

A Comparative Evaluation of Social Studies Preservice Teachers' Views on Face-to-Face and Electronic Service Learning

Kudret Aykırıⁱ
Pamukkale University

Abstract

There have been transformations in the SL approach due to technological advances and mandatory processes such as the pandemic. Thus, besides the traditional (face-to-face) service learning (T-SL) approach, two more types of SL approaches emerged: Electronic service learning (E-SL) and hybrid service learning (H-SL). The aim of this study is to compare the social studies preservice teachers' views on T-SL and E-SL. In this context, the case study method, one of the qualitative research methods, was used in the study. Participants in the study were selected according to criterion sampling, one of the purposive sampling methods. The participants are 30 preservice teachers studying in the department of social studies education at a state university. Preservice teachers experienced the H-SL type during the emergency remote education process in the spring semester of 2019-2020. The data were collected with a semi-structured interview form, which underwent expert review and was piloted. The obtained data were analyzed with descriptive analysis technique. Validity and reliability were ensured in the study. The role of the researcher was given and attention was paid to ethical considerations. According to the results of the study, most of the participants found the T-SL process more meaningful. There were also participants with a tendency to H-SL. Still, participants had a tendency to H-SL. That is because the advantages of E-SL (increasing digital competence, providing motivation, providing convenience) were many. However; there were many problems (lack of infrastructure, unwillingness of the target audience, lack of opportunities, not being able to arrange the meeting time and confusion during the meeting, difficulty in finding the target individual/group/audience, and insufficient digital competence) in the E-SL process. These problems were sometimes unresolved. However, the participants had experienced methods and suggestions regarding its resolution. In the context of all this information, recommendations were made for future studies.

Keywords: E-Service Learning (E-SL), Traditional Service Learning (T-SL), Hybrid Service Learning (H-SL), Emergency Remote Education, Distance Education, Hybrid Education.

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ⁱ **Kudret Aykırı**, Research Assist Dr., Social Studies Education, Pamukkale University, ORCID: 0000-0002-2413-0593

Email: kudretaykiri@gmail.com

INTRODUCTION

The Covid-19 virus, which emerged in China in December 2019, turned into an epidemic that affected the whole world in a short time. Due to the epidemic, decisions have been made around the world, such as individuals to comply with social distances, partial and full-time curfews, and temporary closure of institutions or remote management. One of these institutions is universities. Universities switched to emergency remote education in the spring semester. Turkey, which reported the first case of Covid 19 infection on March 11, 2020 is one of the countries that took these precautions and switched to emergency remote education applications. Since that date, courses in Turkey have been conducted remotely. In this process, not only theoretical but also applied courses were included in this process. One of these courses is community service practices. This course, which was added to the undergraduate programs of the faculty of education in 2006, is “a compulsory course of 2 credits and 3 hours a week, 1 hour of which is theoretical and 2 hours of which is application” (Council of Higher Education, 2011).

Community service practices is the first course in Turkey based on the understanding of learning by serving (Küçükkoğlu et al., 2010). First of all, it should be underlined that there is a difference between a service to society approach and a service learning approach. In the SL approach, it is focused more on service and learning than on community service, but ultimately it is an approach that gives a balanced emphasis on both service and learning (Furco, 1996). Community service practices course can be based on community service or SL understanding (Aykırı, 2019). The course in which the study was conducted is an SL-based community service practice course. In this context, it should be evaluated within the framework of the concept of SL in terms of the relevant literature. According to the National Youth Leadership Council/NYLC, one of the important institutions for SL (NYLC, 2022) SL “is an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs”. Robert Sigmon, who was the first to use the term SL in its current meaning, defined SL (1979) as an experiential education approach, Furco (1996), who has the spectrum on this subject, as a balanced approach to experimental training, Wade and Anderson (1996), who added the concept of community to SL, treated it as community service learning, and studied the relationship between social studies and SL, as a strategy for preparing human service-oriented teachers. In other words, SL is an approach.

