

Service-Learning in Teacher Training programmes - The pivotal voice of students as change agents

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Abstract

Service-Learning (SL) which is integrated in the curriculum academic learning programmes has the potential to contribute to three important development goals in South Africa: the transformation of higher education, human resource development, and reconstruction and development.

A striking feature of the *Norms and Standards for Educators* is the range of demands placed on teachers, evident in the seven roles set out for them. Yet the government has not put in place an infrastructure to enable student teachers to develop the knowledge and skills needed to perform specialist roles. Faculties of Education are expected to be sites for student teachers to specialise in and gain experience in the full spectrum of roles, but no tangible support is available to facilitate policy implementation. Nevertheless, the *Norms and Standards for Educators* are expected to have a significant impact on curriculum development in teacher education. Integration of Service-Learning in the curriculum could enable students to develop the knowledge and skill to perform their community, citizenship and pastoral role.

Teachers are required to work with parents and community representatives in School Governing Bodies, and to assist in projects initiated by them, such as fundraising, school renovations, whole school development and community education programmes. Teachers and school managers are expected to find ways to make school a resource for the surrounding community, not just for the learners who are educated there. Teachers may be expected to make their professional knowledge and expertise available to parents and community members by organising for example classes in adult literacy and HIV/AIDS awareness.

The majority of research done on Service-Learning has investigated the benefits, outcomes and learning experiences for students engaged in SL programmes (impact). There is a lack of research on the attitudes and perceptions of students about SL **before** implementation (integration in a programme). The purpose of this paper is to report on the views undergraduate students hold regarding community service, Service-Learning and the integration thereof in teacher training programmes (Voice of the students).

The research is quantitative, using a questionnaire (survey) and interview schedule to measure the attitudes and perceptions of students in undergraduate teacher training programmes at the Faculty of Education, University of Pretoria. A purposeful or non-probability sampling strategy has been used and included fourth year teacher training students (n=±230).

The proposed results offer valuable information for the implementation of SL in teacher training programmes by giving insight into the pre-conceived ideas and attitudes that students have about SL, enabling faculties of education to design programmes that address these attitudes and perceptions positively. SL appears to have considerable potential as a method to achieve important goals of teacher training programmes. There are many challenges to its successful integration in teacher training, including the already overcrowded curriculum, the difficulties of arranging successful school placements for teaching practice and Service-Learning sites. As more teacher educators take on these challenges, innovative and successful approaches may emerge.

TABLE OF CONTENTS

- 1. INTRODUCTION AND RATIONALE**
- 2. REDEFINING TEACHER TRAINING AND THE ROLE OF TEACHER STUDENTS**
- 3. THEORETICAL AND CONCEPTUAL FRAMEWORK**
- 4. BENEFITS, OUTCOMES AND LEARNING EXPERIENCES FOR STUDENTS ENGAGED IN SERVICE-LEARNING PROGRAMMES**
- 5. RESEARCH ON SERVICE-LEARNING IN EACHER EDUCATION**
- 6. SUGGESTED MODELS FOR SERVICE-LEARNING IN TEACHER TRAINING**
- 7. RESEARCH DESIGN AND METHODOLOGY**
- 8. RESULTS**
- 9. DISCUSSION AND CONCLUSION**

BIBLIOGRAPHY

1. INTRODUCTION AND RATIONALE

The Higher Education Act of 1997 (RSA, 1997) reaffirmed the recommendations of the South African National Commission on Higher Education in calling for an increased diversity of providers and greater differentiation of academic programmes. These changes are seen as necessary to meet the challenging priorities of increasing students' access to higher education, promoting greater relevance of institutional missions to national needs and pursuing greater efficiency and higher quality in the higher education system.

Concepts such as "Service-Learning", "community-based learning/education" or "community service programmes" are increasingly being used nationally and internationally to refer to this new shift in emphasis as a key strategy for the integration of teaching/learning and research. *Education White Paper No. 3* (DoE, July 1997) specifically mentions such programmes in striving to achieve the two following transformation principles [emphasis added]:

1. At national level the aim is to cultivate a sense of civic responsibility in students: "To promote and develop **social responsibility and awareness** amongst **students** of the role of higher education in **social and economic development** through **community service programmes**".
2. At institutional level the social responsibility of higher education institutions is at stake: "To demonstrate **social responsibility** of **institutions** and their **commitment to the common good** by making available expertise and infrastructure for **community service programmes**".

