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Prospective Teachers' Experiences in Community Service Practices Course in Terms of Transformational Learning Theory

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Abstract

Community Service Practices (CSP) is a compulsory course in teacher training programs since 2006 in Turkey. The aim of the course is to enable students to transfer the theoretical knowledge to practice, and to gain awareness and integrate with the society and related problems in line with the skills they have acquired during their undergraduate education. There is a need to clarify the structure of the course and the contributions of the relevant stakeholders to the realization of this targeted integration through ampric findings. The aim of this research is to examine the situation of teacher candidates' experiencing transformational learning and the factors that affect these experiences. In this research, which was patterned according to the survey model, mixed designs were used from the techniques of inter-method diversification. The participants of the study consisted of 185 teacher candidates, six faculty members, seven authorities of the implication institutions. The data were collected via Learning Activities Scale and semi structured interview form at the spring semester of the 2018-2019 academic year. The collected data analyzed using the integrated analysis method. According to the research findings, participants had a high rate of transformational potential while having a low rate of transformational learning experience. Among the elements that facilitate the transformation are the facilitator role of the faculty members, the practical structure of the course and the willingness of the students for the experience of learning by doing. One of the reasons for the limited level of transformation was the limitation of the time allocated to the course. For a sustainable transformational learning experience within the scope of the course, the need to construct the teacher education system in order to gain the skills necessary for holistic transformational learning is among the recommendations of the research.

Key Words: *teacher training, transformational learning, community service applications.*

To Prof. G. Ayhan Hakan with mercy, love and gratitude

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The classroom remains the most radical space of possibility in the academy. For years it has been a place where education has been undermined by teachers and students alike who seek to use it as a platform for opportunistic concerns rather than as a place to learn (hooks, 1994, p. 12).

Introduction

Since 2006, the Community Service Practices (CSP) course takes places in the curriculum of the Faculties of Education in Turkey. It has been established as a course combining theory and practice (Ankara University Faculty of Educational Sciences, 2006). Within the scope of the course, students of the Faculty of Education are aimed to gain skills for social sensitivity, taking on social responsibility and achieving integration with the society (Ankara University Faculty of Educational Sciences, 2006). The course, which proceeds of fourteen weeks (one semester) and carried out on a project-based basis including planning, implementation and evaluation stages (HEC, 2011). In the course, the instructor is expected to be a facilitator, not merely a knowledge transferor, in which the students take an active role. In this context, the instructor is expected to observe the student studies during the planning, implementation and evaluation stages, give feedback on improving the process, and be a facilitator in whole process (Tezbaşaran, 2009; HEC, 2011).

Several researches has been done to date on the course (Bağlı, 2019). In the researches, it was found that the course increases self-efficacy skill of students (Arslan and Çolakoğlu, 2019), contributes positively to the motivations of teacher candidates for their profession after graduation (Demir, 2019). It also has an effect on increasing individual and social awareness and sensitivity (Ekinçi and Evran, 2019; Zülfüoğlu and Soydan, 2019). The recommendations for the further studies about the course are coordination and time planning of the course need to be more effective (Arslan and Çolakoğlu, 2019; Saran et al., 2011; Demir, 2019, Berberoglu, 2017), the students

should be disposed to participate the course and issues of civil (Berberoğlu, 2017), the amount of financial facilities should be increased (Ekşi, 2012), cooperation between the university administration, faculty and the enhancement of the authorities of the implication institutions during the configuring process of the project (Berberoğlu, 2017; Ekşi, 2012)

Considering the design, findings and suggestions for future studies of the current conducted studies about the course, further researches are need to be constructed on three basic dimensions. First, since 2006 there is an accumulation of experience for the course. In order to gain a holistic view of the extent to which these experiences are compatible with the framework of the objectives and principles of the course, it is necessary to consider the experiences of all the actors (students, lecturers, institution officials) in a common context. The second dimension is that the course should be treated as an adult learning experience, due to the fact that the main components of teacher education at the undergraduate level, covering the 18-23 age group, are emerging adults (Arnett, 2004). The third dimension is that the experiences accumulated within the scope of the course must be considered and constructed on a theoretical basis. It is important that this theoretical background should based on the characteristics of the target group (emerging adults). It is important that this theoretical basis should be adult learning theories such as transformational learning and self-directed learning, taking into account the characteristics of the emerging adults. In the context of these three dimensions, to what extent does the course provide transformation and integration in the intended social sense, and what are the dynamics and related elements underlying this transformation and integration? It may be possible to relate these dynamics and elements to adult learning by considering them from adult learning theories in the context of transformational learning theory.

The aim of this research is to examine the situation of teacher candidates experiencing transformational learning experiences and the factors that affect these experiences within the framework of a holistic perspective. In this context, the following questions will be answered.

