



**Youth Empowerment Towards Social Responsibility
through a Service-Learning Program**

تمكين الشباب تجاه المسؤولية الاجتماعية من خلال برنامج التعلم بالخدمة

by

Roeia Thabet, M.Ed.

**A thesis submitted in fulfillment
of the requirements for the degree of**

PhD in EDUCATION

at

The British University in Dubai

March, 2016

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ABSTRACT

This study investigates student personal development and sense of social responsibility through a service-learning program in a private high school in Dubai-UAE. This study utilized a qualitative research approach with a single case study design to provide a rich and contextualized picture of the program from multiple perspectives (school leadership, teachers, service-learning team and students). Data was collected through triangulation by means of semi-structured interviews, focus groups, participatory and non-participatory observations, field notes, artifacts, and document analysis. Content analysis was used in analyzing the collected data to identify emerging themes and patterns related to service-learning and its effect upon students. The study's findings revealed that the school applied essential elements of service-learning. The participants of the service-learning program exhibited social responsibilities of greater community awareness, teamwork, commitment to community, gained self-esteem, and self satisfaction as they reflected on their ability to accomplish their tasks. This study's goal is to bring about educational policy pertaining to service-learning as a legitimate educational pedagogy to be adopted in the UAE schools. This study hopes to contribute to service-learning programs' research and enrich knowledge and best practices in the UAE and worldwide.

نبذة مختصرة

تبحث هذه الدراسة في التنمية الشخصية للطالب والإحساس بالمسؤولية الاجتماعية من خلال برنامج التعلم بالخدمة في مدرسة ثانوية خاصة بمدينة دبي، الإمارات العربية المتحدة. استخدمت هذه الدراسة منهج البحث النوعي مع تصميم لحالة دراسية فردية من أجل تقديم صورة غنية ومقترنة بسياق البرنامج من وجهات نظر متعددة (قيادة المدرسة، المعلمين، فريق برنامج التعلم بالخدمة والطلاب). ولقد تم جمع البيانات بواسطة حساب وتحديد الاتجاه "التثليث" من خلال عقد المقابلات الشخصية شبه الهيكلية، الفئات المستهدفة، الملاحظات التشاركية والغير تشاركية، الملاحظات الميدانية، الأعمال الفنية وتحليل الوثائق. ولقد تم استخدام تحليل المحتوى في تحليل البيانات التي تم جمعها لتحديد المواضيع والأنماط الناشئة المتعلقة ببرنامج التعلم بالخدمة ومدى تأثيرها على الطلاب. ولقد أوضحت نتائج الدراسة أن المدرسة تطبق العناصر الأساسية اللازمة لبرنامج التعلم بالخدمة. وأظهر المشاركون في برنامج التعلم بالخدمة المسؤوليات الاجتماعية من أجل تحقيق المزيد من التوعية المجتمعية، والعمل الجماعي، والالتزام تجاه المجتمع، اكتساب احترام الذات، والرضا عن النفس حيث أنها انعكست على قدرتهم على إنجاز مهامهم. هدف هذه الدراسة هو تحقيق السياسة التعليمية المتعلقة بتعليم برنامج التعلم بالخدمة باعتبارها برنامج تعليمي تربوي المقترح اعتماده في مدارس دولة الإمارات العربية المتحدة. وتأمل هذه الدراسة في المساهمة في بحوث برنامج التعلم بالخدمة وإثراء المعرفة وأفضل الممارسات داخل دولة الإمارات العربية المتحدة وجميع أنحاء العالم.

DEDICATION

This work is dedicated to my beloved family:

First and foremost I would like to thank my loving husband Payam for standing beside me throughout and encouraging me to reach my goal. He has been my inspiration and motivation. To my dear children Ayman and Amin who tolerated my long absence mentally, emotionally and physically for years with patience. Their encouraging words made me continue and I hope to become their role model for perseverance and fulfilling our dreams.

To my loving mother for her continuous support through her prayers and encouraging words.

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List of Abbreviations

BUID	British University in Dubai
KHDA	Knowledge and Human Authority
SL	Service-learning
UAE	United Arab Emirates
UAE Vision 2021	National Document prepared by UAE Government to achieve social and economic goals in 2021.

