

Fostering Social Responsibility: A Comprehensive Review of Community Service Practices (CPS) in Türkiye

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ABSTRACT

The main purpose of the community service practices course (CSP) is to develop pre-service teachers' awareness of social responsibility. Therefore, various practices are carried out through these courses and pre-service teachers are tried to gain skills such as solidarity, sharing, cooperation, effective communication and problem solving. This study aims to define the breadth of scientific studies conducted across various disciplines and years, with the overarching goal of furnishing a foundation for the integration of these courses within the educational framework. In this study, a qualitative research approach employing document analysis was adopted. The study's scope encompassed a comprehensive examination of 39 academic works, comprising 11 master's theses and 28 scholarly articles, that specifically addressed CSP courses, thereby forming the study group for this investigation. According to the findings of the research, it has been determined that the most prevalent topics of CSP courses are within the realms of education, teaching, and social sciences. Additionally, among the terms most prominently emphasized across the studies related to CSP courses, terms such as assistance, solidarity, awareness, empathy, responsibility, sensitivity, and cooperation were identified. The most frequently conducted activities within the framework of CSP include the collection and distribution of stationery supplies, assistance to public institutions, tree planting, and collection of bottle caps. Therefore, this study bears significant importance as a comprehensive resource for the detailed societal evaluation of CSP courses conducted in Türkiye, as well as for examining the extent to which such evaluations are reflected in scholarly theses and articles.

Keywords: Community Service Practices Course, Qualitative Research, Social Responsibility,

INTRODUCTION

In the context of globalization, a fundamental aim of contemporary educational institutions is to cultivate individuals who can effectively utilize, process, and adapt to changes in information (Numanođlu, 1992; Tezcan, 1997). The paramount factor facilitating this is education. Regarded as one of the most potent instruments in shaping a nation's future, education assumes a pivotal role in both individual and societal development. With a determinative impact on the formation of individuals, communities, and the world at large, education stands as a fundamental imperative (Yeřilyaprak, 2006). Education constitutes a social system comprised of three interrelated fundamental elements: the student, the teacher, and the curriculum. The harmonious guidance of these elements towards predefined objectives enhances the efficiency of the education system. Conversely, any disruption in one of these elements could diminish the overall effectiveness of the system (Harmandar, 2004, p. 4).

Education's significant objectives include cultivating individuals in accordance with societal needs and integrating these individuals into societal life (Musolf, 2001: 286). At the pinnacle of this educational hierarchy, institutions of higher education not only serve as centers where scientific inquiries

are conducted with the aim of contributing to societal progress but also strive to prepare their students for integration into the workforce and societal milieu. This educational process, wherein students acquire social experiences and develop their social responsibilities, is referred to as "community service."

Community Service Practices (CSP) is not a new concept; rather, it is an increasingly prevalent approach to teaching and learning in schools (Donahue, 1999; Erikson & Anderson, 1997). This approach fosters the development

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of individual and social responsibilities among pre-service teachers. They assume responsibility in their own learning processes, encountering real-life problems, thus enhancing their problem-solving and creativity skills. Furthermore, the concept of “CSP,” which refers to the transformation of scientific research conducted by universities into a tangible product and the expression of these practices, has also become widespread through the initiatives and activities of private, public, and non-profit organizations (Mirzeoğlu and others, 2011; Saran, Çoşkun, İnan-Zorel, & Aksoy, 2011).

The Relationship Between School Principals Quantum Leadership Behaviors and Teachers Psychological Capital Levels

When examining the historical trajectory of CSP courses, the earliest instances of its emergence abroad can be traced back to the influence of social reform movements in the 1800s. Its origins, however, are understood to be rooted in the educational reforms initiated by John Dewey and others at the University of Chicago in the early 1900s. The boundaries of this movement were delineated in 1993 with the enactment of the National and Community Service Act.