Service-Learning (SL) which is integrated in the module(s) of academic learning programmes has the potential to contribute to three important development goals in South Africa: the transformation of higher education, human resource development, and reconstruction and development. Service-Learning is seen as a vehicle for transformation to take place at Higher Education Institutions (HEIs).

Service-Learning is one way that a university may meet its obligations to prepare future citizens. It is also regarded as an effective strategy for enhancing student learning, improving the quality of the student experience, and increasing higher education institutions' visibility and responsiveness to the neighbourhoods and communities in which they are situated. Service-

Learning as a teaching strategy is gaining momentum at universities across South Africa because of its documented benefits for students, universities, service providers and communities. More specifically, service-learning promotes the development of students' academic or cognitive skills, citizenship skills, social responsibility, personal and social development, while also responding to the pressing needs and burning issues of the broader society.

The mission of the University of Pretoria, states its intention to contribute to the prosperity, competitiveness and quality of life in South Africa through active and constructive involvement in community development and service (community engagement). This intention is further manifested in its commitment to effective, efficient, caring and innovative approaches to teaching and research (University of Pretoria, 2002). In keeping with the concept of the Innovation Generation the university, in its devotion to quality education, aims at the enhancement of student learning by embracing a process of innovation in the educational environment (University of Pretoria, 2002). This implies a constant improvement and renewal of curricula and content, as well as programmes and programme mixes that will also in turn encourage and facilitate the notion of life-long learning.

Bringle and Hatcher (2000) note the four main components in a service-learning programme to be the institution, the faculty, the student and the community, all of which are also present in the training of teachers for their profession.

This study has been decided upon because of the current educational practice by educational institutions involving community engagement to enhance academic learning, and the intention to implement service-learning at the University of Pretoria in training teachers.

The purpose of this paper is to report on the views undergraduate students hold regarding community service, service-learning and the integration thereof in teacher training programmes.

To attain the purpose of the paper the following research questions will be used as guidelines:

- What is Service-Learning?
- Why should Service-Learning be integrated in Teacher Training programmes?

- How can Service-Learning be integrated in the Teacher Training programmes?
- What are teacher students' involvements in community service and community projects?
- What are students' views (attitudes and perceptions) about Community Service and Service-Learning?

2. REDEFINING TEACHER TRAINING AND THE ROLE OF TEACHER STUDENTS

According to Castle and Osman (2003), the wave of education policies introduced by the government in the 1990s brought about a shift in thinking about the role of teachers and the school in national development. The new discourse in teacher education was about 'whole school development' linked to wider social development. This discourse is reflected in the new *Norms and Standards for Educators* (Government Gazette, 2000), a powerful influence on curriculum change in the College of Education. The *Norms and Standards for Educators* set out seven roles and competencies for educators in schools, including a '**Community, citizenship and pastoral role**' which prescribes that:

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental and development issues. One critical dimension of this role is HIV/AIDS education.

Teachers are now required to work with parents and community representatives in School Governing Bodies, and to assist in projects initiated by them, such as fundraising, school renovations and community education programmes. Teachers and school managers are expected to find ways to make school a resource for the surrounding community, not just for

the learners who are educated there. This means making the facilities and resources, such as meeting rooms, libraries and gardens accessible and useful to adults in the community. Teachers may be expected to make their professional knowledge and expertise available to parents and community members by organizing for example classes in adult literacy and HIV/AIDS awareness (Castle & Osman, 2003: 108).

A striking feature of the *Norms and Standards for Educators* is the range of demands placed on teachers, evident in the seven roles set out for them. Yet the government has not put in place an infrastructure to enable student teachers to develop the knowledge and skills needed to perform specialist roles. Faculties of Education are expected to be sites for student teachers to specialise in and gain experience in the full spectrum of roles, but no tangible support is available to facilitate policy implementation. Nevertheless, the *Norms and Standards for Educators* are expected to have a significant impact on curriculum development in teacher education.