CHAPTER ONE: INTRODUCTION

An urgent need for youth involvement in constructing society and contributing to a harmonious community has become a recent movement in the world and particularly in the Middle East. As the Middle East region is going through tremendous transition, a great need for social responsibility attitude is essential for creating a better society where every individual is playing a vital role in caring for others and understanding the value of social responsibility (Corps 2012). The call for social responsibility in education dates back to the 20th century. Philosophers of education recognized the value of serving others as a reaction to the downfall of a modern and materialistic society after the World War 1 (Conrad & Hedin 1991; Arenas, Boswortha & Kwandayib 2006). Research has shown that in arranging organized service activity programs for young students, they become long-term contributors to the development of their society, and foster a sense of caring for others (Scales & Roehlkepartain 2004; Barnett & Brennan 2006).

The majority of the empirical research in this area has unanimously identified common positive impacts on young students' personal and social development. While research provided mostly quantitative evidence that service-learning has multiple benefits for students, there was a clear gap in the literature for more qualitative studies regarding both process and effects of the program in schools. In addition, there is no recent research on a service-learning program in the UAE schools and high schools in particular. The future of nations rests in its youngest generation, the skills they develop, ethical attitudes they form, and aspirations they aim to contribute positively in building their society determine the progress and development of nations (Bridgeland, DiIulio & Wulsin 2008). All government and nongovernment

institutions, community members, educators, workplaces and policy leaders, play a vital role in empowering people to become active agents in the society.

1.1 Background

The modern concept of civic service as an integral part of school life dates back to the 20th century, when some philosophers of education recognized the value of serving others and believed that students would learn more effectively, if they were engaged directly in the community. Over the past several decades, the awareness fostering young students' engagement through civic service in the community has increased significantly by many educators, and policy leaders in secondary schools worldwide and particularly in the United States and Canada (Arenas et al. 2006; Denby 2008). Hence, one of the most popular pedagogy that educators seek to adopt in order to increase students' engagement in community was a 'service-learning' program, which hundreds of schools have implemented this program (Giles & Eyler 1994; Kraft 1996; Moore & Sandholtz 1999; Richards et al. 2013). This widespread movement aimed to reform education and rebuild communities at the same time through students' engagement in addressing communities' affairs (National Service-Learning Cooperative (1998). John Dewey (1916) advocated for service-learning and the idea of linking service to the curriculum.

One of the first educators that introduced the concept of connecting school to communities through service was the philosopher John Dewey (1916). He believed the educational system should be linked to the community and the educational goal of students' is to meet the needs of social welfare (Arenas, et al. 2006). Dewey's theory advocated for a new form of pedagogical approach called 'service-learning' of linking school life to the surrounding environment. Dewey (1938) emphasized the importance of authentic learning, or the

provision of real-life situations in learning, and the interrelatedness of concepts and ideas that are best learned when placed in real life settings. In this sense, Dewey's theory is significant to this study as it reinforces the value and importance of real-world application pedagogies in the form of service-learning. It is also vital to point out that there is confusion among educators and practitioners regarding the definition of service-learning as they often relate it to community service program (Billig 2004). For example, in the literature a service-learning program and community service are utilized interchangeably despite the differences between them (Furco 1996).

A service-learning program is a pedagogical approach that integrates community service with academic study to enrich learning, teach social responsibility, and strengthen communities (Erikson & Anderson 1997). The main differences between service-learning and community service is that service-learning combines curriculum objectives and standards with community service in which students are encouraged to carry out service projects that meet real community needs. On the other hand, community service primarily focuses on applying service projects in the communities with no direct link to curriculum objectives and doesn't necessarily involve intentional or prescribed learning goals (Edwar 2002). For the purpose of this study, the researcher builds the service-learning programs' framework upon the definition of the National Service-Learning Cooperative (1998). This definition narrows down the service-learning term and defines it as a method by which students develop through active participation in a thoughtful organized service program that meets the actual needs of the community through collaboration. The service component is linked and integrated to students' academic curriculum with structured reflective pedagogy on the service experience leading to a sense of caring for others and social responsibility (p.4).

This research study's goal is to reveal rich information on how a service-learning program is applied within its known framework. This will shed light on the challenges and concerns that occur as the service component is linked and integrated to the UAE academic curriculum. There is a genuine need to investigate and review the newly applied service-learning programs in a private high school in Dubai. The purpose of this study is twofold; the first is descriptive, which will focus on describing and exploring how private high schools (students ages 14 to 17 years old) in Dubai are fostering and carrying out the service-learning programs. The second is to investigate the empowerment of students, through the act of service, with subsequent development of social responsibility that results from their contribution in their society. This research study will base its research questions on these two interrelated domains with subsequent recommendations for educators and policy leaders:

- How does a private high school in Dubai plan and execute service-learning programs?
- To what extent does the applied service-learning programs contribute to students' personal development and increase sense of social responsibility?
- What could be recommended to support the enhancement of developing the sense of social responsibility in high school students through service-learning programs?