In the context of transformative learning theory,

1. What are the dimensions of the transformation that prospective teachers have experienced?
2. What are potential of prospective teachers for transformation?
3. What are the factors that facilitate transformation in community service practices?
4. What are the factors preventing transformation in community service practices?

In order to answer these questions, in the following sections of the article, the theoretical dimension will be given first. In the theoretical section, the structure of the course will be introduced on the basis of John Dewey's principle of *learning in life and for life*, followed by the transformational learning theory. In the third section, the research method will be included. The results section, which is the fourth and final section, will provide details of the transformation experiences of the prospective teachers who have taken the course.

Fundamentals of Community Service Practices Course: “*learning in life and for life*”

John Dewey, in his work “School and Society” emphasises on the approach learning in life and for life. Dewey states that educational designs which aimed at gaining skills such as learning through real-life experiences, reasoning and problem solving make learning permanent (Dewey, 1996). Although the concepts of service learning and community service are not take place in Dewey's work, it is possible to note that the foundations of the Community Service Course were laid within the framework of Dewey's conceptualization (Zülfüoğlu and Soydan, 2019; Berberoğlu, 2017).

The concept of service-learning was first used by Robert Sigmon and William Ramsey in 1967 (Sigmon, 1990). In 1969, the First Service Learning Conference was convened in Atlanta, and in 1970 the conference published its report (Southern Regional Education Board, 1970). In this conference, the concepts of serving and

learning were discussed together. The document states universities play a major role in serving the community, and also reveals the hypothesis that “The tension between the practical urgent demands of society and the needs of disciplined, rational educational thinking can be a very productive force for the development of society, for the advancement of learning and knowledge,” (p.2).

In Turkey, the workshop “Education Faculties and Community Service Function from the Perspective of Educational Sciences” held on the year 2006 and was hosted by Ankara University. In this workshop, the foundations of the community service practices course were laid in the faculties of education and the following three topics were discussed.

1. Contribution of Education Faculties to Educational Institutions in the Context of Community Service,
2. Contribution of Education Faculties to Social Life in the Context of Community Service,
3. The contribution of education faculties to university life in the context of Community Service” (p.59).

On the basis of the decision "Raising awareness in order to improve the function of social awareness and service to the community project development and implementation and evaluation of projects should be included in teacher training programs “ (p. 61), since the 2006-2007 academic year, the Community Service Practices course is a compulsory course in the program of all departments in the Faculties of Education.

In the course where the learners are at the center and the teaching element is the facilitator, learning by doing and experiencing is the fundamental objective. Through the experiences gained in the course, it is aimed that the students will be able to recognize the various aspects of the society and solve the problems related to social characteristics in the institution s/he will be serving after graduation (Ankara University Faculty of Educational Sciences, 2006). In this context, it is expected that the students taking the course is expected to experience a transformation in learning from experience and serving the community.

Transformational Learning: “*The Process of Reflection that Leads to a Transformational Perspective*”

Tusting and Barton (2011) describe the concepts of *experience* and *reflection* in Dewey's philosophical positioning as central concepts in adult learning. In different theories focusing on the transformative feature of adult learning (Mezirow, 1991; Schön, 1983; Brookfield, 1986; Kolb, 1984; Jarvis, 1987; Tennat and Pogson, 1995), experience is defined as the focus of critical reflection. Dewey, while focusing on solving real-world problems, states that “encountering a problem, subject, or dilemma in the real world drives the process of thinking, thus learning” (p.61). It is possible to relate Dewey's conceptualization to adult learning theories to Transformational Learning Theory (Mezirow, 1991; 1996). Mezirow based transformational learning on the learning areas of Habermas (1971; 1984) and consciousness-critical consciousness concepts of Freire (2013).

Transformational learning is defined as perspective transformation (Mezirow, 1991), in which adult learners critically evaluate their beliefs, assumptions, and values, accompanied by a process of acquiring new knowledge, called *reframing*. The transformative model is the process of reconstructing meaning in the individual's both acceptance and assumptions in the social structure. Mezirow states that the transformative learner is on the way to becoming an individual who is self-reflective and able to align what he or she has learned with his or her experiences in life (Mezirow, 1995).

It is possible to define the perspective transformation a process in which experiences pass through the filter of critical awareness and a process of gaining skills to evaluate psychocultural assumptions-why and how they are formed (Mezirow, 1991). It is stated that the perspectives of individuals are primarily influenced by cultural elements and it is accepted that perspective transformation is a process specific to the each person.

Mezirow suggests that transformation in perspective, has three main aims. These are guiding the action, giving consistency to the unconventional, and reviewing

the affirmation of what is already known. According to Mezirow, the third goal is central to critical reflection, defines “the goal of adult learning is to develop higher-quality perspectives through the process of thinking that leads to a transformational perspective” (Tusting and Barton, 2011, p.70).