Service-Learning is increasingly becoming a key element of teacher training programmes. This community service element provides students with opportunities to examine diverse social influences and their impact upon school children and youth. A critical awareness and responsiveness to these social influences is crucial for teachers in their roles not only as facilitators of learning but in providing links between schools and their communities. At the core of community Service-Learning programmes are concepts of social and structural justice, diversity, human rights, and social inclusion.

According to Schneider (1998/1999), students play an integral role in service-learning. Her review of best practices revealed that on campuses where service-learning flourished, students were involved in publicizing service-learning opportunities and often in designing service-learning modules/ courses, options and activities. Furco's *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* (2002) highlights the importance of student awareness, opportunities, leadership, and incentives and rewards in moving a campus toward what he terms "sustained institutionalization."

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

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

Dewey's approach to education links the theory and practice, he sees both educational experiences and community service play an interacting role in social construction (Hironimus-Wendt and Lovell-troy ,1999:364).

Therefore, the theoretical framework for this paper is rooted in the Social theories of John Dewey found in the sociology of Education, and Experiential learning and as a constructivist approach within the Critical education theories

3.1 Conceptual framework: Service-Learning

■ What is Service-Learning?

What is Service-Learning anyway? For over a quarter of a century, educators have grappled for a definition that best describes what service-learning is, and how it is distinct from other forms of outreach and experiential education. The hyphenation of the terms "service" and "learning" strongly suggests a balance between learning goals and service outcomes that can be achieved only through an integration of each. Service-learning, as a method of teaching and learning, emphasizes hands-on tasks that address real world concerns as a venue for educational growth. The service experience provides a context for testing, observing, or trying out discipline-based theories, concepts or skills. Likewise, the academic context enriches the service experience by raising questions about real world concerns and providing a forum for probing these concerns in-depth. Service-learning, as an educational philosophy, fosters reciprocal learning and critical engagement, preparing students to be full and responsible

participants in both their profession and their communities. Informed by John Dewey's theory of the primacy of experience (1896-1916), service-learning is interactive and democratic, engaging the whole student and transforming the learning process.

■ **Service-Learning as a Distinct Mode of Experiential Education**

The combining of service with learning has generated an abundance of terms: action research, civic literacy, collaborative learning, community-based education, community education, community service, cooperative education, cross-cultural learning, education for social responsibility, experiential education, field studies, internships, participatory research, public service, reciprocal learning, service-learning, servant leadership, social action, study-service, volunteerism, youth service. While these terms continue to be used interchangeably, the language of service-learning has emerged because it best expresses the dialectic of meaningful community involvement with reflective learning. Service-learning is an inclusive term, broad enough to cover initiatives that have strong research components, social justice or multicultural orientations, or leadership development objectives. Yet it is also an exclusive term that distinguishes itself from other kinds of educational and co-curricular experiences through the particular relationship of service to learning. Service-learning is distinct from other forms of outreach and experiential education because it attributes equal weight to both service and learning goals. It is curriculum based, meaning that the service work is profoundly connected to and enhanced by a proposed course of study. The service performed is done as a way of learning about concepts in a module/course or discipline. Likewise, the learning that occurs in the module/course or discipline is intended to improve students' ability to respond meaningfully to important real world concerns and problems--such as those evident at the service site.

■ **Definition of Service-Learning (SL)**

"A method under which students learn and develop through active participation in...thoughtfully organized service experiences that meet actual community needs, that [are] integrated into the students' academic curriculum or provide structured time for [reflection, and] that enhance what is taught in school by extending student learning beyond the

classroom and into the community..." (Corporation for National and Community Service, 1990).

The following definition of **Service-Learning (SL)** is used at the University of Pretoria:

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

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

While many definitions of service-learning appear in the literature, an emphasis on active learning, reciprocity, and reflection is common to all. Effective service-learning includes the following elements:

- Students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the community; and is a coordinated effort between the community and an institution of higher education.
- The learning experience includes structured time for the students and community participants to reflect on and analyze the service experience.
- The service activity must be connected to classroom learning and theory, and community service placements must be connected to course objectives and learning outcomes.