Positive Outcomes of Service-learning Programs

Research indicates that service-learning is important and has a wide range of positive outcomes on students. Research studies report that students, who are involved in a service-learning program, develop a sense of personal and social responsibility, develop more positive attitudes towards adults, enhanced self esteem, and critical reflection skills (Conrad & Hedin 1981; Hamilton & Fenzel 1988; Billig 2000; Eyler 2002; Howard 2003; Arenas et al. 2006). According to these studies, students who were directly involved in this program developed relatedness and connection with society and gained knowledge about issues concerning their community along with a desire to make a change.

A service-learning program addresses many of the concerns raised by educational reformers regarding the lack of students' connectedness and involvements in their community, as well as failure to prepare them for lifelong participation in local and global issues (Boyer 1994, cited in Eyler and Giles 1999). A service-learning program is designed to bridge this gap and dichotomy between curriculum subject and engagement in community and transfer learning objectives into real the life context (Eyler & Giles, 1999). Hence, this program must extend beyond mere volunteer event-based community service. An effective service-learning program must be integrated into the curriculum for students to participate in meaningful service projects that meet the needs of the community. This program would incorporate students' voice in decision making, foster systematic reflection, have a specific duration, monitor, and evaluate. These essential components of a service-learning program are vital to successful service-learning experience (Duckenfield et al. 1992; Bridgeland, Dilulio & Wulsin 2008).

This framework was specifically chosen as it includes a comprehensive set of indicators and guidelines to investigate service-learning programs in schools. This study utilizes a qualitative methodology within an interpretative structure due to the need to present a detailed exploration of the process of application of the program in the UAE context and its interpretation of the outcome upon students. A case study approach was adopted to investigate a service-learning program in a high school in Dubai, United Arab Emirates, using various qualitative data collection methods of semi-structured interviews, class observations, field notes, and document analysis. The researcher intends to reveal insights after understanding and analyzing the program from various perspectives (students, teachers, service-learning coordinators, and school principal) on the application of the program and their subsequent reflections on students' personal and social development. The researcher spent an extensive period of time in the school in observation of students and teachers. Students' service-learning projects, class discussions, reflection sessions, teachers training preparation sessions, school celebration, and other daily interactions among students and teachers were observed closely in their natural setting.

Historical Review of UAE Education

The UAE is a young developing country that is striving for economic, social, and cultural excellence. During the last decade more emphasis was given to the development and progress of the entire education system as well as its objectives (UAE Vision 2021). The focus on education has shifted from delivering knowledge to shaping individuals who can participate in generating and transferring knowledge to contribute in the development of the nation. This

section provides a brief background about the nature of the education system in the UAE to connect the background with the rationale and purpose of this study.

The Ministry of Education announced that the general objectives of education in the United Arab Emirates (UAE) would follow the directives of His Highness the President regarding human development, which focuses on “Man is the most precious value and the most important element in the state” (International Bureau of Education, 2011, p.1). Therefore below are some of the general objectives of education based on the following principles:

- Education is considered a national investment. The state provides its nationals and expatriates with all the necessary facilities.
- Education should match national and community needs, as well as development requirements.
- The efficiency of educational institutions, the performance rates and the use of educational resources should be improved; the development plans in the field of education should be expanded.

The UAE’s general principals and objectives of education also emphasize faith in God as well as moral and human values. Additionally, it focuses on ensuring students’ physical, intellectual, and emotional development as well as training them about the duties of citizenship, political, and community participation. By adopting these objectives, the UAE educational system desires to foster students who are model citizens, cherish their national

identity, and promote forgiveness and tolerance. Its goal is to motivate students to become lifetime learners, well-rounded adults, and to lead healthy productive lives (p. 2).