Technological advances and mandatory processes such as the pandemic have led to transformations in the SL approach. After these transformations, in addition to the traditional service learning (T-SL) approach, two more types of SL approaches emerged, considering the typology of Waldner et al. (2012): Electronic service learning (E-SL) and hybrid service learning (H-SL). Waldner et al. put forward five types in their typology that actually covers the SL course itself or an SL-based course. In our study, we considered SL as an approach like community service or volunteering. This is because the pioneers of the field state that SL is an approach and there are concepts of virtual volunteering (Murray & Harrison, 2005) and online volunteering (Amichai-Hamburger, 2008; Lachance, 2020; Seddighi et al., 2020) in the relevant literature. In other words, using the concept of "e-service learning" within the framework of an approach rather than a course is appropriate in terms of the relevant literature. In this context, it is T-SL if service learning takes place face-to-face, E-SL if it takes place with electronic tools, and H-SL if it takes place both face-to-face and with electronic tools.

There are studies on E-SL in the related literature. About half of the current studies (Guthrie and McCracken 2010; Guthrie, in 2014, Harris, 2017; Marcus et al., 2019; Figuccio et al. 2020; Marcus et al., 2021; Ngai et al., 2021; Shek et al. 2022) are for university students studying in many departments and they do not have teaching departments. No students are studying in teaching departments among them. In the related literature, secondly; systematic or non-systematic review studies (Waldner et al., 2012; Maddrell, 2014; Salam et al., 2019; Stefaniak, 2020) are intense. There are also a few studies on engineering students (Jordaan, 2014; Yusof, 2019; Dapena et al., 2022). Apart from these, there are studies on university students and secondary school students (Parwati & Suharta, 2020) studying physiotherapy (Leary et al., 2022), biology (Adkins-Jablonsky et al., 2021),

and business administration (Poindexter & Sherony, 2012). In the relevant literature, there is only one study (Selmo, 2020) on pre-service teachers. This study was conducted on pre-service English teacher. Secondly, systematic or non-systematic studies (Waldner et al, 2012; Maddrell, 2014; Salam et al., 2019; Stefaniak, 2020) were found. There were also a few studies on engineering students (Jordaan, 2014; Yusof, 2019; Dapena et al, 2022). Apart from these, there are studies on university students and secondary school students (Parwati & Suharta, 2020) studying in physiotherapy (Leary et al., 2022), biology (Adkins-Jablonsky et al. 2021), and business administration (Poindexter & Sherony, 2012). In the relevant literature, only one study (Selmo, 2020) on preservice teachers was conducted on only preservice English teachers. As can be seen, the number of studies on preservice teachers is very few. There is no study on social studies preservice teachers. However, the National Council for the Social Studies (NCSS) believes that SL should be seen as a fundamental component of social studies in the 21st century (NCSS, 2018). In addition, Obenchain and Morris (2015) considered SL as one of the 50 social studies strategies. In this section, the approach of service learning, which is so important in terms of social studies education, is discussed. Wade (1995), who is an important name in the social studies SL relationship, emphasized that SL should also be given to social studies preservice teachers in social studies teaching courses and that SL has many contributions to social studies preservice teachers. Wade emphasized the importance of SL for social studies teachers and social studies pre-service teachers in different studies (Wade, 1995, Wade and Saxe 1996, 1997). As a result, SL is an important approach for social studies pre-service teacher candidates. For this reason, social studies preservice teachers should experience service learning even in the distance education process, and studies on this subject should be carried out in order to carry out these experiences in a healthy way. In the context of all this information, the aim of this study is to compare T-SL and E-SL in the context of social studies preservice teacher' views. For this purpose, answers to the following questions were sought:

- Which of these two types do social studies pre-service teachers with both T-SL and E-SL experience prefer? Why?
- What are the advantages and benefits of E-SL according to social studies pre-service teachers?
- According to social studies pre-service teachers, what are the problems encountered in the E-SL process and the solutions to these problems?