Transformative learning within the framework of educational practices is expressed as the learner’s acquiring a learning experience of a new phenomenon and the realization of a subsequent life change (Cranton, 1994, Cranton & Carusetta, 2004; Cranton & Kasl, 2012). A wide range of literature is available on the application of transformational learning theory in educational settings, and a number of studies explore the practical applications of the theory (Cranton, 1994; Taylor, 1997; Sayılan, 2001; Garvett, 2004; Moore, 2005; King, 2000; Şahinli-Izmir, 2012; Sayılan, 2013). Learning experiences and transformation processes of individuals in learning environments, of course, should not be treated as an individual action, but as experiences that take place within a holistic structure (King 2000; Winn, 2002).

King (1998; 2000a; 2000b; 2002; 2004; 2009), in her empirical researches about transformational learning, indicates critical reflection and self-evaluation as significant elements of transformational learning. In addition, King considers transformational learning experience is an area of development and growth, and notes perspective transformation leads fundamental changes in the way people handle their lives and the world. Taylor (1997) cites the positive consequences of the transformational learning experience. According to Taylor, transformational learning experience leads increase confidence in new roles and relationships, more personal and spiritual power, compassion for others, increase creativity, enhancing ability for developing positive interpersonal relations.

Garvett (2004)’s research found that transformational learning experiences allow people to gain an awareness of their current mind structures, to criticize their previous assumptions and assumptions with this gained awareness, to evaluate new and alternative perspectives, to create acceptances that will guide their own actions by either

negating the old perspective or synthesizing the old and new perspectives. The purpose of Garvett's research is to examine the perspectives and practices of teachers employed in higher education institutions, transforming from a teacher-centered approach to a student-centered approach. Research findings are also among the findings that the acquisition process of a new perspective requires long-term, sustainable support.

Cranton (1994; 2004, 2012) states the facilitator role of the instructor from transformational learning processes can be challenging for faculty members. Similar with Cranton, Moore (2005) points out that there may be reservations among colleagues and managers in transformational learning experiences for giving up the position of power that comes with being the knowing subject in learning environments, and for being the subject of a practice that is outside the usual regulation. Addressing the possibility that the role of facilitator, which includes a form of inter-equal relationship with the group, may make the educator feel vulnerable. Moore also notes that this sensitivity can be quite related to what the faculty member is doing and his confidence to do well in what he is doing.

Cranton (1994) states that transformational learning can be complex, time-consuming, and that transformation may not always happen, even if it does, with this newly structured perspective students may become emotionally sensitive to their previous situation in the context of their personal, psychological beliefs and acceptance of their own social context. Cranton also indicates, in the North American education model, students lack a proper perception about transformational learning, for many higher education institutions, many of adults do not have skills which is necessary for transformational learning, like self-management, critical thinking, asking creative questions, framing a problem. Cranton states that for adults, who do not have these skills, the transformational learning experience can be challenging. These conditions bring along the potential for transformational learning experiences' leading major disturbances within the higher education system.

Moore (2005) references the research entitled "Creating a Sustainable Future through Transformation" performed by Ball (1999). Ball conducted in-depth

interviews with people who had undergone transformational learning experiences and found that strong emotions accompanied the transformation that took place, and that family, friends, books, magazines and real-life experiences played a crucial role in sustainable transformation. The same study also states that such transformations are not always at the level of consciousness and rational, but are often unpredictable and imperceptible. The research points out it is unlikely that individuals will remember the reflections that correspond to the level of consciousness, and emphasizes that a large part of the transformational experience is related to the emotional and unconscious dimension. Ball also suggests that transformation will have no rational counterpart, as is the case in Mezirow's theorizing of transformational learning.

According to Moore, transformational learning is not a simple endeavor, despite its positive results; it is a complex and difficult process for both students and educators. She refers to research by Robertson (1996). Robertson's research states that the fictionalization of transformational learning within instructional planning is almost impossible due to the lack of necessary support mechanisms. Robertson points out that both the mechanisms of support and the competencies of educators/academics related to the dynamics of transformational learning need to be taken into account.

Moore states that transformational learning is an intensive process that requires experienced educators and necessary support mechanisms. In addition, Moore points out that for transformational learning experience within the higher education system, a learning structure is needed where faculty and students are involved in the process and allocated wider time intervals for courses. Moore also points out that the current structure of undergraduate courses once a week, with three-hour course configurations, is not sufficient for transformational learning experiences.

Study conducted by Gardner (2020) three mechanisms was found to foster transformative learning. These are writing as inquiry, embodied learning, and mindfulness. Community service practices course increase the school performance /

academic success, positively affect intellectual development, strengthen citizenship education and accelerate school reform. According to Esson, Stevens-Truss and Thomas (2005), the course (1) improves students' conceptual skills; (2) Supports skills related to academic success and improves self-esteem; (3) Improves academic, interpersonal and leadership skills; (4) It connects the community; (5) It ensures that career development opportunities are heard; (6) Improves self-esteem and self-confidence, ensures self-realization; (7) It provides learning and adaptability by experiencing new situations in the real world.