- **Administration and Management of the UAE Education System**

The International Bureau of Education report (2011) explains the administration and management structure of education in the UAE. The United Arab Emirates (UAE) is a federal state established in December 1971 and consists of seven emirates: Abu Dhabi, Dubai, Sharjah, Umm Al Quwain, Ajman, Al Fjairah, and Ras Al Khaima. The federal Supreme Council, which includes rulers of the seven Emirates, is the highest constitutional authority. The Cabinet, or Council of Ministers headed by the Prime Minister, is the executive authority for the federation. The local governments (parallel to the federal institutions) of the seven emirates progress with the country's growth. The Dubai Executive Council, established in 2003, has similar functions for the UAE's second largest emirates.

The Ministry of Education is responsible for general education, literacy, and adult education. The relevant educational zone in each emirate in which they operate licenses schools. The Ministry of Education oversees all emirates-based education authorities, including developing educational plans, preparing curricula, the examination system, and the establishment of schools and institutions. The report points out that under the previous UAE secondary education system the duration of preparatory education was three years (age 12-14), which qualified students for general or technical secondary education. According to the new structure issued in 2000/01, the second cycle of basic education covers grades 6-9. General secondary education, ages 15-17, lasts three years. Students can choose either the science or

the arts track. Technical education comprises three main streams of technical, agriculture, and commercial. At the end of secondary stage, students receive a secondary school certificate or the technical secondary diploma after passing the general examination (International Bureau of Education report, 2011, p. 9)

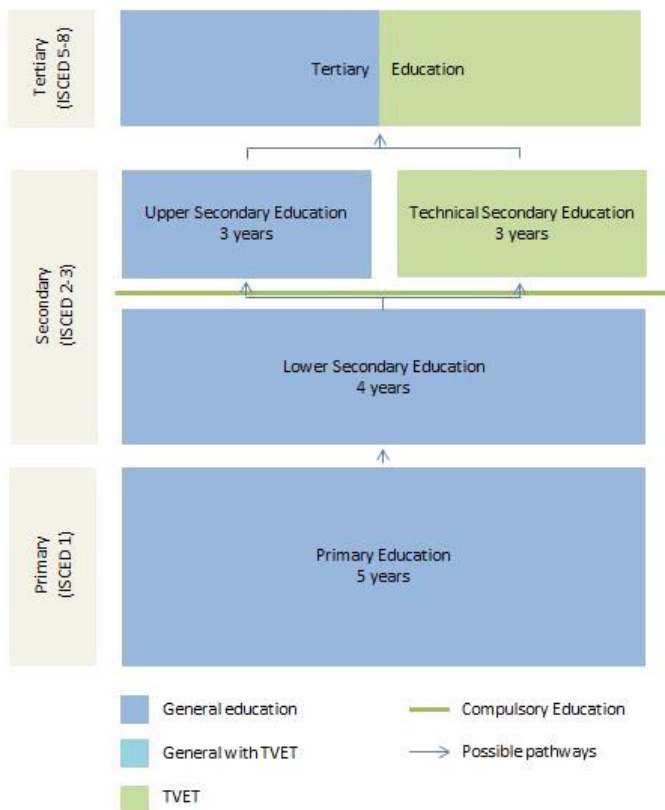


Diagram 1: Scheme compiled by UNESCO-UNEVOC from UNESCO-IBE (2010). World Data on Education VII Ed. 2010/11. United Arab Emirates. Geneva: UNESCO-IBE

According to the UAE National Bureau of Statistics (2011), the UAE has 1,198 schools, which 725 (60.5%) are public schools following the curriculum prepared by the Ministry of Education. The remaining 473 (39.5%) schools are privately owned, which operate in Dubai, Abu Dhabi, and Sharjah. Private schools follow up to 13 different curricula that include the British, American and Indian systems. They are licensed and regulated by the MOE and, more recently, have been monitored by Government entities such as ADEC (Abu Dhabi

Educational Council) in Abu Dhabi and Knowledge and Human Development Authority (KHDA) in Dubai. Education is compulsory until the end of cycle 2 (Grade 9) and free for all nationals (Emiratis) in government schools. The total number of students in government schools is 268,272 students (33%), and the total number of students in private schools is 545,572 students (67%) mostly in Dubai and Abu Dhabi. This reflects the diversity in the UAE population; where Emirati nationals comprise 11.5% of the total population.

