big sponsor for this."

Without technology, it would be difficult for students to keep in touch for various reasons such as financial reasons. In other words, communication over web provided easy access to everyone. Electronic collaboration discussions through internet, using e-mail etc. promoted cooperative endeavor among students (Taylor et al. 2004). Moreover, Kenney et al. (2005) claimed that "internet does provide more possibility for emotional involvement than some educators may acknowledge" (p.218).

4.2.1.4 Citizenship

Data analysis clearly showed that most of the participants of this research have given too much thought on citizenship. There were countless examples of students' being critical about themselves on societal issues. Cbsl projects fostered connections across generations and this instilled a lifelong commitment to service in students. Projects

fostered the development of a sense of caring for others (Sutherland et al. 2006).

Ferrari and Chapman (1999) asserted that

> "these programs can cement bonds between educational instutions and the communities in which they reside by providing help and support to those in need and by facilitating interactions between students and members of the community who might not otherwise have contact" (p.6).

Through community service projects, students were equipped to make significant contribution to the community, becoming more engaged citizens.

Cbsl Projects, awakened student interest in community issues signifying individuals' commitment to be actively involved in community (National Service Learning Clearing House, NSLC, 2009). Projects provided students with opportunities for structured reflection on their service experience. Students who engaged in service were more likely to promote racial understanding, participated in community action programs, influenced social values, and fulfilled their civil responsibilities in the future. Some of the expressions received from the students:

> "I believe that there are lots of people who even do not know Camlik Kosk Retirement house and SOS Children village. This is a really big problem for society, lack of interest or lack of information. Project makes these people to open their eyes and have courage to be useful, to fill this empty space with happiness"

> "Continuation of the events which creates constructive attitudes like ours is my humble desire."

Furthermore, the feeling of social connectedness that appears to be waning in our increasingly segmented society was also a significant but not surprising finding. Through these off-campus and action-based project experiences, students realized that there are other people in this world, apart from their families, whom they are

socially connected. This helped them to understand that they don't live alone. Stachowski (2008) and Faozi and Sherif (2006) reported that Cbsl projects made students more connected to their communities as they felt they belonged somewhere. The main issue at this point was the formation of the feeling of belonging. Students recognized that they belonged to the same nation and this signified the consciousness and opportunity to exercise their responsibilities (Doruk and Mengü, 2005). Many quotations could be used from respondents to support this argument. Some statements included:

> "I learnt that every people need to be happy and those who can not be like us, we need to make some situation for them to make them happy"

> "We should learn share and to take care with those who might not be able to take care of themselves in community. Getting old is a blessing, not many people get old"

> "Some people give them money. But project night, we see and talked with lots of children. They need only attention, brothers, sisters and friends. Not all about money, to help them to show attention is important"

> "I would suggest that everyone becomes more sensitive about their society's social problems and reflect their support to these people by committee and sponsorships"

> "This activity should be repeated so students like me can be aware of their society more and move away from objectivity by being involved in the situation one to one."

> "I want to something for people in the future, I don't know what I can do, but I want at least I want."

One response given by a female Turkish student was quite interesting when compared with the other. During the interview, she expressed her opinions this way:

> "First I met them I felt emotional, I saw a lot of step mother but not like real mother. I thought may be in the future I want to adopt a child".

At this point the researcher asked her what will happen if her husband rejects her request of adopting a child. She immediately answered in a confident manner like this:

> "If my husband marries me, his mind and my mind should be the same"

Most of the students expressed their interest on organizing a real world activity with a good purpose; therefore, these projects offered the opportunity for today's young people and tomorrow's leaders to learn, while addressing local needs. Hands-on experiences reinforced learning in the classroom, promoting civic responsibility and showing that citizens' working together was a powerful source. As it is known, the roots of hands-on experiential activities lie in John Dewey's (1938) pragmatism and in David Kolb's experiential learning theory (1984).

> "If our projects are going to turn to good purpose, we should organize useful projects in each semester. In this manner we can do the world livable because charitableness is a virtue"

Students' responses showed increasing evidence that high quality service-learning practice that is carefully designed to increase civic outcomes could encourage civic engagement in young people. For example, some of the participants of service-learning were more likely to take care of their elderly people.

> "We made retirement house people happy. For me it is social responsibility for us to be interested in old people. We can show them they are not alone and we care them. One day we are going to get old too. We always help old people and always behave them good. They are like a child. They need love and respect. In my free time I will visit them"

> "I meet munevver nene. I love her very much. She is very pretty.Munevver nene asked me to visit her. I helped her to go to her room after dinner and I talked with her until 2/30 till she slept. I visited her on Friday. I changed many things, I started to visit retirement house. "

It can be easily noted from many student quotes that those students who participate in service-learning were likely to continue to work all their lives in many different ways to improve the world around them, with lasting benefits for our country and our planet. Some selected student comments were:

> "Now if I can help them in anywhere I will do it. Because I saw how much they was happy when they saw somebody trying to do something for them."

> "I realize that it changed myself. For example after that night I am thinking I should adopt a child, because a lot of children want a family"

> "l want to say that we should effort to do like activity even if it has some risk behaviors. We should accept to failure in life to do in humanist activities and when we meet that someone who hasn't mother and father. We should have they felt strong."

There were some noteworthy different responses expressed by some students. For example, a group of students protested upon seeing the situation of retired people and homeless kids. They complained about their own citizens becoming too materialistic ignoring everyone else in society. An example quote was as follows:

> "The rich people should be thoughtful and they should try to be helpful for the community they live in. Unfortunately nowadays people become too materialistic which has negative impact on society. This makes difficult to reach to their hearts"

There were other few but interesting responses made by foreign students' worth to mark as they were totally different than the others. Cbsl project made them think about their own homeless citizens and feel sorry about them. They did not define the

situation of homeless people in North Cyprus hopeless. Therefore, it was obvious that these students did not feel as sorry as other students enrolled in this research. Some students, for example, commented as follows:

"This project gives people a sense of belonging, People come together enjoy themselves, dance. But in some countries people have no home. There is no shelter for Somalie people. There is no crisis here like in Somalie"

"I felt like crying when I saw these children and retired people being taken careof in Cyprus when I reflect of same class of people in Africa where these children sleep in the   street, the retired live and die miserably in their little hurts while the government and citizens take no action to assist them."

"It was interesting to see age people some close to their sixties experiencing a high standard of life here in the Cyprus community being given the most needed support, something not common in the Africa".

"In spite of everything that occurs during the life, they are more lucky, according to the other orphans living in another countries in the world, because my topical explorations show this reality which is related to Katmandu SOS children village in Nepal, we can easily understand that children village's conditions because of Nepal is very poor country. Poorness, starvation and various diseases are affecting almost all people in Nepal. So, Katmandu sos children is *also* starving people".

To sum up, students were aware of their social responsibilities but although they wanted to continue their citizenship duties in the future, they indicated they needed guidance. Representative excerpts signified that students wanted to do something for community but they did not know what to do and how to do. In any case it might be concluded that the way academic institutions show importance to community service determined the civic character of their students, therefore it is imperative that universities demonstrate dedication to community by allocating a considerable amount of time for service learning.

Unfortunately, nowadays people want someone to take over their own responsibilities. As Gectan (1983) asserted, many people started keep saying "off", "ah" "I am extremely tired" to prevent other people expecting something from them. When they heard the word "responsibility" what comes to their minds is their responsibility towards family, occupation and friends (Gectan, 1983). They do not think about people who may need their help. Schools are the institutions with the capacity to reach every young person to impart citizenship values. Cbsl practices moved students beyond the bounds of traditional transmission of knowledge by creating an educational practice which simultaneously involved students in the creation of their own knowledge and community. Intelligent and informed citizenry is the goal of education (Covaleskie, 2007). These educational projects bring about a community of learning where members communicate among themselves through constructive interactions and move towards meaningful community practices.

4.2.1.5 Cognitive Skills

Community experiences illuminated and fleshed out students' thinking skills because it was a form of constructivist learning. The accomplishment of several tasks which all meet genuine human needs developed thinking skills of participants enrolled. As Askar and Altun (2009) underlined "skills are conceptual representations of cognitive processes in action" (p. 244). Throughout the semester, students thought, reasoned and made meaning of their experiences. Pritchard and Whitehead (2004) asserted that opportunities provided by service made participants' cognitive structure more elaborate, richer and extensive. What is more, students transformed their thoughts with regard for what is right or necessary for the community members they would serve. Problem solving skills, decision making skills and perspective

transformation which are higher-order thinking skills were the major thinking skills underlined by most of the participants.

4.2.1.5.1 Problem Solving

Some of the students expressed that they were enthused about the opportunity to apply problem solving skills in real life context. Students experienced active learning through reasoning all the time. Knowltown (2003), and Akkoyunlu and Gucum (1988) stressed the importance of problem solving activities in providing an impetus for students and in the process of reconciliation.

As students worked in groups through the problems exemplified in real life during the phases of the project, they had the opportunity to improve their capacity for problem solving. As Eyler and Giles (1999) stated "people do not become good problem solvers or experts in the abstract" (p.184). Moreover, they developed informed judgments. They analyzed problems they faced and developed creative solutions. One typical respondent said:

> "When working especially in a group, we had many problems and forced our brains on how to solve them and we did,"

The student who was trying to solve a real problem with real consequences saw the need to look up one more case; therefore genuine problems provided the most powerful need to know and were thus motivating for many students. More importantly, students acquired deeper understanding of the problems around them and believed in their own ability (Schieffer and Schieffer, 2000). An example reflection was as follows:

> "Time to time We collected opinions about what we should do and implemented these suggestion for solving problems. This was enjoyable because problems are not on paper problems, real life problems"

Equally important, through problem-solving process, students learned that they were active agents in the problem-solving and that change was not impossible but also inevitable. As Schieffer and Schieffer (2000) reported, students being involved in problem-solving processes created alternative views and experiences and also they understood that change was inevitable. Moreover, as has been noted by Olkun et al. (2009) the students' problem solving skills improved when they faced with problems which were not routine. When the new experiences helped students on a very concrete level, things in their lives could change. Subsequently, the inclinations towards solutions, competence and capabilities provided students with positive skills such as not being hopeless after facing with a problem. Students reported meaningful changes in their problem solving skills such as:

> "Before I did not think I was successful for other people's problem solutions but I had good ideas which solved problems during preparations of the night."

As Zlotkowski and Duffy (2010) underlined "because there are few 'right' answers in responding to community settings, students have to make inquiries, try multiple solutions, and persevere" (p. 37). Going away from their routine classroom learning skills, students became able to think flexibly, act and discover for the real life situations they were involved in. It should not be forgotten that education can be described as placing learners in the best possible circumstance for powerful problem solving and dialogue (Van Wynsberghe and Anruske, 2007).

In Dewey 's type classroom the teachers should plan its lessons in to arouse students curiosity and push them to a higher level of knowledge thus encourage them to learn by doing and to interact with one another , and develop cooperation and tolerance as a virtue . Also , they are encouraged to solve problems on a variety of actual situations which they may encounter outside the four walls of the classroom and in the process develop flexibility in problem solving as well as in acquiring needed tools necessary for adulthood (Wells , 2006). In this study, students are also exposed to actual situations and had to solve problems outside the walls of the classroom.

4.2.1.5.2 Decision Making

Students posited that they were continuously committed to make decisions for the accomplishment of the project. When students were given the opportunities and responsibilities of decision making in a task that was interesting and important to them, they tended to think more deeply about the issues at hand and used their most complex thinking skills. Gucray (2005) hypothesized that decision making involved all kind of cognitive actions like problem solving, prediction and evaluation. An example quote was as follows:

> "Firstly the issues was for me the committee work improve my skills. For example ; I can easily use my mental to solving the problems, decision making and communication. We have at this night some problems but we have to solve them immediately because of we didn't have enough time. Show must go on all night. We could do decision making truly and use our communication excel."

Some other students emphasized how they made decisions and plans together through discussions. They had to examine the picture and context alltogether before making a decision.

"For this reason students have to come together and make their own decisions, discuss about organization and make plans "

"This project has redounded all of us about ability of committee work, decision making, increasing personal responsibilities, practical observation handling social problems and ability of collaboration between us and communication with people"

One of the reflections made by a participant was a bit different and a bit negative compared with the others. According to this response, it was not always easy to come to an agreement. The student indicated that sometimes they had to shout to make a decision but at the end they came to an agreement.

"I learned to work as a team. We learned from each other's mistakes. Sometimes we had to shout and come together again to make some decisions"

With shared decision-making, collective contribution to implement resolutions and equally distributed benefits, the community worked to learn together, strengthening education at every level of citizenry (Mediretta, 2007). Hence, these experiences tended to facilitate project participants in new circumstances besides their real life behavior (Boss, 1994).

4.2.1.5.3 Perspective Transformation

Students' responses revealed that service learning facilitated perspective transformation. Upon the completion of service learning, some people viewed the world with a new set of lenses (Eyler and Giles, 1999; National Service Learning Clearing House, 2009). They broadened their horizons and perspectives. To this end, the challenging and the dynamic nature of the service had great potential to transform students' lives.

In the same fashion, students did believe that the experience made them think more deeply about issues that they normally did not think about. They became critical of what they knew. As Eyler and Giles (1999) claimed "students develop more complex and adequate ways of viewing the world when they are challenged" (p.184). They appeared to have gained a new awareness of diverse perspectives and greater self – understanding. Two example statements expressed:

> "I have also realized a lot of changes in myself like my thinking abilities about people are changed and have been improved, I have become more sociable and more involved into organization rather than before".

> "I have also been able to develop a personal self interest and now I look at issues and situations from different points of view not from only one point of view which I know would go a long way to help me a lot in life."

With room for people to learn from each other, education evolved from the transmission prescribed information to an active process of transformation. It was understandable from the findings that Cbsl opened wider vistas for students by providing them exposure to a variety of perspectives. Projects facilitated the transformation of a young person from a passive service recipient into an active service provider (Stewart, 2007; Steinke and Buresch, 2002).

4.2.1.5.4 Critical Thinking

Some of the students' expressions revealed that involvement in activities provided opportunity to contribute to their community and, most important, to critically reflect upon their service experiences. By working together with others, project participants practised to negotiate, communicate, manage conflict, and lead others. In this way, taking part in and out-of-the-classroom discussions guided students to understand the importance of critical thinking skills. Keller et al. (2003) provided evidence that "Reflection sessions and student papers provided us with a form where we could

challenge the students and push them to think more critically" (p. 44). Here is an example student reflection:

> "First I did not accept their sayings about appropriate location, but at home I think again and agree them next day"

Zlotkowski and Duffy (2010) believed that the variety of student reflections on different community settings made students struggle to make sense of what they see and hear which might not fit to their existing worldview. Therefore, these new adjustments throughout involvement in activities helped students' maturity socially by providing a setting for student interaction, relationship formation, discussion and all these possibly motivated students to a new vision of reality.

To sum up, students exercised cognitive process of problem solving, decision making, perspective transformation and critical thinking which were all regulating one's thought deeply. This is an important point to underline for those scholars who believe that Cbsl Projects only enhance affective domain of the participants ignoring cognitive level. To this end, service stimulated participants to use their cognitive capacities and to act on each performance, each experience in socially meaningful situations.

4.2.1.6 Values Development

Based on students' reports, change in values was also evidenced as a result of these Cbsl projects. Acquiring humane values was evident throughout the study, which according to Dilmaç et al. (2007) "we have to have but which is on the verge of extinction" (p.1258). Values affect human life as they are directly relevant with the dimension of human feelings, thought and behaviors. Several branches of social

sciences have been dealing with values lately (Dilmaç et al. 2007). Without valuing senses, it is difficult for the individuals to lead a healthy life in the universal world. In a like manner, Joseph et al. (2007) defined comprehension of values as one of the objectives of service learning. Although some people claim that values are inborn, findings of this study revealed that values can be taught and learned (Parsons, 1996).

Raths (1979) argued that modification of values is directly related with the accumulation and change of experiences in a person's life. Cbsl was such an experience and projects developed values in individuals as they challenged students. As Rhoads (1997) argued "students also were challenged to consider various values and commitments" (p.198). Similarly, Eyler and Giles (1999) claimed that:

> "Just as a fish has no consciousness of water, or fishness for that matter, students who work and study with people like those they have always known may have little cause to think about who they are and what kind of life they want to achieve; indeed we all take many things for granted unless we are challenged"   (p.34).

Clarification of values was a common theme in the analysis of interviews and essays. Moreover, the analysis of the qualitative data revealed that the students enrolled in the assigned Cbsl projects were able to clarify their values better and mainly affected in four ways as; valuing life, valuing parents, valuing love and valuing others.

4.2.1.6.1 Value Clarification

Through realistic self-appraisal and reflection, students demonstrated personal growth through clarification of values. As Hall (1976) argued, "it makes no moral judgments concerning what values 'ought to be' but rather places before the person the values that he 'does' have" (p.7). In other words, people get more mature about the way they behave.

Following is a sample quote:

> "The open participation and involvement in the community obviously led to reflecting of   the importance of being sensitive to the outside world and to do things which are not of benefit only academically to the students but culturally and emotionally. A major awareness was created to the community in the value removing the stigma of segregating the poor, the old, the orphans ands   all the less privileged. This gave room to the community to learn to help through donations and also to take all the less privileged as normal beings creating a feeling and sense of oneness and that any one is vulnerable to such consequences, it ant a crime to be less unfortunate"

Service-learning projects had the opportunity to contribute in significant and positive ways to the values development of project participants as well as their understanding of pressing societal issues. In doing so, teacher helped to ensure the provision of thoughtful, skilled, and respectful service by their students. Youth was getting to know the people that they helped, feeling involved in what they were doing, and realizing that it feels good to help others and was expected to continue future Cbsl. A typical quote is as follows:

> "I believe that our small steps towards their lonely hearts will influence positively society. Our group members felt very enthusiastic while working on such project, because we felt the importance of our work, not only for a point, but for a point of happiness those old people needed"

> "I felt beneficial myself"

> "I felt useful and succeed person in myself"

> "Do you know, what is the best thing about this Project? Their happiness"

To conclude, values clarification was evident throughout the study and this was a significant development for the students. As Hatcher, Bringle and Muthiah (2004)

argued, values clarification through service reflection is related to a higher quality learning environment.

4.2.1.6.2 Valuing Life

Some students contended that there had been an increase in their perceptions of life. For some students, the meaning of life was one of the values they came to understand better. The reason to teach values for some researchers was happiness (Dilmaç et al., 2007). They indicated that they started to rethink their life and what they value. As it was noted by Eyler and Giles (1999) "Coming into contact with people whose life experiences and assumptions about the world are different calls one's own world into question" (p.34). Some of the typical elaborations are quoted below:

> "But this project makes me change many things of my life. I meet new people and friends; I learn the value of life"

> "It is very imp to help other people as much as you can. In the world there are a lot of things like money and materials. Values and happiness you can not buy. They opened their heart to us. It was great."

> "I learned that I feel sad for the sake of nothing when I understood their reasons for being sad"

The primary message conveyed through the above quotes was the change felt in the way students looked at life. Concurrently, they started to think about the value of life in a meaningful way.

4.2.1.6.3 Valuing Parents and Home

After analyzing the value based statements, it was noted that students started to recognize the value of their parents. Majority of the responses showed that what students experienced made them reformulate their own values towards their parents. Typical responses included:

"After this project I really pay attention to don`t hurt the feeling of my parents"

"There must be someone caring, thinking about them, because they are longing for a warm house atmosphere"

"I learnt that in this activity when I met orphan children, it is very hard to grow up without parents. They struggle alone against difficulties of life. I saw a lot of step mothers in that night and I think that step mothers are never the same as real mothers. Every homeless child needy help"

"If my mum and dad old, if I do not have any money, I have 2-3 work but never take them away"

"Seeing these people at the retirement house has made me see how important it is to love and care for my parents. I would never want them to be put in a home. I would do my best to support them"

Students derived emotional highs from their Cbsl experiences. All the above excerpts illustrated the overarching evidence for continuity in the identity process which was fostered by close networks of family and friends (Youniss and Yates, 1997).

4.2.1.6.4 Valuing Love

Another common theme expressed in many students' responses was the way they look at love. Students repeated that the meaning of love was one of the values they came to understand better. They mentioned love as a key value of life. There were several quotations highlighting love and putting forth that love shouldn't be hidden but expressed. Some example quotes are as follows:

"This project helped me to realize the realities of life and also to develop love and interest for other people"

"We should not forget this night due to it tells us too many things about humanism and we should not spare 'love offering' for them because they need love above all."

"This can help to bring a better tomorrow for all of us with immeasurable amount of love"

"In my opinion each people deserve love."

"Because of this organization, I understand much more my parent's values and now I can approach people much more love because if you gave love, other people also gave their love. I think all my feeling as relevant for my group".

"The best part of the project was to make the kids belong to the society. Orphans, we made them feel loved. We should be able to love people, it does not matter where they come from, especially this is not important".

All the above quotations illuminated important considerations for the students' perspectives of love. They repeated the word love for disadvantaged people and also for their family throughout their expressions.

4.2.1.6.5 Valuing Others

Community service enriched students' values personal by allowing them to sense community who need interest. Obviously, it is the teachers' role to create supportive web of interactions between students and wider community (Lovat and Clemet, 2008). Throughout the projects students were grounded in collaboration and this made them engage the other in deeper and substantive ways. Additionally, they started to care about others more due to the experiences they lived. Forging a learning community that values wholeness over division, students came to terms with multiple ways of knowing and with meaningful interaction (Ujama and El-Fikib, 2006; Rhoads, 1997). As the everyday world for the participant students have changed, as they have seen both the homes for retired and orphans, the questions were raised about their relation to the other human varieties such as homeless. In other words, they encountered the other through these project experiences. Typical quotes are as follows:

"I started to think the old and alone people who want help. I started to think differently because one day we will be old and we will able to want help. I started to think sensitively. I started to visit retirement house"

"During project, I understand people's behavior better. Sometimes I am sad but this organization change in myself. Finished the organization, I thought and I loved my life because these elderly people want to deal with them. Sometimes nobody visits them. The best thing was taking care of these elderly people".

Besides the similar responses presented above, indeed there were some different responses involving kind of reaction. For example:

"We fed well and react against life when parents are not doing there duties well. Think that you are children and you don't have family"

"This project improve my abilities to behave to people and show me the hard sides of life".

"I felt touched deep down in my heart, that these people were just abandoned. I would not let this happen to my grandmother or grandfather".

"I learnt that in this activity when I met orphan children, it is very hard to grow up without parents. They struggle alone against difficulties of life. I saw a lot of step mothers in that night and I think that step mothers are never the same as real mothers. Every homeless child needy help".

In short, Cbsl helped students experience a variety of learning outcomes related in the areas of values as project phases challenged them to consider various values and commitments by making them rethink their lives and what they value. Rhoads (1997), who was involved in these kinds of projects, asserted that "I know that I am nothing without others to care for and to care for me" (p.71).

Values are formed through social relations with other. Ultimately, they give direction to life; therefore they are very significant in representing a way of life. One of the

penalties of modern life is the lack of values in youth. Unfortunately, new generation is getting more selfish, being interested in more banal things. Above all, most of the students only think of themselves. This is a frightening situation for families and community members.

Although people keep saying that values develop in family, they are not. The events students live create an incalculable effect upon their values. Although there are some researchers like Thornberg (2008) who asserts that values education happens without teacher thinking a lot of about it, the findings of this study revealed that community service teachers can make her/his students benefit from the exposure of carefully designed service projects and direct students values and teach them how to value in an indirect way. As Raths (1979) put forth "we should be learning how to value" (p.37). Moreover, as Ferrari and Chapman (1999) endorsed "we need to provide students with opportunities to act on values related to helping others and to provide feedback that indicate that their service, regardless of the form it takes, is valuable" (p.32). Summing up these quotations, there is a lot a teacher can do concerning this value issue.

For many students who encountered the other, who had contact with totally unfamiliar others, the project moments were very provocative. Thyer-Bacon (2004) stated that:

> "The relationship between individuals and others is a transactional relationship relying on a both/and logic that describes individuals affecting their social groups and social groups affecting their individuals, for we are all selves-in-relation-with-others" (p.22).

The primary message conveyed at this point was that projects made the students woke up to the reality of a different and unseen side of life.

4.2.1.7 Moral Development

Data derived from students' reflections within the Cbsl project context affected students' moral development by facilitating their moral reasoning at a higher stage. Therefore, this research also suggested a moral dimension after analyzing the encounters stated by the students on what they personally got out of their project experiences. Most of them thanked God in their statements. In this case, projects were in a way self-reflexive tools which tested the limits of the students' encouraging them from time to time to new challenges asked by the project experiences (NSLC, 2009). Thus, students understood the meaning of common good without thinking about discrimination. Some example student quotes were as follows:

> "The usefulness of this activity was to reflect love to the orphanage kids and to give them a reason to smile, to show that no matter where we come from we are all one and created by one God".

> "In my opinion, the best thing which I did observe in this community base learning project would be, firstly, a moral gratification. The project was all about a non-paying voluntary action, which does not offer any tangible values to the volunteer but just a personal moral fulfillment. It makes you feel happy within that you have affected someone's life positively".

These were signs that students found an opportunity in other settings to discuss moral issues they encountered during their community service (Boss, 1994).

More importantly, Cbsl project experiences made young people start to think about the consequences of their actions (Berman and McCarthy, 2003). Some student reflections were as follows:

"This project taught me not shout at my mum and dad, not to make them sad"

"Every body was praying for the sponsorship committee for long life and prosperity"

"I have learnt that we should have thank God."

"We helped people and we got power and pray .it has so meaning. Old people gave us pray "my daughter my son, I hope u finish university". God may listen to them. It is hard to explain….This guy could not find the right words and continued in Turkish by saying "onlardan bircok hayir dua almak cok ozel bir duyguydu benim icin "

"Morally we appreciate God for making us grow up with parents when we compare ourselves with orphans"

Additionally, experiences encompassed the recognition of the need to care for others and the responsibility was seen as a corresponding virtue. Eternally, students started to move away from their personal, immediate situations and raised questions about the provision of care in our society (Keller et al., 2003). Some students commented as follows:

"We are helping people for this project; old people and young people, people who have no house. We can go to heaven"

"In my decision I will use these opportunity to tell the society that God said in his holy book that love your brothers the way you love your self so that everything will be okay for you as well as the society can also contribute   by helping the SOS youth in collaboration with the government "

"In future we will be patients like these people. May be I will not see or hear. I felt sorry because in my culture old people are imp for me, Turkish Muslim culture. If one has a child, he should show interest"

To conclude in brief, representative excerpts signified that these projects were essential for the moral of individuals society desires. Basically, students expressed compassion for others and for God.

Contexts students experienced resulted with greater gains in moral reasoning therefore the service provided could be accepted as an effective pedagogy for moral development (Morton and Throppe, 1996). Although some researchers reported that a single semester implicit focus on moral development through enrollment of projects was not adequate to affect students' morality, the changes stated by the participants were seen as precursors to such developmental changes (Bernacki and Jaeger, 2008). At least changes were noted in students' opinions. What is more, change and learning are closely related with each other as change lies within the roots of education (Aşkar and Yurdugül, 2009). However, the researcher was aware of the fact that only a longitudinal study could note changes in attitudes and behaviors of students. This issue had to be repeated at this point.

4.2.1.7.1 The role of Technology during this Moral Development

Although there was limited data and reflection on the role of technology in moral education during the community based service learning, all students agreed that online communication tools provided social interaction, collaboration between peers, enhance negotiation process through emails, web 2.0 technologies, etc. within course process.

Online communication tools put students in touch with other peers and other people increasing communication. Several students' reflections during this study reveal that

students were able to keep in touch with SOS students through online communication tools such as msn. For example:

> Ahmet was a very good mate. He gave me his msn and we chat each other. He asked me my religion last week. I invited him to come to Nigeria with me. I wish he could. But we need a big sponsor for this.

Without technology, it would be difficult for students to keep in touch for various reasons such as financial reasons. In other words, communication over web provided easy access to everyone.

Online technologies like msn, provided opportunities for students to develop cultural, global and moral awareness through making connections with others', comparing their life and ideas with those of their peers'. Through chats with their teacher, project participant students told that they had invited new SOS friends to certain parties and birthdays in Magosa but they could not come due to transportation or financial problems. They said they empatized their situations.

Finally, it should be added that, impact of globalization and communication technologies changed the way of understanding towards moral education, community based service learning. In this respect, there is intensified need to internalize the role of technology in moral education and how individuals perceive the role of communication technologies in moral education development.

4.2.1.8 Awareness Raising

Designing and implementing Cbsl Projects was also a good pedagogical practice which enhanced the competencies necessary for consciousness raising of youth on certain issues orientating them more towards their community (Lovat and Clement, 2008, Morton and Troppe, 1996). Accordingly, students started to criticize their own

assumptions and developed an understanding of how they could be more inclusive of others (Carrington and Selva, 2010).

Eyler and Giles (1999) concede that when one contacts people who experience a totally different life, he/she questions his/her own world. Actually, most of what project participants do in their daily ventures do not have meaning beyond immediate moment. Projects like these Cbsl projects let them go beyond the immediate situation and raise issues about the provision of care in our society (Keller et al., 2003). However, confronting the homeless and the project experiences helped students move their attention beyond the momentary self. Criticizing themselves for ignoring the diversity in their community, students challenged their assumptions and then developed and understood of the ways they can include others to their lives (Carrington and Selva, 2010).

There were noteworthy implications that Cbsl projects pushed students' preconceptions causing awareness on several issues. Three types of continuously repeated awareness common in students' responses can be categorized as; social awareness, personal awareness and future awareness.

4.2.1.8.1 Social Awareness

Cbsl projects broadened students' perspectives on social issues by connecting them with the larger world. In a dynamic and constructive environment, projects made the students gain a more sophisticated understanding of the world around them. The charity and care concept of the projects contributed to the development of their own care (Skoe, 2010). Moreover, projects introduced students to current societal issues and provided the recognition of real life problems due to their confrontation with the homeless. In this way, students acquired a greater awareness of social issues by being

exposed to different life experiences which in turn may prompt interest in social change (Moely et al., 2008; Bernacki and Jaeger 2008; Carrington and Selva, 2010). May be elderly care or entertaining homeless people were their positive attitudes towards society. The expressions of students revealed that, it was a fantastic experience for them to open their horizons to those in need. The recent work in moral domain of education included relational morality and reasoning concerning interpersonal care (Althof and Berkowitz, 2006). At the same time, students took individual paths to adulthood.

Being together with homeless people enhanced students' comprehension of the intersections of class and this took them to a personal recognition of their own privilege (Keller et al., 2003). Likewise, students found the chance to view reality through a different set of lens. Some responses selected are as follows:

> "I would like to say thank you to my teacher for showing us what real life is all about"

> "Conclusively abandoned children, orphans, retired people and other less privileged peoples should given a place in the society and their problems be considered a social issue"

> "Through this activity I have observed that problem of the underprivileged, old people and SOS children is a social issue and individual has a rule to play in help these people live happily in the society"

Along with gaining an increased concern for societal issues, encounters showed that students became more aware of the consequences of being homeless, being depended on others for food and shelter. They began to question larger structural arrangements.

Besides being aware on social issues, some students were negative about themselves for their past behavior. Some example reflections are as follows:

"I wish I had done such an activity before"

"I felt myself insufficient and ignorant about National/Global/Social Problems"

Cbsl helped students overcome their isolation and students begin to see themselves as contributing members of a community embedded within a larger social world. As Campbell and Felderhof (2007) concede, education is not confirmation of the values which already exist but rather to challenge students to rethink about their own values, commitments and aims from life. The experience of meeting homeless aroused sensitivity to issues like poverty and the distribution of wealth as there were some children at youth house who had parents but can't take care of them due to financial problems. Throughout the projects, students were not passive observers of these people but were very close to them may be for the first time. This made students start to identify themselves as active service providers who have resources and ability to empower (Keller et al. 2003).