The study conducted by Eren and Yurtseven-Avcı (2020) it is denoted that the activities contributed to the professional development of the participants, they also developed communication and collaboration skills, and improved their sense of social commitment. Also, study conducted by Akcanca and Girgin (2020), it has been determined that the perceptions of teacher candidates towards community service practices are a variable that predicts their learning levels by serving. In addition, sub-dimensions of pre-service teachers' perceptions of community service practices are seen to be a significant predictor of their level of realization, which is the sub-dimension of learning by service. In the study conducted by Uzun and İris (2019), it is seen that the most prominent result that stands out thanks to the practices carried out in the course is contributing to the personal development of students and the development of awareness and awareness of serving the society.

Garnder (2020) indicates, “Transformation is about vulnerability. It is about trust. It is about nonjudgment. How do we create the conditions so that students can be vulnerable, trust in the uncertainty and take risks in their learning?” (p.12). Examining the community service practices course in the context of transformational learning theory is extremely convenient in terms of allowing the transformation to be experienced due to the nature of the course. As Garnder relates transformation and trust has a structure that allows the establishment of a course trust relationship.

Studies on the course with different theoretical foundations are limited. There is no study addressing the course experiences in the context of a learning theory. Studies considering of transformational learning theory in the context of the course constitutes an important dimension of the study.

Methodology

Research Design

This research, which is intended to describe the transformational learning experiences of prospective teachers that have acquired in the scope of the course, is designed in the survey model (Gay, Mills and Airasian, 2012). Triangulation technique (Creswell, 2002) was used in the research. This method was preferred because it allows the researcher's findings, methods, data and theories to be put together (Denzin, 1978).

In the study, from inter-method diversification techniques, mixed design were used. Qualitative and quantitative data were collected simultaneously. The qualitative dimension of the research data was collected through a quantitative measurement tool, while the qualitative dimension was collected through focus group interviews and one-to-one semi-structured interview forms.

Participants

The participants of the study are the faculty members who give the course, the teacher candidates who take the course at the Faculty of Education and the authorities of the institutions where the course is applied in the field. Table 1 below visualizes the qualitative and quantitative dimensions of the research.

Table 1. Dimensions of the study

Research Design	Participants	Data Collection Method
Qualitative	Students	Focus Group Interviews
	Faculty Members (FM)	One to one semi structured interview
	Authorities of the institutions (AI)	One to one semi structured interview
Quantitative	Students	Learning Activities Scale (King, 2009)

Participants included in the qualitative dimension were determined by purposive sampling (Creswell, 2002). Students, faculty members and authorities of the implementation institutions of the course constitute the sample. Focus group interviews were conducted with students who took the community service practices course. The opinions and experiences of the instructors, students and the authorities of the institutions were obtained through semi-structured interview forms. With the students from departments English Language Teaching, Psychological Counseling and Guidance (Turkish) and Preschool Education, the focus group interviews were conducted. Within the scope of this course, five different institution officials were interviewed. No explicit names of the institutions have been given for ethical reasons. Table 2 below shows the sections of the faculty members interviewed.

Table 2. Departments of the interviewed faculty members

University Type	Department
University A	Guidance and Psychological Counselling (Turkish)
	Special Education
	Mathematics and Science Education
	Pre - School Teaching
University B	Department of Psychological Counseling and Guidance
	Department of Mathematics and Science Education

The participants of the quantitative dimension of the research are the students who take the course. The demographic information of the students for which the quantitative data is collected is included in Table 3 below.

Tablo 3. Teacher candidates' demographical features

Variable	Categories	f	%	Total
Gender	Woman	146	78.9	185
	Man	39	21.1	
Department	Department of Psychological Counseling and Guidance	108	58.4	
	Special Education	8	4.3	
	Department of Mathematics Education	29	15.7	
	Pre-School Education	18	9.7	
	Department of Science Education	21	11.4	
University	University A	81	43.8	
	University B	104	56.2	

Data Collection Tools and Data Collection Process:

The quantitative data collection tool is the 'Learning Activities Scale', structured on the basis of Mezirow's transformational learning theory, which is applied to students who have taken the course. The tool was developed by King (1998). The Turkish form was prepared by Şahin-Izmirli (2012), and the validity and reliability study was made by Şahin-Izmirli (2012) by adapting it for integration applications into information and Communication Technologies. Based on the form adapted to Turkish, the form has been adapted to the course of Community Service Practices. The adapted form was discussed with the students taking the course. In addition, field expert opinions were received.

