

Perceptions of Communication Faculty Students Regarding Community Service Practices Course

Assoc.Prof.Dr.Elif YILDIZ

Ege University, Communication Faculty,
Public Relations and Publicity Department, Izmir, Turkey
elifyildiz75@mynet.com

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Abstract. Contemporarily social responsibility concept increasing become important, that concept also including educational units in association with training programs social responsibility consciousness is found being anticipated. Purpose of the present study is related to find out the perception of the Community Service Practices (CSP) course which was commenced at Ege University in 2009-2010 instruction year over Communication Faculty students and to figure out the variations of that perception in pursuant to miscellaneous variables. The content of the research is constituted by 354 students studying at third class at Ege University Communication Faculty Public Relations and Publicity, Radio Television and Cinema, Advertisement and Journalism and taking CSP course in 2013-2014 instruction year. Since CSP course attendant Communication Faculty students is anticipated to be captured entirely sample selection was underestimated. That course although remains at second class in the curriculum, research execution time period since corresponded to mid-term and due to failure of second class students to complete their projects, the research was applied to 190 individuals replied the questionnaire among third class students whom taken and successfully completed that course. Student's perceptual variations for the course owing to variations relied to gender, membership to civil society organizations and educational departments variables were found by frequency tables and chi-square analysis. In the study realized by Cevat Elma, Alper Kesten, Kasım Kiroglu, Elif Mercan Uzun, Abdullah N. Dicle & Özcan Palavan reliability and validity approved CSP Course Related Perception Scale was applied. Generally, when the research findings were evaluated perceptions of young communicators related to the course was found positive.

1. Introduction

All over the world globally in recent years taken place at university educational programs and strongly appealing attention of the researches CSP course was included into the programs in Turkey in 2006-2007 instruction years to the programs and since 2008-2009 instruction year principally commenced to be applied at education faculties. CSP is anticipated as an application between the society and university as a bridge and even integrating two worlds in the same orbit.

When social work activities are scrutinized, in western nations those activities are found to be realized before university level. In widespread European nations and in USA social work

applications accepted into secondary school programs. For example in USA National Commission on Service-Learning-NCSL identifies the fact that community service practices shall be accepted to all course educational programs as long as fitting instructive intentions. NCSL furthermore diagnoses that this approach may be applicable for all age level child [1].

In our country in recent years in the entire branches of the universities social responsibility and community service practices trainings are included into educational plans. Originated from university's students knowledge accumulation earning oriented to the profession individual effectiveness feeling, responsibility sensitivity increase, skills for making contact with the different segments of the society it has power availing them to grow up as sensitive individuals to the occupied environment and society problems. In addition to those, actualized social liability projects are identified to possess plenty of functionalities intended to reinforce university's reward over the social context, oriented to the solution of social problems constituting considerable sensitivity over the society.

Simons and Cleary [2] in their study aimed to diagnose individual and social outcomes of CSP; found that students developed themselves over the time length from the beginning and end period in the dimensions of social awareness, political awareness, social self-competence and citizenship interrelations. Outcomes of the research revealed that most crucial support derived from the course for the students is concentrated over the branches likewise academic learning, individual and interpersonal development and social cooperation.

Beyond the conventional school setting borders defined as a learning tool CSP is assimilated as individual's self-development place apart from learning at school, making introduction to the real world getting out of artificial class environment, making socialization, proving leadership skills, earning social awareness. In other words, CSP is an inter-correlated case in which individual offers promotion to the society, realizes social integration and when offering service achieves learning.

Objective of the present study; since the instruction years of 2009–2010 initiated at Ege University to find out the perception of CSP course by the students at Communication Faculty and to reveal whether that perception reveals differences in terms of various variables. In the course of that intention answers for the below depicted questions were explored:

-Does perception of the young communicators related to CSP in sub-dimensions (socialization, personal development, method of understanding the course, institution and consultant) in conformity with gender variants vary related to gender variant?

- Does perception of the communication faculty students related to CSP in sub-dimensions (socialization, personal development, method of understanding the course, institution and consultant) vary related to civil society corporate membership variant significantly?.

-Does perception of the communication faculty students related to CSP in sub-dimensions (socialization, personal development, method of understanding the course, institution and consultant) vary related to their educational department variant significantly?.

2. Method

As per CSP course executed in that present study in the pursuit of determining enrolled student's approaches to the course, perceptions of the students further to the CSP course was tried to be identified via CSP Course Relevant Perception Scale developed by Elma, Kesten, Kiroğlu, Uzun, Dicle&Palavan [3].