In Turkey, the predominant early manifestations of the CSP course can be observed primarily within the Village Institutes. These institutes were envisioned as the means to educate teachers who would facilitate the development of rural areas (Erdem, Kiran, & Kırmızı, 2011: 478-479). Subsequent developments further underscored the significance of the CSP approach. Particularly, as a result of efforts to update teacher education programs in the early 21st century, the CSP course has been included as a mandatory course in undergraduate programs at education faculties since 2006 (Çetin & Sönmez, 2009; Talas & Karataş, 2012). Therefore, in 2006, in order to encourage prospective teachers to identify current societal issues and propose solutions, the Community Service Practices (CSP) course was legally incorporated into teacher training programs at education faculties within the framework of Law No. 2547 on Higher Education.

For education faculties to be more functional, it is imperative to incorporate academic programs, projects, and courses that embrace societal sensitivity and responsibility (Yeşilyaprak, 2006). Berman (2006) argues that activities conducted within the CSP course in higher education programs should impart various understandings and skills to students. These skills are enumerated as follows (Berman, 2006: 7):

- Ability to identify the needs of the community
- Skill in planning and implementing activities according to the needs of the community
- Ability to align educational program objectives through activities

- Development of citizenship responsibility consciousness through participation in CSP
- Reinforcement of moral values through CSP

Thus, the community service practices course, established on a legal basis, has been attempted to be defined in various ways. For instance, the definition of the course by the Council of Higher Education (YÖK) is expressed as follows: “The community service practices course is designed to provide pre-service teacher with theoretical and practical knowledge of social responsibility, aiming to develop collaboration, solidarity, effective communication, and self-assessment skills”. Küçükkoğlu and Korkmaz (2014), on the other hand, examined teacher candidates’ perceptions of community service practices and stated that teacher candidates have both positive and negative perceptions of these practices, viewing them as a course, social assistance, waste of time, obligation, reflection of life, service to the nation, love, and part of life. According to Bender (2006), CSP course is a form of experiential learning and a collaborative learning and teaching strategy designed to increase academic achievement, personal development, and social responsibility.

CSP course is an experience-based teaching method in which students gain knowledge, skills and values related to social responsibility by participating in social activities to solve social problems (Bringle & Hatcher, 1996; Christine et al., 2011). CSP represent a form of experiential learning where service is utilized as the mode of practice (Crews, 1995). Through this approach, teacher candidates will gain awareness regarding societal progress and understand the role of the teaching profession in transforming society. They will learn how to cope with challenges, generate solutions to problems, and implement them in real life. Pritchard and Whitehead (2004) have outlined four fundamental characteristics of CSP as follows: (a) Students serve the community to meet authentic needs. (b) Community service establishes connections between students’ knowledge and skills and the subject matter, fostering their development in school. (c) Students reflect on their practices. (d) Community service practices are conducted in collaboration with the community. Stacey, Rice, and Langer (2001) have also identified four fundamental criteria for community service practices: Community-related and meaningful service, enhancing academic learning, active citizenship learning (social responsibility), and structured reflection opportunities.

In this course, the aim is for students to conduct situational analyses focusing on problems encountered in society related to their field of study, and to develop solution proposals through project-based extracurricular activities (Horzum & Bektaş, 2012, Kuzucu & Katmer, 2007).

Teacher candidates will also have the opportunity to enhance skills such as communication, taking responsibility, working independently, cooperation, collaboration, and self-confidence through these projects (Yılmaz, 2011).

Community service projects should aim to genuinely meet the needs of the community. Many studies have reported that the CSP course instills social responsibility in teacher candidates (Akkocaoğlu et al., 2009; Çetin & Sönmez, 2009; Nas, Çoruhlu ve Akbulut, 2015). Effective participation of teacher candidates should be encouraged to foster awareness and sensitivity, thereby enhancing societal and educational experiences. Various activities are carried out to enable teacher candidates to acquire skills such as cooperation, sharing, collaboration, effective communication, and problem-solving, while efforts are made to cultivate this awareness. Some studies have pointed out various issues related to the planning, scope, timing, and instructors of these practices (Ayvaci & Akyıldız, 2009; Elma et al., 2011).