METHOD

The study was designed with the case study method, one of the qualitative research methods. According to Merriam (2013), a case study is an in-depth description and examination of a limited system. The thing to be investigated must be a single person, a program, a group, an institution, or a limited system etc. In this study, the focus was on the preservice teacher group who carried out SL projects and their experiences.

Participants

The study was carried out on the 3rd grade preservice teachers studying in the social studies education department of the education faculty of a state university affiliated to the Republic of Turkey in the 2019-2020 academic year. In the study, opinions of 30 preservice teachers on T-SL and E-SL processes were taken. The selection of the participants was determined according to criterion sampling, one of the purposeful sampling methods. According to Yıldırım and Şimşek (2013), purposive sampling allows for in-depth study of situations that are thought to have rich information. In criterion sampling, which is a type of purposeful sampling, the criterion of "experiencing the H-SL approach for at least 10 weeks during the pandemic process" was used.

Data Collection and Data Analysis

The data obtained from the interview were analyzed by descriptive analysis method. The data obtained in this method are summarized and interpreted according to the previously determined themes. The data can be arranged according to the themes revealed by the study questions (Yıldırım & Şimşek, 2013). In this study, data were organized according to the themes revealed by the questions during the interview. In other words, the themes were created according to the interview questions, the data were processed, the findings were defined, and direct quotations were included under each theme.

Reliability

In the preparation of the interview questions, opinions were taken from the field experts. Probes were used during the interview to collect deeply focused data. After all the work was finished, it passed the field expert review. In the study, description was made within the scope of transferability and purposive sampling method was used. After describing the data obtained from the interview, direct quotations were frequently used. In order to ensure consistency in the study, the consistency in the conceptualization was paid attention during the coding of the data obtained from the interview. For confirmability in the study, the codings and the results of the study were reviewed by the field expert.

Ethical Situation and the Role of Researchers

The researcher is not a participant in the study. At the end of the process, semi-structured interviews were conducted. Ethical approval was obtained from the relevant institution. Consent was obtained from the participants in the study to be interviewed. Representative codes (preservice teacher: PST) were included in the quotations. Numbering was done randomly.

FINDINGS

Participants experienced both T-SL and E-SL, that is, H-SL, during the emergency remote education process. Their views on these experiences were analyzed under four themes: (a) "T-SL or E-SL?", (b) Advantages of E-SL and its benefits in this context, (c) Problems encountered in E-SL and solutions to these problems, (d) suggestions based on experience.

T-SL or E-SL?

It should be emphasized at the beginning that preservice teachers only took the common compulsory courses in the first year with the understanding of distance education, they were not the executives of any courses related to the distance education process, and they had to make a compulsory transition to E-SL during the emergency remote education process. In other words, they had no experience with distance education. In the context of this information and findings, the majority of the participants who had to go through the H-SL process preferred T-SL. The reasons why the participants prefer T-SL -as will be discussed in detail in the disadvantages of E-SL- are as follows: Lack of communication, numbness, inefficiency, and other. The most emphasized point by preservice teachers is communication problems. They especially emphasized non-verbal communication. Preservice teachers could not fully understand whether the service they provided was effective or not, as they could not fully see the gestures and mimics of the service recipients while providing services via electronic means. Therefore, opportunities to develop and change activities were few. Again, depending on the communication, the preservice teachers stated that the communication with the course advisor, the target audience, and the partner institution is healthier when face-to-face. They were also more likely to persuade face-to-face. Also, there were frequent disconnections in online communications. The second reason that preservice teachers emphasized the most is numbness. In other words, there was no intimacy/closeness/warmth in the E-SL process. They could not empathize with the service recipients. This is because they were not involved and did not provide on-site service. Also, a new feeling arose in a preservice teacher: the feeling of taking the easy way out. The third reason that preservice teachers emphasized the most is inefficiency. First of all,

they saw that the service recipients they wanted to be active in the E-SL process remained passive. Their service activities have been limited. Some preservice teachers admitted that they could not focus on the effectiveness of the project in this process. They felt that the services remained superficial and that their own learning was not permanent. They also stated that they could not reach the target audience as in T-SL and that those indirectly affected could no longer benefit from the services. Finally, the preservice teachers stated that they had more fun in T-SL, that E-SL was more difficult than T-SL and that the E-SL process was not suitable for every service and every target group. Some preservice teachers emphasized that they could not reduce these disadvantages despite all their efforts. Examples of statements that support these judgments are as follows:

Sometimes we express what we want to express with words better with gestures and facial expressions. But with electronic means this is not so. You cannot transmit and receive one-on-one views while serving the community through electronic means (PST 21).