Certainly different modules/ courses in academic learning programmes can have alternate means of implementing service-learning in an effective way (Eyler & Giles, 1994). Different models for service-learning also exist - pure service-learning, discipline-based service-learning, problem-based service-learning (PBSL), capstone courses, service internships, undergraduate community-based action research (Heffernan, 2001) - catering to different

needs. What is needed, however, is to comply to the following three essential criteria for service-learning (Howard, 2001):

❖ **Relevant and meaningful service with the community**

The service that is provided must be relevant and meaningful to the community, the students, and the learning institution. It must be relevant in improving the quality of life for community, as well as to achieve module outcomes. It must be meaningful in the sense that the community deems it worthwhile and necessary and that students' interests and skills are valued. This again reiterates the importance that service-learning endeavours must be negotiated *with* the community. The importance of reciprocity, as reiterated by Bringle, Phillips and Hudson (2004) is clear from this criterion.

❖ **Enhanced academic learning**

Service-Learning experiences must strengthen the accomplishment of learning outcomes and compliment learning resources (student learning must take place during activities, experiences, learning strategies, as well as assessment methods).

❖ **Purposeful civic learning**

Civic learning can loosely be interpreted as anything that “prepares students for citizenship.” In the stricter sense of the word it can be defined as “any learning that contributes to student preparation for community-based public involvement in a diverse democratic society” (Howard, 2001, 28), that is, knowledge, skills and values making an explicit, direct and purposeful contribution to the preparation of students for active civic participation (active involvement in future communities).

■ **Attitudes and Perceptions**

It is important to understand what an attitude is and how it could influence behaviour. It is equally important to know how a perception is constructed and whether it has an influence on behaviour.

In conclusion therefore the following definitions:

- **Attitudes**

According to Kerlinger and Lee (2000:712) an attitude “*is an organised predisposition to think, feel, perceive, and behave toward a referent of cognitive object. It is an enduring structure of beliefs that predisposes the individual to behave selectively toward attitude referents.*”

Attitudes and behaviour are closely linked and will therefore have a very real influence on the outcomes of any programme of social change and vice-versa. Bandura (1997:513) notes that there is much debate about the influence attitudes might have on behaviour or whether behaviour may alter an attitude and states that “Evidence suggests that both attitudinal and behavioural changes are best achieved by creating conditions that foster the desired behaviour.”

- **Perceptions**

According to the constructivist theorists “perception is an active and constructive process depending on hypothesis and expectations” (Eysenck & Keane, 1995:93).

Meyer, Moore & Viljoen (2003:34) say perception is one of the basic elements of consciousness describing it as the “sensory perception that arises from all cognitive contents of consciousness.” A perception as part of the cognitive person will therefore have a very real influence on the persons cognitive contents and affect the persons behaviour.

4. BENEFITS, OUTCOMES AND LEARNING EXPERIENCES FOR STUDENTS ENGAGED IN SERVICE-LEARNING PROGRAMMES

The benefits of service-learning become quite apparent through a study of the literature on the subject and shows that it has the power to motivate students to want to learn more and also, in the process, encourage them to serve the society they live and work in more effectively. Billig & Waterman (2003:173) state that studies have shown the effect service-learning has on a range of outcomes including grades, motivation to learn, social and personal responsibility, self-esteem and attitudes, toward diversity.”

Previous research and surveys have looked at the effects of Service-Learning on outcomes and learning experiences (Eyler & Giles, 1999; Moely *et al*, 2002; Myers-Lipton, 1996) but very

little is written about the attitudes and perceptions students have about Service-Learning before the integration and implementation of the programmes. One might ask, why study people's attitudes and perceptions when they will all be different anyhow and everyone is entitled to an opinion. Black (1999:215) however states that "Investigating what attitudes, beliefs and opinions groups of subjects with common traits hold is of value simply because it is assumed that these attitudes will influence behaviour." This would mean that an attitude or perception of a concept or a situation would most definitely have an influence on the learning experiences and outcomes for those engaged in Service-Learning. McCarthy & Tucker (1999:555) refer to Stanton (1994) in their study on student attitudes toward service-learning and the implications for implementation in noting that students must value their assigned project if they are to be committed and responsible.

Therefore, student teachers should know what service-learning is and prospective teachers must be aware of the benefits it may have for learning and teaching alike. In the document, *Community Service and Service-Learning at the University of Pretoria: An Institutional Review*, Bender (2004:13) states three criteria necessary for Service-Learning:

- Service with the community must be meaningful and relevant to all stakeholders.
- Enhanced academic learning must take place while serving the community.
- It must intentionally prepare students for active community participation in a diverse democratic society.