The literature reveals numerous studies focused on CSP. It has been observed that the foundation and complement of all these policies are formed by the multitude of scientific studies conducted in this field from past to present. Therefore, this study analyzes postgraduate theses and articles on CSP, encompassing examples from both our country's geography and various countries worldwide. In today's world, universities aim to instill a sense of purpose and equip students with the ability to address societal issues through courses on social responsibility (Toker & Tat, 2013; Yıldırım, 2011). This study aims to determine the different dimensions and contents of CSP concerning societal issues in Türkiye, examining postgraduate studies and articles across various disciplines, time frames, and levels. The primary objective is to provide evidence-based guidance for future studies and identify areas of deficiency and constraint through concrete data generated on thematic and disciplinary levels. By doing so, the aim is to facilitate the creation of more sustainable, valid, and beneficial research endeavors.

METHOD

Research Design

In this study, a qualitative research approach employing document analysis was adopted. Document analysis, involving processes such as sourcing, reading, note-taking, and evaluation, serves as the methodological framework for this study (Karasar, 2005). Adopting a qualitative research perspective, this study employs document examination to contribute to future scientific endeavors in the field of CSP

Population and Sample

This study encompasses a total of 39 works, comprising 11 postgraduate theses and 28 articles, conducted on the topic

of Community Service Practices from past to present. Theses and articles were treated separately, with data collection conducted initially, followed by comparative analysis both qualitatively and quantitatively across different periods within the collected data. Through this approach, an attempt has been made to provide a scientific dimension to the developments in Community Service Practices.

Data Collection Tools

The data collection and analysis for the research topic involved compiling 11 postgraduate theses and 28 articles on Community Service Practices from past to present. The articles and postgraduate theses examined within the scope of the study were obtained using the keywords "CPS" and "CPS course" from ULAKBİM and the YÖK National Thesis Center. These were divided into two groups: 28 articles written from 2009 onwards, and 11 postgraduate theses with the first one written in 2011. The content of these theses consists of 165 master's, 58 doctoral, and 5 medical specialization theses. This study examines postgraduate research conducted in Turkey on community service practices, exploring the time periods, levels, and disciplinary fields in which they were written.

FINDINGS

In this study, to understand the changing trends in academic research related to CSP and to provide reliable data for scientific studies, not only the quantities and levels of the theses but also detailed information on which fields, in which years, and by which universities they were conducted have been extensively examined. In this regard, the theses were categorized into two groups: 11 theses and 28 articles. They were then classified based on field, topic, year, university, publication language, and publication content, and presented in relevant tables and figures. In Figure 1 the distribution of theses and articles by language of publication are given.

According to Figure 1, it is observed that publications related to the Community Service Practices Course were written in both English and Turkish languages. Among the articles, 26 studies were written in Turkish, while 2 studies were written in English. Additionally, among the theses, it was determined that 10 studies were written in Turkish, while 1 study was written in English. Figure 2 shows the distribution of articles by year.

According to Figure 2, it is observed that in terms of the distribution of articles related to the CSP Course over the years, the highest number of publications, constituting 17.9% of the total, occurred in 2012 and 2013, with 5 studies each. Subsequently, 3 studies, representing 10.7% each, were conducted in 2018 and 2022. In other years, 1 or 2 articles were published, and it was noted that no articles were written

on this subject in 2023. Furthermore, a lack of systematic progression in article production across years was evident, with no articles published in 2020. Figure 3 shows the distribution of postgraduate theses by year.