Face-to-face is more effective. I listen to him/her looking into his/her eyes, and it leaves more of an impression on me. When we talk on the phone, I don't feel that effect (PST 15).

In the first weeks of our project, I felt that we had a warmer, more sincere atmosphere with the families we interviewed (PST 10).

I felt as if we could not save our elderly people from their loneliness with electronic means (PST 23).

As a group, we were aware that no matter how hard we tried, we were not as effective as we wanted in the applications made with electronic tools (PST 17).

Only two preservice teachers were satisfied with the E-SL process. It is noteworthy that there are preservice teachers who prefer the direct E-SL process. Pre-service teachers gained the skills to produce alternatives or transform the process in such emergencies and thought there were more alternative solutions in the electronic environment. For these reasons, they adopted the E-SL. These are the advantages of the E-SL. Examples of statements that support these judgments are as follows:

I had the opportunity to think more in my meetings with electronic tools. I found alternative activities and more solutions (PST 9).

Two preservice teachers referred directly to the H-SL approach. In other words, they wanted both approaches to be used together. The fact that all seven preservice teachers who preferred the T-SL approach had statements about the advantages of E-SL gave a clue that they had a tendency towards H-SL. In other words, approximately one third of the participants tended to prefer H-SL even in the emergency remote education process. This is because they thought that E-SL had advantages over T-SL. The advantages they expressed were as follows: Less effort compared to T-SL, faster communication with electronic tools, faster access to information/images, gaining online communication skills, no emphasis on being a guest to the service recipient, increasing service delivery by spreading it over more days, mobilizing lazy volunteers. Examples of statements that support these judgments are as follows:

Service to society through electronic means in terms of effort, but face-to-face service in terms of efficiency. Therefore, both can be used (PST 7).

When we conducted community service face-to-face, we were only together one day a week. In this way (electronic means), it was more effective to spread the activities to every day of the week (PST 14).

Everything happens without even raising a hand with electronic means. If you're lazy like me, it comes easier" (PST 26).

Advantages of E-SL and gains in this context

In the E-SL process, preservice teachers achieved many gains. It is important to pay attention to what they have achieved in the emergency remote education process and to interpret them in this way. These gains are increasing digital competence, giving motivation and providing convenience. Detailed information regarding the gains are as follows:

Increasing digital competence. The vast majority of the participants presented their views on the development of their digital competencies. They got to know the technology closely. They realized the importance of technology. They started to give more space to technology in their daily lives. They realized that they could use electronic tools more efficiently and meaningfully. They began to use electronic tools more effectively. They have experienced communicating with electronic means. They realized that communication can be effective not only face-to-face but also electronically. In their professional life, they gained the ability to prepare activities in the virtual environment for their students. They saw that they could communicate effectively/meaningfully with their students from a distance. They experienced that with electronic tools, a student can achieve related gains. They saw that with the right tools, they could design meaningful activities for their students with electronic tools and digital platforms. They realized that activities such as volunteering and community service can be carried out with electronic means. They saw that it is possible to establish a bond of love in the online environment. Examples of statements that support these judgments are as follows:

I realized that the telephone is a very important invention for our age, that many of us do not know the benefits of technology and that we waste technology by using it only for useless things (PST10).

It's definitely been a gain for me. We've had the trailer for the future education. We are trying to be teachers. We should take advantage of all the opportunities our period has to offer (PST30).