Student teachers' participation in service-learning modules/courses in academic programmes can have far reaching benefits. While being student teachers, service-learning will enable aspiring teachers to be far more than observers only until they receive the needed qualification or credentials to enter into professional practice. "They will discover their own talents, the rewards of service to those in need, the purpose for their own lives and, through their personal involvement, learn that they are needed and have a job to do" (Berry & Chisholm, 1999:93).

5. RESEARCH ON SERVICE-LEARNING IN TEACHER EDUCATION

Research regarding the influences of service-learning experiences on student teachers or beginning teachers is in the early stages. The few studies that have been conducted indicate

that service-learning is associated with gains for student teachers in the development of professional attitudes and values needed for successful teaching (Root, 1997).

Sullivan (1991) found that preservice or student teachers who had completed community service internships had a great degree of success in their student teaching experience, noting specifically ease in planning activities, communicating with parents, and using the interpersonal skills necessary to deal effectively with adolescents. Wade (1995) noted an increase in preservice teachers' positive attitudes about community participation, and gains in self-esteem and self-efficacy. Root and Batchelder(1994) concluded that preservice teachers who completed a service-learning class made significant gains in the complexity of their thinking about a social problem of childhood. Seigel (1995) found that teacher education students who completed a community service experience as a part of a course on diversity increased their sensitivity to diversity issues and became more insightful about their own responses to diverse students. Vadeboncoeur, Rahm, Aguilera, and LeCompte (1996) identified an increased commitment to social justice and a reduction in teacher biases in teacher education students who completed a service-learning experience. However, no changes were found in students' degree of social activism. Wade (1997) found that service-learning can be a means for empowering student teachers by providing them with authority and affirmation.

6. SUGGESTED MODELS FOR SERVICE-LEARNING IN TEACHER TRAINING PROGRAMMES

Service-learning can be integrated into all modules or disciplines, though the type of programme varies. Module level, size, student demographics, and learning outcomes will determine the style of service-learning that might be appropriate. The following models could be used as a guideline for implementation in UP's teacher training programmes (Heffernan, 2001):

1. "Pure" Service-Learning. These are modules/courses that send students out into the community to serve. These modules/courses have as their intellectual core the idea of service

to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

General education is normally addressed using a “Pure” Service-Learning model (1) whereas discipline specific courses are addresses by the other five models (2-6) as depicted in the following diagram. (See Figure 1)