According to Figure 3, in terms of the distribution of postgraduate theses related to the CSP Course over the years, the highest proportion, accounting for 27.3%, was observed in 2011, with 3 studies conducted. In the other 4 years, 2 theses were written, representing 18.2% each. It was noted that no theses on this subject were produced after 2019. Furthermore, a lack of systematic progression in thesis production across years was evident, with no theses written in the intermittent years of 2013, 2014, 2016, and 2018. In Figure 4 the distribution of theses and articles by subject area are given.

According to Figure 4, it is observed that 27 out of 28 articles related to the CSP course are in the social sciences

domain, constituting 96% of the total, while one article, comprising 4%, pertains to the field of natural sciences. Furthermore, all the theses conducted in this area are exclusively within the realm of social sciences. Table 1 shows the distribution of articles according to the addressed institution.

According to Table 1, out of a total of 28 articles related to the CSP course, it is observed that 26 different universities and a total of 35 contributors, including multiple authors, have participated. The highest number of articles, constituting 8.57% of the total, have been authored by Ankara University and Atatürk University, with 3 studies each. Following this, Gazi University, Kilis 7 Aralık University, Marmara University, On Dokuz Mayıs University, and the Ministry of National Education have each contributed 2 studies, comprising 5.71% of the total. Other universities have made contributions to the field with a single study, accounting for 2.86% of the