2.1. Population and the Sample

Research sample is constituted by 354 students studies in 2013-2014 education year at Ege University Communication Faculty Public Relations and Publicity, Radio Television and Cinema, Advertisement and Journalism departments at third class and enrolled to CSP course. Since entire CSP course attendant Communication Faculty students were intended to be covered sample selection was underestimated. Whereas, applying the scale right before the visa exams and pertaining to student attendance likewise causes complete study population was not accomplished.

The research was applied to 190 persons answered the questionnaire whom enrolled and successfully completed CSP course at third class in Public Relations and Publicity, Radio Television and Cinema, Advertisement and Journalism Division.

2.2. Data Analysis

In CSP course searching out to diagnose reactions generated to statements given by young communicators fivefold Likert grading scale was implemented. Scale; is consisted of (5) Entirely Support, (4) Quite Support, (3) Partially Support, (2) A Little Support and (1) Completely Disagree options. In the solution of the data collected at the study SPSS 15.0 statistical package program was used. Searching out to compare the data relevant to gender, membership to civil society organizations and educational division variables where they study frequency tables, chi-square analysis techniques were implemented.

3. Findings

Among the research participants 41.6% were girls, 58.4% were males. Among Communication Faculty Students 22.7% were at Journalism Division, 23.8% were in Radio Television and Cinema Division, 21.5% were in Advertisement Division, 32% were in Public Relations and Publicity Division.

Vast majority of the research participants were found as non-member to civil society corporations. 30.2% of the students while was the member of a civil society organization 69.8% were not member to any civil society organizations.

Students participated to the research given their statements referring their approach as “I had opportunity to make contact with people from various age groups”. To that statement 39.4% of the students answered as I completely agree, 22.9% answered as I support considerably, 19.7% answered as I agree partially, 11.7% answered as I never agree, 6.4% answered as I agree negligibly. Based on those findings, community service practices course enabled students to be proficient to make contact with people in various age groups.

To take the opinions of the students participated to the research in the course of whether CSP course provide support to social cooperation or not, their approaches were considered due to their statements as “I suppose that this course is useful for social cooperation”. Pertaining to that statement of the students 28.2% of the students answered as I completely agree, 34% answered as I support considerably, 20.0% answered as I agree partially, 11.7% answered as I never agree, 5.9% answered as I certainly do not agree. At that point students found as if they see that CSP course gives support to social cooperation.

In an empirical study conducted by Moely et. al., [4], students whom participated to community service practices gained social and citizenship related understandings, earned interpersonal and problem solving skills and reinforced their social responsibility traits.

Found in the scale pertaining to the statement as “I think as if that course is useful for harmonization with different social fragments” 29.3% of the students answered as I completely agree, 31.5% answered as I support considerably, 25.5% answered as I agree partially, 10.3% answered as I agree negligibly, 3.3% answered as I agree negligibly. As per those mentioned findings CSP course was diagnosed to provide opportunity for students to come together with various layers in the society. By that course, it is possible to state out that students using their communication skills with various institutions, organizations and persons in social settings created common denominator and to present problems strived to develop solutions in certain level.

In area statement even though there are various identification, above that a consensus approach is referred to the fact that that is an instructive experiment. Fundamental characteristic of that experience is defined at USA National and Community Service Trust Act as follows: social work gives student the required new knowledge and skills for coping with real life circumstances in the society they live. Out of the class environment and in the social setting executed service executions while providing support on one hand for developing student’s abilities of their sensitivity to be

aware of the existence of the others and on the other hand support their school setting educations [5].

Students whom participated to the research given their statements to the approach as “I am aware about my liabilities as a social person”. To that statement 15.8% of the students answered as I completely agree, 33.7% answered as I support considerably, 28.3% answered as I agree partially, 12% answered as I agree negligibly, 10.3% answered as I certainly do not agree. Further to those findings, CSP course was found to lead to awareness over the students with respect to their responsibilities as a social individual.

CSP course performing case analysis about the correlation of social problems encountered and student’s educational branch challenge to develop project based non-class setting solution proposals. According to Dinçer, Ergül, Şen and Çabuk [6] in the pursuit of that objective individuals in CSP course while providing support to the society they live also increase their social awareness.