In general, project participants experienced a feeling of connectedness which in turn developed more caring selves. Students started to think of the place of others in their lives and their sense of social lives. Moreover, they exercised both individual and collective responsibility with the roles they take over (Taylor, 2008). Through projects, students embraced a commitment to improve the social whole and this enhanced the commitment to further external action for the good of others due to the fact that students rethought their lives in terms of connections and relationships with

others (Rhoads, 1997; Youniss and Yates, 1997). All these type of experiences broke down barriers decreasing social distance (Keller et al., 2003). In this way, individuality did not loose its connection to other people which otherwise could be a serious threat for the disappearing of the collective conduct (Kenan, 2009).

In the school with social vision, the whole group was made socially conscious. It was taught to consider the effect of their collective conduct upon its individual members (disadvantaged people) and upon the general welfare and to acquire the ability to act cooperatively in the protection of its community interests and in the conscious direction of its own progress. Projects like Cbsl Projects have the moral dimension of citizenship education and it is important for the teachers to see the moral overlaps with curriculum goals such as spiritual, social and cultural goals (Taylor, 2008).

4.2.1.8.2 Self Awareness

Several excerpts illustrated the overarching point that project participants had learned something valuable or important about themselves as a result of Cbsl experience. Project participants challenged themselves, their abilities and their attitudes. According to Ferrari and Chapman (1999), what such project participants have succeeded causes a feeling of self esteem as they have done something worthwhile. Students began to learn more about themselves and self-awareness was a large outcome of work within our affective minds (Nuhfer, 2005). The following comments were received from the students:

> "You gave me awareness my skills like being a very good performer on the stage".

> "There was different committee work. For example one group find and meet sponsorships, one group pick up presents, one group interview the

hotel….Therefore students communicate and collaborate each other. They could   aware of their own abilities and responsibilities".

In short, Cbsl projects helped students recognize their efforts and talents. During the semester, they worked hard and succeeded their responsibilities. Hands-on, authentic learning motivated students by engaging them in their own learning (Brophy, 1986). Throughout the project period, students' experiences signified important steps in their identities. They were challenged to work to change things for people for the better such as a day better than the others. As Rhoads (1997) posited, community project was "an educational endeavor generates a more caring self through a realization of the role that a concern for others might play in one's life" (p.92).

4.2.1.8.3   Future Awareness

Another common theme delineated by students was the fact that Cbsl forced students to confront their future. Responses after meeting community service encounters made students think about their future. This was especially significant for those who were concerned only for today, never about tomorrow. Cbsl exposures prepared its participants for a more humane future and made them more sensitive and aware of the types of existing problems. Actually, the service students had positive impact on them both for the immediate and for the future. Some students' reflections are as follows:

> "I realized some different thing in myself . I tought , one day i will be elderly people and will remember some people me in the future?"

> "They were the most happy people when they saw us. Their glances made me think about my future. I wonder if my children will leave me too. They have still the names of their sons, daughters in their tongues; "How on earth a human being can leave his/her parents helpless on the streets?"

"My family is nearly elder, 60-65 years old. I realized they will be same one day. It was like training for me for the future"

In conclusion, the chief distinguishing mark of these excerpts was that students connected their current community experiences with the homeless citizens with the lives they projected for themselves in the future. Cbsl projects, as well as treating schools as a component of community life, provided students with opportunities of awareness raising on several issues within the realm of experiential education. The more critically aware learners became, the more they were able to transform their reality. According to a study carried out by an area specialist Molly Letham from University of Nevada, "the skills and the developmental assets gained by young people who volunteer early in life translate to future benefits for them personally, and for society" (Young Volunteers: The Benefits of Community Service: Cooperative Extension Fact Sheet 03-23).

Students took actions to make homeless people happy and they realized their success in achieving this. If they do nothing in the future for these people, they may need guilty for their ignorance of these people. As Youniss and Yates (1997) claimed:

"Insofar as students incorporated this kind of agency into their emerging identity, any present noninvolvement or inactivity may evoke tension or guilt ant the soft promise to become involved again at some indefinite later date" (p.124).

4.2.1.9 Social Skills

Cbsl provided the participant students the opportunity to socialize. Many students commented on how their social skills have improved. Service-learning could cultivate connections between the organization, schools, higher education, and other community groups. Moreover, learning was improved by social interaction. Project

experiences stimulated students' social development by strengthening relationships. This was because the students found the opportunity to share and compare their ideas with the others. The student reflections revealed that Cbsl projects made participants more outgoing, increased their friendship making, their interpersonal and communication skills. Tweedell (2000) and Greenberg (1997) provided evidence that it was vital for students to be connected to their groups in order to feel socially integrated. Through project experiences, participants felt a common sense of purpose and this in turn diminished the feelings of isolation in the class.

4.2.1.9.1 Being Outgoing

Another finding of this research was increasing the number of outgoing students. There were some students who contended that Cbsl made them more outgoing. A Cbsl participant from Taiwan expressed her feelings as follows:

> "Before this activity I was a kind of shy and not close to my classmates. But After this activity, I had made myself some friends and I became more outgoing"

4.2.1.9.2 Friendship Making

Another trend to be reported in the outcomes was the friendship impact Cbsl experiences caused. Most of the students reported positive and moderate outcomes in the domain of friendship making. Service project experiential activities such as recreational activity type projects envisioned students' establishing new relationships in their communities which in turn led to a stronger socialization (Parker, 2009; Wolff and Tinney, 2006; Prussia and Weiss, 2004)

Sometimes there were some students who felt themselves lonely, as they could not easily make friends by themselves and Cbsl created a context where this sense of loneliness was reduced, giving more meaning to students' social life.

Data derived from the interviews and questionnaires provided a context where students forged bonds with each other, as well as other members of the community. In other words, Cbsl projects facilitated friendship making of students. These new friends can be categorized under three titles as; school friends, class mates and community friends.

4.2.1.9.2.1 Friends from School

Cbsl offered unique opportunities for students to make friends from other classes in the same faculty as a result of working closely together, sometimes as peers on genuinely engaging tasks.

> "This kind of organizations are also good opportunities to make a new friends because lots of time we work together and must talk so we was friend after 2-3 dialog. I had made 6-7 new friends during this project such as; Hasan & Ziya, Aydin, Zeynep, Dilem, Cihan, Burak, Mitra."

> "I made new friends from my faculty in this 3 months and they become my best friends in the faculty"

> "I made lots of friends from the other international groups during our community work."

As Faozi and Sherif stated "Relationships inside the school can be the first step towards community interrelations" (p.275). This was obviously valid for the participants of these projects, as well.

4.2.1.9.2.2 Friends from Class

Several student reflections included strong predictors of closeness to other classroom members. Many of the students indicated that Cbsl had given them the opportunity to get to know at least one classmate well. That is to say, Cbsl projects resulted in providing better rapport between its participants.

> "I also made a lot of friends both form the S.O.S home and with people in my class whom I have never spoken to in class or even did not know their names in class. I got the chance to chat with them on this project and even exchange phone numbers with most of them"

> "Before this organization, I said just hello to my classmates, but now I have chat with my classmates "

> "I could not know other friends in class, before I did not find opportunity for this"

> "During the organizations also I acquired the opportunity for better to know my friends."

> "I get closer to my fellow students in this project. I never talked with my mates but now they taught me Turkish"

4.2.1.9.2.3 Friends from Community

Besides faculty and class friends, students made friends with community members they served. This was natural as they spent common time together in enjoyable environments.

> "I have got some new friends from sos. I got phone number of Ahmet and we met in the bairam holiday"

> "I made friend from sos group who I am still in touch with"

To sum up, project participants made more friends throughout the project. This also made them more social. They created small communities and worked cooperatively. A close relationship developed between them (Parker, 2009). The comfort in their surroundings welcomed opportunities for informal interaction with everyone such as teacher, peers and community participants as fellow learners, at a small enough size to promote sharing of diversity of perspective (Mediretta, 2007; Faozi and Sherif, 2006). Therefore, students maintained strong ties to the community and each other.

4.2.1.9.3 Interpersonal Skills and Communication Skills

Data analysis provided evidence that during interactions, social communications, students applied mental and communicative algorithms to reach certain effects or results. For example, students visited businessman or ministries to ask for sponsorship and did their best to influence them and get the money. These were all interpersonal skills which were the behaviors and feelings that exist within people influencing their interactions with others. Simply put interpersonal skills are the skills we use to interact or deal with others and students' reports predicted that involvement in community service had a powerful impact on their interpersonal skills. As Brewster et al. (1991) affirmed, community service projects helped students gain a fresh perspective on experiences lived outside of class, enriching their communication skills. Example reflections are as follows:

> "but this project has an action and you assemble relations with people you talk with businessman, with hotel management and you chat with dependent people for children for old people. Because of these, project is very different and it has a special place for me."

> "During this project you have many responsibilities and these are improving your daily skills like a communication and you can be more social its these projects benefits"

> "I served with a lot of people and set up new friendship. Advantage of these kind of projects, I felt my self more sociable and I improved my self relationship with people"

> "This organization a lot of think for ourselves for example you become improve communication for people because you have to contact to people for do something in organization"

> "It is important to nicely interact with other people, whether you know them or do not know them, African and other groups. You cooperate together, eat and dance together."

Significant but not surprising result was that students' build better communication with other groups but it was interesting that Cbsl also helped foreign students to build better relationships also with each other besides Turkish people. Here is a quote expressed by a foreign student:

> "Actually I witnessed some changes in my life since after the event, at least my social means of communication with foreign people has improved, I feel more free and relaxed with foreign students on like before, I talk to them freely without any odd feelings, some times we walk together for lunch, we share ideas together."

> "I can contribute to the world at large which changes people life positively and it really affects my communication skills to my colleagues, my teachers and general public positively"

> "With this new age, I have gone through a completely new experience in learning my English lessons through doing service for the community at the same improving and developing my communication skills in this area".

To sum up, projects encouraged students to develop meaningful ties to people out of the campus and these human connections made students' school experience rich and fulfilling (NCSL, 2009). Students normally meet with people from family, neighborhood or school. However; these projects opened the door of the students to more amazing people they would not met otherwise. Consequently, students tried to

communicate well with these new encounters and in turn this enhanced their communication abilities necessary for success.

4.2.1.9.3.1 Speaking/Writing Skills

Through reflective practices, students improved their communication skills as indicated above. The assigned projects built skills in writing and oral presentations. Students were able to link the content of their essays and presentations with their own experiences and this eased their preparations of the assignments as well as making them meaningful because in English lessons, generally teachers ask their students to write about or present a country, an island or a movie. However, in this class students wrote what they have lived, experienced. Moreover, using the vocabulary list and their own experiences, students had the chance to express themselves orally to their teacher during the semi-structured interviews. This was a very good exercise for the project participants.

4.2.1.10 Personal Development

In this part, student's personal development in terms of self confidence and self efficacy, empathy and self-expression will be addressed.

4.2.1.10.1 Self Confidence and Self Efficacy

In these kinds of projects, community practices lived increase the capacity of project participants who initially may lack confidence in their abilities (Monaghan and Columbaro, 2009; Switzer et al., 1995; Osborne, Hammerich, and Hensley, 1998). During the project period, the students' showed an increase in their self confidence because of completing important real-life tasks. Students took on tasks and accomplished them and this accomplishment gave them confidence to take on larger tasks later when they were being exposed to many facets of life.

Eyler and Giles (1999) endorsed that "students have an oppurtunity to take leadership and see how their skills make a difference; this leads to increased self-confidence" (p.39). Similarly, Tucker et. al. (2001) argued that "mastery experiences improve self-efficacy because success strengthens self-beliefs of ability" (p. 2). There were many quotations which indicated that engagement in Cbsl had a positive effect on their self confidence. Here are some examples:

> "When we started to find sponsorships, I felt very self confidence because we have good communication skills with the society. We are be a model to other teachers, students, universities and people"

> "There was self – confidence among the members of the group about being successful in any matter as long as we believe. This is the indicator of our success in committee works in the future".

Self confidence is the confidence of students in performing a skill. Unfortunately many people misuse the words self- confident and self-efficacy. They use the words interchangeably. However, there is a difference between the two. Self confidence comes before self efficacy. For example, when a student becomes competent with a skill, her/his self confidence improves in parallel. This mastery of new skill increases self confidence and self confidence in turn increases the self efficacy which refers to the understanding and belief of students after becoming confident on that skill. Bandura (1994) advocates that it is the self-efficacy which determines how people feel themselves and think about themselves, which in turn influences the way, they behave. Moreover, Bandura (1994) adds that this efficacy makes students more motivational and affective.

Among the students attended to these Cbsl projects, significant differences were observed in their self efficacy. Students' responses revealed that Cbsl projects aided

students in increasing their self efficacy as a result of providing them the chance of causing a positive impact on the community they live in.

Interactions made throughout the projects had the potential to increase self-efficacy of the students because as Akkoyunlu and Kurbanoğlu (2004) suggest, there is a close relationship between experience and students' improvement of self-efficacy. Moreover, Akkoyunlu and Kurbanoğlu (2004) contend that providing students experiences and motivating them to spend time, showing effort directly enhances their beliefs in their self-efficacy.

Weber et. al. (2004) and NSCL (2009) define self efficacy as the belief that one can affect change and can have an impact on the community. Moreover, Weber et. al. (2004) argue that project help students understand how they can impact their community and how they should impact and also increase institutions' success for developing students with "a life-long sense and habit of good citizenship" (p.367). Doing something for others' good has the potential to make students feel good about the contribution they have made and about their ability to produce desired outcomes. Similarly, Tucker et. al. (2001) state that "mastery experiences improve self-efficacy because success strengthens self-beliefs of ability" (p. 2). All these provide ample evident that Cbsl projects provided a bridge between young people and their community, giving young people a sense of hope, an experience of community, and a belief in their own personal effectiveness. To this end, participants acknowledged the difference they could make for their communities which in turn fostered their interest for further community service (Wynsberghe and Andruske, 2007).

With respect to humanistic teaching, education aims to develop self-actualizing people, to develop individuals who will be able to live enjoyable, humane and meaningful lives. The priority is on developing emotive abilities, the shaping of affective desires, the fullest expression of aesthetic qualities and the enhancement of powers of self-direction (Hiemstra, p. 94). Several student expressions revealed that students felt themselves more meaningful and proud while being involved in Cbsl projects. For example:

> "We took them from the bus and took them to their room. They became very happy so we must be proud of us. We must be aware their our citizens"

> "When I did these kinds of things I feel better myself because I have not done such things before. So I feel different and beneficial for people who want need care"

> "I'm saying as cordial I have feeled myself very presence and ı feeled proud of myself".

> "Most people have forgot that old people are very important in todays world. The awareness of this is very little and I proud of myself that I helped these people"

> "I was proud to do this project during the preparation period and I want it to be again. We have converged our humanistic emotions anymore by means of this project and we were affected positively humanly."

> "When you see the children happy you are proud of with your teacher with your friends and with your self "

> "During this activity I felt so great and on top of the world, I was so excited because the activity was okay and I benefited from the activity in a lot of ways"

> "I learnt that despite your age you could still be treated as part of the society"

Moreover, it is noteworthy to stress that especially the performers' and foreign students' quotations implied self efficacy. They expressed that they produced a desired action and were proud of themselves. It was understandable that their performance mastery experiences encouraged their future behavior. Sample quotes are as given below:

> "I was the only female in the dancing activity so many people watched me danced and with that I was able to make lot of friends. Infact on that day I was very proud of myself as a woman of success".

> "People said my performance is very good. A lot of compliments from my classmates, they said my dress is very good. Elderly people smiled at me. It makes me really good. Doing stg they like".

> "Before this project I had no information about sos children. Now I learned how they live, what they do. I learned they love rap music. They asked questions to us. What we do?, do we have album? etc. All these make me feel good and student continued to express himself in Turkish most probably as he felt the need to clarify himself and concluded his words this way " (Yani hocam kedi olali bir fare tuttugumu hissettim) which is difficult to translate but can be stated as

> "Since I became a cat, this was the first rat I caught".

> "I was very skeptical initially as to the out come of the whole project. This was due to the fact that I had never participated in any dance show before. Therefore one could understand the situation in which I find myself. The whole activity made a serious positive impact on me; it made me realize some of my potentials"

> "The activity makes me feel like a star, it promotes my self esteem, it shows the skill in me, I usually feel good when I am being watched by so many people, it bring about joy to my heart"

In conclusion, what students have accomplished by the end of the project influenced their self efficacy to a great extent and this was promising for future service participation. This sense of efficacy fostered a commitment to active planning and

pondering knowledge gained through interdependent experiences. As Skjonskby (2004) claims within the findings of a similar study, " this results in a sense of empowerment and social confidence, which is indicated by students' affirmative responses to citizenship items regarding intent to practice volunteerism and activism in the future" (p. 72). That is to say, students began seeing themselves as contributing members of community.

However, the teacher's role is also very important at the initiation stage of the project while assigning roles for each student. He/she should believe in their success and accordingly should motivate the students for better results. For example, Caprara (2005) and Youniss and Yates (1997) write about the importance of self-efficacy and argue that people do not posses enough incentive to undertake activities if they do not believe their actions will cause desired consequences. These projects are useful in providing feedback for students on whether their actions are effective by permitting them to appraise themselves as producers instead of consumers. Consequently, students are motivated to play and grow by having a role and responsibility and feel the sense of contributing to something larger than oneself (Sherrod et al., 2002).

In addition to these, Cbsl projects fostered students' self-confidence which was crucial to become a healthy member of society. Dealing with conflicts, problems and all types of experiences projects required, in turn increased the self confidence and the self-image of the students. They realized the potential they posses in changing the social environment they live in. According to the view of Ten Dam and Volman (2003), for a person to function as a healthy member of a society, self-confidence and positive self-image are crucial. Most important of all, while students' perspectives and horizons broadened through several achievements, they discovered

how much they could offer. These developed attitudes expected from a leader. With the wording of NCSL (2009), self-confidence gained itself worth the price of a ticket.

4.2.1.10.2 Empathy

Findings derived from students' reflections revealed that project experiences resulted in students' feelings of empathy. Empathy is defined as the capacity for a person participating and sharing the other's feelings or interests (Chalves, 2000). We usually apply this word to situations describing the ability to take another's perspective or to care about what happens to someone else and imagine how one feels (Kristjan 2010). This word is generally not defined clearly or misused or underused. People generally do not identify the difference between the empathy and sympathy and use the words interchangeably. Kristjan (2010) endorses that empathy in a way refers to feel how the other person feels, therefore empathy and sympathy become conflated.

However, sympathy is different than empathy as it causes burden for a person and emotionally tiring because the person feels the suffer of the other person as if it is his/her suffer (Hardy, 2003). It is shortly the ability of understanding and sharing other people's experiences and feelings by being an observer. There are some researchers who argue that empathy results in sympathy (Skoe, 2010). For example, Hardy, (2003) states that many experts claim that empathy is a teachable and learnable skill and he advocates the importance of exploring empathy and practicing empathetic communication. Similarly, Boss (1994) endorses that abstract classroom discussions have little effect on people's actual feelings. Therefore, experiences encountered during these projects are invaluable to make students engage in feelings of empathy. Ekşi (2003) is another researcher who advocates the necessity of empathy skill in education. The aim in this research was empathy not sympathy

because the researcher wanted the participants to understand the other peoples' feelings but not to take them as it is their own as it would cause suffers. However, to what extent the researcher succeeded could be another research question. Some statements provided are as follows:

> "Some families that could be bothered looking after their elderly parents put them in homes. This is cruel, what they do not realize that one day their children will do the same to them"

> "She was very little and so beautiful like a angel. She has got yellow hairs and blue eyes. Her eyes to remind me a sea. I can't forget she. I want to go SOS and see her again. I can't believe how can they left their children. This behavior is not humanity"

> "I understood many things that i couldn't study from the book, things i experienced.You have to live these" .

> "I understood Life without mother and father is very hard. If you have a father you learn a lot of things from him. You go home; your mum opens the door. But these children not."

Research has shown that there has been an association between empathy and moral development (Skoe, 2010). This is because empathy conveys the message of "value, care and concern" (Cooper, 2010, p.91). It is important for students to enhance their ability to empathize with others (Thornberg 2008). Having the skill in empathy is critical for character development (Berman and McCarthy, 2003). Students feel more effective in social world as they can build connections with other people and easily reach them when they feel distress. Empathy is not a detached enterprise to be taught separately but is firmly embedded in the very nature of community experiences shared and stimulated. What is more, empathy is one of the ways which helps students to know things better through experience (Watson, 2009). Therefore, an empathic emotion oriented to other, facilitates care-based moral development (Skoe,

2010) and creates a supportive environment which is one of the significant roles of the teachers.

4.2.1.10.2.1 The role of Technology in building Empathy

Online technologies like MSN provide opportunities for students to develop cultural, global and moral awareness through making connections with others, comparing their life and ideas with those of their peers. Pierson (2001) states that technology allows people to reconsider how they find, exchange and think about things. Through chats with their teacher, project participant students told that they had invited new SOS friends to certain parties and birthdays in Magosa but they could not come due to transportation or financial problems. They said they empatized their situations. Like how Gibbs (2003) put forward, "For example, one may read a letter describing another's situation and affective state. Emphatic responding through language-mediated association entails the mental effort of semantic processing and decoding" (p. 83). In other words, as Hoffman (2002) advocates, responding to empathic distress does not require the victim to be present, and one can feel empathy towards subjects who are not close to them. Empathic individuals are those who are able to put themselves in other's people shoes, and act based on the kind of behavior they would like to see reciprocated by others. Empathy is primarily a social phenomenon; therefore it can be displayed in a techno-social system like the internet.

4.2.1.10.3 Self Expression

Self-expression is about being able to say what you mean or want to say. It's about expressing yourself in words, music or any kind of activity that allows your inner expression to come out. Expression of one's own personality, feelings, or ideas, as through speech or art is very common in participants' responses. People generally find it difficult to express themselves in front of crowded places. However, Cbsl

project activities provided students with opportunities to express themselves in front of other people, in public areas which are very significant for making career.

There are many quotations from the respondents to support that Cbsl projects facilitated students' self expression.

> "Before this activity, I use to avoid the public, I never wanted to participate in any social event that might single me out; I do like keeping to myself. But after the activity, I did realize that I can even do much thing for myself. It helped me to rediscover myself."

> "It makes my interaction with people very solid used to now and I love to do it more and more, it promote my social way of life ıt let me know the skills in me since then, I do not get afraid on the stage, it was what used to now and I love to do it more and more."

> "For this project you should include your skills to your show. On the stage you are excited. This show is social and improve your social skills"

> "I was responsible for singing a Turkish song "arim balim petegim". I had to listen over and over again. It was difficult for me but I was very happy during learning and I made a lot of friends correcting me. I was shy before this project but this role pushed me to do stg, to stand in front of people on the stage"

Overall, it can be concluded that students were asked to demonstrate skills in real-world settings and their reflections demonstrated a high degree of satisfaction with using their abilities for the Cbsl projects.

4.2.2 Findings of Qualitative Data Part II

In this part of the findings, qualitative data analysis are presented on the basis of significant reflective essay and semi-structured questions which are mainly common questions found within both of these two data collection methods.

There were other findings of the interview and reflective essay analyzed on the basis of mainly common question of these two data collection methods.

4.2.2.1 Students' Feelings About Cbsl Projects

Semi-structured interview's first question "How do you feel about this project?" and Reflective Essay's seventh question "How did you feel during this activity? Did you realize any kind of change in yourself? If yes, what kind of change?" both aimed to collect information about students feelings concerning the projects. When students were asked about their feelings in the interview and essays, there were different responses. Six major types of feelings were readily identifiable from the students' interviews concerning the project; emotional, happy, excited, impressed, bad and sad.

4.2.2.1.1 Happy

A psychological outcome, being happy was the most popular feeling expressed by the participants. It was noted from data analyses that students acquired a heightened sense of personal happiness by being exposed with elderly, young and small populations, respectively. This issue of happiness was recurred throughout the interviews. Students responded alike and with vigor saying that they were happy because of making others happy.

"I was happy because I saw happy on their eyes"

"When I saw them I feel very happy as they forget their problems with us, we entertain them."

"I feel good, this work is something you are supposed to be doing".

In short, students' happiness came from the satisfaction of seeing the impact they made in the lives of service recipients even for a short period of time.

4.2.2.1.2 Excited

Feeling excited was another feeling frequently brought into consideration. As this type of experience was the first for the most of the students, to feel excited before the event was not an unexpected outcome.

"Before I come I was excited as it was a crowded place"

"I was excited when I met them for the first time"

"I am very exciting at first"

4.2.2.1.3 Emotional

From the several statements of students, it was obvious that students were emotional during the organizations. This theme was notable from the students' accounts of their both junior and senior experiences, in other words, their experiences with elderly people, homeless children and youth.

"feelings…….. I don't know…….One of them looked like my grandmother . I was about to cry but not. They need their child but left them"

"it was an emotional night….i am really close to this future"

"I felt like crying when I saw these children and retired people being taken care of in Cyprus when I reflect of same class of people in Africa where these children sleep in the street, the retired live and die miserably in their little hurts while the government and citizens take no action to assist them."

4.2.2.1.4 Impressed

Another feeling common in students' interviews was being "impressed". For example, especially African students really liked the house of homeless children a lot.

"I was impressed. their bus, their village was very nice, they are nicely dressed. They behaved well."

4.2.2.1.5 Bad

In addition to the positive feelings stated above, analyses of interview data revealed that project participants endured negative affective outcomes, as well. Some students echoed their sentiments as follows:

"I feel bad because these people alone, no father, no mother"

"I felt bad. We went to pick them up, some couldn't speak couldn't understand. So, I was very sad."

This was not a surprising finding because projects introduced students to a challenging phenomenon which broadened their perspectives and these phenomena could be perceived as either positive or negative. Particularly, their sadness centered on their realization that homelessness was not something easy and people had to live under these conditions.

4.2.2.1.6 Sad

It was notable to state that feeling "bad" was another recurred feeling found in students' responses.

"Sad because she feels alone. She said this. She asked me to visit her in bairams or special days. I talked with her until 02.30 and then she slept"

"I really wanted everything for them because I was sad a little bit and I just wanted to see their happiness. I don't want to say like this but maybe that night could be their last new year. That is why we tried with all our energy to make it as best as possible "

> "I had a new friend in this activity. All time this girl hold my hand and she invite me to dance. She was 7 years old. She likes to dance and she said that it was her most beautiful night in her life. When I heard this I felt so sad"

> "I felt complex sense because I was unhappy for old people's condition. All of them have different and tragic story"

There were signs that students' feelings changed during the project. Cbsl projects caused impact on students' emotional engagement. They were panic before the organization but they understood that it was not an organization to be afraid of. It was the first time majority of the participants met with the disadvantaged part of the society and therefore they could not predict what to do, how to act. As many of the students expressed, the mere thought of meeting and having to talk to someone who was homeless made them nervous. However, for many of the students stress was over as soon as the organizations started. Following are some typical quotes from the students' statements:

> "before I was very nervous because first time I will go near SOS children. But after my nervous finished. We met started to talk and nervous finished."

> "before I was afraid, what to say to them, not to make them angry. First time to come closer to orphans. I met them, understood they are same as us"

Interestingly, unlike the above participants, there were a few students who were relax until the organization starts but changed their feelings to sadness after the event. They were appalled upon seeing the conditions of the children. These few students used to inspire the others who were worried during the classroom discussions before the actual event.

> "before I did not understand this children but after the project I understand them. Before I did not think if this is bad, after the project I feel bad and want to help them"

4.2.2.1.7 Different Response

Finally it should also be added that there were a few students who could not express their feelings at all. They found it difficult to put into words what they felt.

"I can't say completely what I felt"

"I feel different, difficult to explain"

4.2.2.2 Students' Comparison of Cbsl Projects with the Other Non-service Oriented Projects

Semi-structured interview's fourth question "How does this project compare with other non-service oriented projects?" and reflective essay's eleventh question "How can you compare this project with your other semester projects?" both aimed to identify what type of comparison students made between Cbsl projects and other non-service oriented projects.

It was understandable from the students' reflections that Cbsl projects were perceived totally different than other projects students' had in their education life. Therefore, statements like unforgettable was recurred throughout data collection. Participants shared views that Cbsl projects were unforgettable, enjoyable, social, meaningful, real life, moral and off-school projects with a very high interaction level increasing their responsibility level and avoiding them sitting in front of web and doing search all the time as they became part of the project.

4.2.2.2.1 Unforgettable

Students stated that Cbsl projects were different as they are unforgettable. Their reflections revealed that they would never forget these projects.

"In a nutshell, all work and no play make John a dull boy. What a statement, but on another perspective, being involved all year long in community based leaning will lead to a lot of play at the same time benefiting academically without thinking of giving it a break. I hope more and more teaching strategies which involve hands on approaches like this can be implemented and hence students will never forget of such activities. This can help to bring a better tomorrow for all of us with immeasurable amount of love."

"Already now I forget other semester projects because I memorize them and present my teacher. After that I do not remember them. But this activity, I can not forget over my life"

"This project for me is not just a school course project. It is much more than that. Other project that I done after I give it to my teacher most of them I leave behind me, because it is just like a homework. But this project makes me change many things of my life. I meet new people and friends, I learn the value of life"

4.2.2.2.2 Enjoyable

According to students' expressions, Cbsl projects were defined as more enjoyable and interesting than the other type of projects. Students' attention and interest to what they have experienced was echoed in statements like follows:

"This project is no way to be compared with other semester project for me, because this project was really interesting and fun; it's obviously my best project,"

"In other projects students find some information from internet and they are study an hour in internet cafes. In this project we showed our skills and we did benefit skills and we did beneficial things for other people's happiness. Also in this project, we were enjoy during the organization. Most important thing we did something for the other people in this semester project".

4.2.2.2.3 Social

Cbsl projects coaxed the participants to place themselves in social situations where they did something for others. For example, students started to present themselves in favorable manner according to social norms. Several project participants reported

that Cbsl projects were social and useful when compared with other projects in which they generally produced writing. Some typical examples are as follows:

> "This project was a more social and useful activity from the other semester projects because the main aim was to do something for people who need love"

> "I believe that , this project is more useful than other lessons project. Because , this project is social but other projects are unsocial .We search in internet and copy searching data"

> "This is social project, this project wants to care about people and respect to other people. On the other projects we write stg on the paper".

4.2.2.2.4 Meaningful

Another common comment on Cbsl projects was in terms of being meaningful. Students stated that Cbsl projects were meaningful as they aimed to help people.

> "I want to say stg about this project. I think this project more beautiful and meaningful and I want to arrange some organizations like this. They lived a different day, their eyes were laughing"

> "During this project we learn reality life and make helpful work more than other semester projects".

4.2.2.2.5 Real life Projects

Most of the students reported that the projects were different in the sense that they were real, connected to real life. The essence of Cbsl was that it was an authentic experience which inspired deep learning. Furthermore, the students felt more enthusiastic as they knew that their efforts would not make to end up in a filter but would be used in real life (Bodorkos and Pataki, 2009). Some selected student quotes are as follows:

"In other events, we were designing posters or writing compositions, these were too abstract – regarding the social duties, like sitting on a chair and writing a composition, you know. This can not visualize your awareness on social matters, there is no room for application, no experience. I mean these projects are superficial repetitions, in summary: no pain no gain. But in our social project there is a consistent effort to relieve the pain of these people and cheer them up".

"I understood many things that i couldn't study from the book, things i experienced.You have to live these" .

"My former projects were very ordinary ones… They were just theoritical. This project is vivid and applicable, more alive than any other Project. Because it is like applied sociology, you can not turn your back to these elder people"

At this point, it should also be reported that there were a few students who defined the other projects as "unreal".

"We have practise chance about life in this project but other projects are not real, unreal".

In John Dewey's experiential learning theory, everything occurs within a social environment. Knowledge is socially constructed and based on experiences. This knowledge should be organized in real-life experiences that provide a context for the information. The teacher's role is to organize this content and to facilitate the actual experiences. The experiences are based on the capabilities and readiness of the learners. The quality of the experience is the primary component of the theory. Upon completion of the experience, learners have the knowledge and ability to apply it to differing situations (Grady, 2003).