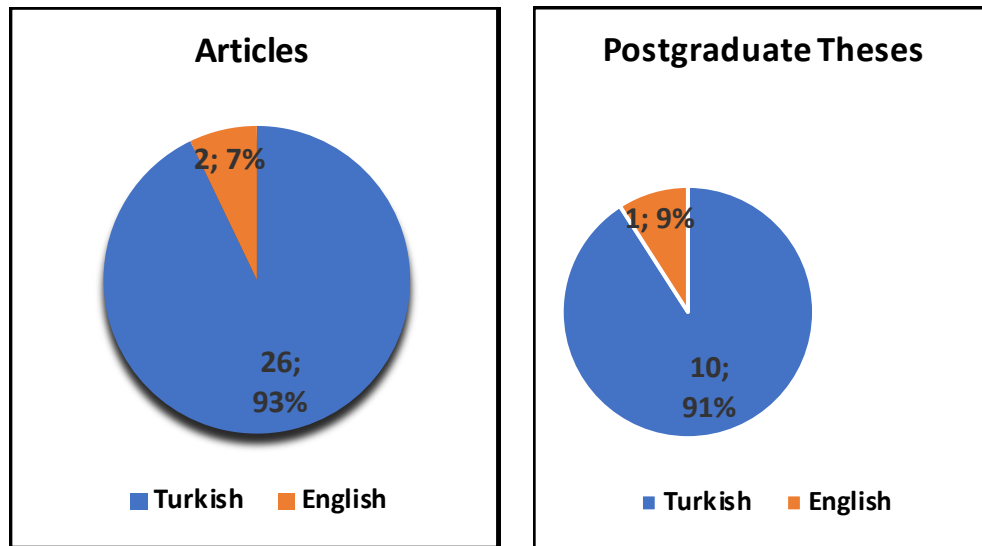


Fig. 1: Distribution of Theses and Articles by Language of Publication

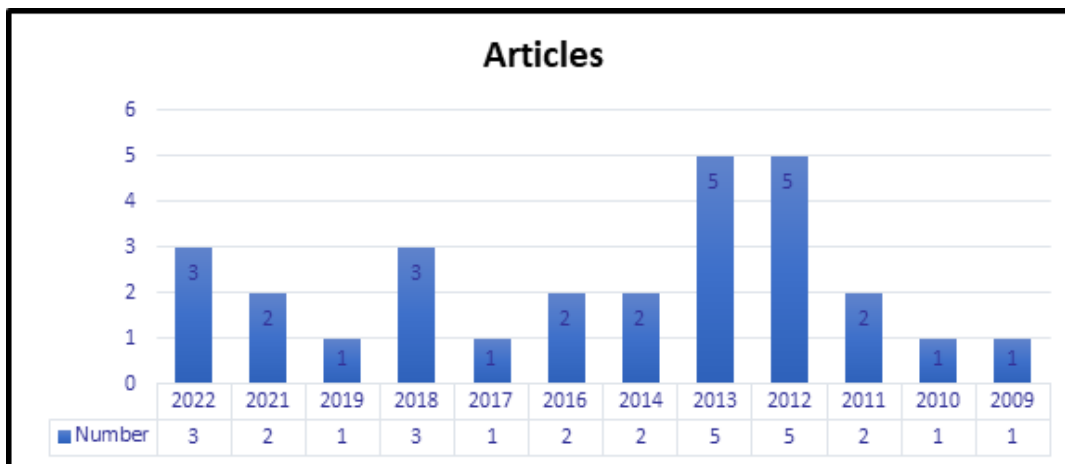


Fig. 2.: Distribution of Articles by Year

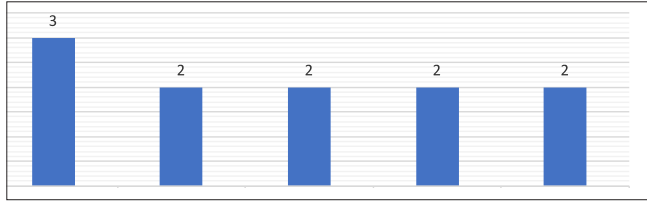


Fig. 3: Distribution of Postgraduate Theses by Year

Table 1: Distribution of Articles by Institution

<i>Institution</i>	<i>f</i>	<i>%</i>
Ankara University	3	8,57
Atatürk University	3	8,57
Gazi University	2	5,71
Kilis 7 Aralık University	2	5,71
Marmara University	2	5,71
Ondokuz Mayıs University	2	5,71
Ministry of National Education	2	5,71
Akdeniz University	1	2,86
Amasya University	1	2,86
Artvin Çoruh University	1	2,86
Giresun University	1	2,86
Hacettepe University	1	2,86
Kafkas University	1	2,86
Kahramanmaraş Sütçü İmam University	1	2,86
Karadeniz Teknik University	1	2,86
Manisa Celâl Bayar University	1	2,86
Muğla Sıtkı Koçman University	1	2,86
Pamukkale University	1	2,86
Sakarya University	1	2,86
Trakya University	1	2,86
Unknown	1	2,86
Uşak University	1	2,86
Yeditepe University	1	2,86
Çanakkale Onsekiz Mart University	1	2,86
İstanbul Bilgi University	1	2,86
İstanbul University	1	2,86
Total	35	100

total. Table 2 shows the distribution of postgraduate theses according to the addressed institution.

According to Table 2, among a total of 11 theses related to the subject of CSP, 8 different universities have been identified. It is observed that the highest proportion, comprising 27.3% of the total, is from Atatürk University, followed by Çanakkale On Sekiz Mart University with 18.2%, accounting for 2

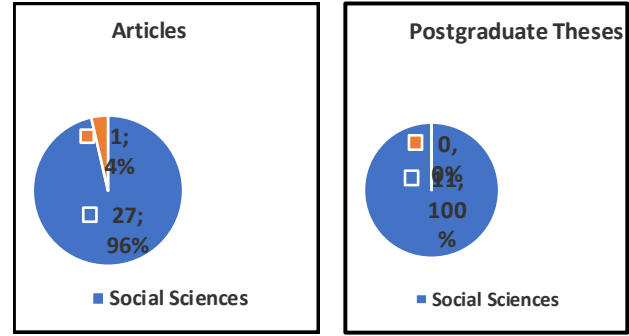


Fig. 4: Distribution of Postgraduate Theses and Articles by Subject Area

Table 2: Distribution of Postgraduate Theses by Institution

<i>Institution</i>	<i>f</i>	<i>%</i>
Çanakkale Onsekiz Mart University	2	18,2
Atatürk University	3	27,3
Ağrı İbrahim Çeçen University	1	9,1
İstanbul Bilgi University	1	9,1
Kafkas University	1	9,1
Kilis 7 Aralık University	1	9,1
Karadeniz Teknik University	1	9,1
Sakarya University	1	9,1
Total	11	100