Searching out to explore the approaches of the students participated to the research pertaining to the fact that whether CSP course create awareness on them to develop solution proposals to social problems, their approaches to the question of “I am aware about my eligibility to bring solutions for social problems”. To that statement 14.4% of the students answered as I completely agree, 31% answered as I support considerably, 35.3% answered as I agree partially, 12.8% answered as I agree negligibly, 6.4% answered as I certainly do not agree. Based on those findings, that course has been found to create awareness on young communicators for solutions to social problems. At that point, students whom confronted with social problems and achieved thinking and discussion chances over them also construct their approaches and treatments for them more consciously [7,8].

According to Driscoll, Holland, Gelmon and Kerrigan [9], in social work programs such as social work and learning integration also research and applications are being synthesized. That circumstance is achieved throughout an integrative approach. That integrative approach is constructed in association in a natural environment through real world events.

From the participating students to the study their approach further to their statements as “In that course I got awareness of the importance of making membership to a social organization” was given. To that statement 17.2% of the students answered as I completely agree, 23.1% answered as I support considerably, 24.2% answered as I agree partially, 18.3% answered as I agree negligibly, 17.2% answered as I certainly do not agree. In due course, that course was found to create awareness over the students to make membership to a social organization.

To the statements as “By that course I expanded my social environment” 10.1% of the students answered as I completely agree, 14% answered as I support considerably, 24.7% answered as I agree partially, 23.7% answered as I agree negligibly, 27.4% answered as I certainly do not agree. At that point that course was observed as if did not lead to any contribution to social environment development over the students.

To the statement as “By that course I discovered how much I am isolated from the social life” among the students 3.7% of the students answered as I completely agree, 8.5% answered as I support considerably, 25.5% answered as I agree partially, 23.9% answered as I agree negligibly, 38.3% answered as I certainly do not agree. Based on those findings CSP course was found as if does not provide any contribution for student’s awareness of their externalization from the social life. Student’s proximity to social life also in the daily life may be the shown as the underlying cause factor. To the statements of “I suppose as if the course reinforces human relations”, 15.1% of the students answered as I completely agree, 23.7% answered as I support considerably, 25.3% answered as I agree partially, 20.4% answered as I agree negligibly, 15.6% answered as I certainly do not agree. Communication Science students taking various courses such as interpersonal communication, emotional intelligence also observed to make stress on CSP course as a factor that reinforces human relations.

Of the students applied their statements to the declaration as “In my professional life I suppose that course shall be useful for me” 11.8% of the students answered as I completely agree, 26.3%

answered as I support considerably, 26.3% answered as I agree partially, 17.7% answered as I agree negligibly, 17.7% answered as I certainly do not agree. In the light of those findings students were found as if they suppose CSP course shall be useful for them in their professional life.

Waterman [10] points out that students participated to community service practices provided more stable skills than school setting, influences their personal development and in their careers made more healthy decisions. Therefore, social work applications allows young communication professionals to have opportunity by practicing, experiencing.

To the statement as “By that course I discovered my leadership skills” 6.5% of the students answered as I completely agree, 13.4% answered as I support considerably, 31.7% answered as I agree partially, 24.2% answered as I agree negligibly, 24.2% answered as I certainly do not agree. Obtained outcomes revealed that CSP course did not lead to any contribution to discover personal leadership traits. As a reason of that student’s awareness of their leadership skills may be diagnosed also before taking that course.

Establishment of CSP applications [11] to faculty curriculum as a course setting which are based on philosophical and psychological ground indicated during the beginning of 1900s is assimilated as an important step made toward social pedagogy by means of pointing out the fact that course and individual are not restrained with knowledge learned at school and enabled self-actualization, going beyond artificial class environment made a step forward to real world, socialized, revealed leadership skills, earning social awareness [12].

Searching out to explore the impact of social work course over the student’s self-confidence the student’s approach to the statement of “My self-confidence developed in that course” was provided to that statement 5.3% of the students answered as I completely agree, 18.7% answered as I support considerably, 27.8% answered as I agree partially, 20.3% answered as I agree negligibly, 24.2% answered as I certainly do not agree.

Those findings revealed that CSP course did not contribute to student’s self-confidence. To the statement of “That course changed my approach to life” 4.8% of the students answered as I completely agree, 12.8% answered as I support considerably, 29.4% answered as I agree partially, 24.6% answered as I agree negligibly, 28.3% answered as I certainly do not agree. Therefore, that course was found not to create any impact over student’s approaches to the life.

