

## The Development of Service Learning Instructional Model for Pre-Service Teachers

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### Abstract

This research aimed to develop a service learning instructional model and to study the use of the developed service model. The research was conducted through a methodology and development process, which was divided into three phases. In phase 1, a study into the existing context and needs of the community, concepts, theories, and related research on the development of service learning instructional model was done. As part of the phase-one study, a people forum attended by the students and the locals was organized. The data gained from the forum was used to synthesize the model. In phase 2, a tentative model of the service learning instruction was constructed. In phase three, the actual use of the developed model with the pre-service teachers who were second year students enrolled in a course "Source of Knowledge and Local Wisdoms" during semester 2 of the academic year 2012 was studied. Seventy-four students were sampled through Cluster Sampling, and the data was analyzed through behavior comparison assessed by t-test Dependent Samples.

The results of the research revealed that the elements of the service learning instructional model included principles, concepts, theories related to service learning instruction, aims of the model, teaching process, social system, responses, and support system. In addition, the results of the actual use of the developed model unveiled the four stages of the model which is called "PCAR Model" P-Preparation, C-Class Presentation, A-Activity Based Learning, and R-Reflective Thinking. The teaching and learning activities enable the students to be responsible

for the society and to perceive self-capabilities.

**Key words:** Service learning instruction; Social responsibility; Perception of self-efficacy

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### INTRODUCTION

At present, the Thai society is dramatically changing. The changes are bringing consequent social problems. The problem which needs an urgent solution is the citizens' deficiency in social responsibility, public service, virtue, ethics, consciousness, and sense of civic responsibility. It is thus important to incorporate the enhancement of virtue and ethics into the educational management in order to build civic-minded citizens. Young citizens should be indoctrinated in moral values for higher life quality and civic responsibility. For this reason, the teaching and learning activity management should encourage learners to realize and understand social problems. Public cooperation in problem-solving is more promoted. According to the strategies in the Thailand's Tenth (2007 – 2011) and Eleventh (2012-2016) National Economic and Social Development Plans, the citizens have been being developed to have qualities in all aspects. To clarify, they are aimed at being good, happy, and capable human beings with academic knowledge and professional capabilities. The ultimate goal is that the citizens build a society of morality, wisdoms, and learning to be a base for further developing future citizens (Office of the Education Council, 2010).

Universities throughout the country have to raise awareness of community-university benefits. Maria and

Tosado (2011) points out that community based service learning is an effective teaching and learning management for higher education institutions. In this model, students can learn social responsibility through arranged direct experiences. Universities and students learn along organized activities. An understanding in service learning between university administrators and students is made. As a framework of higher education institutes to develop social responsibility, group activities should teach students to accept one another's opinions. This type of teaching and learning management can be accomplished and used as an indicator of learners' ethical qualities. In particular, it promotes learners' knowledge and understanding through integrating service learning into learning experience, life skills, and civic education. It is confirmed that service learning is effective in developing learners' life skills and applicable to real-world circumstances (McKay and Estrella, 2008 ; David, 2009 ; Lara, 2009 ; McKoy and Deborah, 2011). Based on the aforementioned significance of service learning instruction, it was worth developing a service learning instructional model which allowed pre-service teachers to apply their academic knowledge to actual community service and to learn through authentic experiences as part of the course "Source of Knowledge and Local Wisdoms." As members of the community, the students were trained to be desirable future teachers and good examples for youths. They were expected to understand the current livelihood in the community and to manage their teaching and learning activities to meet the needs of the community of which they were members. This study aims (i) to develop service learning instructional model and (ii) to study the actual use of the developed model

## 1. RESEARCH METHODOLOGY

The research was conducted through a methodology and development process, which was divided into three phases.

### 1.1 Phase 1 Contextual Study

A study into the existing context, concepts, theories, and related research on the service learning instructional model for pre-service teachers was done in three stages.

Stage 1-The needs of the community people were examined through interviews and observations of their participation in the arranged people forum. They were purposively sampled to receive contribution from Roi-Et Rajabhat University.

Stage 2-The data from stage 1 was analyzed. Another small study was conducted to examine the application of service learning instructional model to the management of teaching and learning activities the Source of Knowledge and Local Wisdoms course to serve the people's actual needs.

Stage 3-An analysis of collected relevant documents,

textbooks, and research studies was done to build a base for further development of the instructional model in form of qualitative research.

### 1.2 Phase 2 Tentative Model

The tentative model of the service learning instruction was constructed in three stages.

Stage 1-Related theories and basic elements of the instructional model were investigated, analyzed, and synthesized.

Stage 2-The tentative model of the service learning instruction was produced.