Table 3: Distribution of Articles by Education Subjects

<i>Subject</i>	<i>f</i>	<i>%</i>
Education, Education Research	16	57,14
Education, Special Behavioral Sciences	3	10,71
Humanities Education, Education Research	1	3,57
Archaeology History, Philosophy	1	3,57
Business, Business, Economics	1	3,57
Public Relations, Communication, Cultural Studies, Art, Sociology	1	3,57
Dentistry/Science	1	3,57
Geography, History, Information, Document Management	1	3,57
Finance History International Relations Business Sociology	2	7,14
Film, Radio, Television	1	3,57
Total	28	100

studies. Other universities have contributed to the field with a single thesis study, thus making a valuable contribution to the area. Table 3 shows the distribution of articles according to education subjects.

According to Table 3, a total of 28 articles have been written on the subject of the CSP Course. These articles cover 10 different fields, with one focusing on the field of science and the remaining nine on various social fields. Additionally, one study each has been conducted in seven other fields. Among the articles, the highest proportion, accounting for 57.14%, falls within the field of “Education, Educational Research.” This is followed by three articles in the field of “Education, Special Behavioral Sciences,” and two articles in the fields of “Finance, History, International Relations, Business Sociology.” One study each has been conducted in the remaining seven fields. Table 4 shows the distribution of postgraduate these according to education subjects.

According to Table 4, a total of 11 theses have been written on the subject of CSP. These theses have been conducted in 2 different fields, with 10 of them (90.9%) focused on “Education and Teaching” and 1 thesis (9.1%) focused on the “Sports” field. Table 5 shows the distribution of articles according to field contents.

According to Table 5, regarding the CSP Course, studies have been conducted generally in the fields of social sciences and natural sciences. Among the studies in the social sciences

Table 4: Distribution of Postgraduate Theses by Education Subjects

Subject	f	%
Education and Training	10	90,9
Sport	1	9,1
Total	11	100

Table 5: Distribution of Articles by Field Contents

Field Content	f	%
Social studies/social projects	4	14,29
General	10	35,71
Classroom teachers	1	3,57
Finance	1	3,57
Disadvantaged Students	1	3,57
Visual Arts	1	3,57
Air pollution	1	3,57
Dentistry	1	3,57
English	1	3,57
Computer and Instructional Technologies	1	3,57
Science and Technology	1	3,57
Collectivist culture Value	1	3,57
Kindergarten/Preschool	3	10,71
Authentic learning	1	3,57
Total	28	100

Table 6: Distribution of Postgraduate These by Field Contents

Field Content	f	%
Classroom teaching	1	9,1
Physical education and sports education	2	18,2
General	6	54,5
English language education	1	9,1
Visual arts	1	9,1
Total	11	100

domain, topics include education, educational research, special education, music, behavioral sciences, social work, sociology, while in the natural sciences domain, studies focus on mathematics and medical ethics. A total of 28 articles covered content from 14 different fields. The majority of articles, constituting 35.71%, addressed general topics, followed by 14.29% of articles focusing on “social studies/ social projects.” Additionally, 10.71% of articles were dedicated to topics related to kindergarten/preschool education. Other research areas each comprised 3.57% of the total, each represented by one article. Table 6 shows the distribution of postgraduate theses according to field contents.

According to Table 6, concerning the CSP Course, studies have been predominantly conducted in the social sciences. Within this domain, the topics covered include education, educational research, and sports, comprising two categories. Out of a total of 11 theses, content from 5 different fields was included. The majority, constituting 54.5%, focused on general topics, followed by 18.2% of theses dedicated to “physical education and sports education.” Additionally, 9.1% of theses addressed topics such as elementary education, English language education, and visual arts, with one study each.