Pilot interviews were conducted with faculty members and authorities of the institutions. In addition, since the researchers also teach the course, qualitative interview forms were created on the basis of students, institution officials and faculty members' experiences. Pilot interviews were conducted with different groups for focus group discussions with students. A focus group interview form was prepared

after the pilot interviews. In addition, one-to-one interview and focus group interview forms included in the "Learning Activities Scale" developed by King (1998) were also used.

Data on the course content and application were collected during the spring semester of the 2017-2018 academic year. The interviews were conducted on a voluntary basis. An appointment was requested from the officials and faculty members of the institution for the interview and their approval was obtained for the audio recording during the interview.

Data Analysis

Audio recordings of focus group interviews and one-to-one interviews for qualitative data analysis have been converted into written text and made ready for analysis.

Quantitative and qualitative data have been transferred online. Statistical data analysis program was used in the analysis of quantitative data for descriptive analysis (frequency and percentage). The tool developed by King enables these analyze to be conducted. While descriptive statistical and thematic content analysis of qualitative data was performed. Quantitative and qualitative data were analyzed together using inductive analysis method.

Findings

State of Experiencing Transformative Learning Dimensions of Transformation

King (2009) addressed the transformation dimensions in three different dimensions: experiencing transformation at the micro level, experiencing transformation for another reason, and no transformation. Descriptive data on these transformation dimensions of the participants in this study are presented in Table 4 below.

Table 4. Transformation dimensions of teacher candidates*

Transformation Dimension (TD)		f	%
TD3	Transformation at micro level from teaching practice course	62	33.51
TD2	Integration transformation at micro level due to another cause	5	2.70
TD1	Zero transformation at micro level in the context of ICT integration	110	59.45
Total		185	100

*8 participant (4.33%) stated they had experienced transformation but did not explain why, so it was not included in the results.

According to the table above, 33.51% of the participants experienced a micro-level transformation, while the majority did not experience a micro-level transformation (59.45%).

Potentials of Transformation

The answers of the question “Do you re-evaluate your past behavior or previous behavior to reveal their potential for transformational life?” (6th question) are in Table 5 below.

Table 5. Findings on evaluation of past behavior and decisions of teacher candidates

Question	Answer	f	%
Do you re-evaluate your past behaviors or previous behaviors?	Yes	129	69.7
	No	55	29.7
	Total	184	99.5

Table 5 above is intended to determine whether teacher candidates are reflective learners and their potential to experience transformative learning experiences. Based

on this, it is possible to say that 69.7% of the participants were ready for a transformative learning experience.

When Table 4 and Table 5 are considered together, it is possible to denote that although 69.7% of the participants had potential for transformative learning, only 33.51% experienced transformation at the micro level within the scope of the course. What could affect this transformation? From this part of the article, the factors affecting this transformation are discussed.

Factors Facilitate Transformational Learning

Can there be factors that affect and hinder the transformation that takes place in the scope of the course at a rate of 34.2%? The next part of the paper will be discussed in two dimensions, the elements that facilitate the transformation and the elements that prevent the transformation, in line with the findings obtained from the interviews conducted in the qualitative part of the research.

Factors That Facilitate Transformation

Figure 1 below illustrates holistically the elements that facilitate the transformation from the answers given in the interviews conducted in the qualitative dimension of the research. As shown in the figure, the facilitator role of the faculty member is one of the prominent factors of facilitating the transformation. Another is that the course's implication-oriented structure is the second factor. That is to say, the implication process is suitable for a structure that allows students to know themselves, take initiative, make decisions and implement them. In the project process, students state that they have gained experience by working together and that there are facilitation aspects along with the difficulties of producing together.

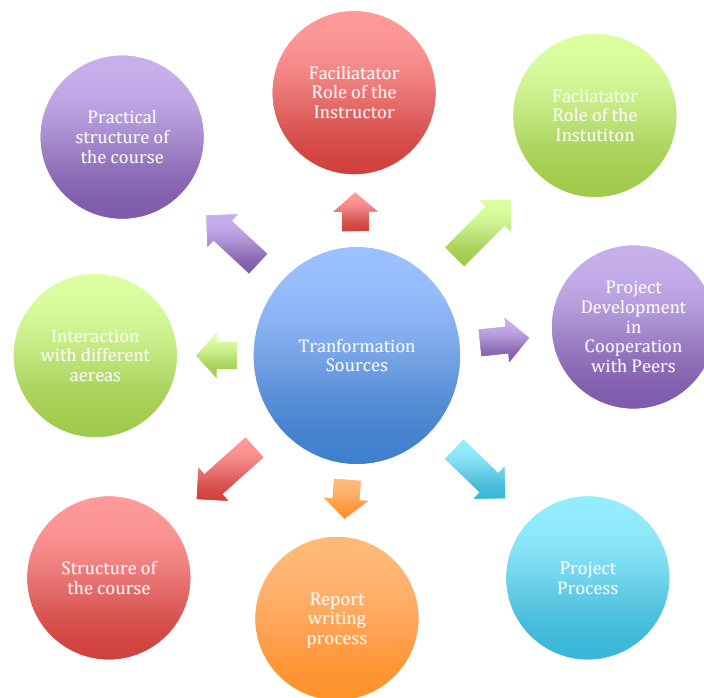


Figure 1. Factors faciliate transformational learning¹

The process of determining the application institution is being based on complacency, the role of the instructor as a facilitator, the guidance of the instructor on the development of the ability to act autonomously and students' interaction with different institutions are the prominent factors facilitating the transformation.