Giving motivation. The E-SL process gave motivation to find solutions in such emergencies and to carry out such activities remotely. Participants experienced what they would do in similar situations. They believed that they could easily carry out such activities remotely in their professional life. They realized that they could touch the lives of some people, even at a distance. They thought they could achieve anything if they wanted to. They saw that they could reach many people. They stated that they can be teachers not only in the classroom but everywhere. They realized that avoidance behaviour should not be shown in difficult situations and that they can overcome such difficulties. Examples of statements that support these judgments are as follows:

Most importantly, I learned how to touch someone's life without being close to them and that one can achieve anything if they want (PST2).

I believe that I will be able to carry out a project and teach a lesson easily with electronic tools in the future (PST21).

Providing convenience. During the E-SL process, the participants realized the conveniences brought by technology. In this context, the participants reached the target audience more easily, in other words, geographical borders disappeared. They saved labour power as they made less effort. They accessed information and images more easily and shared them faster. They had the opportunity to serve the community from where they were. Introverted participants communicated more easily. The project team communicated more easily within the group. They spent more time with the target audience. Examples of statements that support these judgments are as follows:

I was able to reach the people with whom we carried out the project easily, using less energy. I was also able to access information and images easily (PST3).

Normally I'm not very good at communicating with people, but it was a plus for me that the conversations were over the phone (PST15).

Problems and solutions

According to the opinions of the participants, the problems encountered in E-SL are as follows: lack of infrastructure, unwillingness of the target audience, lack of opportunities, not being able to arrange the meeting time and confusion during the meeting, difficulty in finding the target individual/group/audience, insufficient digital competence. These problems and the situation of finding solutions to these problems are given in detail below:

Lack of infrastructure. One of the most common problems in E-SL is the lack of infrastructure. Half of the participants drew attention to this problem. Depending on the infrastructure, sub-problems such as connection problem of mobile phone, interrupting calls, freezing, not being able to convey the gestures and mimics related to these freezes, and not being able to fulfill the task were experienced. Two preservice teachers expressed this problem as the single biggest problem. Half of the participants who had infrastructure problems could not solve this problem. The other half solved this problem with these solution methods: Going to a place with good connection (change of location), performing activities when internet is comfortable (change of time), and communicating with audio only instead of video-audio and/or performing asynchronous activities instead of synchronous activities (method change). Examples of these judgments are as follows:

The only problem I faced was internet problem. Unfortunately, Turkey has not yet solved the infrastructure problem even in some parts of the cities. I couldn't solve the internet problem. Unfortunately it was a problem out of my hands (PST28).

Sometimes I made my calls away from my home) because my phone was not connecting while I was on a call (PST1).

Our solution was to postpone what we were going to do on the day we had a problem and do it at another time (PST30).

We also solved the internet connection problem by making audio calls instead of video calls in some weeks (PST8).

Unwillingness of the target audience One of the important problems encountered is the reluctance of the target group expressed by many (12) preservice teachers. This reluctance was also expressed as not caring for oneself, not giving attention, getting bored quickly, not doing the necessary activities, not approaching warmly. Among the reasons for this situation, the lack of face-to-face service delivery, boredom in activities due to being bored at home, insecurity about being successful and feeling inadequate due to age can be given. Another concept that is frequently used after reluctance is shyness. In particular, shyness passes over time The reasons for this situation are; getting used to the preservice teachers and the electronic environment, being sincere of the preservice teacher (for example, approaching him/herself with the warmth of his elder brother/sister/friend or talking about himself/herself), giving confidence, making detailed explanations, keeping active, communicating in simple language, being planned, making detailed explanations, communicating, offering fun activities, getting support from family. There were also preservice teachers who stated that reluctance and shyness could not be resolved. Examples of these judgments are as follows:

At first, reluctance, boredom, and ignorance of homework were experienced in public service with electronic means (PST18).

When we first told the family that we would continue our project online in electronic environment, the family did not take warmly to this situation (PST9).

On the days he/she said he/she was bored, we offered him/her different activities such as games and drama so that he/she could have fun, and in this way we solved this problem (PST20).