DISCUSSION

The findings from the analysis of studies related to the CSP Course reveal several noteworthy trends and patterns. These trends shed light on the scope, focus, and areas of interest within the field of community service applications in the context of higher education. In this academic discussion, we will delve into the implications of these findings and explore their significance for both academia and practice (Arkün, Dicle, Seferoğlu and Sönmez, 2010; Aydın and Dilmaç, 2018; Aykırı, 2017; Kesten, Köçer and Egüz, 2014). The examination of postgraduate theses and articles related to the CSP offers valuable insights into the thematic and disciplinary trends within the realm of community service education and practice. The disparity in the number of theses and articles, with 11 theses compared to 28 articles,

underscores the growing interest and scholarly engagement with community service topics among researchers. While the theses were conducted over a span of five years, ranging from 2011 to 2019, there seems to be a noticeable absence of post-2019 theses, indicating a potential shift in research focus or methodological preferences within the academic community. Similarly, the distribution of articles across different years presents an interesting pattern, with peaks in 2012-2013 and 2018-2022. However, the absence of articles in 2020 and 2023 suggests fluctuations in research output, possibly influenced by external factors such as funding opportunities, academic priorities, or global events. This non-linear trajectory of research output underscores the dynamic nature of academic inquiry and the need for flexibility in response to changing circumstances and research agendas.

Furthermore, the dominance of social sciences in both theses and articles reflects the interdisciplinary nature of community service studies and the multifaceted approach required to address complex societal issues effectively. The absence of doctoral theses in this domain raises questions about the level of engagement and investment in community service research at the highest academic level. It also highlights potential areas for future doctoral research to deepen our understanding of community service dynamics and outcomes by imposing additional responsibilities (Hatcher and Erasmus, 2008; Küçüköğlü and Koçyiğit, 2015). In their study, Özdemir and Tokcan (2010) assert that teacher candidates develop social awareness, perceive societal issues, exert effort to address them, acquire skills in collaboration and solidarity, and foster attitudes and understandings relevant to real-life contexts through this course. However, they also note that participants encounter challenges such as difficulties in obtaining permissions and establishing connections with the institutions they visit.

Analyzing the distribution of research topics within theses and articles reveals interesting insights into the thematic priorities of scholars in this field. While education emerges as a dominant theme across both forms of scholarship, the inclusion of sports as a thematic focus in theses underscores the diverse range of applications and contexts within community service education. Moreover, the concentration of articles in areas such as education research, special education, and sociology suggests a concerted effort to explore the intersectionality of community service with other social sciences and educational disciplines.

The distribution of institutions involved in CSP further emphasizes the collaborative and decentralized nature of academic scholarship. The involvement of multiple universities and researchers from diverse backgrounds underscores the collective effort required to address complex

societal challenges and advance knowledge in this domain. The concentration of research output in certain institutions, such as Ankara University and Atatürk University, may indicate the presence of established academic programs or research centers dedicated to community service and related fields. Understanding these institutional dynamics can inform efforts to foster collaboration and knowledge exchange within the academic community. Additionally, the prominence of certain universities in producing community service-related scholarship highlights the role of institutional resources, expertise, and priorities in shaping research agendas and outputs.