This study focuses on a private high school in the Emirate of Dubai, which makes it vital to understand the role of Knowledge and Human Development Authority (KHDA) in the context of its responsibility towards private schools Dubai. The KHDA was established in 2006 under the government of Dubai authority to develop all knowledge and human resources sectors in Dubai. Its mission is to assure quality and to improve accessibility to education and learning development with the engagement of the community. The reason for choosing Dubai as a city to conduct this study is because the total number of students in private high schools in Dubai is 34,824, which has a consistent growth rate of 8.3% since the year 2013 (Knowledge and Human Development Authority, 2014). Similarly, the National Qualifications Authority (2013) report reveals that UAE continues to experience rapid population growth mainly driven by a large proportion of expatriates with 70% of the total UAE population concentrating in Abu Dhabi and Dubai. Furthermore, the expansion of educational opportunities allows exploration and implementation of large programs for the K-12 system. This indicates that young students will most likely stay in Dubai to finish high school.

This study will focus on high school expatriate and Emirati students in private schools. The Knowledge and Human Development Authority (2014) report states that the total number of students in private schools in Dubai in 2013/14 is 243,715. This is an increase of 8.3 per cent from that in 2012/13. The total number of Emirati students in private schools in Dubai in 2013/14 has increased to 30,994. This is a 3.2 per cent increase from 2012/13. This study examines the impact of a service-learning program on Emirati and expatriate students with a concentration on the majority of local Emirati students attending private high schools in Dubai.

Nationally, there is gaining momentum for a call for young people to re-engage and become active participants in their community (UAE Vision 2021, 2010). The UAE Vision 2021 requests its individuals to strive to become confident citizens, develop moral values, steadfast in caring, and to show responsibility towards their society through fruitful engagement. This particular value indicator reflects the governments' ardent desire to socially prepare responsible young people to become involved in the welfare of the community, which is the principal educational focus of this study. The 'Principle of the Charter' emphasizes creating strong and active communities that contribute to the make-up of the fabric of a vibrant society, which reinforces care and solidarity among its people. The UAE vision 2021 is considered one of the main rationales of this study, which examines the practical approach in educational programs that foster this principle in students, particularly in younger students.

This study expands its invitation for educational strategic plans issued by the Ministry of Education on a national level of developing social responsibility and acquiring moral values shared by the Vision 2021 documents. Unfortunately, there is limited publication of practical guidelines regarding education's role in enhancing social responsibility in students. For example, the Ministry of Education Strategy 2010 – 2020, in the UAE, incorporates in its

‘social partnership’ strategy that schools should improve the channels of communication with parents and social organizations, increase involvement of community in schools. This would be accomplished through the collaboration of the Non Government Organizations (NGOs) in the private sector and the implementation of programs for community service and social work. There is no further published clarification to demonstrate developmental practical guidelines for schools to follow.

This important principle is presented in the Knowledge and Human Development Authority (2013) annual report, which includes a separate short section explaining the role of schools in supporting the achieving students’ personal and social development. The report explains that over the years, the inspection quality indicators to evaluate students’ personal development and social responsibility has been improved and modified.

The KHDA inspection started to take into account students’ work ethic and their engagement in community activities. However, the handbook doesn’t provide any framework for schools, for example, should schools facilitate and help students carry out community service projects; should service hours be outside the school, or a service-learning program, etc. However, recently they included, in Knowledge and Human Development Authority (2014) *Inspection Handbook 2014 – 2015* new general quality indicators to evaluate students’ personal responsibility in the community (p. 29). The Students’ personal responsibility is illustrated in the table below:

<ul style="list-style-type: none"> • Students have a very strong sense of personal responsibility and show independence of mind. They are proactive and resilient, and are not averse to taking risks. They are able to give and receive critical feedback. • Students enjoy excellent relationships with staff. Students report that they feel safe, valued, and supported and this, in turn, leads to effective relationships amongst students. They show genuine concern for, empathy towards and tolerance of others. Students take the lead in relating to others, including those with special educational needs, both socially and in their schoolwork. • Students have a strong commitment to following a healthy lifestyle. They show responsibility by explaining the reasons for, and encouraging others in making healthy eating choices and taking regular exercise. • Levels of attendance are at least 98%. Students are punctual in arriving at school and for lessons throughout the school day. Students are aware of the need for good attendance, recognizing the link between their attendance and achievement.
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Table 1.1: Students’ personal responsibility evaluation as outstanding (Dubai Schools Inspection Bureau: Inspection Handbook 2014 – 2015).