In Dewey's pedagogy the teacher has two main functions. The teacher must guide the young through the complexities of life and give them opportunities to learn in the

natural way, that is, by solving relevant problems. The teacher must also enable the young to cope adequately with contemporary conditions and to cope with the new tasks which an unpredictable future will bring (Flanagan, 1994).

4.2.2.2.6 Moral Project

Some students proposed that these projects had a moral dimension. What is more, they said that Cbsl projects appeared to be an obvious occasion for them to experience superficial prayers. Some indications provided are as follows:

> " We helped people. It has so meaning. May be our God gives some….. The student could not expressed himself and continued in Turkish by saying "dua ustu gucler aldik". He went on saying "We take power of God. Old people gives us pray and what is that ; they said my daughter my son I hope you finish university, more experience more success. Go listen to them …..It is hard to explain" ….Student stopped at this point as he found it difficult to express himself.

On the whole, as service involved a great deal of interaction between the self and the other, the comments from the participants appeared to be in a great deal of repertoire. However, it was obvious that the feelings expressed for Cbsl were generally positive. As Rhoads (1997) posited, "because of the caring context of community service, students often get positive feelings reflected back to them that intuition tells us ought to have an effect on students' sense of self" (p.26). To conclude in brief, the data throughout the project repeatedly suggested that students found their interactions with homeless citizens to be some of the most enlightening encounters of their lives and many completed these Cbsl projects with unique and heartfelt memories.

4.2.2.2.7 Off School Project

A very interesting response was given by a student who liked the project motivating as it was not about school. Naturally, this was because Cbsl provided opportunity for students to engage in field experiences that took place out off campus.

"Even though time consuming, it was the best project i ever had. Meeting everyday after school was tiring but it worths. Other projects are all academic. But this is *off school project*. This gives you motivation ."

4.2.2.2.8 Not a Search from the Web

It was not quiet surprising to see that students mentioned web to compare Cbsl projects. They reported that Cbsl projects were more than making a search and writing what the source involved. The community they were involved was not a website or lecture topic, but a living tableau they were able to enter (Jakubowski and Burman, 2004). Although students said that research was an important skill, they also added that Cbsl projects were more enjoyable and memorable.

"Finally Other projects that we did past semesters are boring because at other semester projects we only search topic from internet or encyclopedia, get information, read them and summarize it. This only improve our searching skill and writing skill."

"Research information from internet or book are all necessary but not enjoyable and we can not remember them all after specific time. But I will never forget this activity and it will stay my mind till I die "

"This is my only real life project. not only writing and searching from net. This project needs feelings ".

Unfortunately, some students confessed how they copied information from net and submitted the information to their instructors. Although plagiarism was an issue to be avoided and mentioned in all kinds of course outlines over the university, still it was a problem experienced frequently by many teachers. Hence, this part of data unwontedly confirmed the plagiarism problem in our education system. Here is an example reflection:

"This is not a copy paste project you print out and give to teacher"

Representative excerpts signified that students get used to do all their work from internet nowadays as it was the easiest way. Nowadays, even fortune telling is done through internet. In Bodrum, in a book fair, I met a computer program which was scanning your hand first and then telling your fortune. Technology and fortune telling together! At this point, the need was felt to stress the harm which technology can sometimes cause concerning education.

4.2.2.2.9 High Interaction Level

Some student responses revealed that interaction level of these projects was very high. As Keup (2005) declared, service project experiences made students engage in greater interaction. To this end, communicating with diverse populations' occurred as students worked with constituencies outside of the university who might be younger, older or from a different culture. To put it another way, these interactions provided students with the opportunity to meet and talk with a variety of people. As Wynsberghe and Andruske (2007) suggested "learning through community engagement offers a space for interaction with a multiplicity of fabrics, and, in doing so; it provides a pathway between the community, students, classroom and university" (p.371). At this point, it was important to stress the reciprocity of these projects for both sides. On the whole, both the recipients and the providers of service benefited from these dialogues and interactions.

> "Previously I have not gone such an experience of this nature though I have been involved in a number of projects were I had to research information and thus make a presentation in front of multitudes of people. The main difference is that the level of interaction was really high this time."

> "This project is very alive, face to face, working together with other friends. In past projects were non-energetic but this was very exciting"

"Other projects you research and give teacher. This project communication with other people, in hotel, in zet carting, sos children etc."

4.2.2.2.10 Responsibility

Students shared views that these projects were different than the others as they required responsibility. To this end, the affirmation of Cbsl experiences gave students confidence in their beliefs and this evolved into an increased responsibility in their surroundings. An example quote:

"Other projects you write essay or make presentation, but for this you are responsible for other people, we work a lot as we do something for other people"

4.2.2.2.11 Being a Part of the Project

Many student remarks revealed that Cbsl projects were different than other projects as they felt themselves being a part of the activity due to the fact that they themselves organized the activities from the beginning till the end. Here are a few indications as example:

"This project is better as I was the part of the activity"

"This project was totally different than other Projects we made before. It was full of action and needs collaboration, team work and discipline. We were just writing in our previous projects and there wasn't any activity. They were so boring. "

"For other projects you only write something but this project you are in every part of it"

4.2.2.2.12 Different Response

Along with many unique insights and comparisons made by students, there was a student who said comparison was not possible for this project. He reflected as follows:

> "We can not compare this project with other semester projects because this was about improving our ethic and social worthies but the other were about our lectures"

4.2.2.3 Helping Other People by Being Involved in this Project

Semi-structured interview's third question "Do you feel like you are helping to others by being involved in this project? If yes, how?" and reflective essay sixth question, second part "What was the contribution of this activity to the society?" both aimed to collect information how students helped other under the guidance of the projects. Students' recurred responses throughout the interviews revealed that Cbsl projects provided a kind of laboratory experience to show the students what they could achieve, their capacity to serve, while forging connections and contacts with the disadvantage people. Equally important, projects exposed students to monitor real life situations and conditions of human need. Actually, there are important lessons in environments where there is caring and sharing. To express emphasis, it can be said that students have done something for someone and they now know what it has meant to them to make a difference. Some statements include:

> "I can do something for other people"

> "I learned help people , I did not have chance like this before"

> "I did not knew I could do something for these people and contribute them"

"We should help them more often, not one"

"They were very happy to meet us but actually sad inside.they do not have mum and dad. We tried to forget it, and we tried to enjoy them with us"

Having an impact on community through these projects imbued in all facets of community learning. By being conscious of the ways to influence and be influenced by the surrounding world, learners' identities were not so tightly wrapped around themselves, and they were better prepared to integrate diverse perspectives (Eyler, 2002). At this point it was important to underline once again that project participants saw their worth and associated a kind of happiness by helping others (Stewart , 2007).

4.2.2.4 Easy, Difficult and Favorite Parts of the Cbsl projects

Students were asked to make reflections on the easiness, the difficulties and the favorite sites of the projects they faced throughout their project experiences in semi-structured interview's fifth question "What was easy and what was difficult about this project?", sixth question "What was your favorite part of the project?" and reflective essay's fourth question "What was the best thing, what was the worst/most difficult thing about the activity?".

4.2.2.4.1 Easy Parts of the Cbsl Projects

For the majority of the students, the easiest part of Cbsl projects was having new friends in their lives. These friends were both from their group and from the disadvantaged people. Students spent too much time together to get ready for the organizations and people who shared a common good or direction could get where they were going and felt closer on the way. Most of the time, they traveled together, studied together, ate together, danced together etc. All these activities made them closer friends. In addition to these, they had new friends from the new groups they

met during the organizations. Due to the content of the organizations, they spent enjoyable time together and shared nice experiences which enabled them to talk more and more such as the content of the plays, the profile of the actors, the nature of the dance shows etc. Some statements from the respondents:

"Having new friends, passing good time and making trips"

"I win very good people in my life"

"To contact them, to speak with them"

4.2.2.4.2 Difficult Parts of the Cbsl Projects

The less favorable and difficulty perceptions did not emanate from a negative view of Cbsl project itself but rather from circumstantial factors such as time with the way organizations were run. On being asked about the most difficult part of the Cbsl projects, major responses can be categorized under four titles as; emotional difficulty, economical difficulty, task difficulty and time difficulty.

4.2.2.4.2.1 Emotions

Students' responses showed that they were emotionally affected through their Cbsl project experiences, most often with individuals with whom they otherwise would have no or very little contact. For example:

"All just being there among the children filled my eye's with tears. I do not think people   should have children if they don't have a income. Married people should organize and be properly prepared before having children. It is a very expensive experience"

"What is difficult about this event is that: the older people are trying not to cry while telling their sorrows"

4.2.2.4.2.2 Sponsorship

As regards with economical difficulties, students emphasized the problems they faced while looking for sponsorship to provide money for the organizations planned. Their expressions focused on how rich people refused to give money for sponsorship, how they lied to avoid accepting sponsorship proposals. Majority of the students blamed wealthy people for being selfish. Some example reflections:

"Get money from the sponsors, they lied, they said no money"

"People have got a very good luxury but not want to help"

4.2.2.4.2.3 Task

Besides emotional and economical difficulties, students expressed difficulties concerning the tasks they were supposed to achieve. In these projects, students did not deal with pen, paper or computer. They had to produce something for other people and this made them feel excited. Some typical elaborations are as follows:

"Projects in front of the computer is easy but this is on the stage and it is not easy, u are excited"

"Night was difficult, you had to control yourself, give correct information to them, they asked lots of things about our school and Cyprus"

4.2.2.4.2.4 Time

Highlighting time problems was the last common difficulty students faced throughout the project preparations. To get ready for the organizations was not possible during the classroom hours. Each group had to meet separately after their lessons finished and even at the weekends they had to plan and practice their tasks. For example, present committee used to go to shops to ask for free presents.

Sponsorship committee used to travel to different cities to visit various famous companies whom they identified as potential sponsors. African dance group, theatre group, animation groups used to practice regularly to get ready for their shows. Some examples for this sort of statements are as follows:

> "The only difficult times experienced during these projects were, having to practice for hours during the weeks. The African dance practice was usually held in the evening after classes and at those times most of the students were tired and hungry. This made it very difficult for us to practice as much as we expected. It also made it difficult for us to reach a compromise, just as they say: A hungry man is an angry man!"

> "Extra time, but it worths"

> "Preparations"

> "Most of the time I spent for dancing practices"

4.2.2.4.3 Favorite Part of the Cbsl Projects for the Students

Students were asked to share their favorite issues about the projects they were enrolled in. Students expressed a great satisfaction of incorporating service into their lives and making a difference in their community and country. There was a clear indication that the intangible benefits such as pride, satisfaction and accomplishment of making other people feel happy were worthwhile reasons for them to serve.

> "I am so satisfied because of this activity. The best thing was to see children's happiness"

> "It excited me to please them "

> "The best thing is cheer somebody up to old people and succeed to something"

> "We were delighted to see that taking them away from their loneliness and weakness made them happy. It was interesting and beautiful occasion".

> "Favorite part is After the show children were happy"

> "Theatre, because it was enjoyable to make children laugh"

At this point, it can also be added that students were aware of the importance of their organizations. Their statements revealed their happiness for having the chance of communicating with new people. Moreover, they believed that these new people would never forget these organizations and continue talking about them. Here is a typical reflection:

> "Best part was the face to face part when we met them and started to talk about   lots of things"

> "People want to talk about this project, there are a lot of memories you will have   forever"

> "You achieve something"

Besides these, there were a few students who stated the favorite part as moral gratification. An example quote:

> "The best thing, firstly a moral gratification. The project was all about a non-paying voluntary action, which does not offer any tangible values to the volunteer but just a personal moral fulfillment. It makes you feel happy within that you have affected soemone's life positively. Another good thing about this project was that, it affords us students students an opportunity to know ourselves even much more, through difficult and happy moments."

Different response:

Finally, there was only one untypical response made by a Nigerian student. He said he never had a chance to try carting in his country. Therefore, it was his first time

carting and he found carting as the favorite part of the projects unlike the other students whose favorites were to make others happy.

"Carting was favorite part, not a common activity in my country"

4.2.2.5 What students have learned from participating in Cbsl projects

The received answers from the students to the semi-structured interview's seventh question " What did you learn from participating in this service-learning project?" and at the same time reflective essay's fifth question "What did you learn out of this activity?" provided strong statements in students' praise of learning new things. Responses revealed that Cbsl projects succeeded in involving wide range of experiences, accordingly new knowledge. Evidently, students' knowledge and understanding of the community had increased. Moreover, participation in service made them give more consideration to life. It was very impressive that information absorbed by the participants were beyond formal educational contexts. When analyzed, the projects credited with three types of major learning areas. These were:

There are third persons living in this world

I can manage doing…….   and

Learning about the Island, TRNC

4.2.2.5.1 There are third persons living in this world

The projects fitted in successfully to the recognition of the importance of life students live in. Project participants learned through relationships and experiences that transcend the project practices and take place at all times and in all situations (Mullen, 2007). For instance, being closely together with a variety of people who

totally survive in different life standards led important lessons about life. Unquestionably, students learned that life was not equal on everyone. Hence, Cbsl encouraged them to confront differences in individual's social and economical status as they were exposed to a diverse body of public strata. In short, there has been a shift from the first to the third person. Some indications provided are as follows:

> "This project activity has also helped us, the individuals and the whole class as a group or family the need to give back to the society/community in which we are getting our education"

> "I felt very bad when we first went there to pick them up most of them were paralyged and bedridden. That night learned a lot about life "

> "Everybody will be old, everybody needs love"

> "There are a lot of children growing without parents"

After realizing the existence and situation of other disadvantaged people, some students questioned their own existence. This made them be critical of their own worries, sadness and future plans. In other words, these experiences made them value their own positions. Some typical elaborations are as follows:

> "I learned that we should not feel sad for empty things, their sad is more"

> "I learned that ehmmmmmmmmmm "bosyere uzuluruk onların uzuntusunun yanında"

> "If my mum and dad old, if I don't have any money, I have 2-3 work but never   take them to another place"

> "Project taught our health and our life is very important and we must keep it"

4.2.2.5.2 I can manage doing……..

Several remarkable quotes provided evidence that project experiences provided a mastery of model or skill procedures. Students developed certain behaviors while being involved in the requirements of the project such as selling, cooperating, singing etc. Moreover, it was believed that experiences brought about curiosity for students which in turn reinforced willingness to live about that experience further.

"I learned experience of organization and selling anything to other people"

"It gave most of the students the opportunity to experience what they have not experienced before".

"I learned that we adult teenagers and children can have fun together"

"I learned how to do something together in harmony with international friends form other countries".

Some indications were in terms of improving language skills. For example:

"I learned Turkish as I mixed with Turkish and Cypriot people. I talked mixed English and Turkish".

"I learned how to sing in Turkish"

4.2.2.5.3 Learning About the Island, TRNC

Responses of the students were indicators for an increase in their knowledge of the island. Especially foreign students' statements as well as Turkish students from Turkey, enrolled in these projects which were all organized as outdoors, were highly suggestive of an increase in students' general knowledge. Students' reflections on island included statements like following:

"Before this organization I did not know about Çamlık Köşk Retirement House but now I know about these people"

"I have the opportunity of knowing more about Cyprus"

"I did not even know there was a place called Gırne, I only know magusa and Nicosia. Girne is gorgeous"

4.2.2.6   Particular Characters Students met during Organizations and could not forget

Responses to the reflective essay's last question "Is there a particular character whom you couldn't forget? If yes, why? revealed that Cbsl could be described as an encounter with disadvantaged (homeless) people as it entailed meeting these people. Throughout the organizations, students were given occasions to interact directly with the people they served. Although the mere thought of meeting and communicating with homeless people made some students feel worried first, they were happy to meet a diversity of people. When students were asked to write about the characters whom they liked the most, there were three different age groups among the homeless guests students met: children, youth, old. Therefore, the responses of students were categorized within three parts as among children, particular characters among youth and particular characters among old.

4.2.2.6.1 Particular Favorite Characters among Children

Cbsl project organizers had contact with SOS children village who were the youngest group served among the other populations. Also this group was the most active group, as well due to their age. Students' expressions used to define children were full of love and highly positive adjectives. It was also striking that they were emotionally affected by these kids. Some selected quotes;

"I have some friends from the childrens. They are so sweety and friendly. But one of them ıs very differnet. I shocked when ı was see her. She was very little   and so beautiful like a angel. She has got yellow hairs and blue eyes. Her eyes to remind me a sea. I can't forget she. I want to go SOS and see her again. I can't beileve how can they left their children. This behavior is not humanity".

"I could not forget this little beautiful girl about seven years old though she could not speak English but I could still pick out some few Turkish during our conversation, she was friendly and got some dancing skills which if exploited will live to be a future star to wash. Dance freely putting on different style according to the music redeem. I was touched when she shaded tears as the party ended".

"During this activity I feel very emotional and happy . I saw a small sweet girl. She is around 1-2 years old. I thinked why her haven't got parents, why she is   unlucky and I felt myself lucky but she was make me emotional".

"I had a new friend in this activity. All time this girl hold my hand and she invite me to dance. She was 7 years old. She likes to dance and she said that it was her most beautiful night in her life. When I heard this I felt so sad".

Students' main conversation topics were future plans, hobbies and skills. These conversation topics were suggested to students in class before holding the organizations.

"During the programe I had one friend Her name is Nahide, She is 12 years old, she ıs very socail and generious. Her hobbies are watching musics and cartroons, She also said Her Faviourite football club is Fenerbahçe which is also my faviourite club, we both are happy wewe danced together and because we speak the same language thats made us to stay together talking about Her future plans and my own future plans she told me she would like to be an athlet, that all l can remember from the interactıons l had with her"

"During the party I saw a small boy which played football with balloon. I asked if they are football player but he said me they like play basketball and I meet with his. His name is Cengiz. He is very shy child. I talked about basketball with his. I don't forget Cengiz".

"I created a very nice relationship between most of the people I met, so I will not easily forget them like the little kid and kadef the reason I wont forget them is because they were very nice and charming like for instance kadef got

to tell me about herself and about how she was brought up, I also got to know about her likes and dislikes in fact she is a character I will not forget in long time."

4.2.2.6.2 Particular Favorite Characters among Youth

Unlike the children and old people, Kyrenia SOS house participants' age was closer to the age group of the students who organized Cbsl projects as they were both young. Therefore, they had more verbal communication with each other during the organizations and learned about each other more. The foreign students of the projects were most active when they met the young SOS students because they both knew English. This was reflected in their following statements. Actually, it was difficult for foreign students to communicate verbally with children and old people who do not understand English.

> "During this program I had a new friend his name is Mehmet from what he told me, he said he is 20 years old, his aim is to start work as soon as he finfish his high school, He is fluent in English and that make us to stay together through out   the period of the activities in Jasmincot Hotel, we both are happy with each other I told him my name, were am from, my department and what I wish to do after my first degree and we got our msn."

> "One character/person whom I could not easily forget was, Ozgun. He is one of the SOS youth house. One distinctive thing about him was that; he is friendly, always smiling and happy. Throughout the time I spent with him, he looked happy and relaxed and he could communicate in good English."

> "There is one person from the S.O.S home which I will never forget, he is Ahmed demir. He was very friendly, could speak fluent English and was showing me around wherever we went. He goes to school in Lefkosia and he is 17years old. I really enjoyed his company and he introduced me to a lot of the S.O.S. kids. We had a good time, took a lot of pictures and finally we exchanged phone numbers and msn. We do talk once every now and then."

There was an African student who asked me (after the organization) whether there was a way to find a sponsor ticket for students living in SOS to travel other parts of

the world. Only after reading the following quotation, I understood the reason behind this question.

> "I met with Admed aged fifteen of student at the Nicosia college could expressed himself fluently in English, his favorite subject is mathematics but wish to read   tourism at the university. Likes reading novel and playing computer game during his free time, football is his best hobby and best team is Galatasaray football club   in Turkey. He is friendly and love blacks especially of African origin and wish to visit Africa in future".

4.2.2.6.3   Particular Favorite Characters among Old

Youth is a transition period towards adulthood.   These projects brought two populations together which offered unique ways to interact and create meaningful relationships. As Kaye (2004) underlined "While the relationships created through service learning are not substitutes, they are rich with their own rewards and exchanges and offer opportunities for contact between generations that might otherwise be missing" (p. 106). Not all students had grandmothers and fathers due to early deaths, therefore these projects were useful in bringing two generations together to spend some time and communicate. Likewise, Youniss and Yates (1997) put forward that service learning gave youth meaningful contact with adults which was more intergenerational contact than images of MTV.

A journalist and a poet woman was the most voted as favorite.

> "Among the elders, Aunt Olcay is the character that impressed me most. She is like living her youth, so vivid and full of intellectual knowledge, grasping the social circle as a moral behaviorists, she is like a 25 year old young woman who adapts herself to the circumstances of the rest room. She does not seem to surrender to the crucial world playing his cards upon her."

> "There was an interesting women. Her name is Olcay. She read a poem and sing a song. She was very funny. Also we read poem together.Besides She gave to us betray a secret about love. She is a pretty women."

Kaye (2004) stated that "Young people benefit from getting to know active elders in their communities as well as those who are infirm or suffering from memory loss" (p. 106). There were a few mentally ill women in this retirement house but they were the most active ones during the organizations and were favorite characters of the most students. Some reflections made for these types of old people are as follows:

> "I like the old lady who is holding one of my classmate's hand and after they danced she asked him to marry her. It was really cute and sweety, and also the old man. Who told me the best university in Turkey and he is a doctor when he was young. When the belly dance performed, he is asking around for some cash to tip the belly dancer."

> "One funny character effected me very much. Her name was Hülya, I invited her to dance with me and she did, but after we stand she never wanted to sit down and she danced with me long time. Although she was old, she was very active person and full of energy. She was the most interesting character for me."

> "One of the people , who are in the retirement house, didn't stay in her place during the night. She danced with the students although she is old, event though she is ill but she did not loose her energy and happiness. She was smiling dancing, singing during the tavern night. She is different from the other retired people. Most of them were ill, each person has different illnesses like hypertension, cholesterol, heart disease, diabetics etc. the happiest person within the retired people was her. I amazed and could not forget her energy and happy behaviors."

Youniss and Yates (1997) believed that the overlap occurred between youth and adults in peer crowds could be also seen in the quality of relationship between these youth and their families. What students experienced with the people they served during the organizations might have affected them in their family relationships. Similarly, Anderson, Sabatelli & Kosutic (2007) believed that Cbsl experiences were

productive as students afforded several assets and support which likely developed pro-social behaviors and contributed positively to themselves, their families and their surroundings as a result.

Pro-social behavior refers to a focus on individual action directed to help people who need help (Althof and Berkowitz, 2006). The contact of students with these disadvantaged people had impact on students' self reported changes like social sensitivity and compassion which were significant in terms of symbolizing precursors to high level of prosocial variables such as moral_reasoning and orientation (Bernacki and Jaeger, 2008).

Some of the students remembered their elders upon coming face to face with the guests who were abandoned by the world. For example:

> *"There was a person who I couldn't forget. She reminded me of my grandmother, her looks, her height, her style and the way she spoke. I felt touched deep down in my heart, that these people were just abandoned".*

Some student responses made it clear that students were affected by the physical conditions of these retired people.

> *"Two retired persons I can never forget. One was the aunt who was dancing on the stage all night and the other was an aunt who was sleeping all night on the chair. Once I even thought that she died."*

> *"My favorite characters are Özcan Teyze and Havva Teyze because they are so sweety. Havva loves dancing, she can not talk but she can hear and understand. Ozcan teyze can not walk without sticks. She is very talkative person and also very witty. That night she read a poem in her mind for us and this poem is long. I think it was very interesting"*

Within the above reflection, second part also worth mentioning because the student was impressed by the retired woman still memorizing a long poem. She found it quiet interesting, and this probably revealed how young generation imaged the old generation. They thought that old generations always lost their wisdom together with loosing their physical fitness. But, they find out that this was not the case all the time and this Cbsl experience was a good indication of this.

There was a Turkish Cypriot student who read one of these retired people's death on the newspaper and interestingly he thought that this man was not sad while dying due to the recreational activities they organized.

> "In this organization, I could not forget Havva Teyze because that night she danced all time and she could not get tired. Also this is very sad but I could not forget BiLal Dayı. He died after 3 weeks in this organization and may be he get happy and he died happy."

Different Responses:

One student had a different comment. Unlike other students who wrote about new community friends, he favored his friends who were responsible for theater show.

> "The characters whom I couldn't forget within theatre group. My friends who had presented their performances were Mehtap, Cumali, Sittiga, Nesibe and Keziban. They inherit a perfect performance like a professional teacher and carried the old Cyprus culture successfully. But one of the characters whom I will not forget in theater was Mehtap. She acted as a nurse. In fact Mehtap is a man. We changed him to seem just like a woman with make-up, dress and hair. Because of the theatre something should be funny. The most congratulations were going to characters of Mehtap."

4.2.2.7 Other Projects Suggested by the Project Participants for the Following Semesters

Students were asked to suggest social activities they would like to attend for the following semesters and following reflections of the students form the list of major project categories voted.

Same Organizations but in Different Cities of TRNC

We can organize this in different cities of the country like, Lefkoşa, Girne,Magosa, Güzelyurt

Organization for Inmates

I would like to suggest an organized visit to the prison Inmates. This might sound absurd but the truth still remains that they are still part of our families and our society at large. Therefore, we cannot over look them. Some of these prison Inmates were there for no complete fault of theirs. We have to reach out to them and let them know that they are still part of us but it is required of them to change and become better individuals.

Activity for homeless Animals

Activity for ill children who have to stay at hospital

We can also help those child who are ill and have to stay in the hospital. We can help them and go near of them in the hospital and do something entertainment.

Boat Trip for Orphans

At the end of May. We can organize a boat trip, not just for tourism students but also all other faculty students. Let's say the ship is for 150 people. Each student will buy

2 ticket; one for himself and one for the orphan child. So that, we will not need any sponsors.

Organizing a Fair

We can organize a fair. We can sell something, such as food, clothes gifts and different things and we can donate this money to SOS and retirement house.

Organizing a Kermes

In this activity we can arrange a kermes. We can make meals.We can make some jewelleries and sells them so we earned money. We can give this   money   to   s.o.s chilren home.

We should organize concerts, kermises, tavern nights, tournaments and other entertainment programs for people who have cancer, retired or disable and homeless children.

Organizations for Cancer People

In the future, we can organize for having excuse people and Cancer people.

Camping with SOS Youth

In next semester the weather will be hotter so we can organize boat trip in Kyrenia with SOS Youth House. The Neptun and Forsa are available for 65-70 people; or camping may be a good activity for SOS youths. For example Karpaz is very good place for camping.

Visiting Blind People

I suggest to my faculty we should visit blind people, too. Because they never see world's beauty. If we visit them we will explain world and ourself. My opinion they want some friends and they think they are alone in their dark world. We should maket hem feel they aren't alone. Because of this, we should visit them and organized something for them.This organization is so hard for us but we must produce something about them.

Activity for Mentally Retarded Children

According to me other social activity should be studies about Mental Retarded children. The project should consist the observations about Mental Retardation such ctivities about them, more effective than other projects because this kind of projects support social awareness.

Campaign for Leukaemia Children

We can to start a campaing for leukaemia children

Visiting Psychiatric Home

A visit to a psychiatric home should be my proposal for the next semester. I prefers this project because it was real and easy to understand in contrast to other course project. It is advantageous because I do have to carry out research but was present and witness the event. Not withstanding it had its own disadvantages for the fact that the brain lacks the ability to store all detail information for long.

It was interesting that foreign students did not suggest cbsl project but rather they wanted to have cultural projects for the following smesters to show their cultures.

Organizing a Cultural Day

I suggest that the university should through tourism and hospitality management organize a cultural day in the university premises, to enable student's exhibits there cultural dresses and style, at least each countries representative here in the university should be given the opportunity to perform drama's in there respective culture to entertain people, if can agree with me we have many students from different counties with different culture and different mode and style of greeting, and dancing, for example universities in my country chose the month of September and October respectively to be the month for cultural exhibition. Secondly our university is recognized in other international communities' students in tourism and hospitality management should be giving the opportunity to attend other universities social activities in neighboring countries

Visiting Hospital

We can visit patients in hospital and we may collect money for charities in following semesters

A Welcoming Party for all New students

I was surprise when every body circled together dancing in uniform like people of the same family. For this reason I suggest that the university should through tourism and hospitality management organize a welcome party for all new students each semester and spring semester party just to make the final season of the cold weather winter, if u can agree with me we have many students from different counties with different culture and different mode and style of greeting, and dancing.

Summary of the Major Contributions of Cbsl Projects on Students

Affective Contributions   **Cognitive Contributions**

Vocational Skills   Problem Solving

Communication Between Cultures   Decision Making

Collaboration   Perspective Transformation

Citizenship   Critical Thinking

Values ⟶ Clarification
       ⟶ Life
       ⟶ Parents&Home
       ⟶ Others
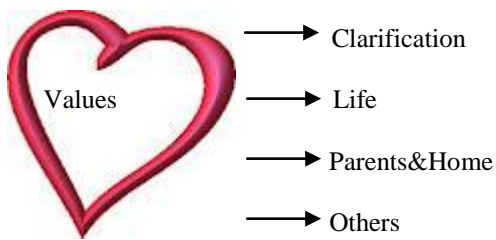
Moral Development

Awareness Raising

⟶ Social
⟶ Self
⟶ Future

Social Skills

Being Outgoing

Friendship Making ⟨ School
                    Class
                    Community

Interpersonal &Communication Skills ⟨ Speaking
                                      Writing
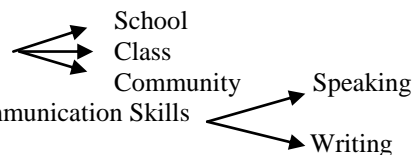
Personal Development

⟶ Self Confidence&Self Efefficacy
⟶ Empathy
⟶ Self Expression

4.3 Suggested Cbsl Projects by other Researchers

Apart from what the students have suggested above, there are too many alternatives of Cbsl projects for those taechers who would like to implement them with their students. Of course, it is important to consider students' interests and ages while choosing appropriate projects. However, options are limitless. Mullen (2007) suggests myriad forms of organizations which impact lives of citizens adressing "health, nutritional, recreational, housing, artstic, financial, labor, caretaking, linguistic and other general welfare related needs" (p.17).

There are some teachers who say that students' department or discipline and level, age is very important for considering Cbls projects. They add that it is difficult or not possible for Cbsl to be applied to departments like technology. To address this complaint, following is a list of Project Ideas from Different Disciplines Suggested by Berman (2006). The selected projects are categorized according to the level of students as basic, intermediate and advanced.

Basic Level Projects

Social Studies and Science:

Clean Streets, Green Streets- Students choose and adopt a road by identifying a trouble spot in their local area, picking up litter from a selected stretch of a city street and while picking up the litter they seperate the paper, metal, glass, plastic and other pieces into different labelled containers. Moerover they weigh empty containers and litter full containers to calcullte the difference.

Health and Pyhsical Education:

The Lending Locker: Students solicit donations of pre-owned and usable athletic equipment from other students in school to create a stock for lending closet or locker of sports equipment. These can include bicycle helmets, athletic shoes or roller skates. This helps to extend the useful life of equipment that the owner had so anyone regardless family income can borrow the equipment.

Consumer Education and Health:

The Hygiene Tree: Students list hygiene products such as toothpate, bath soap, dental floss and explore the possibility of the class assembling personal hygiene kits to give to the homeless or to low-income families in the community. Teacher and the students try to find funds to carry out the project or they themselves collect money to purchase and distribute the products listed.

Intermediate Level Projects

Language Arts and Life Skills

Reading Palls: Students become story tellers as they read to young children in day care centers or senior citizens who live in elder care facilities**.** Students improve their reading skills.