Due to student shyness, he/she could not be very active. We couldn't solve this problem until the project was finished (PST21).

Lack of opportunity. One of the problems encountered is the lack of opportunities for both the preservice teachers and the target audience. These deficiencies are not having a digital tool, having an old digital tool, and not having the right to the internet. Due to these deficiencies, team meetings could not be realized, SL project activities were disrupted, the target individual could not perform the activities, and family problems (parent's unwillingness to use their own digital tool) resulted. There were preservice teachers who could not make up for this deficiency. There were those who found a solution in the form of including asynchronous activities. An attempt was made to provide digital tools or internet access from his immediate family (his mother, neighbour). Sometimes, instead of video calls provided via the internet, voice calls that can be provided without internet were made. But this solution was also not effective at times. Another problem related to the lack of facilities is the failure of digital tools. Participants experiencing this problem could not solve this problem or solved it late. Examples of statements that support these judgments are as follows:

Since my group mate did not have internet at home, the calls were cut off (PST21).

We tried to fix it by making a voice call instead of a video call, but it was not as effective as we wanted (PST11).

In the fifth week my phone broke. I couldn't solve the phone problem. I didn't have the opportunity to buy new phone and go out (PST8).

Inability to set a meeting time and confusion in the meeting. During the process, the participants had difficulty in arranging meeting times with the project team and/or the target audience. Since it was a process of staying at home, a suitable environment could not be found. When the target audience was children, because the electronic tools of the parents were used only, it was necessary to make planning after their working time. Most importantly, there was a feeling of easily postponing the meeting, as the interviews were conducted by electronic means. There were times when this problem could not be solved. Those who could solve it followed the following methods: Continuing with the target audience that can communicate well, performing service offerings on certain days instead of spreading them out every day, usually day-to-day activities, continuing the activities with only one parent instead of both parents. When the meeting time was set, there were times when there was confusion in those meetings. The voice echoed, the voices mixed, the voice did not go. These problems were especially experienced among team members. Sometimes these problems could not be solved. When it was resolved, the following methods were used: messaging instead of talking, dividing the team into teams, sometimes focusing on performing tasks individually, making a turn-by-turn agreement. Examples of statements that support these judgments are as follows:

As we were running the project from home, we were sometimes not available at the same time and the approval part was delayed (PST14).

Since it was difficult for me to make phone calls in the evening, we generally held our meetings during the daytime (PST1).

Having difficulty finding the target individual/group/audience. In the E-SL process, there was a problem in finding the target audience to provide service in both synchronous and asynchronous service offerings. The target person/group could not be found, or the required number of followers on the social media required for asynchronous service delivery could not be reached. This problem was solved by the following methods: Asking for help from a consultant, finding reference people, joining

Whatsapp groups, and trying to produce effective and continuous content. Sometimes, the target person/group could not be found or the number of followers could not be reached in some projects. Examples of statements that support these judgments are as follows:

We tried to solve the problem of finding people by writing to Whatsapp groups that we are involved in and asking people around us to ask their acquaintances (PST15).

Increasing followers was an important problem for us. I messaged groups but only two people replied. I couldn't solve the people ignoring problem (PST3).

Insufficient digital competence. As emphasized before, the participants did not have previous experience of active distance education process. In this context, they did not know how to use electronic tools and related platforms. There was a similar situation in terms of target audience. For this reason, the participants made an effort to learn and teach such platforms first. Examples of these judgments are as follows:

I was caught unprepared for these sudden events. One of the biggest problems was that I did not know how to communicate with electronic means (PST7).

In the times when we switched to distance education, it was difficult to explain technology to the elderly (PST23).