The 2013 annual report includes findings from most Dubai schools. This revealed students’ personal and social development has improved throughout the five years in some schools. However, there is little explanation describing the nature of students’ social development except for some brief points. For example, the report explains few schools allowed its students to express their voice through the students’ council, while other schools still needed to improve in this area. The report states that many students do not take enough personal responsibility or show commitment socially and environmentally in the local community,

especially in the US, MOE, and ‘other curricula’ schools (Dubai Schools Inspection Bureau, 2013).

The presentation of UAE strategic plan vision 2021 and KHDA annual report indicate that the UAE is advocating strongly for empowering young people to become active members in society and contribute in building their community. The brief reports issued by the KHDA inspection indicate the need for an in-depth study to analyze current approaches and its impact on students. In addition, this study’s findings hope to provide insights to help schools to utilize a systematic approach to bring about students’ personal development and social responsibility. Moreover, the Ministry of Education’s strategic plan and the inspection key indicators show how the field of education in the UAE has undergone significant changes, and how it is continually striving to improve over the years. However, it was very challenging to understand the process, or the extent of the impact of any program fostered by schools to develop students’ social responsibility in the UAE context. This was due to the lack of published research studies pertaining to this important principle or its manifestation within the education system.

1.2 Purpose and Rationale

The purpose of this study is to examine the role of schools in developing students’ personal and social responsibility. This study emphasizes the potential role of schools in creating an environment for students to develop these characteristics as the majority of young students spend most of their time in the school environment. Hence, schools are the logical place to prepare young people to become engaged in their community. This may also help to decrease school-dropout rates as students engage in their school to find meaningful purpose behind their educational program.

Past research explains that young people contributed economically through community building activities in their community at a very early age. Hence, adolescents were prepared for adulthood through real life application work and direct connection with the members of their societies (Yates & Youniss 1998; National Service-Learning Cooperative 1998). However, dramatic shifts have occurred in the past few decades in most urban societies around the world as young students do not have the same responsibility or rarely get the opportunity to become active participants in community life (Benard 1990, cited in Duckenfield et al. 1992).

Nevertheless, research ensures that young students have the potential to become agents of change in their community and participate positively in addressing concerning issues in their society, but they need to be provided with structured opportunities to flourish and demonstrate their abilities (Berman, 1990; Duckenfield et al., 1992). Hence, this study suggests that schools utilizing a service-learning program can fill this void in developing students' personal capacities and sense of social responsibility towards their community. Schools can revitalize the curriculum by applying a service-learning program for all students, particularly for at-risk youth, which would provide a purpose for their school education. This study explores how a service-learning program can have a positive impact on students' personal and social development.

This study was influenced by reviewing a great body of literature pertaining to the long-term effects of applying a service-learning program and its subsequent impact on the personal development and social responsibility of students. It was also prompted by an interest in exploring the newly introduced program in the UAE's context as there is no up-to-date

research concerning the application by UAE of service-learning in public or private schools. Therefore, this study research will base its research questions on these two domains, which are interrelated in addition to presenting recommendations for educators and policy leaders:

- How does a private high school in Dubai plan and execute a service-learning program?
 - To what extent does the application of a service-learning program contribute to students' personal development and increase sense of social responsibility?
 - What could be recommended to support the enhancement of developing sense of social responsibility in high school students through the service-learning program?
-
- ***National Call to Develop Social Responsibility***

This study investigates the important element of social responsibility in UAE high school students, which is shared by the UAE Vision 2021, Ministry of Education, and Knowledge & Human Development Authority (KHDA) inspection. The role of schools in developing students' personal and social responsibility in the UAE context is important, which is emphasized in UAE Vision 2021, the strategic plan by the Ministry of Education, and Human & Development Authority (KHDA) inspection standards. There is a need to develop a united understanding and commitment of the role of young people in society. This has become an integral part of public dialogue concerning how education in the UAE should prepare its students to become active members in the community.

This research focuses on understanding the process of applying a service-learning program in a high school in Dubai to understand its dynamics. It examines the extent of the program's impact on the development of students' value and sense of social responsibility in the UAE context. The findings of this research will be used to increase understanding and awareness of the significant role of schools that incorporate a service-learning program in its educational curriculum. It offers recommendations for policy leaders and educators to play a vital role in institutionalizing this program's quality indicators in UAE schools.

- ***Lack of Research***

A great body of research studies has been conducted worldwide over the past few decades assuring the positive impact of applying a service-learning program on students' personal development and sense of social responsibility. The research also investigated the development of cognitive capacities necessary for high school students to deal with the complex social issues. However, most of the studies applied a quantitative research approach. There is a need for more qualitative studies to investigate detailed techniques and outcomes in processes such as planning, application, evaluation, and reflection.