Family Education, (Food)

The Soop Troop: Students serve needy members of the community by working in community facilities such as soop kitchens or local food pantries and learn about nutrition.

Instructional technology and language Arts

Computer tutors: Older adults or retirees do not find chance to learn about internet which will change their lives and decrease their boredom to a certain extent. Computer courses or community education courses are not always accessible and affordable. Students find adults who would like to learn computer and help them through a tutoring service learning project

Advanced Service Learning Projects

Social Studies and Library Technology

The Voice of the People: With the help of the teacher students can form a communications organization to collect information about pending federal legislation; gives the collected information to the adults in the community; collect voters questions, concerns and opinions; send the information to the legilators and administration in Washington; and report back to the community of adults about the progress a bill is making through Congress and the ultimate fate of that piece of legislation. This helps students to learn about current events, how the US goverment works and the ways in which private individulas can affect public policy. To find out summaries of legisiation or the names of legislators, students continiously refer to web and use technology. They send e-mails to senators, representatives of the state and the president. That is to say students get help from the technology to carry out the project.

Visual Arts and Library Technology

Community Vision: Students engage in cleanup activities for the removal of the graffiti. This engages them as visual arts as they plan and produce mural that covers one of these surfaces. Students find examples of contemporary murals that other artists have produces to beautify their community to get rid of graffiti. They find useful ideas of murals through searching libraries electronic databases.

Science and Visual Arts

Main Street Gardens: Students and teacher plans and plants ornamental gardens with flower beds, sidewalk containers to add a touch of nature to public. For each plant species, students need to learn flower colour, plant height, water and light requirements and the season they produce their blooms.

Mullen (2007) and Berman (2006) are not the only researchers suggesting different types of Cbsl projects. To read more Cbsl project ideas, refer to appendix. (See Appendix I, J, K , L and M) The researcher also has several project examples which she herself implemented to her classes between 2004-2011 (See Appendix O). She also opened a club at Eastern Mediterranean University called "Community Service Club" under the umbrella of Activity Center to meet volunteer students from different departments working on different community projects. At the same time, she works in a group with other modern language teachers called CIP (Community Involvement Projects) who also started to implement similar projects recently.

There are teachers who believe that Cbsl projects can be applied to different levels of students from different disciplines, but still find it difficult to initiate such work. For

those teachers who would like to implement, following ideas presented by Youniss and Yates (1997, p.135) are quiet useful.

4.4 Ten Ideas for Designing and Implementing Community-Service Programs

The ten ideas suggested below draws a clear picture of how to design and implement service work to create opportunities for students to develop a heightened sense of social responsibility. It is underlined by several service providers that just presenting a service programme or project do not work for students, for the service to be fruitful; it should be integrated into the lives of the students. Moreover reflection should be followed by service work provided to create opportunity for youth to elaborate upon all the experiences they had. All ten ideas have a common aim which is to engage students in society and making service an integral part of students' identity development process.

1.Meaningful Activity

It is important for students to realize that the work they do is important for the service recipients, it is something that these recipients can not normally afford or rarely encounter in their day-to-day lives. When students realize this they put more care, energy and effort into the project as they know that what they do is meaningful and will really be appreciated by the service recipients. A meaningful activity refers to an activity which addresses to a social need, contributes to the organizational skills as well as procedural responsibilities and encourages students to be involved in social interactions with people who have different lives.

In this research, taking the homeless to 5-star hotels at the New Year was a meaningful activity as they can not afford to go to these kinds of places and they do

not usually have entertainment organizations in the houses they live. Moreover, service recipients would be able to welcome the New Year not alone in their rooms but with a crowded group in an organization full of recreational activities and surprises.

2. Emphasis on Helping Others

When the project responsibilities are assigned under the framework of charity, this increases self-esteem of youth. They feel the sense of self-worth. Understanding their lives in relation to other people captures their interest for the project. They see a worth vile cause behind what they do and realize that there are people who need their help. Feeling of helping others engages students.

In the projects assigned for this study, there was a charity work aimed to make people happy. Therefore students felt themselves important and tried to do their best forcing their potentials for other people. As the aim of these projects helped recipients positively and psychologically, students felt a kind of self-worth and this encouraged them to work hard.

3. Integrated part of Articulated Ideology

It is crucial to be clear about the objective of the community projects and its relevance to the life experiences of the others. Projects should not be presented only as a partial fulfillment of the course and as another step to get diploma. It should be identified as an integral part of the university's mission which articulates an ideological perspective of the school's education. When the mission becomes accessible to all students, themes of community projects start to be seen pervasive themes connected with school and education. Moreover it is useful to communicate community service topics through signs, posters, slide show presentations on special

days or other visual reminders throughout the school. These do not guarantee that the community ideologies will unquestioningly be accepted but at least will help students to make sense of the projects they are being engaged in.

This study also articulates a community based ideology as a part of university's mission. As presented in the 1st chapter EMU's mission involves the commitment "to create a stimulating intellectual environment that fosters values of respect, empathy, and ethical responsibility". Therefore community should play a crucial role for the university. The projects aim to make disadvantaged part of society happy by showing them they are cared by other people as well as presenting them a good organization. Students sold cards for SOS children to provide some money for them, the X- SOS organizations were posted on the notice boards to show students that organizations like these are popular at school and a Kermes is organized during the tourism week to collect more money for SOS children.

4. Group Rather than Individual Action

Group action is inevitable for community service. No one works on his/her own and takes an individual action without informing the group. Students act collectively for a common good and they view every responsibility assigned as the part of a common project.

In this study also there are several groups assigned such as sponsorship committee, present committee, animation committee or transportation committee which are formed considering the skills of the students. These group members used to come together to make plans, decisions or to practice their roles. They always had to come to a consensus before taking an action.

5. Reflective Opportunities with Peers

Service experiences need to be supplemented by reflective practices. These opportunities can be diary writing, essay writing or forming discussion groups. It is important that students spend time to think about their own experiences, what they lived or how they felt.

In this research, the participants were supposed to write essays on their service experiences after the completion of their work. The major data of this study is derived from these essays as students sit at their home and spend adequate time at their homes for reflection. Moreover they had an interview with the project coordinator for further reflection.

6. Service Organizers as Models and Integrators

It is significant for the project coordinator to act as an example for the service assigned. When the participants feel that the coordinator has been doing this for several years, they view the coordinator as an accessible exemplar they can interact whenever they need. If the coordinator is someone who keeps helping others, the success of the service work increases to a great extent. As a role model, he/she can motivate the participants and affect their commitment to service.

In this research, the coordinator had several pilot studies and had the required experience of community service. She shared all the experiences she had through several motivating and challenging video and picture presentations in class. Also the participants were familiar with some of the organizations held before through the school's notice boards and they knew that the organizer has the passion and dedication of committing service. In other words she acts as a role model.

7. Site Supervisors as Models

Another suggestion for those who would like to initiate service activities in their classrooms is the site supervisors who need to act as models for the service providing students. If the students can see these supervisors as potential models for themselves, it becomes easier for them to show the similar moral commitment while doing their service. Staff's role is undoubtedly critical in producing effect for the service participants. If students watch site supervisors acting enthusiastically, respectfully and with interest to the disadvantaged population, they will behave the same by looking at their models.

For example, in this study there were several caretakers for the retired people but the directors' behavior to the elderly was very effective for the students. She was a woman full of energy and positivism. She used to make all her elderly laugh through her jokes. She was the one who encouraged them to dance and the students essays revealed that they admired this woman as 80% mentioned her energy while sharing their experiences of service.

8. Acknowledging Participants' Diversity

It is important, while designing the service, to point out the diversity among participants and the requirement of acknowledging this new diversity. If they are aware of this diversity beforehand, they will be able to be more emphatic. This diversity can be seen in dynamics of race, gender, class etc. Many times, the students will find themselves in situations trying to understand the situations of homeless. Who is serving whom? is another factor to be considered while designing the service work. Male serving female? Black serving white can sometimes cause serious problems during service.

This study emphasized the importance of diversity for its participants. Before the service work started, the researcher presented a detailed description of the service recipients, like their ages, economical status. A picture is drawn for the students to make them ready for the profile they would meet. As the service coordinator had several encounters in her pilot studies, she also had a lot of photographs of the service recipients and shared them with her classes. All these broadened students' understanding of the others. She was also careful while assigning students to create committees for the service. She asked what everyone preferred to do. For example African students wanted to perform an African dance show and the teacher accepted. She did not want these groups to go out to interviews for sponsorship as she knew that most probably they would be rejected and get disappointed.

9. Sense of Being a Part of History

When students feel that what they do will have impact on history, when they feel that what they work on is actually related to a society and larger historical process, they work on the service in a more motivated manner. This is actually because they believe that their actions will be remembered and what they do will make a kind of history for the others. In other words, their service makes them feel the sense of historicism. Throughout the service work, coordinator should make it clear that participants who care about homelessness are expected to move humanity forwards through their example actions. Moreover, it should be made clear that service providers' actions are expected strike the nation's consciousness. They are expected to build a long-term relationship between the community and the university.

Throughout this study, the organizer several times repeated the students that what they do have an unforgettable place on the others' lives, that they will not be

forgotten forever. She further emphasized that they will be a good example for the other universities and part of society who do not try to do anything for homeless people.

10. Responsibility

Service initiates a sense of social responsibility and the concept of responsibility becomes a recurrent theme brought into consideration in and out of class throughout the semester. The discussions in class and the discourse used highlight the importance of the service provided in terms of social responsibility of the students. For example in a lesson the instructor can emphasize statements she/he finds significant for the students like "A society is really judged by how it treats its least desirable people. Not by its highways". This sentence is from a video shown in class of Mr. Siwek who provides service work with his students (Youniss and Yates, 1997). For example, we can spend a day of our classrooms to watch movies like "Fried Green Tomatoes" , "One flew over the Cuckoo's Nest" and "Beyaz Melek" which all convey didactic messages to the values to their spectators.

In this study, the coordinator both through classroom and office hours and in her other informal contacts with her students emphasized the importance of what they are doing as a class in terms of social responsibility. In every chance she finds, she tries to heighten the sense of responsibility of her students through unique examples from her x-community experiences trying to more engage and encourage students for this social responsibility project.

There are several teachers who keep saying they are interested in community service but do not know how to handle, therefore can't start. For these teachers, the ten suggestions outlined is a good way of starting. Each step presented aims to engage

the students to act as active members of society. Service period is a developmental period for the students therefore incorporating all the steps presented is vital to enhance the abilities of the students and to maximize the benefits of the projects for the service recipients as a result of a better success. When students get successful, they more likely question their role within society beyond their family, relatives and friends.

Chapter 5

CONCLUSION

In this chapter, first the conclusions drawn from the data analysis are presented. There are several aims of this study and accordingly several expected outcomes. After the data analysis, the research findings are presented and a series of conclusion were drawn out of these findings. While deriving conclusions, the major findings are taken as a foundation. Among these most significant findings are as follows: Affective Development, Cognitive Development, Vocational Development, Building Skills, Personal Development, Values Development, Citizenship Development and Moral Development and a General Conclusion. Following these basic conclusions, implications for professional development, curriculum, administration, teacher education programs and future practice are addressed. Finally, the need for further research is discussed.

5. 1 Affective Conclusion

The findings of this study illuminate that experiential and engaged learning activities promote achievement of affective learning outcomes. The affective development of students is greatly emphasized these days. As evident throughout the study, students enrolled in Cbsl projects are subject to a kind of predictable change. As it is known by every teacher, education aims change. Like how Pierre and Oughton (2007) shed light on, it is significant to "move students to a higher trajectory to satisfy educational change" (p.5).

Affective education is a significant dimension of teaching, which enhances students' growth in their values, emotions, beliefs and attitudes found in social domain and accordingly affective learning outcomes are an important component of 21st century higher education. Students benefit affective education in several ways because as Pierre and Oughton (2007) claim, affective educational outcomes focus on individual dispositions. Moreover, working on affective side of education, students start to take responsibility for one's behavior and learning, be aware of the importance of life-long learning, values orientation (ethical reasoning), individual and social responsibilities, values diversity, displays teamwork and acts as volunteers for the disadvantaged part of the society.

To accept the importance of affective domain, first of all teachers themselves need to embrace this domain. Actually, in every education programme, there are cognitive, affective and psychomotor aims but affective side is not always considered (Saracoglu et al. 2004). As Nuhfer (2005) argues, **"To begin to use the affective domain in teaching, we need to recognize it as legitimate, powerful and even useful"** (p.4). Similarly, Smith (2008) adds that "if we as teachers are privileging the affective in our classrooms, we must know our hearts and be willing to navigate our own inner landscape" (p.33). Affective learning outcomes should be pervasive in school work and similar to this study, in other words, through paying attention to practice and reflection, teachers should include affective factors into their teaching objectives such as responsibility, self-awareness, self-efficacy. It should not be forgotten that students are affected by their self success (Serin et al. 2010).

As well as the teachers accepting the significance of working towards affective domain, it is crucial that the faculty pays more attention to the affective domain of

curriculum design as well as its implementation (Pierre and Oughton, 2007). Naturally, since the student-teachers will take a very important role in affective education in future, affective education, which focuses on value and spiritual development, in the teacher education programmes should not be neglected.

5. 2 Cognitive Conclusion

Although the primary message wished to convey is the Cbsl's primary value to higher education in terms of affective domain, changes were also noted in students' cognitive domain. A Cbsl project is a good way of trying this as they strengthening students' capacities for social action in an environment of diversity by exposing them to unfamiliar environments. Project experiences expose students to issues and situations students otherwise would not have opportunity to experience firsthand. At this point, it should be underlined that it is pertinent for real world issues to be incorporated into written or oral reflection throughout the time period students enrolled in Cbsl projects.

When students participate in Cbsl activities, there is also a cognitive challenge of being faced with new knowledge and new experiences. Cbsl challenges the way students think, the structural ways in which they reason. Most of the time, Cbsl projects stimulate students' higher levels of reasoning; through framing the problem, justifying a resolution, being open to any kind of adjustments to own suggestions, and being able to rethink of the same issue as new dimensions of the problem emerged. For example, throughout problem solving sessions, students experience the diversity of opinions and look for the right answers while they attempt to accomplish tasks required by the projects. While looking for answers to problems, they look for proper evidence and justification and force their thinking skills continuously.

Moreover, students develop global identifications and deeper understanding of the community they live in as Cbsl projects make them gain new perspectives through new experiences. For all these reasons, Cbsl projects should be catered for, in terms of curriculum, pedagogy, management and also school planning to serve cognitive domain of learning.

5.3 Vocational Skills

Hospitality students can be prepared for a lifelong career in the hospitality industry only through real life projects which help them explore new areas and come up with new knowledge and solutions. Cbsl can be incorporated into job skill training as community service sometimes aid career growth of students as a result of being exposed to explore potential careers. This is because it helps students to improve desirable work skills and at the same time it reinforces social and ethical values of the participant students.

Actually, there have always been a lot of discussions in universities concerning the development of tourism education and the fit between tourism education in the universities and the tourism industry. Dale and Robinson (2001) acknowledge the vitality of having a close relationship between the universities and tourism employers. Naturally, interaction with the businessman, managers and other staff promotes students' understanding of the sector. Similarly, Amoh and Baum (1997) amplify the importance of the interaction between the tourist and the staff and identify this interaction as a complementary part of the overall tourist experience.

Being involved in Cbsl projects enhanced students' organizational experiences and compensate for deficits in traditional "Planning and Organizing Events" courses

which tourism students are being offered. Unfortunately, some teachers teach organizational courses without making students practice organizing real life activities. This kind of traditional teacher shows the steps of planning an event from the course book and asks students to write each step on the exam and grades students accordingly, not through observing them while being involved in real organizations. Finally, it can be concluded that a carefully planned Cbsl project can act as a way forward to reinforce students' vocational skills.

5.4 Communication and Social Skills

Building skills was another expected aim of the study. The assigned projects were expected to build writing skills in communication. Students were able to link the content of their essays and presentations with their own experiences and this eased their preparations of the assignments as well as making them meaningful because in English lessons, generally teachers ask their students to present a country, an island or a movie. However, in this class students wrote what they have lived, experienced. Besides writing skills, students' speaking skills were also challenged as all the students had an interview with the researcher. Throughout the interviews, students used vocabulary provided by the teacher earlier.

While investing their out-of-class energy and time for community focused activity, actually, students developed several desirable skills across a broad spectrum of disciplines. To start with, their social skills increased. Students became more outgoing; they made more friends, from the school, from the class and from the community. Moreover, students' communication skills increased due to several interactions they were exposed. Besides these, students found an opportunity to work as a team and may realize the importance of team work. A Cbsl project is a good

deed for group bonding. Projects open the door of the students to more amazing people they would not met otherwise. Consequently, communication skills of students' also increased as they communicated with new encounters which in turn they had to improve their communication abilities in order to succeed their tasks. Within this communication balloon, there are people from different cultures. This makes students learn and consider multiple perspectives and appreciate diversity and all these reinforce better cultural understanding.

5.5 Personal Development

Another aim of the study was to reveal that classroom teachers that they were able to contribute to the personal growth of their students. They were expected to increase students' responsible behavior as citizens of our community. For no doubt, these students are more aware of the needs of the community they are living now. Through reflective practices, they were expected to achieve personal development. Therefore, it is seen as a good deed for personal growth. For example, students' self-expression was affected in a positive way. This is because project experiences allowed students' inner expressions to come out.

Dewey (1938) in Flanagan (1994) wrote that teacher 's school presence as community member was to select the influences that will affect the young learner and to assist them in the appropriate responses to the given influences and not to impose upon them certain ideas or to form certain habits . Further, the teacher's business is simply to determine, on the basis of varied experiences and sound wisdom, how the disciplines of life shall develop the personality. This is close similar   to   what   Cbsl   projects   contribute.

Besides this, students' empathy was also affected. The reason for this is the fact that students participated and shared others' feelings and interests through project experiences. Finally, mastery of several new skills students were exposed while working on the projects, increased students' self-confidence and this in turn fostered self-efficacy which determined how people felt themselves. In other words, due to the positive impact they made on the community they live in, students' self efficacy increased in parallel with their self confidence.

5.6 Values Education

Nowadays, the impact of emotions in learning is becoming an increasingly popular topic among academics. Therefore, one of the important outcomes of the study has been the awareness of the role of value education. The assigned projects in this research challenged students to examine, formulate and articulate their values. Students' values were affected in this research and this effect was mainly felt in four areas as values clarification, valuing life, valuing parents, valuing love and valuing others.

This research aims to show academics who read this thesis that, affecting university students' values, can be a part of the course we offer. Improvement of values is very important for real life, so teachers should not ignore to improve the personal development of their students as well as conveying the subject matter. Teaching grammar or math is not enough for a student. As university teachers, we should not say it is parents' responsibility to improve values of youth but rather try to make our students ready for a successful and better life. Tam (2002) measures the effect of higher education on university students and concludes that institutional effectiveness is possible through educating students in a holistic manner. For an institution to be

defined as excellent, personal development of the students should also be facilitated and this is possible through building better bridges to the world outside campus borders.

Zins et al. (1998) believe that there is a popular question within the field of education: "Is it possible to attain academic and personal success without addressing social and emotional skills?". They add that a careful review of scientific literature with accumulating evidence shows that the answer is "no". Values are formed through social relationships with other. Therefore, guiding students to encounter the other is a way forward to wake students up to observe and value the different sides of life and different people. Raising individuals who are sensitive to the problems of others is very significant issue in students' education (Serin et al. 2010). In other words, accumulation and change of experiences in students' lives formulate deeper dimension in students' feelings towards others.

As Lovat and Clement (2008) contend, values education "has been the focus of a worldwide renewed interest and energy in recent times" (p. 273) and "values education is a detached enterprise taking place in a social vacuum"(p. 273). Finally, it can be concluded that one of the striking things that this research on community service highlights is the significance of values education. There is ample evidence showing how students' values are affected as a result of Cbsl projects' exposure. For all these reasons, values education should not be left to chance. As noted by Lovat and Clement (2008) "It requires vision, planning, initiative, communication, cooperation, modeling, openness, deep reflection, preparedness to be vulnerable and consider alternative points of view and exemplary leadership that is both visionary and patient" (p. 278).

5.7 Citizenship

Involving students in Cbsl projects potentially inspired them to feel conscientious about civic duties. The results of this study are noteworthy and clearly reflect that "environmental influences that can promote the development of life skills, relational competencies, and resilience so that young people can succeed in domains such as employment, education and civic life" (Kosutic et al., p.346).

Working alongside their teachers as equal co-learners, valuing their own experiences and using their community as a resource, students are offered stimulating activities and supportive interaction with each other and with critical role models who guide them through the process of becoming capable, contributing and connecting citizens (Anderson, Sabatelli and Kosutic, 2007).

One of the missions of this research was to strengthen students' capacities for social action in an environment of diversity and to foster a voice in the community that addresses the challenges in the society. It is believed that education should never leave community. One other objective of Cbsl was to expose students to issues and situations students otherwise would not have opportunity to experience firsthand. Cbsl provides the students the chance to expose the unfamiliar environments. This exposure results in students' being more caring, struggling and building a more just and equitable society. Without a strong concern for others as a vital aspect of the self, democracy is also not possible (Rhoads, 1997, p. 95).

Citizenship requires responsibility of the citizens. It is the teacher's responsibility to awaken their students; they should be given training on achieving responsibility.

Brameld in his famous book "The teacher as a World Citizen" published in 1974 claims that the prospective teacher should be required to receive a minimum of six years of professional preparation after high school graduation. First two years of this will be within the program of general education that examines and appraises our age of revolutionary change, and then the rest four years will focus on fundamental knowledge of the sciences and arts, as these help directly to the problems of world order (cited in Kai, 1994). Therefore, a teacher should provide her students acquire citizenship as well as professional knowledge. Through actions like Cbsl projects, the education moves beyond a school-centered model and leaves its place to a community-centered one expanding both where education occurs and what is counted as education (Burkhardt and Hudson, 2007). It is clear that some changes do take place even in one semester of community based service project enrollment.

Hence, education is not just about preparing for a career. It is also about engaging the world in a meaningful way (NSLC, 2009). Similarly, Dewey believes that "education is not preparation of life, but life itself". Judith Ramaley (2002)- assistant director of the National science Foundation Directorate for Education and Human Resources- argues that if as teachers, we wish our students to lead creative, productive and responsible live styles, we need to provide them opportunities to learn in such ways that have consequences for others, as well as for themselves.

5.8 Moral Development

Cbsl projects indicated a pedagogical imperative for moral values education beyond boundaries of religion books' pages. Cooper (2010) believes that it is important for teachers to spend time with students, rather than providing shelves stacked high with unread documents. Telling students what is moral is not effective in helping them to

behave ethical. Teachers' own values and attitudes towards their profession play a crucial role in fulfilling these requirements (Durmusoglu, Yanık and Akkoyunlu, 2009). Therefore, this research suggests that it is significant to create diverse community service activities which foster care-giving for the students to take part in and reflect on (Skoe, 2010).

Moreover, this research concludes that service students have more efficacies to make the world better; their service links developmental changes in reasoning with a greater frequency of morally driven actions (Bernacki and Jaeger, 2008). It should not be forgotten that communication and social interaction are significant factors in knowledge construction (Arkün and Aşkar, 2010).

After raising the question "Can we fulfill our responsibilities and obligations while we are working?" (p. 393), Öztürk (2010) contends that it is important for all professions from different occupations to provide service. These vary from doctors to plumbers which all relate to people's needs and it should not be forgotten that one's very status as a professional requires the moral truth of social sensibility. Equally important, it should not be forgotten that for an ideal comprehensive educational model, a sense of responsibility should be nourished not for the other people but for all kind of living organisms and "educating a person only in terms of a cognitive mind and not in terms of values and morals is to create new sources of threats and danger to society." (Kenan, 2009, p. 292). Moreover, it should not be forgotten that young people enrolled in activities like Cbsl projects are more likely to grow a strong work ethic as an adult (Latham, 2003).

To sum up, the Cbsl projects also fostered religious and moral values. Students realized the importance of helping the poor and needed. Furthermore, the engagements of these projects led to better friendships. The assigned projects were not only the subject matter of essays but the key which heightened the understanding of acting as a responsible citizen. So, it is highly suggested to integrate such projects in all lessons and this is possible if teachers agree to dedicate themselves to promote caring and responsible community members.

Nowadays, the impact of globalization and communication technologies is felt in the education of all our students. Communication technologies change the way of understanding towards moral education. TV, video and audio visual techniques of conveying messages is an eloquent testimony of educational technology of recent times. For example, TV is a blessing and a precious gift of technology in the character formation of youth, therefore can be an integral part of education. It has the possibility of eclipsing man's dignity and moral (Nwankwor, 2010). TV programmes, radio programs and movies offer alternative formal and informal education for listeners and viewers. If teachers exploit technological devices like TV in an appropriate way, they access the power to influence life styles of their students' including their behavior and character. While watching TV, students not only become aware of other people but learn how to appropriately appreciate and evaluate them.

It has been discussed throughout this research that exposing students to Cbsl is a challenging way of ethical training however it requires great amount of energy and time. Video is an empowering tool in capturing students' attention to the realities of

life showing the students different characters, life stories etc. like the case in Cbsl projects. You can teach your students important issues through movies. Films help students to understand the thought and feelings of different characters through empathy. They coherently analyze the situations and visualize these situations involving ethically tinged dilemmas. While reacting to the same dilemmas with the characters, students test their ethics by observing the decisions film characters make and their consequences on others. In this way, they find a chance to reformulate their values and modify their own behavior after watching certain negative consequences of film characters' decisions. There are several movies possessing multiple approaches to ethics related situations, opening multiple pathways to students in order to make them reach decisions including sensible perceptions. Beyaz Melek, One flew over the Cuckoo's Nest and Fried Green Tomatoes are a few examples to these. While watching the movies, students ultimately can decide what is right and what is wrong and this causes pursuit of ethical training.

5.9 An Overview of Cbsl Projects from the Students' Window

Although students' feelings generally were positive such as being excited, emotional and impressed, there were negative responses such as feeling bad and sad. The main reason behind this was the fact that, for the majority of the students these meetings were the first encounter with the disadvantaged people of the community. Therefore, it was quiet natural for them to feel disappointed upon the situation of these disadvantaged people.

Upon completing the projects, students indicated that they prefer Cbsl project to other non-service oriented ones stating that Cbsl projects were unforgettable, enjoyable, social, meaningful, moral, full of responsibility real life projects which

they defined as off school, adding that projects did not require a search form web but required high interaction level making them feel being as a part of the project.

The favorite part of the Cbsl projects for the majority was to see others, disadvantaged people happy and to communicate with new people. Students felt great as they helped people and they were happy to see that what they have done worth as their efforts was associated with causing happiness for many disadvantaged people who do not always find the chance to attend organizations like the ones in these Cbsl projects.

Although, there were certain things students found easy such as passing good time with friends, sharing a common direction, there were difficulties for the students which they stated as emotional affection on seeing the disadvantaged people for the first time, trying to find sponsors for the events, working after school hours and at the weekends and the risk of making a mistake as the tasks were real, on the stage. For example, when the project is a written one, students can erase their mistakes and correct themselves. However, in a real life project like these Cbsl projects, students are dealing with human beings and they can easily hurt each other upon uttering a wrong statement which would be extremely difficult to recover. Similarly, some of the students' roles were on the stage and if they made a mistake during their performances, it would be impossible for them to stop and tell the crowd "sorry", or "let's start again".

Moreover, the students learned new things and became aware of several issues. They saw that there were third persons living in this world, they could manage doing several things such as project experiences which actually provided mastery of model

or skill and at the same time, especially foreign students learned about TRNC and its cities, hotels etc. Moreover, there were Turkish Cypriot students who did not know where these homeless centers were.

Some characters of the disadvantaged community affected students in different ways and students realized that there is a missing contact between three generations; children, youth and old. Their interactions with the disadvantaged people have impact on the students' like social sensitivity. In other words, the project experiences have the potential to affect students' family relationships in a positive way. For example, upon seeing the situation of retired people stacked in a house, students indicated that what they saw would not happen to their parents one day. Students said they would take care of their elderly.

5.10 Quantitative Support of the Findings

The overall representation of the items displayed in pre and post-tests, descriptive statistics and descriptive breakdown of the all survey instruments, demonstrated that there was a tendency to report higher after the pre-test evaluation of the students. This indicated that service learning participant profile study had improved the way students acknowledged and perceived the importance of community based service learning.

5.11 The Overall Role of Technology in this Research

Several uses of technology is found within this research. Following is a list of technological issues which helped the carrying out of this research and findings.

- Through data collection, interviews are recorded by voice recorder and transcribed by the researcher.

- Research design involves power point slide shows of SOS and retired people to make students ready before their actual meeting (Appendix A and B).

- All the Cbsl organizations are recorded by EMU TV and students had the chance to watch all the details and discuss the happenings with their mates.

- Smaldino & Russell (2005) assert that "When there is an element of emotion or the desire for affective learning, video usually works well. Attitudes can be influenced by role models and dramatic messages on video. Because of their great potential for emotional impact, video and film can be useful in shaping personal and social attitudes" (p.292).

- The previously recorded Cbsl videos were also shown to the students to give them an idea of the people they were going to meet. Even while watching these videos, students started to feel different before their actual, physical meetings.

- Students were able to keep in touch with SOS students through online communication tools such as msn.

- Without technology, it would be difficult for students to keep in touch for various reasons such as financial reasons. In other words, communication over web provides easy access to everyone. Electronic collaboration discussions through internet, using e-mail etc. promote cooperative endeavor among students (Taylor et al. 2004).

- Online technologies like msn, provide opportunities for students to develop cultural, global and moral awareness through making connections with others, comparing their life and ideas with those of their peers.

- It should be underlined that it is through internet, where students and teachers can immediately share, promote and publicize their Cbsl project experiences (Kaye, 2004 and Pritchard and Whitehead, 2004).

- Besides this, when students decide to carry out projects like this, using a search engine like Google or Yahoo and writing key words like community, service, projects, they will be able to find rich material on the variety of different project ideas (Berman, 2006) (Appendix I, J, K, L, M and N).

5.12 Implications

There are several implications of this study. These can be categorized as Administrative Implications, Implications for Professional Development, Implications for Teacher Education Programs, Implications for Curriculum, Implications for Practise and Implications for Further Research.

5.12.1 Administrative Implications

The effective evidence collected from this study promotes the school administrators to embrace Cbsl activities as a normative part of schooling. The researcher was fortunate that the school administrators cooperated in helping the researcher. Unquestionably, support from executive level is critical in such projects (Morton and Throppe, 1996). Actually, for the best results every element of the school must represent community values, from management, organization and pedagogy, to curriculum, evaluation and outreach (Ujama and El-Fikib, 2006). With the support

teacher gets from the administration, he/she feels more motivated to carry out projects like in this research. As Sezgin (2010) stresses, teachers' emotional attachment is positively correlated with the school's culture, support, success and vocational dimensions. Once again it should be pointed out that in this research, the researcher was lucky as she was supported in every respect by her administrator.

5.12.2 Implications for Professional Development

This study introduces and advocates the need for a new way of thinking about our education system. Framed in effective terms, engagement in Cbsl projects generates a variety of students' skills within community settings. However, to be able to implement Cbsl projects, faculty members need some kind of training as a key support.

Although doctoral programs in higher education involve fundamental principles which examine the importance of affective domain in addition to cognitive one, undergraduates may not meet with this kind of resource or expertise such as Cbsl projects.

Stachowski (2008) addresses the need for student teachers to step outside of their classrooms and be involved in Cbsl projects to gain more experience being engaged in activities important for local people. Only, in this way they can find realistic, viable and creative ways to assign Cbsl projects for their future students. Naturally, this is because they gain a broader worldview though Cbsl experiences and understand community's social patterns and dynamics more.