Suggestions based on experience

Preservice teachers who had H-SL experience in the emergency remote education process had many suggestions regarding the E-SL process. Many of the preservice teachers offered advice on planning and preparation. This is because they went through a planning and preparation process for T-SL. They switched to E-SL abruptly and had to quickly transform their projects. Accordingly, they emphasized that they should choose their projects according to E-SL or H-SL from the very beginning. Other suggestions of preservice teachers regarding the E-SL process are as follows:

- A place where the infrastructure is suitable should be preferred or task sharing should be done according to the sufficient infrastructure.
- Internet and electronic tools should be checked before providing an online service.
- It should be realized that the project will transform in emergencies such as pandemics and the project should be adopted in order not to be affected by the transformation.
- The characteristics and service needs of the target audience should be determined correctly.
- Nonverbal communication should be noted. Not exaggerated but strong gestures and facial expressions should be used. They should be in contact with the target audience, positive energy should be given to the target audience, and they should be motivated.
- Clearer sentences should be established and more details should be included.
- Services should be offered with both audio and video calls rather than audio calls.
- Activities should be diversified in order to attract/maintain the attention of the target audience and ensure their active participation.
- It should be realized that the sincerity that exists in T-SL will also be present in E-SL in the following processes.

- Digital competence must be acquired and must be given to the target audience.
- It should be recognized that technology removes geographical boundaries and accordingly the project topic, target audience and service activities should be selected.
- At the beginning of the process, the target audience and partner institution should be stated that the project will be carried out in the form of E-SL, and detailed information should be given for expectations.
- In case that service presentations are made through online interviews, the interviews should not be long.
- Target audience selection should be done correctly. It should be taken into account that middle-aged or elderly people may have low technology competencies, and activities should be organized accordingly.
- In case that the target audience is children, activities should be organized so that families can help them.
- The target audience can be given activities in a way that they can do it face-to-face with their family and others.
- It should be stated to the target audience that they may or may not contact similar services after the process.
- The recording feature of the technology should be used. Then these records can be used for self-evaluation of the service providers or an expert can be consulted.

Examples of statements that support these judgments are as follows:

In case that it is a project that will be shared on social media, someone who does not have internet problems and uses social media more actively should take this task (PST1).

For a project that will take place electronically, your communication and gestures must be very strong. In order to convey our thoughts to the other party, you should work in advance (PST9).

Definitely a video conferencing environment should be created. This is because just audio call is not very effective (PST20).

...they need to choose their age group well (PST23).

RESULTS AND DISCUSSION

The majority of the participants (23 participants) preferred T-SL. This is because there were significant disadvantages in the E-SL. The first disadvantage concerns communication. According to the results of the study, non-verbal communication may not be possible in E-SL and in this context, it is necessary to improve the communication skills of students in the virtual environment (Yusof et al., 2019). Also, service providers may experience communication problems with other stakeholders (course advisor, target audience, and partner institution) (McGorry 2012; Bourelle 2014). In order to avoid such communication problems, course advisors should give suggestions for tools and platforms that can be used for service presentations and continuous communication before service activities. For example, in E-SL, it is known that students rely on Whatsapp for communication (Yusof et al., 2019). According to the opinions of the participants, the second disadvantage is the lack of proximity/warmth due to the inability to provide on-site service. In the study of Malvey et al. (2006), concerns were

expressed that service providers would miss the spontaneity and excitement of events. This finding of our study supports this concern. According to the opinions of the participants, the third disadvantage is that E-SL is inefficient in terms of the benefits of both service providers and service recipients. According to the findings in the title of the achievements theme, many gains can be obtained in the E-SL process. However, only two of the participants preferred E-SL. This is because they gained new skills regarding the digital environment and saw the advantages of the digital environment. E-SL in general improves digital competencies (Selmo, 2020) and specifically online collaboration skills (Yusof et al., 2019). Also, E-SL has advantages brought by the digital world, such as using electronic materials (Natalie, 1999) and using electronic portfolios (Yusof et al., 2019). About one-third (9) of the participants tended to prefer H-SL. This is because E-SL had advantages as well as T-SL. One of the views is that less effort is made in the E-SL than in the T-SL. However, according to Guthrie and McCracken (2010), it is difficult to create the E-SL process, and according to Killian (2004), it may take more time to design the E-SL approach-based course process compared to the T-SL approach. However, some of the participants had a different opinion. Others even supported this view with the following advantages of E-SL that facilitate the process: Establishing faster communication with electronic tools (Waldner, et al., 2012), accessing information/images faster, not giving burden of being guest to service recipient, increasing the service delivery by spreading it over more days, activating lazy volunteers (Murray & Harrison, 2005).