Stage 3-The assessment of the appropriateness of the constructed tentative model was done by the five educational experts.

### 1.3 Phase 3 Evaluation

The study of the actual use of the developed model was done in a couple of stages.

Stage 1- The developed model was used with the samples on basis of qualitative and action research principles.

Stage 2- The samples' social responsibility and perception of self-efficacy were evaluated through quantitative research, interviews, and qualitative research.

## 2. RESULTS

Upon developing the service learning instructional model for pre-service teachers, there were six elements; basic concepts and theories concerning service learning instruction, objectives of the model, teaching process, social system, responses, and support system. The service learning instructional model comprised of the four stages named "PCAR Model" (P-Preparation, C-Class Presentation, A-Activity Based Learning, and R-Reflective Thinking).

The instructional model is implemented with pre-service teachers and the result can be explained as mean scores of social responsibility behaviors and perception of self-efficacy between the pre-experiment and the post-experiment were compared with t-test (Dependent Sample). The results of the comparison are shown in Table 1 and Table 2 respectively.

**Table 1**  
**The Comparison of the Mean Scores of Social Responsibility Behaviors Before and After Using the Developed Model**

Social Responsibility Behaviors	<i>n</i>	$\bar{X}$	<i>S</i>	<i>df</i>	<i>t</i>	<i>p</i>
Before	74	3.74	0.174	73	20.43	0.000
After	74	4.30	0.234			

Table 1 shows that the mean score of social responsibility behaviors after using the model was higher with a significant level at  $p < 0.05$ .

**Table 2**  
**The Comparison of the Mean Scores of Perception of Self-Efficacy Before and After Using the Developed Model**

Perception of Self-Efficacy	<i>n</i>	$\bar{X}$	<i>S</i>	<i>df</i>	<i>t</i>	<i>p</i>
Before	74	3.50	0.213	73	20.37	0.000
After	74	4.04	0.220			

Table 2 shows that the mean score of perception of self-efficacy after using the model was also higher with a significant level at  $p < 0.05$ .

## DISCUSSION

In this research, there are two points for discussions; 1) The development of the service learning instructional model for pre-service teachers as a model to encourage their application of academic knowledge to community service and 2) the study of the actual use of the developed model to develop the pre-service teachers.

The researcher studied concepts and theories relevant to service learning instruction for pre-service teachers from existing sources, textbooks, and research. The data gained from the study was used as a guideline to set service learning instructional activities and to develop the model itself. Based on the data as basic concepts, matters and principles of the service learning instruction were analyzed and synthesized in order to synthesize its objectives, teaching process, social system, responses, and support system. After that, the researcher developed a model of service learning instruction in form of the “PCAR Model.”

P-Preparation was the first stage where the study of the current state and needs of the certain community was done. In this stage, the university’s neighboring community was conveniently sampled so that the students had an ease in running service activities, accessing the sources of knowledge, and learning local wisdoms. The teaching and learning activities required the students to participate in the community activities, local festivals, and traditional events. This allowed them to collect in-depth data and build friendliness with the locals. Butin (2010:73) recommends that the application of service learning instruction to a community must be based on the needs of the local people. The role of a community is an outdoor laboratory. Schoenfeld (2006) adds a principle that the service learning instruction is completed when students join meaningful activities, respond to the course objectives, co-analyze problems, discuss possible solutions to the problems, plan the community service activities based on the needs, knowledge, and interests of their own. Additionally, to relieve the students’ anxiety over participating the activities, the researcher employed small talks with the students by raising ongoing issues to share ideas with them. The talks not only comforted the students, but also had them build subconscious. This

supported the concept of Freire (1992) in that building learners’ subconscious leads to their logical thinking and a sense of desirable civic responsibilities. The teacher should give a clear explanation of the roles of teachers and students, objectives of the course, and an agreement prior to the beginning of the course. Klopp et al. (2005) and Coverdell (2002) suggest that, at the beginning of the service learning instructional process, the teacher supervises, supports, provides, and assigns community service activities to the students. In this step, it is advised that an agreement to manage the service learning instruction in the course be co-made by the teacher and the students.

C-Class Presentation was the stage where the groups of the students presented the results of their study into the current community state and needs. They were required to present their creative learning of the community. Each group makes a plan of activities and presents their plan in the classroom. The whole class is provided with an opportunity to make a discussion according to their interests, aptitudes, and knowledge. This is consistent with the proposed concept of Dewey (1938) in that the teaching and learning management links students’ interests and real-world experience. Students are prepared to directly interact with the experience and to create their own imagination to search for more experience. The only role of the researcher was a supervisor who recommended an access to information and communication technology sources and provided a guideline for the students to organize activities with the community. The researcher was a coordinator between the community and the students. They co-proposed project proposals to related organizations for a budget. The projects included, for example, community academic service and rehabilitation of the source of knowledge and local wisdoms of the community where the data collection took place.