There should be workshops and sessions at conferences related to the implementation and benefits of Cbsl projects in education. The number of publications of Cbsl

projects and relation topics such as affective education should be increased. Professional development seminars can be organized to ensure Cbsl projects are thought about and integrated into academic work. This can first be carried out by the researcher and then the participants of these seminars can implement similar projects in their classes. Later, they can work to both share knowledge about the promise of Cbsl projects and function as a tool for opening up the research in Cbsl projects making it more popular and transparent in their own institutions.

Initially, it may take time while Cbsl projects go through a period of tenuous acceptance in the institutions, and this acceptance could be harder for more traditional colleagues who believe in the effectiveness of theoretical teaching. The scholar who plans to implement a Cbsl project should be very careful to design and produce a high-quality, well planned project recognizing the sensitivity of these projects especially for the disadvantaged group. Detailed information about the disadvantaged group should be presented to the project participants before the actual meeting. (See appendix A and B, slide shows). A lack in sensitivity or quality can cause deterious effects especially on the disadvantaged citizens and on the wider reputation of Cbsl in the academy.

While working on providing direction and programme ideas for future Cbsl endeavors, it should not be forgotten that, for the service provided to have optimal impact with high quality, 5 C's of good reflection which are 'Connection, Continuity, Context, Challenge and Coaching' (Eyler and Giles, 1999) should be consistently employed. This will increase the likelihood that service experiences provided will have more positive and longer lasting effects on students. This is only possible

through planned teacher guidance and training, in other words this is only possible through providing chances for professional development.

5.12.3 Implications for Teacher Education Programs

Implications from this study illuminate ways to improve the design of teacher education programmes especially to meet the needs of affective education. To start with, teachers themselves should hold positive values towards life and the world, otherwise it will be very difficult or even impossible for them to fulfill their role in affective education and our students will be at stake. Actually, this research suggests that affective education should be an integral part of teacher education programmes to promote student-teachers' own moral and spiritual development. It is important for teacher education programs to involve the characteristics of healthy personalities (Serin et al. 2010).

It is significant to stress the emotional side of teaching experiences to student teachers and this can be achieved through assigning writing tasks. Zeki (2010) advocates that "student teachers need to be given an opportunity to write about the emotional aspect of their teaching experiences as well since knowing what one feels helps a lot in understanding one's own performance. The mood one starts teaching is important because one's mood (feelings, emotions) affect one's performance or teaching skill." (p. 267).

Undeniably, several teacher education programs lack a comprehensive community involvement practicum. However, it is especially the future teachers who need to know about classroom and community experiences and integrate this link into their future teaching experiences for growing better generations for future. Koemer and Abdul-Tawwab (2006) underline that "The new highways for teacher education and

colleges of education have to be found in work outside of the university classrooms" (p.44).

Teacher education programs can embrace Cbsl projects as the number of instructors who understand and implement this approach is limited. If future teacher candidates are not exposed to Cbsl project method, they will not be able to use it as an instructional tool in their teaching careers.

It is significant that teacher education faculties which involve people, who plan, design and create the curriculum need to see the big picture of how to relate school activities with disadvantaged community participants. They firstly themselves need to research and learn details about the specific communities in which they can direct their student groups. If prospective teachers create opportunities to visit and interact with the disadvantage community members themselves first, they will be better able to guide their students at the initial stages of their project planning. This makes sense that teacher educators need to lead the way. Using new educational methods and creating a wholesome interaction with the students requires pedagogical sufficiency at a higher level (Akkoyunlu and Gücüm, 1998).

Cbsl projects often require extra time and workload. Teachers need to spend extra time out of school. Therefore, it is imperative that they should believe in the importance of these projects and trained accordingly through teacher education programs. Otherwise they will define Cbsl projects as a burden. In short, it can be concluded that teachers themselves must be willing to travel new highways of new teaching and learning experiences to ensure that their students will be motivated to do the same.

5.12.4 Implications for Curriculum

Cbsl is an enriching experience which should be a mandatory component of the curriculum. There are several issues which can be added to the curriculum in schools. For example, the content can involve problems, inadequacies or dilemmas in society. Design of the curriculum in this case becomes not subject centered but societal centered. Olivia (2005) claims that "the subject matter to which all youngsters should be exposed consists of unsolved, often controversial problems of the day such as unemployment, health needs, housing needs, and ethnic problems" (p. 162). To this end, Eisner (1979) also asserts that needs are derived from social problems.

Drug abuse, sex education, homelessness, parenting programs, and ecological studies are examples of these ills. For this purpose, Eisner (1979) adds that the curriculum acts as a vehicle to remedy such problems. For example in the arts, the content of the curriculum may focus on the hidden forms of persuasion in the advertising, the impact of new technology on the character of art forms or the ideals conveyed to the young by the mass media. The emphasis could be placed on the questions that citizens have to answer or questions which in some significant ways affect students' lives. Another suggestion, made by Davies et al. (2005) is to develop a special citizenship curriculum and in this way to engage young people actively into the community by giving them real opportunities. As Eisner (1979) puts forth "one uses the knowledge provided by the academic disciplines as a tool for dealing with what is socially significant" (p. 65).

Equally important, there should not be an artificial separation between the classroom and the outside world. Above all education is not limited by schools anymore (Akkoyunlu and Kurbanoğlu, 2004). Demirel (1995) who presents a teacher

education curricula in Turkey describes the input part of his model through determination of both cognitive and affective characteristics of teacher candidates.

By adding Cbsl component to the schools curriculum, community gains services or resources which otherwise would be unavailable for them, that is to say Cbsl offers benefits both for society and for young learners. Like how Rhoads (1997) proposes "instead of the educational activity being a self-service activity from which only the student benefits, community service also provides an opportunity for others to benefit from a student's time and energy" (p.93). Similarly, Kovarik (2010) argues that the challenge of the service experiences is to "impact the college students' lives to such a degree that they are willing to move beyond course requirements and continue working with the community" (p.15). This research offers insights of using community service as a partial fulfillment of a course spending 10-15% of the whole course, not as an entire course which has to be evaluated as 100%. If you assign 100% for these Cbsl projects, the evaluation of the course could be difficult as they might require subjectivity of the researcher. Moreover, it doesn't sound nice to give 100 points for charity. The aim of Cbsl projects is to make youth to get used to these activities hoping them to continue for further volunteer based activities in future.

To sum up, the potential benefits of students being involved in Cbsl projects are limitless. However, although the findings of this research illuminate very important considerations for Cbsl projects being a part of the schools curriculum, it should be added that this Cbsl projects is new for the curriculum of the schools and it might be therefore quixotic to expect the wholesale acceptance of Cbsl by every department or by every school.

Moreover, like how Koemer and Abdul-Tawwab (2006) claim:

> "it is difficult to make changes in the culture of a university and it is even more difficult to institutionalize changes. A big problem and ultimately the piece that can lead to failure, is that new policies and practices often depend on one or two people and when those individuals are gone, the changes go with them" (p.43).

This is really a significant problem in education. A new challenge such as Cbsl projects might be accepted by a few educators in a school and might have been implemented for years. Unfortunately, upon the retirement or place change of those educators, the projects have the risk of being forgotten. Therefore, necessary precautions should be taken to keep Cbsl projects as a part of the curriculum.

5.12.5 Implications for Practise

There are several implications for practice that the findings of this research suggest. First and foremost of these is that not only university students be helped to acquire affective development but elementary and high school students should also be promoted and encouraged since affective education is a life-long educational process which concerns itself with attitudes, feelings, beliefs and emotions of students and requires the provisional guidance for students

As evident throughout the study, the findings have the potential to further the Cbsl efforts in providing direction and program ideas for future Cbsl endeavors. The results can be shared with many instructors to encourage them incorporating Cbsl into their course curriculum. Implications from this study reveal that service to others is kind of a gateway asset for the School Success and Healthy Development as proposed by G2G, Growing to Greatness (2004). Through Cbsl projects, students gain insights about not just the world around them but also about their own selves.

Moreover, this study has implications for the mission of institutions of higher education. The current study raises the question of how Cbsl may contribute to this mission. Expected positive outcomes of this study will be shared by the academic in the university. This is because; one of the missions of every university should be to foster the development of future responsible citizens. Therefore, teachers need to prepare our students for real life and if we see a lack in their social values, we must act upon it. Nobody is born with social skills and values and such training can continue throughout all ages. If we are good educators, we should stop complaining about the lack in the values of our students. Rather than complaining, we should try to do something. Therefore, Cbsl is an innovative tool which fulfills the institutional missions.

Another implication derived from this research is the significance of reflection. It is pertinent that real world issues need to be incorporated into written or oral reflection. Through reflection, students stop and think about what they are experiencing. Especially, "college students are at a time in their lives when a multitude of forces influence their sense of self; thus they often are in the midst of a period of heightened self-discovery and identity confusion" (Rhoads, 1997, p. 95). Through guided reflection, students discover a meaning out of their experiences. Moreover, NSLC (2009) state that service learning increases retention rates of students. Students' appreciation of difference and awareness of structural inequality improves. Given these findings teachers need to show effort to create meaningful and reflective experiences. Besides these, this study implies the significance of using reflection tools within education. Unfortunately, Eyler (2002) contends that there is not much research in the service learning literature that specifically addresses the techniques of

reflection. The teachers who will be implementing Cbsl type of projects need to be trained for carrying out a variety of reflective practices.

Finally, it should be repeated that Cbsl work connects to a larger vision students have of the world and their place in that world. Schools become a place of exploration, where people can learn from each other and use education as a means to challenge their concerns in a holistic manner (Thyer-Bacon, 2004). For all these reasons, students should be involved in some kind of community service under appropriate supervision in every stage of their education because applying Cbsl to students have the potential to provide a foundation for life-long learning.

5.12.6 Implications for Further Research

This research prompts new questions and additional work to increase the understanding and effectiveness of Cbsl projects. Despite the growing body of literature on service learning, there remains a need for further studies that examine its impact on different populations and departments. As Oster-Aaland et al. (2004) argue, future research need to consider the multiple avenues service learning has to respond to new educational requirements, service learning across several disciplines, in graduate education, and across the lifespan which are all related research arenas.

Moreover, longitudinal studies could be employed to investigate the community based service-learning projects' long term effects on students. Only longitudinal research can determine if the predicted increases in community engagement will occur in adults who have experienced service-learning in school and college. For example, first year students can be chosen for this longitudinal Cbsl project. Students who were enrolled in Cbsl would be tracked throughout four undergraduate years and a series of surveys could be administered throughout these four years. Moreover,

after graduation still they could be tracked, their addresses could be taken and surveys would be sent to them in two or three year intervals for about 15 years. Such a study would provide the long-term impact of Cbsl projects on its participants.

Besides this, a further research can be carried out to test how much the students writing skills affected through writing reflective papers by using the vocabulary sheet provided by the instructor. Same can be tested for speaking skill to see how much vocabulary from the vocabulary sheet was used throughout the interviews. Did the students find it easier to write something on what they lived? To what extent was the vocabulary sheet useful during the reflections?

Further research could re-focus different students sample on same community participants. As the sample strategy like gender, age, department and nationality will be different; the researcher may find it more useful to compare the results with the initial project to derive new conclusions.

Another suggestion for further research is comparing Cbsl students with non-Cbsl students. It is recommended to conduct a similar study using a control group to compare and contrast the findings. This time two classes could be set up in such a way that the variable of using a Cbsl project on tourism students could be highlighted. It is important that two groups are taking a class in the same discipline. For example, one group would be taking an "interpersonal skills" class that incorporates the components of service and reflection, and the other group would be an "interpersonal skills" class without service and reflection. Pre-test would be administered to both groups at the beginning of the semester, and post-test at the end

of the semester to compare the amount of change experienced in each group and to be able to determine whether Cbsl had caused this impact.

5.13 Self Reflection of the Researcher

Conducting this research has increased my self-awareness both academically and personally. In other words, I have come a long way in both my professional and personal life.

Academic Improvement

I have developed a more scientific perspective to teaching, real-life projects and research as a whole. I became aware of different ways of designing qualitative research with different data collection and data analysis methods asa result of the articles I have read throughout my own study. Conducting my own study and reading through other studies related to my research topic have made me more alert of the significance of looking at reflection. I have become very reflective of my everyday practices and started to think over all my teaching practices from different angles.

Both the findings of my research and the ones in the related literature have gained me the theoretical and practical knowledge to apply various Cbsl projects tasks at different community settings levels to help students develop their citizenship skills through reflection. I have become more goal-oriented for every task I conduct throughout my teaching. I always started to try to find a common good for the tasks I assign. Definitely, my organizational skills have improved greatly as a result of these Cbsl projects.

Personal Improvement

I have found this research to be very satisfying and helpful for achieving life long balance and happiness in my entire life. As my surroundings and I changed, my challenge was to maintain balance and happiness for myself and applying evolution and growth principles in every aspect of my life.

Moreover, working with students closely has greatly affected my confidence and approachability. The need to be sensitive and often being a mentor to many students also required a kind, caring, and encouraging side of me to come out in many ways. I had the opportunities to serve others and once again I felt the unique happiness of conducting Cbsl projects for the disadvantaged part of our community.

I believe that any successful relationship requires mutual trust and open communication. As a project coordinator, I believe that the team is everything. People accomplish more together than in isolation. It is my ultimate vision for my school and community involvement and will be the very essence of purpose and effort uniting.

There were many of the accomplishments in my life. I can attribute to my love for growth and productivity that were inherited and adopted from my parents and teachers. I developed a set of principles early in life, close to my heart. I experienced the results of being good and kind to yourself and others, how to care for yourself, your work and for others, and how it makes me feel always trying to make a positive difference in the world I am living in.

I have enjoyed this research because it opened my eyes to who I really am as a person. I have learned about my preferred learning style, which is project based learning.

5.14 Final Conclusion

This research looks at the emerging field of organizing for community for school reform in the context of EMU STHM. At the same time, it explores the utility of employing Cbsl as a project. The thesis explores the linkages between research, the teaching profession and organizing. It identifies the critical questions in the affective domain of learning such as the possibility of affecting student values, and concludes with a brief discussion of the need for more Cbsl efforts to increase the affective domain of learning.

The thesis presents research on how Cbsl participation may function as a viable means to increase youth's interest in community through its associated affective impacts. The results of this study are noteworthy and clearly reflect the importance of Cbsl. Project participants found Cbsl projects to be an empowering and worthwhile experience.

Findings are suggestive of a positive change in student (knowledge) due to Cbsl exposure which is a social practise. Thereby, I certify that Cbsl project is something everybody should get involved in doing. It may not be practiced the same by every person in every place. Some might conclude that the individual statements in this research are discursive and do not prove any definite success about Cbsl projects success.

Some might argue that this is a very meager contribution to the students and express their fears in wasting their valuable teaching time. May be there is no way to prove whether the excerpts cited in this research is going to initiate a building block for lifelong development of community service and the work done will be a waste of time. However, I feel differently and believe in the potential benefits of being involved in Cbsl projects for the students.

At the end of every PhD research study, the PhD candidates are wrestling with the question "What will be the benefit of this study? "during their studies. Firstly, as in the several studies, it can be easily said that the goal was knowledge creation and also improving students' education in several ways. However, this research contributes to a very special group of community as well; therefore I believe its impact is very broad and significant. It serves to multiple domains.

Suppose all the criticizers are right. The Cbsl projects will not change anything for the students; it did not stimulate and affect any kind of identity development. Still I am very happy to carry out this research because at least with my students, we made too many people live very happy hours and enjoyable moments they will not forget during their lives. This is something at least. Isn't it?????

Montessori (1942) believes that the solutions of all problems will be found when we find enough power in ourselves to find a higher plane and this will be possible when the child pushes humanity onto this new higher plane. These hopes will come with the new education. I think her impressive question "is anything unchangeable?" shows that it is worth trying Cbsl in our schools.

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APPENDICES

Appendix A: Information about SOS Children Village Prepared by

the Researcher (in the form of slide show)

HISTORY OF SOS

○There are 132 SOS children villages all over the world.

○The first SOS children village was initiated in 1949 by Austrian Hermann Gmeiner

○The one in TRNC was built in 1993 to serve children who need care and protection.

○It aims to grow self-confident and independent individuals for the community.

○The basic aim is to provide a family for each child and to help them grow with love, respect and security.

PRINCIPLES
There are 4 main important issues for each SOS child

1. Mother

2. Brotherhood

3. Family Home

4. Children Village

4 PHASES OF CARE

Children Village (0-16 years)
Youth House (16-20 years)
Semi-independent Survival (20-23 years)
Independent Survival (23 years and above)

SOS CHILDREN VILLAGE

1. SOS CHILDREN VILLAGE:

o Nowadays SOS Children village serves 58 children

o In each house, 6 children live with their mothers

o Real brothers or sisters always live in the same house

o There are total 11 family houses in the village

o They continue their education in the close schools and after school they participate in various social activities

THE MAIN RESPONSIBILITIES OF SOS MOTHERS

- To create a family
- To act as a leader of the family
- To provide comfort for the children
- To do the housework
- To assign some duties for the children to teach them how to take responsibilities
- To interact with the community
- To contribute to the community

Supportive Staff of SOS Children Village

1.Director of the Village

2.Psychologist

3.Social Service Expert

4.Pedagogue

SOS Youth Houses for Boys and Girls
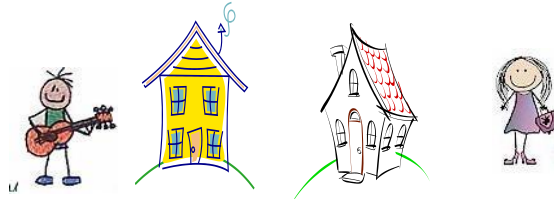
2. SOS Youth House in GIRNE

o After the age of 16, children living in Nicosia SOS children village are sent to Kyrenia youth house to continue their life.

oThey keep their contact with their mothers who stay in Nicosia.

o Social, cultural and sports activities play an important role in their lives.

oHowever, Youth counselors are now responsible people for them. They guide youth to improve their life skills, vocational skills and social skills

oUnder the guidance of their counselors, SOS youth who go to lycee, university or work start to learn how to survive with the amount of money provided for them.

The Presence Situation in SOS Youth House

○There are 27 – 15 male ve 12 female young whose ages are above 16.

○They live in separate houses in the same campus.

○16 go to lycee

○5 go to university

○5 go to work

○1 is in the army

SEMI-DEPENDENT SURVIVAL PROGRAMME

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3. SEMI-DEPENDENT SURVIVAL PROGRAMME

○After staying approximately 4 years in youth house, young SOS participants pass to semi-semi independent survival

○SOS finds a house for them and they pay a certain amount of the rent, electricity and water bills. The amount they pay changes according to their status. SOS invests this money as Euro within a bank and they can use this money for their future life and career.

○They pay for all their food and all their individual expenses.

○2-3 people stay in one house.

○This programme lasts about 3 years.

The Current Situation in Semi-independent Survival Programme

○There are 8 members at this stage

○3 of them go to university

○5 work in various jobs as full-time members

○There are 3 flats and 2 or 3 of them stay share the same house

○Flats are close to their jobs

INDEPENDENT LIFE
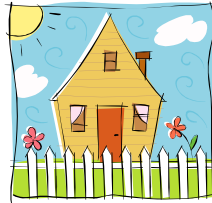
4. INDEPENDENT LIFE

○Young members of SOS, as a result of care, guidance and support they have taken form SOS pass to independent survival stage.

○At the beginning of 2007, 2 young members of SOS completed semi-independent survival programme and passed to independent survival. One female even gave birth 6 months ago.

PART TWO

○ Likes dislikes and personality of SOS inhabitants

What do we have to be careful about when we spend tıme with SOS population?

- Do not make them think that you are together with them as you feel sorry for them
- They react against people who deplore them
- They hate being seen as different or disadvantaged members of community
- Their counselors try their best to make SOS population to believe that they are equal with their peers who do not live in SOS in every respect.

Therefore, when we meet them

- We can be friends with them by asking their favorite conversation topics which are:
- Which school do you go to?
- What about your favorite courses?
- Can you tell me about the house you live in?
- What is your daily routine?

○ What are your hobbies?

○ What do you do in your free time?

○ What kind of activities are you involved in?

○ Do you like sports? What type? What is your favorite team?

AVOID:

○ Asking them about their parents!

○ This is a very risky question which may hurt them deeply!

○ If they start to complain about the SOS staff who act as their parents. In such a case, try to change the conversation.

○ Giving them money even if they ask for it because this is one of the things they are taught not to accept. They should not accept anything from foreigners. If you want to help them you should do this indirectly through the staff who are responsible for them.

PATIENCE

- Be patient when you try to communicate with them. It may take time for them to trust you and initiate a friendship with you.
- They are always taught to have a straightforward conversations so do not feel offended if any of them frankly tells you something like "I did not like your hair". This is very natural for them.
- They also do not like flattery

I would like to thank

- Fikriye Yücekal and Eşmen Tatlıcalı who work as a psychologist and a pedagogue in SOS for the information and guidance they provided for me throughout preparing this presentation.

**Thank you for listening
and for your attention!**

Appendix B: Information about Camlik Kosk Retirement House

Prepared by a Project Participant Student(in the form of slide show)
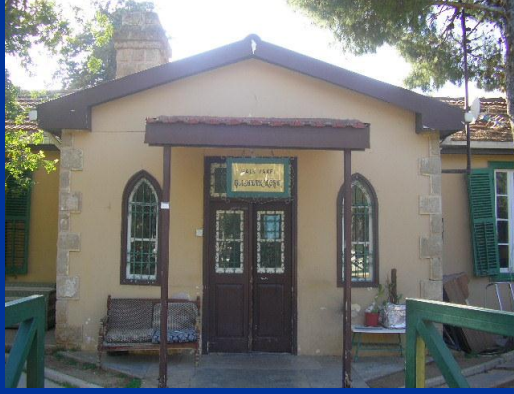
ÇAMLIK KÖŞK OLD PEOPLE HOME

History of ÇAMLIK KÖŞK OLD PEOPLE HOME

- Çamlık Köşk old people home started to the activity in 1996 but entered to the service in 1999.
- There are 25 old age people in Çamlık Köşk
- There are 2 wakf old age home in North Cyprus. These are Çamlık Köşk and Lapta Old Age Home. Besides, there are a lot of special old age home in North Cyprus.
- If aims to give the best service and the care.
- The basic aim is to provide a safely and healthy life and to help them for a happy life in a beautiful place.

Principles

There are 2 main important issues for each old people.

    1. A good life environment for old people.

    2. Compassionate and patient personnells

The main responsibilities of ÇAMLIK KÖŞK OLD PEOPLE HOME

- To create a family environment
- To provide a regular life
- To provide comfort for the old people
- To show the interest
- To develop new activities and hobbies
- To provide a hygienic environment
- To present the health service

Supportive staff of ÇAMLIK KÖŞK OLD PEOPLE HOME

1. Director of the old age home
   2. Doctor
      3. Personnell

The presence situation in ÇAMLIK KÖŞK

- There are 25 old people (4 male / 21 female)
- Their ages between 60 and 90
- They stay 3 or 4 people in each room
- They haven't a serious disease.
- To be applied the physics treatment 2-3 times in a week
- They busy with many activities and hobbies like handmade objects, handicraft, paint and knitting

They happy from these / They unhappy from these

> Film
> Entertainment
> Excursion
> The visitors who come
> Interest

> Motivate

> Lack of interest and compassion
> Don't call and come their family
> Disrespect

The questions which we can ask them :

- What is your daily routine?
- What are your hobbies?
- What do you do in your free time?
- Which are you loving speaking about the subjects?
- The questions about his/her childhood

AVOID

- Asking them about their parents
- To ask the questions which may hurt them
- Asking them about their visitors

I would like to thank

Meryem ÖZKUTUPEL and Ali H.CİVELEK who work as a psychologist in EMU for the information and guidance they provided for me throughout preparing this presentation.

Appendix C: Reflective Essay Questions

REFLECTIVE PAPER

THO 205 and ENGL 191-COMMUNICATION SKILLS ASSIGNMENT

Write a reflective essay to answer the following questions. Your essay should be around 3 pages, double spaced, 12 Times New Roman. As in an essay format, you need to include an introduction and a conclusion.

1. What was your experience of service learning? Describe it in detail (when, where, how etc.

2. What was your responsibility during this organization and during 3 months preparation period?

3. Have you done such a similar activity before? If yes, what was it?

4. What was the best thing and what was the worst/most difficult thing about the activity?

5. What did you learn out of this activity?

6. What was the contribution/usefulness of this activity

   a) to the university?
   b) to the society?
   c) to the group?

7. How did you feel during this activity? Did you realize any kind of change in yourself? If yes, what kind of change?

8. Did you make any new friends throughout this organization?

9. Is there a particular character whom you couldn't forget? If yes, why?

10. What other social activities do you suggest for the following semesters?

11. How can you compare this project with your other semester projects?

12. Is there anything else you want to add?
The following vocabulary can be useful for you while writing your essays

Community based service learning project					
Community Service work		Personal/Social Responsibility			Committee
Sponsorship		Interview/Interviewer/Interviewee			Observation
Support	Assist	Benefit	Experience	Issue	Serve
Commitment	Involvement	Engagement		Citizen	Objective
Failure	Succeed	Excel		Moral	Effort
Civic	Action	Reflection	Exploration	Attitudes	Values
Advantage	Disadvantage	Traditional			Non-traditional
Communication	Ethic	Risk Behavior			Awareness
Needs Identification		Outcome	Skill	Ability	Contribution
National/Global/Social Problems		Collaboration		Civic	Entertainment
Skill (Vocational, interpersonal, social, problem solving, decision making, communication etc.)					

Thank you
Good Luck☺

Appendix D: Semi-structured Interview Questions

Semi-structured Interview Questions

The following interview questions will be asked to the participants after completing the service learning project. The questions are designed as open-ended so that the students will have the opportunity to expand on their answers.

1. How do you feel about this project?

2. Is there anything you would like to change in this project?

3. Do you feel like you are helping to others by being involved in this project? If yes, how?

4. How does this project compare with other non-service oriented projects?

5. What was easy and what was difficult about this project?

6. What was your favorite part of this project?

7. What did you learn from participating in this service-learning project?

8. Would this project be something that you would like to participate again?

Appendix E: Pre-test

Hizmete Dayalı Öğrenime Katılım Profili

Anket aracılığıyla sağlayacağınız bilgi, topluma yönelik hizmete dayalı öğrenimin Doğu Akdeniz Üniversitesinde uygulanabilirliğini ölçmek ve böyle bir eğitimin gençler üzerindeki etkisini değerlendirebilmek açısından çok önemlidir. Katıldığınız için çok teşekkürler.

Kişisel bakış açınıza göre, aşağıdakilerin her birini önem sırasına göre belirleyiniz (Uygun cevabı daire içine alınız)

	Önemsiz	Biraz önemli	Çok Önemli	Olmazsa olmaz
1. Sosyal değerleri (sevgi, saygı, sorumluluk vb.) etkilemek	1	2	3	4
2. Zor durumda olanlara yardım etmek	1	2	3	4
3. Kişisel değer sistemini geliştirmek	1	2	3	4
4. Gönüllü olarak zamanını insanlara yardım ederek geçirmek	1	2	3	4
5. İnsanlara yardımcı veya topluma faydalı olmamı sağlayabilecek bir kariyer bulmak	1	2	3	4

Aşağıdakilere ne derecede katılıp katılmadığınızı belirtiniz

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
6. Yetişkinler toplumların veya ülkelerin iyiliği için biraz zaman harcamalıdırlar.	1	2	3	4
7. İnsanlar bu konuda başarılı olsunlar olmasınlar diger insanlara etmelidirler.	1	2	3	4
8. Dünyada bir farklılık yaratabileceğimi hissediyorum.	1	2	3	4
9. Bireyler içinde yaşadıkları toplumun sosyal problemlerini çözmek sorumluluğu taşımaktadırlar.	1	2	3	4
10. Karşılığında ödenmiyor olsanız bile başkalarına yardım etmek önemlidir.	1	2	3	4
11. Ders kapsamında verilen çalışmalar gerçek hayatla ilgili olmalıdır.	1	2	3	4

Kendinizi yaşıtlarınızla kıyaslayarak aşağıdaki vasıflar konusunda değerlendiriniz. Kendinize en yakın gördüğünüz tahmini işaretleyiniz.

	Ortalama altı	Ortalama	Ortalama üstü
12. Analitik ve problem çözme yeteneği	1	2	3
13. Kritik düşünme yeteneği	1	2	3
14. Kişiler arası iletişim becerileri	1	2	3
15. Mesleki beceri	1	2	3
16. Sosyal beceri	1	2	3
17. Faydalı birşeyler yapmak	1	2	3
18. Yeni fikirler bulup geliştirme yeteneği	1	2	3
19. Gurup içinde çalışabilme yeteneği	1	2	3
20. Ulusumuzun karşı karşıya olduğu sosyal problemleri anlamak	1	2	3
21. Toplumumuza hizmet etme yükümlülüğü	1	2	3
22. İşbirliği içinde çalışma yeteneği	1	2	3
23. Fikirlerinizi iletebilme yeteneği	1	2	3

Aşağıda belirtilen topluma yönelik hizmet ve/veya gönüllü aktivitelere katılma sebepleri sizin için ne kadar önemlidir

	Önemsiz	Biraz Önemli	Çok Önemli
24. Diğer insanlara yardım etmek	1	2	3
25. Toplumu tümüyle geliştirmek	1	2	3
26. Kendi toplumunu geliştirmek	1	2	3
27. Akademik öğrenimi arttırmak	1	2	3
28. Yeni beceriler geliştirmek	1	2	3
29. Özgeçmişimi zenginleştirmek	1	2	3
30. Kişisel tatmin hissedebilmek	1	2	3
31. Parçası olduğum toplumu farkına varmak	1	2	3
32. Parçası olduğum toplumla daha iç içe olmak	1	2	3

33. Bu dersi almadan önce, geçmişte ne sıklıkta topluma hizmet verdiniz?

1. Hiç   2. Yılda bir seferden az   3. Yılda birkaç kez   4. Ayda birkaç kez   5. Her hafta

34. Yapacağınız servisin diğerleri üzerinde ne kadar etkili olacağını bekliyorsunuz?

   1. Hiç   2. Çok az   3. Biraz   4. Büyük ölçüde

35. Proje için dönem boyunca kaç saat harcamayı düşünüyorsunuz?

   1. 10 saatten az   2. 10-14 saat   3. 15-19 saat   4. 20-24 saat   5. 24 saatten fazla

36. Geleneksel projelere kıyasla (araştırma yazısı, kompozisyon gibi), hizmete dayalı öğrenimin sizin   yazma yeteneğinize ne kadar faydası olacağını düşünüyorsunuz?

   1. Çok az   2. Az   3. Ayni ölçüde   4. Daha fazla   5. Çok daha fazla

37. Kaç yaşındasınız?

   1. 17-18   2. 19-20   3. 21-23   4. 24-29   5. 30+

38. Cinsiyetiniz nedir?

    1. Bayan   2. Erkek

39. Kökensel kimliğiniz aşağıdakilerden hangisidir?

    1. Kıbrıslı Türk   2. Türk   3. İranlı   4. Afrikalı   5. Rus

    6. Diğer _____

40. Kaçıncı dönemdesiniz?

    1. Birinci 2. İkinci 3. Üçüncü 4. Dördüncü 5. Beşinci 6.Altıncı 7. Yedinci 8. Sekizinci

SERVICE-LEARNING PARTICIPANT PROFILE

The information you provide through this questionnaire is very important as it aims to assess the applicability of community based service learning in Eastern Mediterranean University and also to evaluate its influence on youth. Thank you very much for participating.

Indicate the importance to you personally of each of the following:
(Fill in corresponding circles throughout)

	Not important	Somewhat Important	Very Important	Essential
1. Influencing social values (respect, love, responsibility)	1	2	3	4
2. Helping others who are in difficulty	1	2	3	4
3. Developing a personal value system	1	2	3	4
4. Volunteering my time helping people	1	2	3	4
5. Finding a career that provides me the opportunity to be helpful to others or useful to society	1	2	3	4

To what extent do you agree or disagree with the following statements:

	Strongly Disagree	Somewhat Disagree	Strongly Agree	Somewhat Agree
6. Adults should give some time for the good of their community or country.	1	2	3	4
7. People, regardless of whether they've been successful or not, ought to help others.	1	2	3	4
8. I feel that I can make a difference in the world.	1	2	3	4
9. Individuals have a responsibility to help solve our social problems.	1	2	3	4
10. It is important to help others even if you do not get paid for it.	1	2	3	4
11. My coursework should be relevant to real life.	1	2	3	4

Rate yourself on each of the following traits as compared to the average person your age. We want the most accurate estimate of how you see yourself.