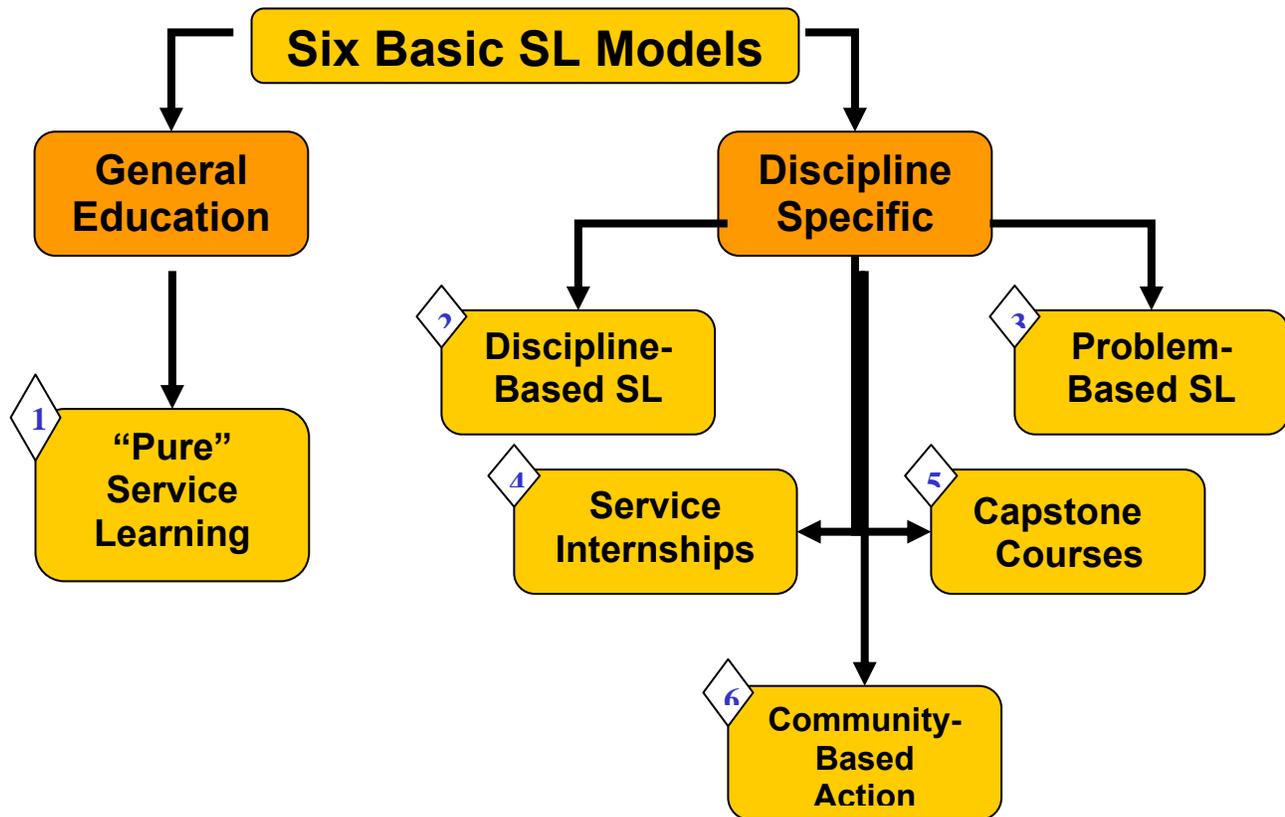


Figure 1: Six Basic Service-Learning Models

(Lund (2003) adapted from Heffernan, 2001)

2. Discipline-Based Service-Learning. In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using module/course content as a basis for their analysis and understanding.

3. Problem-Based Service-Learning (PBSL). According to this model, students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work

with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

4. Capstone Modules/Courses. These modules/courses are generally designed for fundamental and/or core modules in a given discipline and are offered almost exclusively to students in their final year. Capstone modules ask students to draw upon the knowledge they have obtained throughout their module work and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These modules offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5. Service Internships. Like traditional internships, these experiences are more intense than typical service-learning modules, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with academic staff advisors, or even electronically with a academic staff member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6. Undergraduate Community-Based Action Research. A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with academic staff members to learn research methodology while serving as advocates or researchers for communities. We think about the Action learning

cycle and Lewin's model of action research adapted by Zuber-Skerrit (1992): Plan, Act, Observe, and Reflect; and the three phase model of Clawson & Couse, (1998): Research (situation analyses), implementation and reflection.

I suggest that when service-learning is combined with student teachers' school experience, learning is more intense, meaningful, productive and pleasurable to student teachers. Seen through the lens of situated learning, school experience provides opportunities for student teachers to engage in sustained, direct interaction with other participants in a community of practice, including more experienced learners, tools and resources.

The combination of community service and school experience provides a structured context in which students could develop their 'pastoral role' as educators, within the classroom and outside it. This arrangement enables service-learning to become a more valued and integral part of the teacher education curriculum.

7. RESEARCH DESIGN AND METHODOLOGY

The research was quantitative by nature following a descriptive design, using surveys to collect the data. Due to the intention of the study and the fact that attitudes and perceptions are researched and described in quantitative terms, a survey have been the preferred method for gathering the data. According to Cresswell (2003:153) "A *survey* design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population."

7.1 A questionnaire to determine students' attitudes and perceptions about Service-Learning (SL) before the integration in Teacher Training programmes

The survey instrument is in the form of a questionnaire consisting of 46 items. The questionnaire is divided into three sections: Section A – demographic information (5 items), section B – factual information (18 items) Previous experience in Community Service (CS) and description; Present involvement in Community projects and detail about the projects; Knowledge about community service-learning; Whether they would like to take part in community service-learning during their teacher training programme: reasons why, which year

of study; time period; where they would like to do community service-learning (site). Section C – Attitudinal and perception information (35 items). Continuous scales (strongly agree (1) to strongly disagree (5) were used to measure the items on the questionnaire in section 3. The survey was introduced to the students with a brief definition of Community Service (CS) and Community Service-Learning (CSL) to ensure that the answers given by the students are based on the same definition of the concept.