A-Activity Based Learning was the stage where the students adjusted the results from stage 2 and brought them into actions, following the plan presented in the classroom in stage 2. To make collaboration in serving the community, the teacher closely supported, supervised, and joined the teaching and learning activities. Along this stage, the students organized the teaching and learning activities as well as the community service activities on weekends. Each group of them took several lengths of time to complete an activity. It was thus necessary that the researcher and the students make a plan to benefit most from the activities with the community. This was in accordance with the concept in managing the experience-based teaching and learning by Kolb (1999). The complete stage 3 included students’ field study, an analysis and selection of a certain community by an onsite observation, building a concept from in-class presentations. Students’ search for new and more knowledge is connected with classroom knowledge and assessed from their capabilities in the field study (Fogarty, 2006). Under the teacher’s

supervision, students enthusiastically serve the community with their knowledge from the field study, in-class presentations, and tryouts of activities.

R-Reflective Thinking was the last stage in the developed model where the students summarized the results of each activity. One goal of this stage was to raise the students' awareness of desirable civic responsibilities. The teacher assigned the students to summarize and present the results of the community service project in form of multimedia and innovative presentations on the Internet. They were also required to write an academic paper to present their body of knowledge in order to do self-improving after the community service project. As the teacher, the researcher's work in this stage was admiring their works and giving suggestions for further improvement. Selecting and admiring good examples of their works was beneficial. According to Schoenfeld (2006), the students whose works receive admirations become proud of their performances. The very last activity of the service learning instruction is celebration. This implies the intention of the project and inspirations of students. To celebrate, the students' success in classroom presentations, interviews, PowerPoint and Multimedia, and journals were presented. In addition, the proud successes of students who were awarded by the community were celebrated.

The service learning instructional model for pre-service teachers developed the students' social responsibility and roles of citizens. The community, in particular its leader or delegate, which was selected to process the model, was an important factor in building a body of knowledge and teaching and learning activities. The knowledge gained in the community met the students' interests. Likewise, the students played an important role in solving community problems when they were needed. The students possessed certain problem-solving knowledge which they searched through information technology and the Internet. When both the community members and the students cooperated with each other, they raised awareness of their social responsibility and roles of citizens. This supported the process to develop good citizenship by means of the course-based service learning instruction of Hervani and Helms (2004). The use of the service learning instructional model also enabled the students to learn existing local wisdom through authentic experience as in the studies of Brandes and Randall (2011), Phillips (2011), and Tosado (2011). They found that the service learning instruction could develop students' social responsibility. They students could learn through community-based experience. It is apparent that the development of the service learning instructional model in this research followed a systematic process based on basic concepts and theories. Moreover, the developed model was evaluated by experts. The results of the evaluation confirmed the

effectiveness of the model. Implication of the model is that it is used to manage the teaching and learning of a course whose objective is to develop students' social responsibility and roles of citizens. This implication as a result of the development of the model accorded Joyce et al. (2009) and Christine (2011). Furthermore, the service learning instruction allowed the students to perceive their own efficacy. They happened to have social responsibility and various positive attitudes toward pre-service teaching at school. They were also encouraged to develop creative innovation. This accorded with the research of Terry (2008) who discovered that the service learning instruction promoted creative thinking and helped solve problems of the community. This kind of teaching also allowed the students to perceive their self-efficacy. This was found when they were doing reflective thinking during class presentation and doing the field study with the researcher. Another indicator of the success of this research project was the students' pride and roles in the community. They were proud of learning the community and playing a role in solving the community problems. The students' pride was found in their presentation of the summary of the project and activities, innovation from the source of knowledge and local wisdom to promote the community market, design and campaign of the innovation on the Internet. The knowledge of the students helps raise income for the community with new products. This was a direct solution to the community problems. In addition to the developed model, the PCAR had a role in building the students' pride in solving the problems occurring in their community. In addition to the developed model, the PCAR had a role in building the students' pride in solving the problems occurring in their community. This proposed a summary of factors to the success of service learning instruction. They proposed that the service learning instruction not only generates student group interaction, but also enables them to integrate academic knowledge into authentic problem-solving. Students come up with visionary and systematic thinking. They added that students' assessment of success and summary of lessons give them an insight into the course content. The teacher designs the group process whose activities can be later adjusted, added, and reduced based on real-world ongoing situations. As a consequence, the students are not fed up with the process, but eager to follow up the group activities. Finally, the achievement of the project was reached by the real practices of the students who took pride and had inspiration to be a social benefit.

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