	Below Average	Average	Above Average
12. Analytical and problem-solving skills	1	2	3
13. Ability to think critically	1	2	3
14. Interpersonal skills	1	2	3
15. Vocational skills	1	2	3
16. Social skills	1	2	3
17. Doing something useful	1	2	3
18. Creating and developing new ideas	1	2	3
19. Working within a group	1	2	3
20. Understanding social problems facing our nation	1	2	3
21.Commitment to serving our community	1	2	3
22.Ability to work cooperatively	1	2	3
23. Ability to communicate your ideas (communication skills)	1	2	3

How important to you are the following reasons for participating in community service and/or volunteer activities?

	Not important	Somewhat Important	Very Important
24. To help other people	1	2	3
25. To improve society as a whole	1	2	3
26. To improve my community	1	2	3
27. To enhance my academic learning	1	2	3
28. To develop new skills	1	2	3
29. To enhance my resume	1	2	3
30. To feel personal satisfaction	1	2	3
31. To be more aware of the community which I am a part	1	2	3
32. To be involved in the community in which I live	1	2	3

33. Before taking this course, how frequently in the past have you participated community service work?

1. Never done service or volunteered   2. Less than once a year
3. A few times a year   4. A few times per month   5. Weekly

34. How much of an impact do you expect to have on others through your service?
1. Not at all   2. A little   3. Somewhat   4. A great deal

35. How many total hours of service do you think you will do on your project during the semester?
1. Less than 10 hours   2. 10-14 hours   3. 15-19 hours
4. 20-24 hours   5. More than 24 hours

36. Compared with traditional academic assignments (such as research papers, essay writing) how useful do you think that participating in service-learning will contribute to your writing?
1. Much Less Useful   2. A Little Less Useful   3. About the Same Level
4. A Little More Useful   5. Far More Useful

37. What is your age?
1. 17-18   2. 19-20   3. 21-23   4. 24-29   5. 30+
38. What is your sex/gender?
1. Female   2. Male

39. What is your race?
1. Turkish Cypriot 2. Turkish   3. Iranian   4. African   5. Russian
6. Other _____

40. Which semester are you in?
1. First   2. Second   3. Third   4. Fourth
5. Fifth   6. Sixth   7. Seventh   8. Eighth

Appendix F: Post-test

Hizmete Dayalı Öğrenime Katılım Değerlendirmesi

Anket aracılığıyla sağlayacağınız bilgi, topluma yönelik hizmete dayalı öğrenimin Doğu Akdeniz Üniversitesinde uygulanabilirliğini ölçmek ve böyle bir eğitimin gençler üzerindeki etkisini değerlendirebilmek açısından çok önemlidir. Katıldığınız için çok teşekkürler.

Kişisel bakış açınıza göre, aşağıdakilerin her birini önem sırasına göre belirleyiniz (Uygun cevabı daire içine alınız)

	Önemsiz	Biraz önemli	Çok Önemli	Olmazsa olmaz
1. Sosyal değerleri (sevgi, saygı, sorumluluk vb.) etkilemek	1	2	3	4
2. Zor durumda olanlara yardım etmek	1	2	3	4
3. Kişisel değer sistemini geliştirmek	1	2	3	4
4. Gönüllü olarak zamanını insanlara yardım ederek geçirmek	1	2	3	4
5. İnsanlara yardımcı veya topluma faydalı olmamı sağlayabilecek bir kariyer bulmak	1	2	3	4

Aşağıdakilere ne derecede katılıp katılmadığınızı belirtiniz

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
6. Yetişkinler toplumların veya ülkelerin iyiliği için biraz zaman harcamalıdırlar.	1	2	3	4
7. İnsanlar bu konuda başarılı olsunlar olmasınlar diger insanlara etmelidirler.	1	2	3	4
8. Dünyada bir farklılık yaratabileceğimi hissediyorum.	1	2	3	4
9. Bireyler içinde yaşadıkları toplumun sosyal problemlerini çözmek sorumluluğu taşımaktadırlar.	1	2	3	4
10. Karşılığında ödenmiyor olsanız bile başkalarına yardım etmek önemlidir.	1	2	3	4
11. Ders kapsamında verilen çalışmalar gerçek hayatla ilgili olmalıdır.	1	2	3	4

Kendinizi yaşıtlarınızla kıyaslayarak aşağıdaki vasıflar konusunda değerlendiriniz. Kendinize en yakın gördüğünüz tahmini işaretleyiniz.

	Ortalama altı	Ortalama	Ortalama üstü
12. Analitik ve problem çözme yeteneği	1	2	3
13. Kritik düşünme yeteneği	1	2	3
14. Kişiler arası iletişim becerileri	1	2	3
15. Mesleki beceri	1	2	3
16. Sosyal beceri	1	2	3
17. Faydalı birşeyler yapmak	1	2	3
18. Yeni fikirler bulup geliştirme yeteneği	1	2	3
19. Gurup içinde çalışabilme yeteneği	1	2	3
20. Ulusumuzun karşı karşıya olduğu sosyal problemleri anlamak	1	2	3
21. Toplumumuza hizmet etme yükümlülüğü	1	2	3
22. İşbirliği içinde çalışma yeteneği	1	2	3
23. Fikirlerinizi iletebilme yeteneği	1	2	3

Aşağıda belirtilen topluma yönelik hizmet ve/veya gönüllü aktivitelere katılma sebepleri sizin için ne kadar önemlidir

	Önemsiz	Biraz Önemli	Çok Önemli
24. Diğer insanlara yardım etmek	1	2	3
25. Toplumu tümüyle geliştirmek	1	2	3
26. Kendi toplumunu geliştirmek	1	2	3
27. Akademik öğrenimi arttırmak	1	2	3
28. Yeni beceriler geliştirmek	1	2	3
29. Özgeçmişimi zenginleştirmek	1	2	3
30. Kişisel tatmin hissedebilmek	1	2	3
31. Parçası olduğum toplumu farkına varmak	1	2	3
32. Parçası olduğum toplumla daha iç içe olmak	1	2	3

33. Topluma dayalı hizmet projelerine devam etmeyi planlıyor musunuz?
1. Evet   2. Hayır

34. Gelecekte topluma dayalı hizmet projelerine devam edebilme şansınız nedir?
1. Hiç   2. Çok az   3. Biraz   4. Büyük ölçüde

35. Proje için dönem boyunca kaç saat harcadınız?
1. 10 saatten az   2. 10-14 saat   3. 15-19 saat   4. 20-24 saat   5. 24 saatten fazla

36. Genelde, hizmet aktivitelerinizi sınıf dışına (proje koordinatörü, arkadaşlarınız ve aileniz ile olan görüşmelerinize) ne sıklıkta yansıttınız?
1. Hiç   2. Çok az   3. Biraz   4. Büyük ölçüde

37.   Genelde, hizmet aktivitelerinizi sınıf içerisine (proje koordinatörü ve arkadaşlarınız ile olan görüşmelerinize) ne sıklıkta yansıttınız?
1. Hiç   2. Çok az   3. Biraz   4. Büyük ölçüde

Dönem süresince,   Evet   Hayır

38. Hizmet aktivitelerimle ilgili bir rapor veya kompozisyon hazırladım   1   2

39. Diğer öğrencilerle hizmet aktivitelerimle ilgili konuştum   1   2

40. Ders öğretmenimle (Proje Koordinatörüyle) hizmet deneyimlerimle   1   2
ilgili konuştum

41. Hizmet aktivitelerimi derste sunulan kavramlarla birleştirdim   1   2

42. Yaptığım hizmetin anlamlı olduğunu ve diğerlerinin hayatında   1   2
farklılık   yaratttığını hissettim

43. Hizmet verdiğim durumla ilgili nedenleri ve çözümleri göz önünde   1   2
bulundurdum

44. Hizmete dayalı eğitim sonucunda normalden daha fazla şey öğrendim   1   2

45. Geleneksel projelere kıyasla (araştırma yazısı, kompozisyon gibi), hizmete dayalı öğrenimin sizin   yazma yeteneğinize ne kadar faydalı olduğunu düşünüyorsunuz?
1. Çok az   2. Az   3. Ayni ölçüde   4. Daha fazla   5. Çok daha fazla

46. Okul aracılığı ile hizmet verdiğiniz insanlarla (SOS ve Huzurevi sakinleri) ne kadar irtibat etkileşim içerisinde bulundunuz?
1. Hiç   2. Çok Az   3. Organizasyon zamanın yarı süresince
4. Sıkça   5. Tüm organizasyon süresince

Bu projeye katılımınızın artırdığı ve güçlendirdiği dereceyi belirleyiniz

	Hiç	Çok Az	Biraz	Büyük Ölçüde
47. Başkalarına hizmet verme niyeti	1	2	3	4
48. Başkalarına yardım etmenin kişinin sosyal sorumluluğu olduğu inancı	1	2	3	4
49. Kişinin dünyada bir farklılık yaratabileceği inancı	1	2	3	4
50. Başkalarını hoşgörmek ve takdir etmek	1	2	3	4

Aşağıdakilere ne derecede katılıp katılmadığınızı belirtiniz

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
51. Toplumsal problemleri daha çok farkına vardım	1	2	3	4
52. Önceki davranışlarımı gözden geçirdim	1	2	3	4
53. Topluma dayalı hizmet öğrenimi projesine katılımım derse olan ilgimi arttırd	1	2	3	4

54. Kaç yaşındasınız?
1. 17-18   2. 19-20   3. 21-23   4. 24-29   5. 30+

55. Cinsiyetiniz nedir?
1. Bayan   2. Erkek

56. Kökensel kimliğiniz aşağıdakilerden hangisidir?
1. Kıbrıslı Türk   2. Türk   3. İranlı   4. Afrikalı   5. Rus   6. Diğer _____

57. Kaçıncı dönemdesiniz?
1. Birinci   2. İkinci   3. Üçüncü   4. Dördüncü
5. Beşinci   6.Altıncı   7. Yedinci   8. Sekizinci

Aşağıdakilere ne derecede katılıp katılmadığınızı belirtiniz

SERVICE-LEARNING PARTICIPANT PROFILE

The information you provide through this questionnaire is very important as it aims to assess the applicability of community based service learning in Eastern Mediterranean University and also to evaluate its influence on youth. Thank you very much for participating.

Indicate the importance to you personally of each of the following:
(Fill in corresponding circles throughout)

	Not important	Somewhat Important	Very Important	Essential
1. Influencing social values (respect, love, responsibility)	1	2	3	4
2. Helping others who are in difficulty	1	2	3	4
3. Developing a personal value system	1	2	3	4
4. Volunteering my time helping people	1	2	3	4
5. Finding a career that provides me the opportunity to be helpful to others or useful to society	1	2	3	4

To what extent do you agree or disagree with the following statements:

	Strongly Disagree	Somewhat Disagree	Strongly Agree	Somewhat Agree
6. Adults should give some time for the good of their community or country.	1	2	3	4
7. People, regardless of whether they've been successful or not, ought to help others.	1	2	3	4
8. I feel that I can make a difference in the world.	1	2	3	4
9. Individuals have a responsibility to help solve our social problems.	1	2	3	4
10. It is important to help others even if you do not get paid for it.	1	2	3	4
11. My coursework should be relevant to real life.	1	2	3	4

Rate yourself on each of the following traits as compared to the average person your age. We want the most accurate estimate of how you see yourself.

	Below Average	Average	Above Average
12. Analytical and problem-solving skills	1	2	3
13. Ability to think critically	1	2	3
14. Interpersonal skills	1	2	3
15. Vocational skills	1	2	3
16. Social skills	1	2	3
17. Doing something useful	1	2	3
18. Creating and developing new ideas	1	2	3
19. Working within a group	1	2	3
20. Understanding social problems facing our nation	1	2	3
21. Commitment to serving our community	1	2	3
22. Ability to work cooperatively	1	2	3
23. Ability to communicate your ideas (communication skills)	1	2	3

How important to you are the following reasons for participating in community service and/or volunteer activities?

	Not important	Somewhat Important	Very Important
24. To help other people	1	2	3
25. To improve society as a whole	1	2	3
26. To improve my community	1	2	3
27. To enhance my academic learning	1	2	3
28. To develop new skills	1	2	3
29. To enhance my resume	1	2	3
30. To feel personal satisfaction	1	2	3
31. To be more aware of the community which I am a part	1	2	3
32. To be involved in the community in which I live	1	2	3

33. Do you plan to continue community based service-learning projects?
1. Yes   2. No

34. What are the chances that you will participate in community based service-learning projects in the future?
1. Not at all   2. A little   3. Somewhat   4. A great deal

35. How many total hours of service did you spend on your project during the semester?
1. Less than 10 hours   2. 10-14 hours   3. 15-19 hours   4. 20-24 hours
5. More than 24 hours

36. In general, how frequently did you reflect on your service activities **out** of class (discussions with the project coordinator, with your friends, family, etc.)
1. Not at all   2. A little   3. Somewhat   4. A great deal

37. In general, how frequently did you reflect on your service activities **in** class (discussions with the project coordinator, with your friends, etc.)
1. Not at all   2. A little   3. Somewhat   4. A great deal

During the semester, I:

	Yes	No
38. Write a report or essay for my class about your service activities	1	2
39. Talk with other students about my service activities	1	2
40. Talk with your course instructor (project coordinator) about my service experiences	1	2
41. Connect my service activities with concepts presented in the course	1	2
42. Feel that my service was meaningful and made a difference to the others	1	2
43. Consider causes and solutions related to the situation that my service addressed	1	2
44. Learn more as a result of my service-learning than I would have otherwise	1	2

45. Compared with traditional academic assignments (such as research papers, essay writing) how useful was participating in service-learning in contributing to your writing?
1. Much Less Useful   2. A Little Less Useful   3. About the Same Level
4. A Little More Useful   5. Far More Useful

46. How much contact/interaction did you have with people directly served by the School (such as SOS or Retired People)
1. Not at all   2. Very Little   3. About half the time of the organization
4. Frequently   5. During the whole organization

Indicate the degree to which participation in this project has increased and strengthened you:

	Not at All	A Little	Somewhat	A Great Deal
47. Intention to serve others	1	2	3	4
48. Belief that helping others is one's social responsibility	1	2	3	4
49. Belief that one can make a difference in the world	1	2	3	4
50. Tolerance and appreciation of others	1	2	3	4

To what extent do you agree or disagree with the following statements:

	Strongly Disagree	Somewhat Disagree	Strongly Agree	Somewhat Agree
51. I developed a greater awareness of societal problems	1	2	3	4
52. I reconsidered some of my former attitudes	1	2	3	4
53. Participating in this community based service learning project deepened my interest in this course.	1	2	3	4

54. What is your age?
1. 17-18　　　2. 19-20　　　3. 21-23　　　4. 24-29　　　5. 30+

55. What is your sex/gender?
1. Female　　2. Male

56. What is your race?
1. Turkish Cypriot　2. Turkish　　3. Iranian　　4. African　　5. Russian
6. Other _____

57. Which semester are you in?
1. First　　　2. Second　　3. Third　　　4. Fourth
5. Fifth　　　6. Sixth　　　7. Seventh　　8. Eighth

Appendix G: Sample Reflective Student Essays

AN EXAMPLE REFLECTIVE ESSAY FROM AN AFRICAN STUDENT

English has always been a nice course to take among the other vast course that I have specialized in my studies. Most of the lesson have been in door and interesting but with this new age, I have gone through a completely new experience in learning my English lessons through doing service for the community at the same improving and developing my communication skills in this area.

The unique way we were taken into our English course this semester were really challenging and at the same time interesting. We had to go through a community based learning where by we had to do a project which was focused on socializing and mixing with the orphans. We had to make a trip to Girne and take orphans at SOS orphanage home on the 15 of December. We had to mix with the orphans during the whole day and talking about different social issues. This was a nice experience as we exchanged amicable words though there were language problems. We had to go for go carting at ZET International which gave us an opportunity to enjoy whilst interacting. Having attended a well organized dinner for the orphans at Jasmine Hotel Girne that same night , further experience was brought into effect as various displays with cultural and social values being shown. The young, old, orphans, students all were one family without any discrimination which was really good.

Turkish being the main mode of language used to infiltrate into the community for organizing the whole project, it obviously led to some of us non Turkish speakers to

be unable to run around for donations and so forth. Sitting and watching obviously could not be the end result, we were thus united and co operated as Africa students and had to learn from scratch how to make a fantastic display of African dance. It took us weeks of hard work dedication, patience and perseverance to learn and perfect the dances that we were to perform at the main venue on the 15th of December.

The experience was really good. The interesting thing was that we were meeting new people, having fun and at the same time it was part of my school grade though it was all outdoors. Previously I have not gone such an experience of this nature though I have been involved in a number of projects were I had to research information and thus make a presentation in front of multitudes of people. The main difference is that the level of interaction was really high this time.

The best part as I have highlighted earlier is that the fact that I was having maximum enjoyment in the outside world but at the same time it was part of my major grade. The term work hard and play hard was really fulfilled at the moment. In real sense if an outsider was to analyze the whole set up. One would actually think that this whole program was being offered by specialist agents in the field but in real sense it was all engineered by our intelligent instructor and the support of all the students. It was more like a vacation having girlfriends on our sides but in mind knowing that were busy trying to perfect out school work. Though all seemed well, it was really difficult to adapt to the dances that we had to display. We were to do an African dance of which we were students from different African countries with different dances but we did our best to adapt and to create uniformity. At the end we were just but one family.

University wise the whole activities gave good publicity of the school and the love of the school for the less privileged. The open participation and involvement in the community obviously led to reflecting of the importance of being sensitive to the outside world and to do things which are not of benefit only academically to the students but culturally and emotionally. A major awareness was created to the community in the value removing the stigma of segregating the poor, the old, the orphans ands all the less privileged. This gave room to the community to learn to help through donations and also to take all the less privileged as normal beings creating a feeling and sense of oneness and that any one is vulnerable to such consequences, it ant a crime to be less unfortunate. Well, it's rather interesting to say but as a matter of fact, of all the students whom I did the dances with, I only knew two of them and only talked to one of them. On the contrary, at the end of the whole activities I have added up the list of friends and have learnt to appreciate others too. Whether being white or black we were all left with a sense of togetherness and cooperation so as to achieve our goals.

The activity brought some changes in to me on the socializing issues. Basically since I came in this island I have never bothered asking for help or group studying from anyone. I have been individualistic and tried to maintain a very low profile. Well, as of the project it was practically impossible to be a one man gang, I had to mix and interact with my mates and it really brought a lot of fun. I felt the nice part of belonging to a certain group with the same motive and goals. I made new friends from my dancing group as well as from all the other participating groups. Of greatest interest I have contacts of some of the orphan boys form Girne, it was really any experience. Of interest, I can't say there is a particular individual I cant forget, but I

was really impressed by the group which was doing the acting at the Crystal Rock hotel for the old people dinner. They really had talent especially the lady who was acting as the mother, I would be a film director one day I will look for her.

Well, being a recreationally and sports based students I bet it would really be a challenge if in the future such projects include social competitions in a field or two discipline sin sports instead of only sitting, eating, dancing and watching. By so doing it will create awareness of a healthy active body. Such activities can include awareness campaigns juxtaposed to sports activities focusing against bad health risks such as smoking, drinking and driving, sexually transmitted diseases.

In a nutshell, all work and no play make John a dull boy. What a statement, but on another perspective, being involved all year long in community based leaning will lead to a lot of play at the same time benefiting academically without thinking of giving it a break. I hope more and more teaching strategies which involve hands on approaches like this can be implemented and hence students will never forget of such activities. This can help to bring a better tomorrow for all of us with immeasurable amount of love.

An example from a Turkish Student

SOS CHILDREN HOUSE

Firstly my mission at this Project is organization.I'm at the organization group with my friends.It was on 14th of December 2007.We Searched and met many hotels for deciding.Where is the best price and best place for us.This Project has outcome by openship.Our aim is happys SOS children and improving our communication skills.We find some sponsorships and they were been sponsor to us.My responsibilty is met to hotels,talk to firms for being sponsorship find the best price and quality hotel and at the Project night organize the area.At 3months period all these things are okeyed.

This is my first Project like this.I is not similar to another projects and it is all about real life.This projects is show us to all real examples from the hardest of the real life.The best thing is absolutly see the happys light to the childrens eyes.When you see the childrens happy you are proud of with your teacher with your friends and with your self.The most difficult thing is first met with children.the first 30 minutes and met with them and communication with them is very difficult.Because of its our first time met with them we couldnt know how shell we be their friends.

Contribution of this activity is the same school society and group.Every human should help to another people who needs help.SOS children needs many things.Firstly they need attantion they want to live like the other people and they needs friends mothers brother and sister fathers at the top they need a family and

family life.If we can do something for them we have to do this.Money is not a top object.ofcourse they need Money but other thing are more important as Money.

I felt very good at the and of this activity.because of my committee work I know we succes this Project but it is not all about this.This Project is not all about our english lesson and our points we gets is not because of the reason we effected and felt many good thins.We know that if the childrens be happy and live one funny night.This is more satisfact us from points.After the Project I have many changes of my vission.Before the projetc I never think to do something for children but now I have lots of ideals for children who kave nobody or SOS children.

I have of course new friends around this Project.for example I met lots of childs and get one of msn from them.I learned their names and they are wait all the time for visiting.I know they want to action and maybe I will surprise them like go to their village.Another important thing I met lots of people from the tourism sector.For example I met asistants,staff,and manager at the jasmine court hotel.It was very good experience for me.

I try to met all the children so I couldnt talk much things with them.Because I have lots of things for to do and my friends were talking with them.Every children has the same distance for me.ıf one of them were different for me it is not be ethic.

In Cyprus I dont know what can we make more but in my opinion the sick people we can hepl after that Project.Maybe we ant find much Money but ıf they see our helps it was the best medichal for them.For example we can just visiting them.I belive they be very happy about it.After this at the same periods for example every 2 months ve

visit the SOS village.İt is not an expensive Project just visiting.I suggest they will be very happy and never feel alone.

 I cant compare this projetc with my other Projects.This is very different activity I have ever make.It is not a simple as writing somethig or searching or cut and past.It is all about the life.This Project effects the people effecs to us.It ıs traditionally important.

   I just want to add next semester we have to visit them.If we dont do it this Project can be an ordinary Project but if we visit them again again and again this will be all effective,active and perfect Project.

An example from a Turkish Cypriot Student

REFLECTIVE ESSAY

There are three activities that organized by Tourism and Hospitality Management students with Nazenin Ruso's leading. Two of them these activities are organized for homeless children who live in SOS and Youth House and the other one is for Camlık Retirement House. These all orginised to make them happy and to show they are not alone in this world.

These organizations organized with lots of groups common work. There are animation group, financial support committee, present committee, interview committee. All groups had individual important missions; unless one group did not its job, it compeletly effect other groups and organizations were not done perfect. I was in financl support committee and present committee in SOS and Youth House New Year Celebration. First thing that we must do was finding financial supports because money is one of the most necessary part of the preparation of the this community based service learning project. We worked in together and individual in the part of project. In group works we called some rich people in Famagusta like Ersoy Ince and also Ozgur, Dilem, Zeynep, and me went Mr Kayalp who is mucicipality mayor of the Famagusta but we didn't see any supporting from that two people. Therefore in individual interviews we were more successful. For example; Aydın, Arkan, Salih, and me found to much money for these three organizations. Sponsorship which I found are Limasol Insruance gave us 1000 YTL and Mayer Water Treatment gave us 500 YTL grant. Another thing that was necessary at least

money is present. In addition being in financial support committee I also was in present committee.14 students from tourism and hospitality Department had a one written statement that explain we collect present for children spread and visited stationary and toy sellers and try to explain them the these children which live in SOS are homeless, they don't have mother, father or any relatives to give them present. We visit lots of stationery and most of them choose to help us and gave us pens, pencils, books, ruler and that kind of necessity things. But some of them told lies us like '' some of you came in the morning and we gave them a lot of things". Present is very important in this project because the name of this project is SOS New Year Celebration party. Because of the name of the organization all children expect present all of us expect present. When all these things were complete most important part of the project will start greeting children, communicate with them, make them happy, being friend. This last part is easiest part because our local public is generous if topic is that degree sensitive.

I have ever been in this type organization before. I only send something to help them with my friends. I think this project was very difficult in finding financial support, collecting present, preparing theatre etc although when you finish all parts and went home you feel peaceful that is equal all the difficulties. Now if I can help them in anywhere I will do it. Because I saw how much they was happy when they saw somebody trying to do something for them.

I think this project directly affect our opinion and behaviors. After this project I really pay attention to don`t hurt the feeling of my parents. These kind of organizations not only announce name of EMU and also attract attention of local

public. Many Civilian society organizations may start to organized similar things for them.

In 14 December we organized SOS Night in Jasmine Court Hotel. Beginning of the night Evil and Angel was performed by our friends, after that our African friends from Tourism and Hospitality Management dance their traditional folklore. Then Iwi and Mitra singed Arim Balim Petegim and its very funny. One more foreign friend from Iran Reza singed Tarkan`s Sikidim when he was singing one girl form SOS run to stage and start to dance. Then Koray who was an old tourism and hospitality management student singed songs during 20-25 minutes. After Koray the other theatre group play their game, its name is Gart Horozlar. End of the night we got on bus and left from Kyrenia to Famagusta. This kind of organizations are also good opportunities to make a new friends because lots of time we work together and must talk so we was friend after 2-3 dialog. I had made 6-7 new friends during this project such as; Hasan & Ziya, Aydin, Zeynep, Dilem, Cihan, Burak, Mitra.

In Addition I was also been in Camlik Kosk Retirement House New Year Party which was organized on Yeldener Crystal Rocks in 26 December. In this activite we went to Camlik Kosk Retirement House and helped them to got on to bus and then went to Crystal Rocks. During the bus trip I meet Olcay aunt who was graduated from journalist. She has two daughter in Kyrenia one if them is teacher but she lives in Camlik Kosk alone. I will not forget her for a long time. She read a poem in this night.

In next semester the weather will be hotter so we can organize boat trip in Kyrenia with SOS Youth House. The Neptun and Forsa are available for 65-70

people; or camping may be a good activite for SOS youths. For example Karpaz is very good place for camping.

Finally Other projects that we did past semesters are boring because at other semester projects we only search topic from internet or encyclopedia, get infirmation, read them and summurize it. This only improve our searching skill and writing skill. Therefore I think community based service learning project is more benefitical for us. For example communication skill, during the interviews we learn how we talk on official places. This project leart us that there are helpless people in the Cyprus in the World. Finally I want to thank you and my friends who work in this useful projects.

Appendix H: A Sample Interview from a Foreign Student

Welcome X how are you today?

I am fine how are you,

Thank you very much, I am gonna interview you about the project, which project ---- --------

The tavern project

Your classroom was responsible for-----------

Responsible for to entertain the retirement home ıhmmmmmmmm and to prepare them a new year party

So you organize a new year party?

 Ohh my my project, my part to ı am responsıble for show performance ı am wearing Chinese traditional clothes and ı would be singing ıhmmm the Turkish song Arım balım hehehe yes that was my part

Ok! so you had to memorıze a Turkısh song

Yes

So how did you feel memorızıng a turkısh song?

At fırst ıt was dıffıcult for me but ı lıstened to ıt over and over agaın and ı started to get used to ıt

Especıally my frıends beıng helpıng me and my pronucuatıon they have been correctıng

I hope my performance was okey for them because

otherwıse ı would be dısaapoıntıng them

They trıed so hard to correct my pronuncıatıon and everythıng about the song

I was happy because during the learning this arım balım petegım this song

I made a lot of new friends they amke me more colse to soem of my classmate because they started to make a lot of jokes when they see me they started to sing this song around me ıt was very dıfferent because I am kınd of shy person before thıs project

I dont talk to people too much

I was ıhhmmm very shy you know...when sts people talk to me ı hesitated to respond but

this was good to pushıng me to do somethgıng to stand ın front of people and sıng so ı chaged ınsıde me somehow ı feel

Yes you said you belıeve you were successful because of ur pronunciatıon how did you understand that

dıd people make comments,

yess,

like what kınd of comments?

Like today ....   when ı was waıtıng outsıde, people see me say they started to say hı ıwı arım balım petegım

your performance was great was good ı hope you had longer song ur song was very short

they are gıvıng complıments to me and they say your dress looked nıce

your performance was really cute ....ıt makes me feel good success and especıally now about the complıment for my classmates

Its about the smile the retıred those elderly people ,

dıd they smıle at you, when they smıle at me and looks lıke performance ıs ınterestıng and very funny, ıt makes you feel very good success

as like ı am really doıng stg not just   ı am sıngıng   and puttıng around ı am really doıng something they lıke and they

they really enjoy the tıme that ı was there and performed

So do you feel lıke you are helpıng others by beıng ınvolved ın thıs project?

Yes yes yes of course this org was very success ı thınk not just helpıng us and also gıve us a very vaulable lesson that teach us to help people not for urself

to help the person that you help make them feel better and gıve yourself somethıng lıke to know thıs world that

how important to help another people and when you can do as much as you can lıke thıs ıts lıke

when you saw them smıle when you saw them happy ıt makes yourself lıke u are growıng ınsıde your lıke

ı learn ın thıs world a lot of thıngs out of .... you know money all those materıal values

that happpıness you can not buy

just one nıght there and ı was very overwhelmıng by those people

they were talkıng about theır whenever young and they share everythıng about theır famılıes to you ....we dont know them before but they take us like theır famıly and

just suddenly they open theır heart to you ı thınk thıs ıs very ımportant ıt was very great thıs awesome experıence

 yes

So ıwı can you tell me about how do you thınk thıs project ıs dıfferent than the other projects

ı know that u are take different course and you have got different projects so how do you feel thıs project was different

ı feel thıs project was   ....   *do you thınk ıt ıs different first of all*

first of all ıt ıs well very different than any projects that ı ever done

Other projects all about you know academıc staff lıke how do you wrıte project about your course

all about how do you get hıgh grades hıgh poınts

but thıs project ıs all about helpıng people all about how dıd you gıve efforts to thıs project

for thıs project ı ı feel lıke not just doıng a project ı feel ı am doıng sth lıke charıty you know ıts really really dıfference ı dont feel lıke ıts a project ı dont treat ıt lıke a serıously project work

ı take ıt very serıously because ıt was lıke to help people and to be there was ımportant

but the poınt ıs not to wrıte stg ıts not about to get a hıgh poınt anymore

ıts about to partıcıpate to be there

and after the nıght you dont relly care about that how people gıve you

you dont thınk thıs thıng you dont do ıt to pass the course to pass the course ıts not ımportant for us anymore

ı thınk everybody was doıng the project they don't care thıs ıs they dont do for to pass the course

they do ıt because they want to do ıt

they love ıt lıke...............

ı saw those people who doıng the thater

performing the short drama ....they are spending hours and hours everyday and to rehearsel

it was amazing that for other projects if you want them to do it day by day hours and hours, they get annoyed, i think everybody get annoyed even myself i dont want to stick on a project for that much long

but this one i was happy and

no matter .... when no matter who we started to talk about the night.. ..that we were to performance for the retirement homes people.......we have like nonstop...... you know we can talk evertyhing

its not a project that people dont want to talk about it ....i did a lot of project and we usually between the students we say did you give it to the teacher...yes.. thats it.i give..did you give or not...yes i give.

but how is ur project that night well we have like

you can talk long long time for this project because this is memories something you can remember for the rest of ur life, not just a project, this is not just a project

for me its much much more than a school project, i love it i hope next year i have a chance to do it again..yes

Appendix I: Different Ideas for Community Service According to Students Age Categories

Community Service Activity Ideas for 5- to 8-Year-Olds

"What we learn to do, we learn by doing."