7.2 Research population

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

Teacher Training students currently studying at the University of Pretoria have been used for the proposed study. The size of the sample was 229 students and was a convenience sample as the availability of the students was good in that they attend lectures regularly on the Groenkloof Campus of the University of Pretoria where the research was undertaken. There was no stratification of the sample beforehand as the sample in itself was a good reflection of the student population chosen for the proposed study (Cresswell, 2003:156).

8. RESULTS

The results of the study offer valuable information for the implementation of SL in teacher training programmes by giving insight into the pre-conceived ideas and attitudes that students have about SL, enabling institutions to design programmes that address these attitudes and perceptions positively. SL appears to have considerable potential as a method to achieve important goals of teacher training programmes. Students have sufficient knowledge of what community service (CS) is but very limited knowledge of what service-learning entails. They think that SL is the same as CS.

Descriptive statistics were calculated to determine frequency and mean scores. A correlation analysis was then conducted to test for significant relationships among the variables.

Frequency analysis on questions:

- *Have you been involved in a community service experience?*

25% (n=27) Yes 75% No (n=172).

Type of experience: Church outreach activities; Children with illnesses; Day care of children

- *Are you taking part in any community service or a community project at present?*

Yes= 11% (n=26) No= 89% (n=203)

Detail about the projects: Church outreach activities; Charity activities (clothes and food)

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

Yes= 34% (n=78) No= 66% (n=149) Not answered=2.

Please give a reason for your answer: Good learning experience (20%); Always good to be involved with the needy community (18%); 11% Need payment. 16% already doing teaching practice (regard SL and teaching practice as the same); 14% no time to do CS and it is time wasting; 10 % indicated that they would like to get more involved in teaching and supporting learners with special learning needs.

- *Would you like to do community service for academic credits?*

Yes=36 % (n=81) No=31 % (n=72) It does not matter= 33% (n=76)

- *Would you enrol for a module/course that includes community service?*

Yes= 44% (n=100) No= 56% (n=129)

- Have you been enrolled for a module/course at university, which included community service? Yes=7 % (n=15) No=93 % (n=213)

Details of module: Psychology module; JRO300 Remedial education

- Have you heard of community service-learning before today?

Yes= 42% (n=95) No= 58% (n=133)

Where did you hear about community service-learning? Mostly (high %) Medical Science and Social Science students, Media.

- Year of study student would recommend that community service-learning be integrated in a module/course of the teacher-training programme

1 st year:	21 %
2 nd year:	18%
3 rd year:	18 %
4 th year	35%
1 st and 2 nd	4%
Other	1%

- **Time period** that student would recommend that community service-learning be integrated in a module/course of the teacher-training programme

A 7 week (quarter) module/course (2-3 hours per week)	58%
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A 14 week (semester) module/course (2-3 hours per week)	20%
A 28 week (year) module/course (2-3 hours per week)	13%
2-3 weeks during the holidays (total of 40 hours)	7%
Other (please specify): One week /One month	3%

SECTION C

Table: Frequency analysis of the opinion of fourth year students about integrating service-learning in teacher-training programmes:

1=Strongly Agree SA; 2=Agree A; 3=UncertainU; 4=Disagree D; 5= Strongly Disagree SD

Statement	Percent %				
	1	2	3	4	5
It would be a good idea to revise the current courses/modules and include community service-learning in all teacher-training programmes.	17	39	23	12	9
Community service-learning will make learning module/course contents more useful and relevant.	14	46	25	11	4
A teacher-training programme must focus only on teaching skills and leave the community's needs and community projects to other professionals.	8	28	27	26	11
Teacher-training programmes should stay just as they are.	17	19	28	24	12
Community service and academic content should be integrated into teacher-training modules/courses.	12	46	22	13	7
Community service-learning should be integrated into the curriculum of all teacher-training programmes.	17	39	21	15	8
Academic/lecture timetables are already full enough without the addition of community service-learning.	30	25	25	14	6
It is a good idea to do community service during holidays but not during the academic semester.	6	15	15	23	42
I want to know exactly what is expected from me before I start a module/course that integrates community service-learning.	61	25	7	5	2
Students do not want to do community service-learning as part of their teacher-training programme.	23	20	29	17	11

Initial research results indicate that teacher training students all suggest that service-learning can be a worthwhile and powerful learning experience. But there are many challenges to its successful integration in teacher training, including the already overcrowded curriculum, the difficulties of arranging successful school placements for teaching practice and community

service-learning sites. As more teacher educators take on these challenges, innovative and successful approaches may emerge.