It is possible to say that the course is a course with an appropriate structure for students to develop their autonomy skills such as taking initiative, making decisions, taking responsibility for the results of decisions taken. In this process, the role of the faculty member as a facilitator is an important and decisive factor. The following interview piece of Faculty Member-3 (FM-3) is an example of the facilitator's role in this process:

¹ 36.2% of respondents stated that the effect of transformation was a work done within the during the course. 7.6% of the participants expressed it as personal experiences outside the course. These experiences are negative experiences in friend relationships, economic reasons, marriage, birth, etc.

What may be guiding students to perhaps inform them about the studies that have been done in previous years. Explaining the planning steps clearly can guide students. Supporting them with efforts to make them think differently can be guiding them. After all, the students do the planning. Our job is to open the door to them, just to give them information about previous work. And to connect with the field, maybe this community service course."(FM-3)

As can be seen, FM-3 describes its position as “guiding” in the interview piece above and expresses its responsibility as “opening doors”. In the interview piece above, the instructor is not only a knowledge transferor but also a facilitator of learning. In the interview piece below, FM-9 describes the role of facilitator, and denotes saying what to do instead as “something contrary to the spirit” the course, while treating “realizing” as an important starting step to gain, posing as a prerequisite for “being able to do something”

Rather than directing, I could say, for example, I could do this, you could do this, you could do that, you could do that. It would have been my observation. This goes against the spirit of the work, so there is a learning here at the same time that moderating is really what they observe. Because, that is, he determines the needs by observing. He's starting to notice, he's starting to think, he's starting to think. That's the rationale, so let's realize we can do something. (FM-9)

Along with the faculty member's facilitation, another factor facilitating the transformation is the way in which the course allows students to take initiative. It has emerged that the course allows students to develop aspects such as problem solving and initiative taking, which play an important role in the realization of the transformation. The following statement of FM-1 is an example of this situation.:

... especially in terms of initiative, problem solving skills and communication skills, I recommend that students go to whatever institution they want to work in and do their own projects, go and give their own struggles. Indeed, that is how it has developed so far. In sustainable property, even for a project that has been going on for three years, initially the student convinced himself to accept the

institution he found himself in, and there he was accepted by that institution. (FM-1).

In the interview piece above, FM1 denotes that students “go and give their own struggles ” and exemplifies the student's active role in starting, continuing and ending the process. The student, on his / her own initiative, identifies an application institution (“which institution they want to work with”), contacts the institution (“initially the student found himself / herself ”) and gets his / her project accepted (“convinced himself / herself to accept ”) and finally gets himself / herself admitted to the institution (“accepted by that institution”).

Another of the factor that facilitate the transformation is to have the opportunity to interact with different actors and structures within the scope of the course. The following interview piece for the faculty member regarding the interaction dimension is an example.

What we have in our lives, what we pay attention to, who needs what. They also saw that some looked at the stray animal, some at the foster home, and some looked at excess paper consumption. They all stare did have an impact on each other. (FM-9)

In the interview piece above, the instructor emphasizes that the different perspectives of the students enrich each other in the process of determining the application subject and institution of the students with different interests (“they all had an impact on each other.”). The interview piece above provides an example of how contact with different structures and areas enriches the process. The following interview piece is examples of this dimension:

Here's what I can tell you about community service practices course. I can call it a voluntary Outreach Project. On a voluntary basis, we went to the nursing home. We learned about the interaction, the mutual aid process, as our friend at the nursing home said. We added something to them, they added something to us, it was a very productive process for us. (Student-1)

In the interview piece above, the student who took the course points out that the interaction process with the participants in the institution where they practice is instructive ("we learned the process of mutual aid process."), exemplifies that they have acquired a learning experience by doing and living in accordance with the structure of the course.

In terms of the faculty member and the student, while the ability to learn in interaction stands out during the application process, the importance of the interaction dimension in terms of the application institution is evident by the expression "*we blend their knowledge and skills with our knowledge and skills and pass them on to the child*" (AI-3). This statement indicates that he has also placed himself in the responsibility of transferring his experience of practice to the student who came to practice.