As one of the fundamental quality of efficient communication in terms of empathy to the statement of “This course developed my empathy skill” 12.8% of the students answered as I completely agree, 21.4% answered as I support considerably, 29.9% answered as I agree partially, 20.3% answered as I agree negligibly, 15.5% answered as I certainly do not agree. In the light of those findings CSP course was found useless to strengthen student’s empathy skills. Among the students participated to the study their approaches to the statements as “I suppose student’s ideas for project selection must be given priority” was provided. To that statement 52.9% of the students answered as I completely agree, 25.1% answered as I support considerably, 17.6% answered as I agree partially, 2.7% answered as I agree negligibly, 1.6% answered as I certainly do not agree. In that course, given answers appeal the attention considering the importance of the fact that students are better off being employed in the projects which are eligible to develop their skills, able to find solutions. Also that circumstance is foreseen to be potential to rise up the significance of the course. To the statements as “I suppose that application groups must be identified by the students” 51.1% of the students answered as I completely agree, 25.5% answered as I support considerably, 17% answered as I agree partially, 3.7% answered as I agree negligibly, 2.7% answered as I certainly do not agree. Provided results revealed the fact that students are willing to determined the groups where they will work by themselves. Therefore, in application groups providing profitable operation students are anticipated to be able to actualize social responsibility projects.

Searching out to find out if participating students to the study if pleased with community service practices, their approaches to the statement “I enjoyed that course” was provided. To that statement 22.3% of the students answered as I completely agree, 25.5% answered as I support considerably,

22.8% answered as I agree partially, 12.5% answered as I agree negligibly, 16.8% answered as I certainly do not agree. In the light of those findings students found to have enjoyed that course.

Among the students taken their approach to the statement as “I suppose that this course must be constrained in one term” 13.4% of the students answered as I completely agree, 14% answered as I support considerably, 17.7% answered as I agree partially, 19.9% answered as I agree negligibly, 34.9% answered as I certainly do not agree. At that point students are determined to anticipate that the related course must be constrained in one term.

As the other article in the scale to the statement of “I suppose adequate definitions about the course were not given” 14.5% of the students answered as I completely agree, 11.8% answered as I support considerably, 29.6% answered as I agree partially, 26.3% answered as I agree negligibly, 17.7% answered as I certainly do not agree. In the light of those findings students were found as if adequate definitions were not given to the students. Also pertaining to the statement as “I suppose the course has captured its objective” student gave their responds. To that statement 16.5% of the students answered as I completely agree, 15.4% answered as I support considerably, 23.9% answered as I agree partially, 19.1% answered as I agree negligibly, 25% answered as I certainly do not agree. In that respect, students were found that they suppose that this course has gained its objective.

Among the students participated to the study to the statement as if “I suppose that organizations that shall be visited have to be selected by lecturers of the course” 4.8% of the students answered as I completely agree, 8.5% answered as I support considerably, 23.9% answered as I agree partially, 19.7% answered as I agree negligibly, 43.1% answered as I certainly do not agree. In the light of those findings students are found anticipating that organizations that shall be visited must be selected by lecturers of the course. To the statement of “I suppose that this course is useless” 10.1% of the students answered as I completely agree, 9% answered as I support considerably, 14.4% answered as I agree partially, 20.2% answered as I agree negligibly, 46.3% answered as I certainly do not agree. Accordingly, students are found that this course is a necessary course in the curriculum.

Among the students participated to the research further to the statement of “I found opportunity to be aware of the various enterprises” 17.7% of the students answered as I completely agree, 24.2% answered as I support considerably, 31.7% answered as I agree partially, 16.1% answered as I agree negligibly, 10.2% answered as I certainly do not agree. Therefore, students are found that they have had chance to know different enterprises by the virtue of the present course. Among the student given their approach due to the statement of “I learned the way transactions are handled at the enterprises” 11.3% of the students answered as I completely agree, 23.1% answered as I support considerably, 31.2% answered as I agree partially, 17.7% answered as I agree negligibly, 16.7% answered as I certainly do not agree. On the basis of those findings, CSP course even proportionally convinces us considering the fact that students are instructed about the way of proceeding of the transactions at the enterprises.

Of the students participated to the study approaches were taken further to the approach of “I suppose that employees at the official enterprises have positive predisposition toward the applications”. To that statement 12.4% of the students answered as I completely agree, 29.6% answered as I support considerably, 29.6% answered as I agree partially, 13.4% answered as I agree negligibly, 15.1% answered as I certainly do not agree. In due course, to the projects initiated in CSP course inclinations of the employees at official enterprises are positive to the projects. For the statement of “I had problems at the enterprises I visited subject to my failure to express the purpose, content of the course adequately” 2.7% of the students answered as I completely agree, 7.5% answered as I support considerably, 18.2% answered as I agree partially, 24.1% answered as I agree negligibly, 47.6% answered as I certainly do not agree. At that point, pertaining to the actualized projects at CSP course at the enterprises visited no problem emerged since students stated out the purpose and content of the course. In the Faculty of Communication, application of an instruction

program enabling them to express themselves more efficiently and comfortably shall in due course be useful in the pursuit of such outcome.