9. DISCUSSION AND CONCLUSION

The benefits of a Service-Learning programme are very clear but implementation is not just simply a matter of making the students do some extra practical work. As practitioners of a service-learning programme we must know what it is our students expect to learn and be sure about what we want them to learn. We must know what the theories are that surround the pedagogy and how best to encourage a positive attitude by enhancing their perception of the practice. Student teachers must know and understand how SL can reinforce module/ course content while providing a valued service to the community.

We have to replace lecture-driven, faculty focused curriculum with new and exciting programmes and develop learning goals that will include student participation in real-life situations. Our programmes must through 'concrete experience' encourage 'reflective observation' and critical thinking, bringing them to 'abstract conceptualization' for 'Active Experimentation' (Kolb, 1984).

It is important that we carefully design curriculum that will compliment a continuous learning cycle that will foster meaning and comprehension.

Research in this field is therefore extremely important and must continuously aim to add educational innovation for excellence in each new generation of teachers.

Strategies for implementing service-learning in Teacher Training programmes

- Principles of good practice

Integrating service-learning into teacher education programmes must be based on a set of beliefs that guide the process toward identifiable goals. Anderson (1999) conducted a study to obtain principles of good practice for Service-learning in Teacher Education. These principles are important considerations that have been found to contribute successfully to service-learning outcomes.

1. Student teachers should prepare to use service-learning as pedagogy by participating in service-learning experiences, as well as in-class study of principles of good service-learning practice.
 - Explicit instructions in the use of service-learning as a pedagogy increases the chance that beginning teachers will engage their students in service-learning experiences and thereby expand benefits to both learners and the community.
2. Teacher educators should align service-learning outcomes with program goals, and appropriate state and national standards for teacher certification and accreditation.
 - In this era of standards-driven teacher education, it is necessary for service-learning instruction and activities to address these standards. Linking service-learning to a standard helps to insure that it will remain in a teacher education program in the face of changes in faculty or administration. Additionally, in all programmes, it is important that teacher educators design service-learning activities that facilitate achievement of intended outcomes.
3. Teacher education faculty involved with service-learning should have a clear understanding of service-learning theory and principles of good practice and model these principles in their use of service-learning as a teaching method.
 - Historically, messages in the hidden curriculum of teacher education have contradicted the official curriculum. It is imperative that teacher educators involved with service-learning learn all they can about successful service-learning practice and use what they have learned in their own teaching.
4. Teacher education courses that include service-learning should be grounded in theories and practices of teaching and learning which are congruent with service-learning.
 - Teacher educators who ground service-learning instruction in class approaches that actively involve students in the construction of their own knowledge are likely to be more effective. Additionally, if student teachers are expected to play a learning-leader role in the community, then faculty should adopt practices that will allow students to play a similar role in the classroom.
5. All stakeholders should be included in the design, implementation, and evaluation of service-learning projects.

- The most successful service-learning projects involve a synergy of student teacher, teacher educator, community member and Grade 1 to 12 learner energy and creativity that combine to produce outcomes much greater than any one group could accomplish alone.

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

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

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

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

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

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

9. Student teachers are taught how to use formative and summative assessment to enhance student learning and measure service-learning outcomes.

- Programmes should provide student teachers with theoretical and practical knowledge for formative and summative assessment of service-learning. Student teachers should be able to link assessment to predetermined as well as unanticipated outcomes. They

should learn to use a variety of forms of authentic assessment to measure outcomes of service-learning. Multiple stakeholders should be involved in designing and implementing assessment plans.

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

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

Further strategies for implementing service-learning in Teacher Training Programmes are the following:

- Identify appropriate schools in which teaching practice and service-learning may be combined.
- Develop a partnership which serve the needs of both the school and community
- Develop the quality of teaching, mentoring and supervision – staff and students
- Get funding.

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