Factors Preventing Transformation

In the scope of the course, 65.9% of students were found not to have experienced micro-level transformation. What could be the underlying dynamics of this limited transformation in an application on which volunteerism is based, where the faculty member is in the role of facilitator? Related dynamics of this, compiled from qualitative and quantitative data, indicated in Table 9 below.

Table 9. Factors preventing transformation

Dimension	Featured Factors
Planning Stage	<ul style="list-style-type: none"> • Limited allocation of weekly course hours
Implication Stage	<ul style="list-style-type: none"> • Insufficient competence of students • Incompatible situations caused by insufficient preparation
Evaluation Stage	<ul style="list-style-type: none"> • Limitation of time
With respect to Students	<ul style="list-style-type: none"> • Insufficient course credit
With respect to Institution	<ul style="list-style-type: none"> • Communication with the University • Students' lack of continuity • students' disregard of the course
With respect to Instructor	<ul style="list-style-type: none"> • Insufficient time for theoretical dimension lack of allocated time in a 14-week program requirement for the course to be extended to different semesters • excess number of students to be followed

The first of the highlights in Table 9 is the allocation of limited time in terms of both each components and processes of the course. The instructors who were interviewed emphasized that the structuring of the course had to be improved and emphasized that the time allocated for the planning, implementation and evaluation dimensions was not sufficient. The interview piece below exemplifies this view:

After four weeks, that is, after the end of a month of teaching, only the students begin to think about what they can do themselves, the students who come out of this term, which I call incubation period, are able to plan almost in the fifth, sixth week maybe. (FM-1)

In the interview piece above, FM-1 describes the planning phase as the “incubation period” and considers this period as a period in which students “begin to think” in line with their own interests and skills and self-resources. FM-1 emphasizes that it is a long and arduous process to determine the subject and institution to which students will conduct the implication phase of their project during this period. Treated as an “incubation period”, this period includes a qualified preparation, planning and decision-making processes. This preparation includes the process of determining the group/student's own areas of competence and contacting the relevant institutions in this context. In this process, students are expected to establish contact with institutions as a priority, and the faculty member is expected to be an accompanying facilitator rather than a decisive and decision-maker. The contact with the institutions, the process of determining the needs of the institution and the planning phase of the implementation content are followed.

The second stage requires detailed mental processes and collaborations to make sure that the needs of the institution are shared with the planned implementation and that they meet in a common denominator. FM-2's “*it is not easy to take separate time for application and evaluation*” statements and FM-3's “*you know that the course is 14 weeks technically not enough this period has a program spread over 14 weeks, the heart would have wanted the planning to be done from the previous semester.*”

Implementation and evaluation, that is, we work as a combination of implementation and evaluation” statements shows that the current time allocated to prepare is not enough.

Following the findings that the amount of time allocated to the course is not sufficient for the faculty member, let's consider the situation for the students. The interview piece below exemplifies the lack of time for the student in the context of the application process:

I was the group leader on the first day, and I had no idea how to silence the children, the theory and practice are very different. The internship was over when I could feel fully productive, it was too short, it was 6 weeks. I couldn't bond with the kids and just when I found out about them, what they loved, the internship period was over. I couldn't connect to the class, so I didn't care about the break-up process. Because I couldn't connect. (Student-10)

In the interview piece above, the student points out that at the beginning of the application process they realized that there were skills deficiencies in contacting the students (“*I had no idea how to silence the children*”) and that they had theoretical knowledge of this skill, but that they needed time to practice and gained this skill through experience (“*when I could feel fully productive*”), also draws attention to the sense of unfinished work at the end of the practice (“*it was over, it was too short, only 6 weeks*”). As seen, Student-10 handles the implication process as an emotional process, that includes integration of mutual feelings, not a technical process. S/he also denotes her need to establish a “bond” with the students, but because of lack of time, they may come into mutual contact so only they know each other process, the implication is to be ended (“*When I was able to understand what they love, the the duration of the implication was over*”) with the shortness of the period associate.

The lack of systematic structuring of the determination processes of institutions is the second factor that causes the transformation to take place at a limited level. The need to have a formal communication channel between universities and related

institutions beyond the student-institution relation in the process of determining institutions is highlighted as an element that may facilitate the planning process. As a matter of fact, FM-1's statements that *"But I have to say that we are not officially prepared to facilitate their situation."* are examples of this situation. FM-1 also draws attention to the lack of preparation for cooperation between the institution and the University, which it refers to as "readiness".