However, despite the richness and diversity of research outputs in community service education, there are notable gaps and areas for improvement. The uneven distribution of research topics and the absence of doctoral theses in certain years underscore the need for greater coherence and strategic planning in research initiatives. Yılmaz (2011) emphasizes the challenges associated with planning the implementation of the Community Service Practices (CSP) course, advocating for collaboration with institutions and ensuring their informed involvement in the planning process, thereby attributing significant responsibilities to teacher candidates throughout the entire planning phase of this relatively rare course. Moreover, the concentration of articles in social sciences and education calls for greater interdisciplinary collaboration and engagement with other fields such as health sciences, environmental studies, and engineering to address holistic community needs effectively. Noteworthy, it is important to address the relatively limited representation of certain topics within the findings. For instance, while education features prominently, other areas such as environmental sustainability, healthcare, and technology-mediated service delivery appear to be underrepresented. This imbalance may reflect gaps in research priorities or a need for greater attention to emerging issues within the field of community service applications. Another noteworthy aspect of the findings is the language of publication, with the majority of studies being written in Turkish. While this reflects the linguistic context of the research environment in Türkiye, it also raises questions about accessibility and dissemination of knowledge beyond national borders. Encouraging bilingual or multilingual publication practices can enhance the visibility and impact of Turkish research on community service applications within the global academic community.

CONCLUSION

Through an interdisciplinary lens, researchers have explored diverse topics ranging from education and social issues to sports and visual arts, reflecting the multifaceted nature of

CSP initiatives. The predominance of studies in the social sciences domain underscores the important role of academia in advancing knowledge, promoting social responsibility, and driving positive change in society. Moreover, the findings underscore the importance of fostering collaboration and knowledge exchange across academic disciplines and institutions to address complex societal challenges effectively. By transcending disciplinary boundaries and covering diverse perspectives, researchers can improve the collective wisdom and expertise necessary to develop innovative solutions and implement impactful CPS course contents. Furthermore, efforts to promote diversity, inclusion, and equitable participation in research are essential to ensure that the benefits of community service applications are accessible to all segments of society.

The findings underscore the need for continuous reflection, evaluation, and refinement of existing practices and approaches in CPS. By critically examining the strengths and limitations of current methodologies and paradigms, scholars can identify opportunities for improvement and innovation. This iterative process of inquiry and adaptation is crucial for staying attuned to evolving societal needs and emerging trends, thereby enhancing the relevance and effectiveness of CSP initiatives.

SUGGESTION

Based on the results of the research, some suggestions have been developed for practitioners and researchers.

CSP Course Content and Age Level:

- The duration of the CSP course should not be limited to one semester; in order to increase the effectiveness of the course and to produce better quality work, the application hours of the CSP course should be increased and a period of at least two semesters should be determined for this.
- In addition to undergraduate programs, the CSP course can be offered to students at all levels, including master's and doctoral programs, starting from very early periods, even from pre-school education. Thus, awareness of social sensitivity can be created in age groups in all segments of society.
- In order for the CSP course to be carried out successfully, the teaching plan and learning outcomes should be designed in detail with content that will encourage creative thinking, support research and investigation, and arouse a sense of curiosity in prospective teachers. Thus, social awareness can be created by taking into account the interests and expectations of students.

Project Topic Selection in CPS Course:

- First of all, the standards of projects and activities should be determined and if the differences between departments are high, these should be minimized and a standard measure should be provided.
- In parallel with the objectives of the CPS course, pre-service teachers can work on their own projects that include scientific activities in order to improve the projects and appeal to a wider audience.
- A unique project suggestion pool can be created within the faculty by taking suggestions from pre-service teachers periodically.
- Pre-service teachers should be guided to participate in projects in accordance with their own interests and awareness should be created in the relevant departments.

Department Coordinatorship/ Project Consultancy and Institutional Cooperation in CSP Course:

- In order to prevent bureaucratic obstacles and strengthen the infrastructure of the course, cooperation protocols should be officially signed with YÖK, ministries, rectorates, governorships and public institutions that will prioritize this issue.
- The lecturers who are the department coordinators and project advisors of the course at universities should be in constant communication in order to adopt a standardized approach in the implementation of the course.
- There should be constant communication with the stakeholder institutions where the course will be carried out, and cooperation should be strengthened not only through inter-institutional relations, but also through activities with the participation of multiple institutions.

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