Student’s approaches due to the statement of “I suppose that lecturers in the application is better off if selected from the lecturers in our own division” was provided. To that statement 18.9% of the students answered as I completely agree, 20.5% answered as I support considerably, 28.6% answered as I agree partially, 15.1% answered as I agree negligibly, 16.8% answered as I certainly do not agree. In that respect, students are found to be more inclined to prefer the lecturers from their own division to take that course. In Ege University Communication Faculty in CSP course all department’s own lecturers offer that course.

To the statement as “I suppose course representative fails to meet course requirements” 5.9% of the students answered as I completely agree, 6.9% answered as I support considerably, 17% answered as I agree partially, 19.7% answered as I agree negligibly, 50.5% answered as I certainly do not agree. “. Through those findings students; found thinking that course representative meets the course requirements.

Chi-Square Analysis

Table 1. Student Gender Based Correlation variation Test of the statement of “That course changed my empathy skill”

GENDER	I suppose that this course developed my empathy skills					Total
	Absolutely I Agree	I Agree Substantially	I Agree Partially	I Agree Negligibly	I Never Agree	
Girls	14	22	22	13	6	77
Boys	10	17	34	24	22	107
Total	24	39	56	37	28	184
$\chi^2 = 11,712$			s.d =4 , p =0.020			

As per the analysis further to the above correlation test student’s approach further to the statement of “I suppose that course reinforces my empathy skills” with 0.05 fault proportion found to vary subject to gender. Male students while anticipating that CSP course has no contribution to empathy development skills, female students suppose that this course is useful on their empathy development skills.

Table 2. Correlation Test of the statement as “I had chance to identify different enterprises ” based on Student Gender

GENDER	I had chance to identify different enterprises					Total
	Absolutely I Agree	I Agree Substantially	I Agree Partially	I Agree Negligibly	I Never Agree	
Girls	21	19	21	10	5	76
Boys	11	26	37	20	13	107
Total	32	45	58	30	18	183
$\chi^2 = 10,568$			s.d =4 , p =0.032			

As per the investigation of the above stated correlation test students approaches pertaining to “I had chance to identify different enterprises” found varying with 0.05 fault ratio based on gender. Male students while supposing that they have not have chance to discover different enterprises by CSP course, female students suppose that they have got opportunity to find out different enterprises.

Table 3. Correlation test pertaining to the variation subject to division in which students take education with reference to the statement of “By that course I discovered the importance of membership of a social organization”.

Division	By that course I discovered the importance of membership of a social organization.					Total
	Absolutely I Agree	I Agree Substantiall y	I Agree Partially	I Agree Negligibly	I Never Agree	
Journalism	8	8	11	7	7	41
Radio-TV-Cinema	5	10	5	8	14	42
Advertisement	2	5	10	14	7	38
Public Relations and Publicity	15	19	18	4	2	58
Total	30	42	44	33	30	179
$\chi^2 = 38,933$				s.d=12 p=0.000		

When the above stated correlation test is investigated student’s approach further to the statement of “By that course I discovered the importance of membership of a social organization” is found varied with 0.05 fault rate according to divisions. Highest magnitude support to that idea generated from the students study in Public Relations and Publicity Division. In that circumstance, department of Public Relations and Publicity’s sensitivity to course programs outcomes over the development of sensitivities may be thought to have complemented each other with CSP course.

Table 4. Correlation test for variation with reference to the statement of “I discovered my liabilities as a social member” based on student’s membership to a social organization.

Are you member of any civil society organization?	I discovered my liabilities as a social member					Total
	Absolutely I Agree	I Agree Substantially	I Agree Partially	I Agree Negligibly	I Never Agree	
Yes	12	25	11	3	2	53
No	16	36	41	16	16	125
Total	28	61	52	19	18	178
$\chi^2 = 12,581$			s.d=4 p=0.014			

When the above stated correlation test is investigated student’s approaches for the statements of “As a social individual I discovered my responsibilities” found in 0.05 fault rate to vary based on student’s membership to a social organization. Students most frequently supporting that approach are the member students of a social organization.