According to the opinions of the participants, the digital competencies of many of them increased. E-SL develops digital competencies in general (Selmo, 2020) and develops online collaboration skills in particular (Yusof et al., 2019). Not only cognitive but also affective gains develop. For example, a sense of online community, which is expressed as a bond of love, occurs in our study (Early & Lasker, 2018). Some of the participants found it easier to reach the people they served during the E-SL process. The E-SL approach has the potential to include individuals and groups who cannot benefit from such activities due to their conditions (Strait & Sauer, 2004; Strait & Nordyke, 2015). In our study, the participants had the opportunity to serve the community from where they were. In this context; The E-SL approach can enable lazy volunteers to participate in such activities (Murray & Harrison, 2005). Moreover; introverted participants provided more comfortable service (Seifer & Mihalyuk, 2005).

Many problems were encountered in the E-SL. One of the most common problems is the lack of infrastructure. Particularly, it is difficult for students in rural areas to participate in E-SL due to the lack of infrastructure (Nielsen, 2016). Another problem related to this problem is the lack of opportunities. Inequality of opportunity in education was already a problem. These inequalities became more evident during the pandemic process (Bozkurt, 2020b). There is a digital gap between those who have access to digital technology tools and those who do not (Koss, 2001; Hargittai, 2003). It also applies to the E-SL understanding. In order to reduce this inequality of opportunity and digital divide, infrastructures that can be used free of charge and/or electronic tool support should be provided. In cases where this cannot be done, it is necessary to determine the expectations from the course accordingly and convey this to the community partners (Stefaniak, 2020). Unfortunately, students and/or communities that do not have digital tools and/or internet will not be able to participate in this process at all (Murray & Harrison, 2005). Another problem encountered in E-SL is the inability to find a target audience. Another problem related to this problem is that the target audience is reluctant and shy, even if there is a target audience. Even if the target audience is not shy, it can be difficult to set up a meeting with the target audience. It also applies to group communication. All of these problems are communication problems. In the E-SL process, stakeholders (serving student, service recipient/group or partner institution) may experience communication problems (McGorry 2012; Bourelle 2014). In order to find the target audience, contact can be made through the social media platforms opened on the relevant subject. For the reluctant target audience, it is required to better explain the benefits of the project to the service recipient, to make the service offerings more impressive, and to use more suitable platforms. It is important to use instant common messaging applications for communication with the target audience and intra-group communication.

Since it was emergent distance learning process, the participants suddenly switched to E-SL, and many of them offered advice on planning and preparing for the E-SL process. Establishing the E-SL process is difficult (Guthrie and McCracken 2010). Also, it may take more time to design the E-SL approach-based course process compared to the T-SL approach (Killian, 2004). Course advisors should be aware of this situation and should design the course process in collaboration with people who have experience or expertise in the distance education process. Also, technology is changing rapidly and consultants who will take care of creating this process must constantly follow the technology (Guthrie and McCracken 2010).

In addition to its strong findings, this study contains some limitations. The study is limited to the emergency remote education process, 30 social studies preservice teachers, community service practices course projects carried out by the preservice teachers, and a qualitative measurement tool. In this context, it is recommended to carry out similar studies including quantitative studies on distance education process, preservice teachers in other departments and/or different projects. Moreover, the study gave clues related to the possible benefits of E-SL to social studies preservice teachers. But more studies are needed to see how much it benefits and what long-term effects it has.

As a result, E-SL has disadvantages as well as advantages. At the same time, E-SL must be preferred in processes such as the Covid-19 pandemic. The development of technology also ensures that the E-SL has a solid place in the future. However; in the current situation, the advantages of T-SL and its gains in this context cannot be ignored. For this reason, choosing H-SL, which is a combination of both, is the most meaningful for now.

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