– Aristotle

Involving younger members of your club or group in community service is fantastic, because they are such willing participants. This age group learns best from hands-on experience, making community service an excellent way to involve them. Introducing 5- to 8-year-olds to service at this young age helps them develop a lifelong habit of service to others. Short, quick, easy and lively activities that are simple to complete help this age group succeed in their first service activities!

• A great way to let them help plan the project is to take them on a walk through the community and tell them to be "detectives" trying to spot possible service projects.

• Have your young detectives help recap what they spotted and decide on a project (for instance, picking up trash in the park).

• Adults and older youth can make the arrangements for the project. The kids' participation could include making trash bag kits that contain supplies such as gloves for the cleaning day and other simple tasks, singing favorite tunes at adult foster care

or retirement homes, planting flowers in local parks and commu¬nity centers and donating their used books and toys to day care centers, domestic violence shelters and literacy programs.

• Once the big day arrives these youth will be willing to jump right in. This is the most exciting part of the proj¬ect. Remember to take breaks, have plenty of water and recognize the good work they are doing, as they do it.

• This age group soaks up encouragement, so be sure to praise them. Remember to prepare some sort of recognition or celebration afterwards. They love getting recognition award certificates!

<u>Overview</u>

Although they're often overlooked when planning or carrying out com¬munity service activities, the youngest 4-H'ers can be a great asset to many community service projects. Five- to 8-year-old 4-H'ers are very willing par¬ticipants who learn best from hands-on experience. Several reasons why they should be involved in community service-learning follow.

• Volunteering allows children to con¬tribute to a cause relevant to their lives.

• Children begin to see themselves as members of the community and take a step forward in learning about their responsibility to the world.

• Volunteering boosts kids' self-es¬teem, especially when they receive positive reinforcement from the adults working with them.

• Community service helps create a sense of self-worth as children share their skills, talents and efforts.

• Service at a young age increases the likelihood that children will develop a lifelong habit of service to others.

Activities

Some community service ideas that work especially well with 5- to 8-year-olds follow.

• Leading bingo games, singing favorite tunes, talking with residents and bringing small pets on visits to adult foster care or retirement homes. 8 Planning Your Community Service Project Michigan State University Extension 4-H Youth Development

"Service is what life is all about"

– Marian Wright Edelman

Children could also put on a skit or a puppet show.

• Painting trash barrels and benches • at community parks and county fairgrounds. They can also paint over graffiti at these sites.

• Planting flowers and trees in ceme¬teries and local parks and at commu¬nity centers and county fairgrounds.

• Painting and filling clay pots with plants for delivery to elderly or ailing people.

• Making and hanging decorations and artwork at community centers, facilities for people with disabilities and hospitals.

• Making sandwiches for local soup kitchens.

• Preparing and performing puppet shows at libraries, hospitals and community festivals.

• Trick-or-treating for canned goods.

• Donating their used books, toys and clothes to a local charity. The items could also be sold at a group garage sale and the profits given to a local charity.

• Being pen pals with overseas U.S. military personnel. (Younger 4-H'ers may need help from older members with this one.)

• Hosting a party to welcome new children into the community.

• Collecting litter in a park or along sidewalks.

• Decorating a bulletin board at a community center or library.

• Collecting new or gently used toys for a shelter.

Things to Keep in Mind

A few tips to keep in mind when work¬ing with the youngest group of 4-H'ers follow.

• Remember that 5- to 8-year-olds are working toward mastering their physical abilities. Plan on projects being messy and taking longer than you expect.

• Let the kids suggest and decide what volunteer project they'll undertake.

• Provide a range of tasks and stations for the kids to choose from while completing a community service project. Switch stations partway through the project.

• Encourage kids to reflect on and talk about their feelings and experiences after they've finished community service activities. Planning Your Community Service Project 9 Michigan State University Extension 4-H Youth Development

Community Service Activity Ideas for 9- to 12-Year-Olds

"There is no greater commit¬ment than when people give of themselves. Volunteer activity is the ultimate demonstration of caring."

- John W. Armerman

Overview

Early adolescents are at a great age to be involved with community service. Several reasons why they should par¬ticipate in community service activities follow.

• Volunteering allows children to con¬tribute to a cause relevant to their lives.

• Youth begin to see themselves as members of the community and take a step forward in learning about their responsibility to the world.

• Volunteering allows youth to suc¬ceed in an area different from academics, athletics or popularity.

• Community service helps create a sense of self-worth as youth share their skills, talents and efforts.

• Youth will develop a sense of being responsible for their communities and a sense that citizenship requires them to actively participate in their communities.

• Most young people this age love being a part of a group as this is a way to build friendships. Consider service projects that are done as a group.

Activities

Sometimes the hardest part of com¬munity service is getting started. Some community service ideas that work especially well with 9- to 12-year-olds follow.

• Collecting backpacks and school supplies for kids who can't afford them.

• Making bird feeders and setting up bird feeding stations at hospitals, schools and community sites.

• Setting up pen pal relationships with kids from another country or another part of the United States and sharing ways they can help their neighborhoods.

• Starting an after-school literature or reading club with younger kids.

• Painting trash barrels and benches at community parks and county fairgrounds.

• Planting flowers in cemeteries and local parks and at community centers, facilities for people with dis¬abilities and hospitals.

• Collecting hats, scarves and mittens and using them to decorate a holiday tree for a local shelter.

• Making cards for Veterans Day. Cel¬ebrate with veterans at a veterans organization or veterans hospital.

• Collecting new sleeping bags and teddy bears for homeless children. Purchasing and decorating bear-sized T-shirts with fabric paint, then visiting a shelter to give the donated items to children there. Have a meal with the residents and do story time together as a group.

• Becoming a pen pal with an elderly or shut-in resident in the commu¬nity.

• Helping serve dinner at a homeless shelter.

• Working as volunteers at a Special Olympics.

• Gathering gently used books and toys that have been outgrown and donating the items to children in foster care.

Teen Service Officer – A Community Service Idea for 13- to 19-Year-Olds

"Nothing's stronger than the heart of a volunteer"

– Unknown

Many teens are ready to plan and orga¬nize their own community service ac¬tivities with the guidance of the leader. Youth at this age may be eager to take on a leadership role and many may be passionate about a particular cause that they would like to become involved with through community service.

Teen Service Officer

Consider adding the teen service of¬ficer to your panel of club officers. The teen service officer plans, coordinates and implements community service-learning opportunities for the 4 H club or group for a year of service. This could be a shared

position in which two members have the role of co-teen service officer. This position is for teens who like to see things accomplished and enjoy the satisfaction of helping others.

Responsibilities:

The teen service officer will:

• Motivate others to get involved with citizenship and community service-learning.

• Provide the group with project ideas.

• Work with the club or group to or¬ganize and plan community service projects.

• Handle public relations and get the project in the newspaper or on the radio.

• Plan recognition for members when the service project is complete. (Visit Awards, Recognition & Op¬portunities at

http://web1.msue.msu.edu/4h/commserv/commservawards.html for further ideas.)

• Celebrate with the club or group over the success of the project.

Resources and Support Available:

The following Michigan 4-H Youth Development educational materials are available from your county MSU Exten¬sion office.

• YEA! Youth Experiencing Action: A Community Service-Learning Guide (4H1533) — Designed to be used with youth aged 14 to 19, the guide helps teams plan, conduct and evaluate community service-learning projects.

• Civic Engagement: After-School Activities for Citizenship, Lead¬ership and Service — Program delivery strategies for after-school civic engagement activities. Available online from National 4-H After¬school at http://4-hafterschool.org/

• 4-H Citizenship: Government Is Us! — A civic engagement curricu¬lum for Teens. (available fall 2007)

• The Citizenship Adventure Kit – Public Adventures — This curriculum includes a kit for grades 4-12 and a handbook for adult and teen volunteers. The series provides the tools young people need to define, plan, implement and evaluate an active citizenship group project. Available from the 4-H Mall at http://www.4-hmall.org/.

Skills and Knowledge Needed:

• Interest in helping others

• Organization and creativity

• Ability or interest in learning how to plan activities

Time Required:

• About 2 hours a week (This depends upon the amount of time it takes to do the project and the amount of time that the teen service officer can devote to it.)

Expected Results:

• Making a difference in the community

• Value and respect for diversity

• An understanding that our actions have consequences

• And many others

Contact Persons:

• County 4-H staff

• 4-H volunteer leader

Activities

For more activities for 13- to 19-year-olds visit the Michigan Citizenship, Leadership and Service 4-H web site at http://web1.msue.msu.edu/4h/leadership.html

Appendix J: Around 250 Alternatives for Community Service

More Than 250 Community Service Ideas

The following is a list of ideas for community service projects. Some suggest collecting or doing something for a particular type of organization in your area. If you decide to donate your time to a particular orga¬nization, contact it to discuss the project before you start.

1. Hold an egg hunt for kids in a shelter.

2. Go "4-H Extreme": Try a community service activity you've never done before.

3. Form a childcare group in your community.

4. Donate time or money to your local Red Cross.

5. Create a senior prom for a local senior home.

6. Collect baby equipment and supplies for new parents with limited resources.

7. Fill a laundry basket with household items for a relo¬cated homeless family.

8. Help build a Habitat for Humanity home for a family living in a low-income situation.

9. Give your time to a younger child – plan a Harry Pot¬ter or other book-themed party at the local library.

10. Have a garage sale and donate the money you earn to a charity.

11. Hold a rally to encourage more young people to be involved in their communities.

12. Organize a give center where those who cannot af¬ford gifts can get clothes, toys and other items. This is a place where people can find gifts to give to other people.

13. Mow an elderly neighbor's lawn.

14. Participate in a "walk a kid home from school" pro¬gram.

15. Participate in a violence prevention project in your area.

16. Teach a card game to an elderly person.

17. Lead a bingo game for nursing home residents.

18. Plan a "private volunteer recognition party" with live music and food.

19. Repair and donate toys to a shelter.

20. Organize a mitten, hat and scarf drive.

21. Learn how to play a game such as chess, and teach someone else how to play it, too.

22. Volunteer for a cause you believe in.

23. Collect, repair and donate used bikes to a community agency.

24. Make posters or displays promoting 4-H to put in local store windows.

25. Walk dogs from the local animal shelter.

26. Organize an "animals on the street" fund drive. Ask a local artist to assist in the creation of an animal statue that can be displayed in the street and then auctioned with proceeds going to the local animal shelter

27. Paint murals over graffiti.

28. Help someone improve his or her job interview skills.

29. Join a political campaign and work to get someone elected.

30. Make a quilt to give to a museum.

31. Collect blankets for a local shelter.

32. Arrange to donate your old working computer to an after-school program.

33. Set up a pen pal relationship with someone from another country and share ways you can help your neighborhoods.

34. Encourage your friends to run in a 5K race.

35. If your community doesn't have a food bank, work with others to start one.

36. Record the inscriptions on grave markers in an old cemetery for a local genealogy society.

37. Help train Special Olympics athletes.

38. Set up a book exchange so kids can trade books they've read for ones they haven't.

39. Learn American Sign Language and teach it to some¬one else.

40. Sponsor a health fair that offers free blood pressure, vision and hearing tests.

41. Hold a puppet show for hospitalized kids – make them laugh.

42. Become a library helper.

43. Organize a river cleanup.

44. Photograph a local event and donate the pictures to your local historical museum.

45. Build birdhouses and donate them to a nature center.

46. Work with the fire department on safety programs.

47. Sponsor a bike-a-thon and give away bike safety prizes.

48. Find out what a homeless shelter needs and then just "do it."

49. Connect with another club and do a joint community service activity.

50. Help a kid by helping a parent.

51. Fill bags or baskets with summer games for kids and give to a parks department.

52. Help build and fill shelves at a food bank.

53. Organize a car wash to raise money for a cause.

54. Sponsor a babysitting class for a group of middle schoolers. 12 Planning Your Community Service Project Michigan State University Extension 4-H Youth Development

55. Organize and promote a community-wide cleanup week.

56. Trick or treat for canned goods and donate the col¬lected items to a local charity.

57. Tell someone about what you have learned in 4-H.

58. Highlight your club's community service activities on a web site.

59. Research a community issue and create a display or flyers on it to share with community members.

60. Adopt a new immigrant family and help them connect to the community.

61. Teach seniors your dances and ask them to teach you theirs.

62. Collect used sports equipment that you can donate to families with limited resources.

63. Sponsor food drives for a domestic violence shelter.

64. Build a playground for kids with physical disabilities.

65. Teach tobacco prevention activities at a camp.

66. Deliver demonstrations on health and exercise in schools.

67. Update the signs on and refurbish a park trail.

68. Adopt an acre of rainforest.

69. Teach someone to read.

70. Improve your environment by starting an advocacy group and sharing information with your town council.

71. Make pajamas for kids at a youth center. Ask your lo¬cal sheriff's department for its location.

72. Make a presentation about youth who are involved in community service activities.

73. Start a web site for your club or group.

74. Photograph old barns and homesteads in your com¬munity.

75. Coach a youth sports team.

76. Mail your letters with stamps celebrating different ethic cultures.

77. Donate books or personal items to teens at a local juvenile detention center.

78. Test the health of the water in your local lakes, rivers or streams.

79. Organize a senior garden.

80. Arrange a clown performance for people with special needs.

81. Organize a hunter safety program in your community.

82. Plant a tree.

83. Celebrate other cultures with art exhibits, perfor¬mances and poetry readings.

84. Build flower boxes for Habitat for Humanity homes.

85. Write letters for an elderly person.

86. Raise a dog to assist someone with a disability through an organization such as Leader Dogs for the Blind..

87. Learn your rights and responsibilities as a citizen or resident.

88. Perform an act of kindness for a friend.

89. Give some of your allowance to a charity you believe in.

90. Deliver holiday meals to a senior citizen group.

91. Collect crazy and fun hats for kids receiving chemo¬therapy treatments.

92. Clip coupons and leave them at a local food pantry.

93. Help a youth worker.

94. Give away hugs.

95. Donate old eyeglasses to an organization that recycles them for people with limited resources.

96. Paint park benches.

97. Organize a "walk a kid to school day" and learn about the kids' neighborhood.

98. Identify a skill you have and use a volunteer experi¬ence to help improve it.

99. Talk to police officers to gather after-school ideas for kids and teens in the community.

100. Thank the care givers in your family – do something special for them.

101. Visit people with AIDS who are in the hospital.

102. Join and help a national or local children's advocacy group.

103. Map your community's bike trails.

104. Get involved with your local humane society in con¬trolling pet populations.

105. Make placemats with information about proper fire¬works use and ask a local fast food restaurant to use them.

106. Start a career day at your school.

107. Make and distribute a brochure of local services avail¬able to parents.

108. Prepare ethnic holiday dishes for a soup kitchen.

109. Be a coach – start a soccer or other sports team for younger children.

110. Take time to think, talk or write about your commu¬nity service activity.

111. Become a "little chef" and cook vegetables for your family.

112. Start a program to recycle athletic shoes.

113. Volunteer at a hospital.

114. Pick up trash.

115. Read a story about President Abraham Lincoln to kids at a daycare center.

116. Hold an "old video drive" for your local library.

117. Establish and maintain a demonstration pot or garden of native plants in a community park.

118. Help seniors with their shopping.

119. Dress up like President George Washington and share a story about him.

120. Contact your American Legion group and help deco¬rate your town for Independence Day.

121. Donate suitcases to kids in foster care.

122. Help senior citizens install smoke alarms in their homes.

123. Shovel snow for a local community center.

124. Put together layettes for moms and dads with limited-resources. Planning Your Community Service Project 13 Michigan State University Extension 4-H Youth Development

125. Organize a campaign to raise money for park play¬ground equipment.

126. Make a puppet show that promotes healthy living.

127. Involve a friend in a community service activity.

128. Organize a work day at the local farmers market to assist senior citizens.

129. Pick up litter.

130. Speak out against violence.

131. Teach a skill you have to another person.

132. Volunteer to help with childcare for those who cannot afford to pay.

133. Coordinate a community dance for senior citizens.

134. Arrange a pet food and supply drive for the local ani¬mal shelter.

135. Volunteer at your local zoo.

136. Organize a pet flea bath.

137. Make holiday cards for people in nursing homes.

138. Donate arts and crafts supplies to groups who can't afford them.

139. Find older adults who want to teach quilting, knitting and other skills to youth.

140. Adopt a monument and keep it clean and weed free.

141. Volunteer at service agencies that allow you to ex¬plore career interests.

142. Make posters and displays of safe and unsafe Hallow¬een costumes, masks and face paints.

143. Contact a cable station and start a teen issues televi¬sion show.

144. Organize a winter coat drive.

145. Volunteer to produce a community organization's newsletter.

146. Research and share historic contributions of Hispanic Americans or Asian Pacific Americans in your commu¬nity.

147. Take part in restaurant food recovery programs.

148. Volunteer to be a museum guide.

149. Help out at youth league athletic events.

150. Establish a fitness course in a public park.

151. Preserve the heritage of others.

152. Create table arrangements for a soup kitchen.

153. Make a storefront display about the cardiovascular system.

154. Clean and repair wheelchairs.

155. Find out how you can help people to register to vote.

156. Tape record children's books for kids with vision impairments to listen to.

157. Find new ways to cope with stress such as dancing, singing and in-line skating.

158. Work with an adult literacy program.

159. Help in your local parks and recreation department.

160. Plan and present a boat safety event.

161. Entertain residents of a nursing home with a play or skit.

162. Form or join an existing teen group to promote hu¬mor, fun and exercise.

163. Take flowers to the home of a senior citizen.

164. Organize a letter writing campaign.

165. Collect toys for families who have lost their homes to fire.

166. Fill a shoebox with games for a neighborhood kid.

167. Help parents at a domestic violence shelter.

168. Collect baby items and donate them to a local charity.

169. Organize a public issues forum for your neighborhood.

170. Start or join a neighborhood watch group.

171. Lead a project for kids in an after-school program.

172. Volunteer in your community.

173. Adopt a zoo, forest, park or highway.

174. Sell your livestock animal at the fair and donate the proceeds to charity.

175. Make a window display on how others can raise a Leader Dog and ask a store owner to display it.

176. Help build a memorial.

177. Collect and donate clothes to the homeless.

178. Serve on community committees.

179. Hold a 5K run for a local charity.

180. Help a group of kids improve their computer skills.

181. Research your community's civil rights history and share that information with others.

182. Perform fun food science experiments with a group of younger kids.

183. Record and share your family traditions.

184. Create a campaign to get families biking and walking.

185. Organize an "ultimate Frisbee" tournament for an after-school program.

186. Organize a canned goods drive in conjunction with a community event.

187. Have a Halloween party for kids with special needs.

188. Take a lifesaving or water safety class.

189. Buy a fruit or vegetable that you've never tried and sample it with a younger child.

190. Lead tobacco use prevention activities with local youth sports groups.

191. Raise awareness for Special Olympics.

192. Organize a 4-H "Sew Read!" project for a group of kids.

193. Demonstrate home and yard composting in your com¬munity.

194. Do a puppet show at the library on why we need to wear bike helmets.

195. Start an after-school literature or reading club with younger kids.

196. Get permission to plant wildflowers in public rights-of-way.

197. Collect backpacks and school supplies for kids who can't afford them.

198. Do something nice for someone you know.

199. Donate the money from can and bottle deposits to a charity.

200. Help conduct a day camp for 5- to 7-year-olds.

201. Help serve dinner at a shelter. 14 Planning Your Community Service Project Michigan State University Extension 4-H Youth Development

202. Make a display to publicize your group's community service projects.

203. Offer an encouraging word to a friend.

204. Organize a farm safety program for kids.

205. Paint trash barrels for a park or county fairgrounds.

206. Organize a canned goods drive at a school dance and donate the food to a food bank.

207. Raise funds to help a family pay their heating bill.

208. Shovel someone's walk and don't tell them you did it.

209. Volunteer to make calls to potential club members. Bring a friend to your next club meeting.

210. Take pets to visit nursing homes or special education schools.

211. Plan a new, adventurous event for the young people in your community.

212. Ride your bike around your neighborhood and pick up the trash.

213. Take a friend's dog for a walk.

214. Organize a get-together between a nursing home and a youth center.

215. Find an art gallery and donate your visual arts project to raise money for charities.

216. Organize a small animal petting exhibit for a local festival.

217. Make and donate holiday decorations to a hospital or senior citizens home.

218. Start a "speak out on the importance of pets" kids' page in your local newspaper.

219. Collect and distribute blankets, pillows and clothing to people with limited resources.

220. Decorate a tree for a shelter with donated mittens, hats, socks and scarves.

221. Find ways to fight global poverty.

222. Collect and process items for disaster relief.

223. Organize a lawn mower repair clinic.

224. Volunteer for Meals on Wheels.

225. Help an elderly neighbor decorate his or her home for the holidays.

226. Hold a holiday clothing sale to benefit a homeless group.

227. Raise funds for mental and emotional health services in your community.

228. Organize and join in neighborhood social activities.

229. Participate in an annual holiday toy drive.

230. Collect pet food for an animal shelter.

231. Get pledges from local stores to support youth art and drama community activities.

232. Learn how to rock climb safely with a group of friends.

233. Visit someone who needs a friend.

234. Volunteer to help at your county fair.

235. Watch less than one hour of television a night and donate your extra time to a good cause.

236. Make, send or deliver Valentine's cards to veterans.

237. Volunteer at your local humane society.

238. Hold a "family traditions" night at a local nursing home or senior center.

239. Research and share historic contributions of African Americans in your community.

240. Hold an afternoon tea party for a group of 5-year-olds.

241. Pack and help distribute food at a food pantry.

242. Teach tobacco use prevention activities at an after-school program.

243. Work with County Parks Departments to design ways to help people with visual impairments experience parks.

244. Make a healthy bedtime snack for homeless kids.

245. Donate books you no longer use or have outgrown to a local library.

246. Hold a teen music concert for local teens.

247. Help a local environmental group.

248. Make sandwiches and cookies for a soup kitchen.

249. Tutor someone who needs help learning English.

250. Set up and supply bird feeding stations at hospitals, schools and community sites.

251. Sing holiday songs to people who are unable to leave their homes.

252. Paint a fence at a nature reserve.

253. Dress up and become a storyteller at a local library.

254. Weed a public garden.

255. Organize an interactive theater program about to¬bacco issues for your community.

256. Plant a tree in your community (Ask for permission, first!).

257. Work with government officials to set up a hazardous waste disposal day.

258. Go for a walk with a senior citizen in your community.

259. Offer computer training to families with limited-re¬sources.

260. Support a community cause and make a speech about it to a local service club.

261. Organize a sports league that focuses on skill develop¬ment, not championships.

262. Write and read letters to elderly people in nursing homes.

263. Organize a community garden.

264. Help cook and serve a meal at a homeless shelter.

265. Make promotional flyers to put in grocery store bags for the Great American Smokeout.

266. Donate your garden produce to a homeless shelter or food kitchen.

267. Make first-aid kits for homeless shelters.

268. Become an advocate for diverse cultural appreciation in your community.

269. Build a wheelchair ramp for a person who needs one.

270. Start a recycling program at your school.

271. Help with your county 4-H riding program for kids with disabilities.

272. Read books on conflict resolution to younger youth. Planning Your Community

Service Project 15 Michigan State University Extension 4-H Youth Development

"What we do for ourselves dies with us. What we do for others and the world

remains and is immortal."

– Albert Pine

273. Plan a fashion show for the public using recycled clothing.

274. Create a display with information about proper use of fireworks to be displayed

where fireworks are sold.

275. Produce an "extreme 4-H" television program on cable television.

276. Grow a garden for a food bank.

277. Organize a community service exchange trip.

278. Help out at your local community center.

279. Help prevent youth tobacco use by organizing a skit on the respiratory system

and show it to an after-school program.

280. Coordinate a homework huddle for kids who need schoolwork help.

281. Clean up a littered highway.

282. Contact a wildlife rehabilitation center and find out what could be donated.

283. Learn CPR (cardiopulmonary resuscitation).

284. Volunteer to wash the car of a single mom.

285. Make cupcakes for nurses at a local hospital or nursing home to let them know they are appreciated.

286. Baby-sit for the family next door one evening for free.

287. Learn magic tricks and teach them to kids in an after-school program.

288. Research campgrounds in your area and create a bro¬chure with your results.

289. Adopt a whale.

290. Have a bake sale and donate the proceeds to a chil¬dren's hospital.

291. Volunteer at a daycare center. 16 Planning Your Community Service Project Michigan State University Extension 4-H Youth Development

Appendix K: 4-H Community Service Ideas by Project Area

4-H Community Service Ideas by Project Area

"Every year millions of Americans volunteer at more than one million non-profit organizations throughout the United States."

(Volunteering: 101 Ways You Can Im¬prove the World and Your Life, by Douglas M. Lawson. Alti Publishing, 1998)

Michigan 4-H Youth Development would like to offer this challenge to each and every young person and adult who wants to make a difference in their communities:

We "challenge a new generation of young Americans to a season of service – to act on your idealism by helping troubled children, keeping company with those in need, reconnecting our torn communities. There is so much to be done . . . In serving, we recognize a simple but powerful truth – we need each other."

Actually, this challenge was extended by President Bill Clinton in his 1993 In¬augural Address. 4-H, however, would like to re-challenge all of you! We chal¬lenge you to get your friends together, get out in your community and make that difference!

Not sure of how to start? Contact your 4-H staff at your county MSU Exten¬sion office. (Visit the MSU Extension web site at http://www.msue.msu.edu/ and click on the "Offices/Staff" link.) Remember that there are many more community service projects than these waiting for you to volunteer! (Unless otherwise noted, the

resources listed in this section are available from your county MSU Extension office.)

If you need help getting your project started, your county 4-H staff can help, so give them a call! And remember, there is no exercise better for the human heart than reaching down and lifting someone else up.

Take the 4-H Challenge!

<u>Adventure Programming</u>

• Coordinate a community drive to collect and repair used bicycles. Donate the refurbished bikes to a community agency that will give the bikes to kids. Partner with local police, public safety departments and businesses to make sure that each bike comes with a new bike helmet. (It isn't safe to recycle bike helmets!)

• Playgrounds and families go hand-in-hand. Have your club or group sponsor a playground pizzazz day! Spiff-up and fix-up a community playground. Celebrate your efforts with a picnic at the park and invite neighborhood kids and families to attend. Ask a local hardware or builders supply store to share in the fix-up and the fun!

• Start your community walking, running or wheeling by sponsoring a 4-H, family and pet-friendly 5K run or walk.

• Check out the bicycle and snowmobile trails in your area. Are they well-marked and well-groomed? If not, coordinate the effort to pick up the rubbish, update the signs and create posters about the "new and improved" local trails. Ask local businesses and community service agencies for permission to display the posters on their premises.

• Waltz the afternoon away with a group of senior citizens. Work with a local senior citizens community group or home to coordinate dancing lessons for young people. Ask the local seniors to teach the popular dances of their youth to a group of young people. Then have the young people in your group coordinate a community dance for the seniors.

Animal Projects

• If you're in a 4-H livestock, poultry or rabbit project, you could raise animals to donate to local food banks, senior citizen centers or community shelters. Raise and sell your animals through the fair auction as a part of the summer program, then donate the sale proceeds to the target organization. Another way is to raise the animals, then donate the processed products to the target organization. Donations often are especially welcome during major holiday seasons. Individuals or entire clubs can take on this kind of project.

• Consider organizing a visiting pet program in your com¬munity. Members of any kind of 4-H animal project can arrange to visit nursing homes, senior citizen centers, group homes for the disabled or special education schools with their animals. People

citizen centers especially enjoy seeing and touching farm animals. These visits can be a welcome opportunity for people to share stories and memories of their childhoods and experiences growing up on farms. Cats, dogs, calves, lambs, pigs, rabbits, ducks, chickens, snakes, lizards, gerbils, hamsters and guinea pigs all make great animals for visiting pet programs.

• Volunteer at your local humane society or county animal control office. These facilities often need individuals or groups to help with animal bathing, dog walking and facil¬ity clean up. If you can't volunteer at the facility, consider holding a fund-raiser such as a dog walk or pet wash day.

• Hold a "hug a hog" fund-raiser and educational event and donate the proceeds to a community project or other charity. Introduce the public to a hog and share what you've learned about raising hogs. One Ionia County 4-H club sold "Hugg-A-Hogg" T-shirts and took people's pictures with a hog. Proceeds from their fund-raiser went to the American Cancer Society.

Careers

• Older teens can use the activities in the WOW! Wild Over Work (4H1552) learning materials to introduce younger kids to the career exploration process. When they use

WOW! to work with younger kids, teens have the chance to develop their own leadership skills and to provide valuable community service. They're gaining skills for the workforce, too! For a copy of this curriculum, contact Laura Allen, Career Education Coordinator, at lacourse@msu.edu.

• Teens can teach younger youth or their peers about being an entrepreneur or how to manage their money wisely.

• Teens could research companies that allow group tours and be a tour guide for a youth group or 4-H club meet¬ing.

Citizenship and Leadership

• Help a 4-H leader plan and conduct special activities or programs for a family night.

• Work with a 4-H leader and help club members plan and organize a community service project.

• Teach a skill at a 4-H Afterschool program, 4-H workshop, summer recreational program, day care center, teen center, senior citizens center or another place that welcomes volunteers.

• Explore printed resources available to teens about an issue you are concerned with. Write a booklet or informa¬tion sheet and ask the library to display it.

• Investigate the needs of a community center. Organize a 4-H club to plan and conduct special activities or pro¬grams for a family night at the center based on one of those needs.

• Design and create a small discussion group of teens close to your own age. Be a mentor to a younger youth.

• Look around your community and organize a series of community speakers to educate or promote awareness in the community about an issue you are interested in.

• Become an active member of a county or teen council, youth advisory committee or other group outside 4-H. Find a creative way to share your experiences with other 4-H members.

• Send letters to elected officials about a topic that concerns you. Organize an event to raise awareness of this topic to generate energy and action. Present your findings to a local governmental board.

• Do volunteer work with a social service organization. Help get other youth interested in volunteering with the same organization so that you can ensure further volun¬teer involvement after your service is completed.

• Organize 4-H club members to teach projects or skills at a summer recreational program, day care center, teen center, senior citizens center or another place that wel¬comes volunteers.

• Lead other club members in promoting 4-H to local schools, community organizations and media. Try getting the word out about the benefits, accomplishments and experiences of 4-H through newspapers, radio, TV, school or window displays. Develop a web page to promote local 4-H activities.

• Explore printed resources available to teens about an issue you are concerned with. If there is a need, develop a creative way to get your message out. Organize and in¬volve other club members in creating a booklet, organizing a small newspaper or magazine, developing a web site or exploring other media outlets.

• Be creative and insightful; design your own project based on the needs of your community and resources available to you.

• Attend Citizenship Washington Focus, the Wonders of Washington or 4-H Capitol Experience (http://web1.msue.msu.edu/4h/capexp.html) and join a political campaign. When you return, you'll be prepared to put what you've learned to use as an advocate for a cause you feel strongly about or by sharing what you've learned with younger kids.

Clothing and Textiles

• Help sort donated coats, used blankets and other winter clothing such as jackets, scarves, hats, mittens and gloves by size, type and state of repair. Use any cash donations to buy new snowsuits and coats in sizes most needed but not often donated.

• Help provide mothers living in low-income situations with basic baby items necessary for the first months of their infants' lives. Use grant money, donations or funds your group has raised to put together layettes from items purchased in your county stores. The layettes could include one infant gown, one receiving blanket, one combination garment and one crib sheet. Meet with the managers of local stores to compare selections and prices on infant 18 Planning Your Community Service Project Michigan State University Extension 4-H Youth Development merchandise. After you put together the packages, a local community services agency could distribute them to these mothers.