Civil society organizations constitutes an important application region in the course of student’s awareness of the society, to generate solutions to social problems and to feel the social service generation pleasure [13]. One of the principle goal of CSP course is relied on stressing the significance of membership to a social civil organization, under the integration of university-civil social organizations to create plenty of social responsibility projects. Students at Ege University Communication Faculty during one term especially found to make volunteer participation to Turkish Education Volunteers Foundation (TEVF).

Table 5. Correlation Test of variation based on student’s membership to a civil society organization pertaining to the statement of “I discovered my power to generate solutions for social problems.

Are you member of any civil society organization?	I discovered my power to generate solutions for social problems.					Total.
	Absolutely I Agree	I Agree Substantially	I Agree Partially	I Agree Negligibly	I Never Agree	
Yes	15	22	11	4	3	55
No	12	35	53	17	9	126
Total	27	57	64	21	12	181
$\chi^2 = 16,614$			s.d =4 p =0.002			

As per investigations of the above stated correlation test student’s approaches pertaining to the statement of “I discovered my power to generate solutions for social problems” with 0.05 fault rate is found to vary subject to student’s membership status to a civil society organization. Students most supporting that idea are the members of a civil society organization.

Table 6. Correlation Test pertaining to the statement of “My self-confidence developed by that course” subject to student membership to a civil society organization.

Are you member of any civil society organization?	My self-confidence developed by that course					Total
	Absolutely I Agree	I Agree Substantially	I Agree Partially	I Agree Negligibly	I Never Agree	
Yes	6	16	18	9	6	55
No	4	18	34	28	42	126
Total	27	57	64	21	12	181
$\chi^2 = 16,956$			s.d =4 p =0.002			

As per the investigation of the above stated correlation test approaches of the students further to the statement of “My self-confidence developed by that course” in 0.05 fault rate found varying subject to student’s membership to a civil society organization. Students mostly supporting that approach are the members of a civil society organization.

4. Result

Concerning Ege University students of Communication Faculty as a compulsory course Community Service Practices (CSP) course aspires to remain in the pursuit of determining contemporary social problems and to constitute solution related projects. Under the content of the present course, students are expected to integrate theoretical knowledge and real life scenarios, by that means students getting harmonized with the society are expected to increase social awareness and to make voluntary participation to the life. Using their communication skills with various social fragments they are expected to make contact, to bring creative solutions to the present problems.

In the present study, perceptions of Communication Faculty students is intended to be explored. In that respect, in Ege University Communication Sciences Public Relations and Publicity, Radio Television and Cinema, Journalism and Advertisement Divisions students taking that course in third class were applied for their approaches. When research outcomes were scrutinized students from communication faculty were found to have positive inclinations pertaining to the course. When the research findings were reviewed generally, participation averages to socialization level statements

were found in high levels. By the way of student's projects in CSP course they constructed oriented to various social segments (children, elderly people, women, young people etc) they found to promote support in their socialization in some concepts such as communication, cooperation, responsibility feeling, awareness to generate solutions for problems.

CSP's participation to expressions averages at personal development level remained infinitesimal, only students found that they anticipate as if that course shall be useful for them in their professional life. The provided result reveals that this course is useful for professional development.

When the averages are reviewed at the level of CSP's perception style, students are found to expect to be more efficient principally in the course of project selection and selection of application cohorts and showed sensitivity, furthermore, felt pleasure from the course and stated out positive predisposition about necessity of the course and target of the course. One of the outcome that is revealed is the fact that this course must be constrained in one term and their approaches in the way of they see that they were donated with satisfactory instructions of the course.

Students of Communication Faculty suppose that they must be provided with speech right to find out the organizations that shall be selected for application. That outcome is in line with some of the statements such as "I suppose student anticipations should be privileged in project selection" and "Students must choose application cohorts".

Discovery of various institutions and to comprehend their functions shall promote to the purpose of this course in the pursuit of contact of young communication experts between real life and school. At that stage, students are found to state out positive impression in the way of discovering various corporations and to discover operative transactions in the institutions. In addition to all those issues, students also proclaim their sensitivity to take CSP course from the lecturers in their own departments.

As per the analysis executed according to independent variables of the research; pertaining to socialization as per gender variable girl students suppose that this course has changed their life expectancy.

With respect to the reality that this course has created opportunity to learn about various organizations and to develop empathy skills, girl student's perceptions were found more positive than the perceptions of boy students. According to the findings received from the research, students as the member of another civil social corporate anticipate that this course promoted their self-confidence and awareness to enable solution proposals to social problems as a social individual.

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