The third factor that prevents transformation is the question of liaison between the faculty member and the institution, according to the opinions of the officials of the institution. In the following interview piece, the institution official expresses his expectation to increase contact with the faculty member for coordination:

It's just that there are continuing problems with it. For example, our professors at the university can contact us and get information about continued absenteeism or we can send them weekly or monthly. I think there should be a follow-up study about this, after all, community service class is an important course like an internship, I think other than that I have not had a very big problem. (AI-3)

In the interview piece mentioned above, the AI-3 highlights the need to contact the faculty member. However, the AI-3 did not cooperate in implementing the contact, but in the case of mutual checking of students (*"they may receive information about continued absenteeismI think there should be a follow-up study on that"*) highlights. The institution official refers to the continuity problem of the students as another factor (*"not to come because they do not know their responsibility, some of the reluctance to be brought there as a necessity causes the disruption of things"*), and the expectation of cooperation with the instructor for the solution of this situation (*"our teachers can contact us and get information about continued absenteeism"*).

Another factor that prevents transformation is the limited level of readiness of the students for the applied structure of the course, unlike other curricular courses. The experiences of students taking the course to the previous course are revealed as a threshold that must be exceeded within the scope of the course. Students are resistant to

adapting to the applied structure of the course. The following interview is an example of how the student's approach is expressed by the faculty member:

When the course is not a theoretical course, the student can be perceived as something, but we do, as it ends, to make them feel that it is not something, it is important to make them feel that each contribution will add value to their personal success, you know, the name of service to the community or, you know, will contribute to a place to serve. (FM-3)

The interview piece above shows that the tendency of students not to establish a connection with the course and its content on the basis of internal motivation, out of necessity, brings with it the disregard for the course (“*Oh, we do as it ends*”). However, in this process, the faculty member tries to motivate the student and convince them of the process (“*to make them feel that it's not happeningit defines a threshold as making you feel that something is important*”). This threshold emphasizes the need to express the rationale for the progress of the course process in the direction of internal motivation (“*to tell them that each contribution will add value to their personal achievements*”, “*to tell them that it is worth*”).

Conclusion

In this research, it is aimed to examine the transformations of teacher candidates based on transformative learning theory within the scope of Society Practices Course. In this context, what is the transformation status of the students taking the course and what are the factors affecting the transformation status of the students were asked to answer the questions. As a result of an integrated analysis of the findings covering the different actors of the course, it was determined that although the participants had a high potential for transformative learning experience (69.7%), a limited proportion (33%) experienced transformation.

The first of the reasons for the limited conversion was the limited amount of time allocated to the course, and the second was the limited level of students' readiness for the course. In the background of the limited level of preparedness, there are reasons such as the differentiation of the applied structure of the course with the previous

course experiences and the tendency of the students to show resistance to the course. The role of the faculty member as a facilitator, the structure of the course being appropriate for the students to take initiative, having the opportunity to interact with different groups and different areas of contact through the course, stand out as facilitators of transformation.

The emerging findings confirm that the structuring of the course aligns with Dewey's understanding of learning for life within life, and that the practical nature of the course allows students to have the opportunity to come into contact with a social reality and field. As Moore, Cranton and Garvett denoted in order for the transformational learning experience to take place and be sustainable, the weekly course hours were not sufficient and the existence of an integrated support system was necessary. Research findings also confirm this finding. Although there is potential for transformation, the fact that transformation occurs at a limited level also suggests that for transformational learning, all the actors and components of the learning culture that students grow up in must be compatible with the dynamics of transformational learning. However, as a singular experience in a limited time per week within an educational period, the course is transformed at a limited level are consistent with their findings and conceptualizations of Moore.

The necessary components in the higher education system need to have the necessary skills for Transformational Learning for a sustainable transformational learning experience. The main objective of this course is to re-establish the teacher training curriculum with the aim of enabling students to acquire the necessary skills for transformational learning; and to adopt the role of facilitator rather than imparting knowledge in the structuring of the course. In this context, it is necessary to organize the necessary programs for each component to have the necessary competencies, to reconstruct the course configurations of the faculty members and to bring the students to the level of readiness necessary for a transformational learning experience for life.

In line with the findings of the research, the following suggestions are offered for the students in order to realize the targeted transformation within the scope of the course:

- Increasing the time allocated to the theoretical section including the philosophical, sociological and social dimensions of the course,
- Implementing the theoretical and planning steps and the implementation and evaluation steps as two prerequisite courses in two separate periods,
- Structuring a joint project database,
- Teaching practice in the course of reducing the number of students per faculty member applied the shape of the application,
- The preparation of a protocol of cooperation between institutions and universities,
- Development of a proposal for the course on a different model,
- Implementation of transformational learning experiences in the higher education system development and implementation of programmes for the acquisition of skills necessary for.

These proposals are important for students to achieve the desired transformation within the scope of the course.

In addition to the results reached within the scope of the limitations of the research, a wider sample can be examined to make these results more generalizable. Experimental research can be configured to detect predictor and confounding variables. It can be supported by action research studies to develop the course in a way that enhances transformation. Longitudinal studies can be constructed in the context of transferring the course to post-graduation experiences. The planned research can be structured on a theoretical basis with application dimensions.

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