• Make, adapt or repair clothing for people who are unable to leave their homes or residents of nursing homes, other group homes or homeless shelters.

• Plan and conduct (or help with) a clothing drive for Goodwill Industries or hold a "Christmas in November" (or May or July or whatever month works for your group) clothing sale to benefit a worthy cause.

• Make a community service exhibit or poster on clothing or textiles related topics. For example, you could make a poster urging joggers and bicyclists to wear reflective clothing if they're out after dark. Your poster or exhibit with examples of safe and unsafe Halloween costumes, masks and face paints could help parents and kids settle on the perfect look for Halloween. You could prepare a poster on clothing care and stain removal and ask permission to post it in a local laundromat.

• Older teens could use the Michigan 4-H "Sew, Read!" program with 5- to 8-year-olds in after-school programs and libraries. The group could use Sew, Read! The Boy

and the Quilt (4H1561), a kit centered on the book, The Boy and the Quilt, and make a quilt to donate to a homeless shelter or senior citizens center.

Clowning

• Consider arranging a 4-H clown performance for people with special needs, such as residents of nursing homes, facilities for people with disabilities, medical care facilities and VFW children's homes. (Before any such visit, an adult should meet with the facility administrator and tour the facility. The adult should tell the 4-H'ers about the facility and the special needs of the clientele.) 4-H clowns may also participate in community events such as parades and festivals, and visit day care centers and library story hours.

• Paint hearts, flowers, diamonds, zigzags, suns, moons, stars, comets, ladybugs, snakes or other fun and simple shapes on kids' faces at a festival or fund-raiser. Use water-based cosmetic paints (such as Kryolan, Mehron or Snazroo) purchased from a clown supplier. Apply the paint with cotton swabs or paint brushes (sable works best). Be sure to bring a mirror so the kids can admire your handiwork!

Communications

• Create posters - Kids can create posters that include information about local projects, events or community service opportunities. Posters could be placed in schools, libraries, grocery stores and other businesses to promote 4-H and the positive ways in which kids are involved in their communities. The Communications Toolkit: Fun Skill-Building Activities to Do With Kids (4H1560) has a section on visual communications and activities to help young people learn how to create effective posters. The Communications Toolkit is available through your county

MSU Extension office and online from the Michigan State University Extension Educational Materials Distribution Center (the Bulletin Office) at http://web2.msue.msu.edu/bulletins/mainsearch.cfm.

• Make speeches - Involve young people in giving talks and making speeches to local service clubs, chambers of com¬merce and school assemblies, and in other settings. Kids can share the many positive things they're doing to help make the community a better place to live and work. The Communications Toolkit: Fun Skill-Building Activities to Do With Kids (see above) has a section on verbal communica¬tions that includes activities to help young people improve their ability to speak in public.

• Create television ads and programs - Work with your local cable television company and get young people involved in producing television programs. Kids could produce and host a program that focuses on how young people can and are making a difference in their com¬munity. Kids who've been involved in community service projects could be featured talking abut their projects and why they get involved. The young people could promote future opportunities and events and appeal for adults to become involved. The Communications Toolkit includes a section on media and technology that has information about building video production skills.

Environmental Education

• Project F.I.S.H. (Friends Involved in Sportfishing Heritage) - Think about a good fishing spot in your community. Is it a stream, pond, small lake or fishing pier? Whatever fishing site comes to mind, it probably needs an occa¬sional cleaning. Worm containers, fishing line, pop cans and lost tackle are just a few of the items you may find littering your favorite site. Create a cleanup crew to deal with this messy situation! Connect with another fishing group or adults you know who like to fish. Decide on a cleanup day. Collect the supplies you'll need, such as trash bags and rubber gloves. Depending on the time of the year, you may also need bug spray. Wear sturdy boots or shoes you won't mind getting wet and dirty. You and your friends will all enjoy fishing more in a litter-free area that you've helped clean up. Happy fishing!

• Prepare and deliver an educational talk or demonstration about beneficial insects ("good bugs") and environmen¬tally responsible ways to handle "bad bugs." Your county MSU Extension agriculture educator or pest scout can help you learn about how farmers are controlling insects more effectively with integrated pest management tech¬niques.

FOLK PATTERNS

• Photograph old barns and farmsteads in your community.

• Hold a "family traditions" night at a local nursing home or senior center. Planning Your Community Service Project 19 Michigan State University Extension 4-H Youth Development

• Record the grave markers in an old cemetery for a local genealogy society or library.

• Interview people at nursing homes, senior citizens centers and farmers markets about heirloom vegetable and flower varieties they or their families may have grown.

Food, Nutrition and Fitness

• Talk to other 4-H clubs and groups in your county about how to handle food safely at horse shows, fairs and other events. Your county MSU Extension home economist and Selling Food for Fun and Profit - Doing It Safely (E2578) are great resources on the topic. Selling Food for Fun and Profit is available through your county MSU Extension office and online as a PDF and for purchase from the Michigan State University Extension Educational Materials Distribution Center (the Bulletin Office) at http://web2.msue.msu.edu/bulletins/mainsearch.cfm.

• Volunteer at a local homeless shelter or soup kitchen. It's not just for holidays!

Inclusive Programs

• Volunteer as a sidewalker, horse leader, fund-raiser or aide with your county 4-H PEP program and help young people with disabilities enjoy a horsebackriding experi¬ence.

• If you own a gentle, well-trained horse or pony, have it evaluated by your county 4-H PEP program to see whether it would qualify for use in the program. You and your horse could become program volunteers!

• Evaluate your own 4-H club or group to make sure that you're as accessible as possible for kids with disabilities. Let your county MSU Extension office know that you're willing to add members who may have disabilities.

Photography

• Photograph a community event such as a parade, ethnic festival or sporting event. Photograph visiting impor¬tant people such as your state and federal legislators or authors who visit local bookstores. Take notes on all your photographs in a small notebook you can carry in your pocket or in your camera bag. Record who is in the photo, where and when it was taken, what is happen¬ing in the photo and who (you) took the photo. Mount your best photos and create a photo story of the event. Donate a copy of the photo story to your local historical museum.

Plants, Soils and Gardening

• Donate any extra produce from your garden to a lo¬cal homeless shelter or food kitchen. Or work with a community agency to set up a community garden site for people who don't have their own land.

• Help the residents of a nursing home or other group home set up and maintain container gardens of vegetables and flowers.

• If a wild area near you is destined for development, cata¬log the wildflowers and other plants growing there. Be sure to obtain a permit before removing any protected or endangered wildflowers!

<u>Science and Technology Projects</u>

• Organize a recycling program. In addition to providing a much-needed service to communities, this project also can give young people the chance to learn about local government. The event can run for just one day or be a long-term project that runs over many months with the support of local government agencies and area businesses.

• Plan a park clean-up day. Members of environmental sci¬ence clubs or any other group can help clean up wetland areas, lakes and ponds, natural areas or playgrounds. Your group also might consider planning and designing a play area for your community. Kids who are interested in engineering, landscaping or construction can all find ways to share their interests and talents to better their commu¬nities.

• Work with the civil engineering department in your com¬munity to help conduct a community water quality survey. You can learn more about water treatment plants and the things that affect the water we drink.

• Start or volunteer to help with an existing community hazardous waste disposal day. Work with your local government officials and area businesses to plan, promote and conduct one.

• Disaster preparedness is a great project for members living in tornado- or flood-prone areas. Young people can develop and present a disaster preparedness program at local schools, day care facilities or after-school child care facilities to help other children know what to do in case of a tornado or flood.

• Members involved in 4-H small engine projects can hold lawn mower repair clinics in their communities. Consider teaching basic lawn mower maintenance or offering lawn mower repair services to senior citizens or families living in low-income situations in your community.

Shooting Sports

• Design a brochure or display for the county fair on fire¬arm and bow safety.

• Older teens could volunteer as resource people or aides with a local hunter safety program.

The name 4-H and the emblem consisting of a four-leaf clover with stem and the "H" on each leaflet are protected under Title 18 U.S.C. 707.

Appendix L: 366 Community Service Ideas

366 Community Service Ideas

Categories:

- General Ideas
- On the Calendar
- Children, Family & Friends
- Safety

- Crime
- School Activities
- Government
- Helping the Hungry/Homeless

- Those with Special Needs
- Neighborhood Enhancement
- Performing Arts & Sports
- The Environment

- Senior Citizens
- Helping Animals

General Ideas:

1. Set up a Help-O-Meter to keep track of the number of hours youth volunteer in the community.
2. Organize a recognition program for the volunteers who lead community organizations.
3. Work in a concession stand to raise money for a good cause.
4. Make a gift for the secretary of a non-profit organization you are associated with.
5. Take photos during an event and donate them to the event organizers.
6. Volunteer to be a museum guide.
7. Plan an Ethnic Awareness day.
8. Design a campaign to promote tolerance and understanding of differences.
9. Volunteer at a health fair.
10. Volunteer as a counselor at local summer camp.
11. Volunteer to do office work at a local non-profit agency.
12. Set up a web page for a non-profit agency.
13. Volunteer to lead a club of youth.
14. Share a talent through teaching a class.
15. Make birthday cards for the elderly.

16. Run or walk in a charity race with friends.
17. Stage a carnival to promote community spirit.
18. Ask your mayor to sign a proclamation for an important community event.
19. Ask your governor to sign a proclamation for a national event.
20. Practice random acts of kindness.
21. Stage a marathon to raise money for a cause.
22. Organize an exchange between rural and urban individuals to promote understanding.
23. Volunteer to help at charity auctions.
24. Volunteer your talents at a charity auction.

On the Calendar:

1. Conduct a community service project during the Big Help Day in October.
2. Plan a Memorial Day program.
3. Recognize veterans in your community.
4. Participate in National Youth Service Day in April.
5. On Thanksgiving, make sure your family knows what you are thankful for.
6. Trim a mitten Christmas tree to donate mittens to local schools and homeless shelters.
7. Organize a coat drive in which old coats are donated for use by needy people.
8. Contact a local tree farm about donating a Christmas tree to a nursing home, homeless shelter or needy family.
9. Decorate a Christmas tree at a nursing home, hospital, school or homeless shelter.
10. Ring the bell for Salvation Army during the holidays.
11. Deliver a May Day basket.
12. Offer safety tips for youngsters during Halloween.
13. Conduct an Easter Egg Hunt for needy children.
14. On St. Patrick's Day, don't only wear something green, care for something green!
15. Volunteer to return shopping carts during National Supermarkets Month in February.
16. Make Spring baskets for seniors' residential facility, neighbors or homeless shelters.
17. On International Picnic Day in May, take your family or friends on a picnic. You supply the food and let Mother Nature supply the ants!
18. Make a Halloween Safety Kit for youth.
19. Give your Mom a hug and a homemade card for Mother's Day.
20. On Johnny Appleseed Day in March, deliver apples to homeless shelters.
21. July is Anti-Boredom Month. Help your friends fight boredom by becoming active community volunteers.
22. During July on National Cheer-Up Day, share a smile and cheer someone up.
23. Mow the lawn for your Dad on Father's Day.

Children, Family & Friends:

1. Surprise your parent(s) or neighbors and offer to babysit a sibling, relative or friend.
2. Design a game for young children.
3. Explore history by interviewing a nursing home resident about how they grew up.
4. Check on either a younger student or an elderly person after school.
5. Read a book to a younger kid a blind person or an older neighbor.
6. Cheer up a sick friend with a visit or phone call.
7. Celebrate a birthday by asking friends to donate items for causes instead of gifts.
8. Make get well cards for people in hospitals and convalescent homes.
9. Become pen pals to a younger person or someone from another country.
10. Knit or crochet baby blankets.
11. Conduct a clothing repair or sewing workshop for needy people.
12. Assemble a new parent's kit for the arrival of a newborn.
13. Collect old magazines and donate them to day care centers.
14. Quilt a blanket for newborn babies.
15. Plant a tree or present a tree to the parents for each baby born in your community.
16. Collect unused make-up, perfume and other cosmetics for a center for abused women.
17. Make a cancer or aids quilt or mural to remember people of who have died from these diseases and remind others of their life.
18. Write a kids' book author and ask them to donate signed copies, auction the books off and donate the money to local library.
19. Donate old eyeglasses to an organization or place that recycles them for the needy.
20. Collect old stuffed animals and dolls, clean them up, repair them and donate them.
21. Organize a babysitting service for foster families.
22. Collect old clothes and donate them for a dress-up area at a daycare.

Safety:

1. Take a life saving class.
2. Create a play that teaches young children how to stay safe at home.
3. Design a flier of after-school safety tips and deliver it to daycare centers and grade schools.
4. Check railroad crossings and make signs to promote safety.
5. Offer a safety workshop prior to July 4th.
6. Ask your parents to help you get your town to fix dangerous intersections.
7. Conduct a bicycle rodeo to help children learn bicycle safety.
8. Create an poison awareness campaign.
9. Ask your fire department how you can help others learn about fire safety.
10. Get permission to fix up your town's fire hydrants.
11. Make emergency kits for your home.
12. Collect money for a good cause.
13. Create a holiday safety video.
14. Start a campaign against teen suicide.

15. Volunteer at a police station.
16. Become a certified lifeguard and volunteer at a swimming pool.
17. If you're good at fixing bikes, volunteer to teach others how to fix their bikes.
18. Conduct bike safety checks for your neighborhood.
19. Sponsor a drug free post prom event.
20. Organize a drug free pledge campaign.

Crime Fighting:

1. Start a Crime clue box.
2. Survey your neighborhood to find out what people think are the leading crime causes.
3. Start a neighborhood watch program.
4. Join a community crime prevention organizations such as DARE or McGruff Program.
5. Work with local government to start a victim's aid support service.
6. Create a TV or radio public service announcement against drugs and alcohol.
7. Paint over graffiti.
8. Organize a self defense workshop.
9. Create a billboard for goo graffiti, allow people to paint sections.
10. Produce an anti-crime, anti-drug, anti-violence play.
11. Sponsor a TV blackout event that kids spend time with their family rather than watch TV.
12. Create and distribute a list of hotlines for kids who might need help

School Activities:

1. Paint a mural over graffiti.
2. Volunteer to be a teacher's aide during your study hall.
3. Collect coupons and small gift certificates for students who show progress in school work.
4. Hold a used book sale and donate the money.
5. Organize a "get acquainted" lunch for students at your school.
6. Set up a buddy system to match new students with ones who have attended school.
7. Start an anti-smoking campaign that encourages students not to smoke.
8. Encourage the school cafeteria to donate left over food to local homeless shelters.
9. Tutor students who are learning English as a second language.
10. Feature community minded people on a school bulletin board.
11. Make new kid survival kits for new students at the school.
12. Have your class hold an old videotape drive and donate them to your library.
13. Invite local police officers to present a drug awareness or bike safety assembly.
14. In art class, make drawings and decorations for senior citizens.
15. Collect school supplies to give to kids who need them.
16. Form a study group to help younger kids with their school work.
17. Collect children's books for the needy.

18. Volunteer for student council and school government committees.
19. Tape you and your classmates reading a story and give it to a children's hospital.
20. Form a campus safety escort service.
21. Put on an information fair on how little kids can be safe at home.
22. Tutor a student that needs help learning English or some other subject.
23. Conduct a canned goods drive during a school event and donate the items to a local food bank.
24. Arrange for student music performances during lunch.
25. Make a New Kid Survival Kit.
26. Start a New Buddy Club for new students.
27. Create a play that teaches young children how to stay safe at home while their parents are away.
28. Provide child care during a PTA meeting.
29. Conduct a seatbelt check at school as students leave the parking lot.
30. Organize a safe walk to school event.
31. Recognize teachers during National Education Week.
32. Volunteer to be part of a school flag raising ceremony.
33. Assist an after-school little league or other sports program for younger children.
34. Volunteer to serve as a crossing guard before and after school.
35. Set up a volunteer referral service between your school or organization and other community organizations.
36. Write or make a picture book to read to a younger youth.
37. Inspect school playgrounds for hazards.
38. Write a proposal for a sports safety clinic to your coach and school officials.
39. Organize a Safe Walk Service to escort young children to and from schools.
40. Make simple reading and math flash cards for a preschool or day care center.
41. Organize a reading hour for children at your local school or library.

Government

1. Telephone residents and encourage them to register to vote.
2. Provide a voter pick up or transportation service for seniors.
3. Campaign for a candidate who is running for an office.
4. Organize a public issues forum for candidates.
5. Contact your juvenile court system. Find out if they have a "Kids in Court" program to match older kids who have been in court as abuse victims with younger kids who are facing a court experience.
6. Go door to door to register votes.
7. Design and paint a community mural.
8. Become an advocate. Contact your legislators on issues close to your heart.
9. Contact a local organization about donating flags to public institutions.

Helping the Hungry and/or Homeless:

1. Help cook and/or serve a meal at homeless shelter.

2. During National Nutrition month in March, organize a nutrition awareness campaign.
3. Organize a food scavenger hunt to collect food for the needy.
4. Alter and repair clothes for the needy, elderly and homeless.
5. Gather clothing from your neighbor and donate it to a local shelter.
6. Make "I Care" kits with combs, toothbrushes, shampoo, etc. for homeless people.
7. Bake bread on National Bread Day in November and deliver to the hungry, homeless or just your neighbors.
8. Help with repairs at a local homeless shelter.
9. Donate art supplies to kids in a homeless shelter.
10. Make a care package with mittens, socks, T-shirts, etc. for a child at a homeless shelter.
11. Collect grocery coupons to give a local food bank.
12. If your community doesn't have a food bank, work with local officials to start one.
13. Clip coupons and give them at your local food pantry or homeless shelter.
14. Pack and hand out food at a food bank.
15. Organize a neighborhood group to plant, tend and harvest a vegetable garden.
16. Donate the produce to a food bank.
17. Sponsor a food drive at your school or parent's workplace or business.
18. Prepare a home-cooked meal for the residents of a nearby homeless shelter.
19. Bake a batch of cookies and deliver them to a soup kitchen or homeless shelter.
20. Raid your closet and attic to find toys and clothes to donate to a homeless shelter.
21. Assist with sorting and organizing items donated to a homeless shelter.
22. Food drive - set up collection bins in stores, banks, movie theaters, and schools.
23. Start a program to help poor people build their own houses.
24. Assist in a shelter day-care room, taking care of children while parents look for jobs.
25. Help raise money for Reading Is Fundamental Open Book Program - Have a Read-a-Thon or Book Auction.
26. Take homeless children on outings.
27. Make first aid kits for homeless shelters.
28. Contact a homeless shelter in your community and see if they already have a reading center and need help to keep the project going.
29. Set up a Saturday Reading Hour where you visit a homeless shelter once a month, bringing books to share and leave behind.
30. Collect items to deliver to homeless shelters (blankets, sheets, towels, toys, books, disposable diapers.)
31. Become a Big Buddy for one or more of the children at the homeless shelter.
32. Find out about low-cost housing in your area for the homeless people.
33. Contact job training and placement centers in your community.

For Those with Special Needs:

1. Volunteer to help at a Special Olympics event.

2. Set up a buddy system for kids with special needs at your school.
3. Raise money for Braille or large print books for blind or visually impaired people.
4. Volunteer at an agency that works with children with disabilities.
5. Read books or the newspaper on tape for blind or visually impaired people.
6. Make gifts with friends for kids in the hospital.
7. Prepare sack lunches and deliver them to homeless or homebound people.
8. Bring toys to children in the cancer ware of a hospital.
9. Work with physically challenged kinds on an art project.
10. Build a ramp for a person in a wheelchair so it is easier for them to get in and out of their house.
11. Clean a neighbor's yard who can not do it themselves.
12. Get your class to put together a library at a children's hospital.
13. Give valentines and other cards in individuals who are in the local hospital.
14. Hold an Athletics Contest.
15. Visit a rehabilitation center. Learn about patients with special needs. Volunteer to help.

Neighborhood Enhancement:

1. Help neighbors paint and repair their homes.
2. Arrange for the local health department to conduct neighborhood health checks.
3. Volunteer to teach classes on a sport you enjoy and know a lot about.
4. Contact Habitat for Humanity to see how you can support them in your community.
5. Work with the local health department to set up an immunization day or clinic to immunize children against childhood diseases.
6. Organize a newcomers group in your neighborhood to welcome new families.
7. Produce a neighborhood newspaper.
8. Train to become a guide for your local tourist bureau.
9. Make maps of local parks, libraries or historic sites.
10. Research local historic sites and provide the research to visitor's bureau.
11. Petition your city to make drinking fountains and/or restrooms in public areas available.
12. Volunteer to clean up trash at a community event or county fair.
13. Make signs to label community buildings and sites of interest.
14. Set up an art exhibit at a local business, school or nursing home.
15. Design a mural or quilt highlighting important aspects of the community.
16. Organize a campaign to paint storm drains to prevent dumping of hazardous materials.
17. Set up an informational display at a local library.
18. Volunteer to help with Vacation Bible School.
19. Organize a community chorus, orchestra or band.
20. Volunteer to help set up for a community event.
21. Distribute leaf bags during the fall encouraging residents to clean leaves from their streets and yards.
22. Adopt a pothole and raise funds to repair it.
23. Plan native flowers or plants along highways.

24. Adopt a billboard and use it for a public service announcement.
25. Campaign for additional lighting along poorly lighted streets.
26. Clean up vacant lot.
27. Collect supplies for persons who have been in a fire or natural disaster.
28. Help fix a run-down playground.
29. Start a yard of the week award for your neighborhood.
30. Participate in an Annual parade.
31. Spruce up and paint the community or youth center.
32. Plant a community garden. Adopt a town monument and keep it clean.
33. Clean an elderly neighbor's driveway and sidewalk after a snowfall.
34. Clean up after a natural disaster.
35. Organize a local blood drive with the American Red Cross.
36. Plant flowers at town hall.
37. Organize a campaign to raise money to buy and install new playground equipment for a park.
38. Survey community agencies to learn the leading causes of accidents in your community then design a campaign to reduce accidents.
39. Paint a mural or clean up a local park.
40. Plant flowers in public areas that could use some color.
41. Mow the lawns and care for the plants of neighbors who are away on vacation.
42. Conduct a community accessibly check to identify potential barriers for individuals with disabilities.
43. Plan a disabilities day where friends or classmates are given a physical disability for day and are forced to function during the day.
44. Read aloud to a person who is visually impaired.
45. Build park benches.
46. Paint fences or park benches.
47. Help winterize homes in a poverty-stricken neighborhood.
48. Lend a helping hand at a local community center.
49. Identify corners where bushes and trees make it difficult for drivers to see.
50. Conduct a neighborhood drive to collect used furniture.

Performing Arts & Sports:

1. Form a band with your friends and give free concerts.
2. If you play an instrument, help a friend learn to play.
3. Serve as an usher at a sporting event.
4. Get your marital arts or dance class to give a demonstration at a youth center, nursing home or school.
5. Write and product a play about a current issue.
6. Serve as a coach for a youth sports team.
7. Teach a friend how to in-line skate.
8. Start a collection drive for old sports equipment and donate it to needy families.
9. Get friends to assist at a sporting event.
10. Provide refreshments at a local race or sporting event

The Environment:

1. Plant a garden or tree where the whole neighborhood can enjoy it.
2. Set up a recycling system for your home and participate in your neighborhood curbside recycling pick-up.
3. Organize a car pooling campaign in your neighborhood to cut down on air pollution.
4. Set up a seed or a plant exchange in your neighborhood.
5. Grow fresh flowers and deliver them to someone to brighten their day.
6. Pick up a trail during National Trail Day in June.
7. Make bird feeders for public places.
8. Collect Old phone books in your neighborhood for recycling.
9. Adopt an acre of a park or a mile of roadside to keep clean.
10. Elect a family "energy watchdog" to shut off lights, radios, and TV's when not in use.
11. Help everyone in your family conserve water.
12. Clean up trash along a river or in a park.
13. Create a habitat for wildlife.
14. Create a campaign to encourage biking and walking.
15. Test the health of the water in your local lakes, rivers or streams.
16. Got places to be? Burn energy on your bike instead of taking the family car.
17. Participate in the Backyard Wildlife Habitat Program, 703-790-4000 begin_of_the_skype_highlighting 703-790-4000 end_of_the_skype_highlighting.
18. Start a butterfly garden at home, at a community center, senior home or school.
19. Sponsor an environmental slogan contest in school.
20. Build a bluebird trail.
21. Collect aluminum cans and donate the money to a favorite charity.
22. Get together with friends and make conservation posters for the community center.
23. Encourage your parents to buy products made from recycled materials.
24. Conduct an energy audit at your school.
25. Monitor the indoor air quality.
26. Organize an asbestos check.
27. Test the drinking water for lead.
28. Adopt an acre of rainforest.
29. Plant a commemorative tree to honor someone.
30. Create a children's nature garden, labeling plants and trees and scheduling guided tours.
31. Replace trees that have died.
32. Take household toxic waste to a proper disposal facility.
33. Check indoor radon levels.
34. Adopt highways and clean up clutter.
35. Volunteer to separate recyclables.
36. Organize a hazardous waste collection.
37. Start a recycling center at school.
38. Host a recycling fair.
39. Hold an invention contest with entries made out of recycled goods.

40. Form a volunteer lawn mowing service with your friends.
41. If you see a tree that's in trouble, try to save it. Pamper it, water it, or don't water it as the case may be. Find our what's wrong with it and how to make it better.
42. Pick up litter.
43. Use a lunch box instead of throwaway bags.
44. Practice the 3 R's in your house: Reduce, recycle, reuse.
45. Adopt a park with your friends and keep it clean.
46. Bring a backpack when you shop or reuse those little plastic sacks.
47. Clean up a beach or riverbed.
48. Start a compost pile and encourage your family to use it!
49. Plant trees.
50. Plant a commemorative tree to honor someone.
51. Ask your school to use recycled paper.
52. Repair homes or abandoned buildings.
53. Start an Environmental Club.
54. Hold a recycling contest.
55. Check homes and public buildings for lead based paint.
56. Clear a new trail at a nature center or park.

Senior Citizens:

1. Adopt a "grandfriend"
2. Visit a nursing home.
3. Rake leaves, shovel snow, clean gutter or wash windows for a senior citizen.
4. Pick up medicine for an elderly person.
5. During bad weather, visit seniors to make sure they have everything they need.
6. Pick up the morning paper for a senior neighbor on your way to school.
7. Form a Mall Patrol with your friends to help seniors with their shopping.
8. Form a kids carwash squad to clean and wash seniors' cars.
9. Write your "grandfriend" a letter, or write letters for an elderly person.
10. Go for a walk with a senior citizen in your community.
11. Hold an afternoon dance for your local nursing home.
12. With the help of family and friends, hold a summertime play or songfest at a nursing home.
13. Teach them your dances and ask them to teach you theirs.
14. Deliver meals to homebound individuals.
15. Offer to pick up groceries with/for a senior citizen.
16. Help senior citizens in your neighborhood obtain and install locks or smoke alarms.
17. Teach a senior friend how to use a computer or the Internet.
18. Get a group together to sing or present a play at a nursing home.
19. Do something creative on the holidays for the Senior Citizens (cook a meal, bake cookies, dress up in costumes, etc.)
20. Take a pet to a nursing home.
21. Do art projects with people in nursing homes (Finger painting.)
22. Organize a sing-a-long.
23. Offer to read to people in a nursing home.

24. Write letters to people in a nursing home, if you can't go and visit.
25. Teach an elderly neighbor a new card game.
26. Call up elderly people who live on their own to see if they need anything.
27. Teach your senior friends how to use computers.
28. Get with friends and form a Clean Up Club to help elderly with their house cleaning.
29. Be a friend to the senior citizens.

Helping Animals:

1. Volunteer at an animal shelter. Help clean up, play with the animals, or do whatever's needed to make the shelter a nicer "temporary" home for the animals.
2. Become a foster parent. Some shelters have temporary foster care programs. You take care of a pet until they can find a permanent home for it.
3. Control animal populations.
4. Find out about raising a dog for persons with disabilities.
5. Raise money for pet causes by organizing a pet photo session.
6. Organize a pet show for a local nursing home.
7. With the support of a vet clinic, organize a neuter and spay campaign to get animals neutered and spayed at a reduced rate.
8. Set up donation centers for animal products to be donated to needy.
9. Learn about pet therapy and do pet therapy with your animal at nursing homes and day care centers.
10. Form a "we love animals" club and volunteer to care for animals at a children's zoo.
11. Plan a special awareness event during Be Kind to Animals Week in May.
12. Organize a community dog wash.
13. Volunteer to clean out animal shelters at homeless shelter.
14. Collect and sort newspapers to donate to a local animal shelter.
15. Collect food and supplies needed for a local zoo, animal shelter or food bank.
16. Adopt a Zoo Animal.
17. Learn about pet therapy and do pet therapy at local nursing homes or child care centers.
18. Find homes in shelters for abandoned pets.
19. Talk to a Wildlife Conservationist or Game and Parks official. Check out their volunteer opportunities.
20. Clean wooden duck house before each nesting season.
21. Care for a neighbor's pet.
22. Find out about volunteer opportunities at a local wildlife sanctuary or survival center.

These 366 Comunity Service Ideas were compiled by Janet Fox, 4-H Extension Specialist.

References and suggested resources:

- Kid's Guide to Service Projects by Barbara Luis
- The Kids Can Help Book by Susan Logan
- 1998 National Youth Service Day 10th Anniversary
- Youth Service Project IdeasUniversity of Nebraska–Lincoln

4-H Resources - 366 Community Service Ideas

University of Nebraska-Lincoln Extension in Lancaster County

4-H is for all youth ages 5-19, and adult volunteers.

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Extension is a division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with Nebraska Counties and the United States Department of Agriculture.

Appendix M: More Ideas for Community Service Projects

Community Service Projects

Many youth are interested in making a difference in their communities by putting energy into community service projects.

Kretzmann and Schmitz (1995) note that according to recent surveys, 13- to 17-year-old youth have participated in the following projects:

- "Interviewing community leaders
- Drawing land-use and planning maps
- Devising a development strategy with new businesses
- 'Shadowing,' then advising executives
- Writing 'walking tour' guidebooks
- Starting and operating a credit union
- Leading community cooking classes
- Building displays for businesses
- Conducting oral history interviews
- Writing and publishing an ethnic history of the school and neighborhood
- Painting murals in the community
- Rehabbing apartments; building affordable housing
- Repairing pipe organs
- Beginning union apprenticeships
- Organizing to save a public library
- Making and selling placemats for restaurants
- Publishing a neighborhood newspaper
- Mediating racial disputes
- Developing an adult literacy program
- Processing recyclables
- Producing and reporting for a TV news program
- Creating dance troupes for community events
- Emceeing community events
- Designing T-shirts for neighborhood groups and events"

http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa1lk24.htm

Appendix N: Other Community Service Projects

Conducted by the Researcher

Planting for the University- 2004

New Year Organization at SOS Children Village (2005)

New Year Organization for the Retired People Living in Halk Vakfi

at Camlik kosk (2005)

Fasil Night for the Retired People Living in Halk Vakfi at Camlik

Kosk To Celebrate New Year   (2006)

A field trip and historical tour followed by a picnic in Bedis for SOS children village-2006

A New Year Organization at Crystal Rocks for Halk Vakfı Çamlık Köşk- 2007

A Cultural Organization for SOS Children Village and Youth House at Jasmine Court Hotel-2007

Joining three Generations together Organization for Halk Vakfı Çamlık Köşk, SOS Children Village and Youth House at Kaya Artemis-2008

A fancy-dress New Year Organization for SOS Youth House at Majestic Beach Hotel- 2008

A Diving Training for SOS Youth House at Palm Beach-2008

A Recreational Organization for Special Children in Magosa Özel Eğitim Merkezi-2008

A Circumcision Organization for Poor children at Rebecca-2009

A Youth Festival including tournaments for SOS Youth House at King's Leisure Center-2009

Padi Project Aware for Beach and Underwater Cleanup with College Students at Beach Club   2011

Historical Tour of Salamis and Youth Camp for SOS   (2011)

Football Tournament for SOS Youth at the Beach Club of EMU

(2011)