Furthermore, as discussed earlier, evidence from KHDA school inspection reports and newspapers articles, indicate that schools carry out various service activities in their schools, but without any detailed clarification of the programs. Whether the programs include activities that are connected to the curriculum and apply the essential elements of an effective service-learning program or if they only adopt community service activities as event-based programs for students' graduation service hours. There is a lack of up-to-date published studies on community service programs, particularly service-learning, in the educational

setting. As a result, the researcher realized the urgency to investigate and document a detailed case study research concerning the application of a service-learning program in a Dubai high school. This is the first school to have adopted and followed most of the program's essential framework. This study draws upon comprehensive national literature review, which found that service-learning programs develop almost every aspect of education and students' transition from adolescents to adulthood life.

- ***Long Term Engagement in Community Service***

Al Zaabi (2014) conducted a recent study in a Dubai college to investigate social responsibility among college students. She found that only 54% of college students participate in community projects and she attributes this low percentage to lack of attention on the national level to emphasize the participation of youth in community service projects that contribute to society. Moreover, she also found that college students' weak engagement in community projects was due to lack of understanding in the importance of social responsibility in the community. She emphasized the importance and significance of raising the sense of social responsibility level among youth in schools. This is another rationale for this study, which focuses on the importance of applying a structured community service program in schools and particularly in high schools.

On the other hand, previous research studies found there is a strong relationship between early engagement of students in community programs in high school and continuous social participation in the community in adulthood (Hamilton & Fenzel 1988; James 1998; Astin & Vogelgesang 2000; Berger & Milem, 2002; Planty, et al. 2004). These studies suggest that

the effect of early engagement of high school students in a community service program is associated with long-term engagement in social activities in their communities after high school. This factor sets the stage for adolescents' development into adulthood. However, despite these findings, policy recommendations and educational organizations have not institutionalized service-learning as legitimate educational pedagogy in the UAE. Hence, this study hopes the findings of this study will help influence high level policy recommendation, which formally advocates this program as a top reform priority for dedicated schools to be established under the umbrella of the Ministry of Education or KHDA.

- ***High Rate of High School Dropouts***

Another rationale for this study is the high number of high school dropouts in the UAE, which could be a result of disconnection with schools and lack of motivation to be engaged in school education. Some surveys published in local newspapers report that up to 15% of Emirati boys' dropout of secondary school and almost a quarter of Emirati men aged 20-24 are school dropouts who will never return to education (Swan 2014). Another study by (Chaudhary 2015) found this number to be close to 35% of males dropped out between grades 10 and 12 as compared to 25 per cent of females. These studies argue that a service-learning program enriches the lives of students by providing them with opportunities to develop personal social growth. These are critical needs in this phase of life that must be met if they are to make a successful transition from adolescents to adulthood (Bridgeland Dilulio & Wulsin 2008.).

Past research has determined that students, who are at a risk of dropping out or face behavioral issues, require educational programs that engage them in the community. These programs provide purpose for learning, incorporate coursework with practical components,

real world issues, reflection, opportunity to view their voice in carrying out projects, and hands on learning with responsible and mature adults, which are the main components of service-learning. Previous research studies show that service-learning is a potential powerful dropout prevention tool (Duckenfield et al. 1992; Muscott, 2000).

1.3 Significance

The significance of this study is it will enrich service-learning literature by describing the application of a service-learning program through the UAE context. Although service-learning is valued as an active learning strategy across the globe, little is known concerning its similarities or differences within various contexts across cultures. As a response to the limited body of knowledge available on service-learning programs in the UAE, this study proposes to bridge the research gap for this program in UAE private schools. This study hopes to contribute to knowledge and best practices in the service-learning field in the UAE and throughout the world.

This research is one of the few qualitative empirical service-learning studies as it is not a statistical study with quantitative measures, but a study that generates qualitative descriptive and investigative data. In addition, it is hoped that the study's results concerning the effects of service and the empowerment of young students through social responsibility will assist other schools to understand the importance of implementing this program. The study also hopes to contribute to educational policy to enhance the program by developing more detailed strategies along with support for students and schools. Knowledge of the educational and developmental process of this program could be transferred to other private or government schools.

The literature review section focuses on program evaluation rather than acquiring student's experiences from real life application (Billig & Eyler 2003; Hecht 2003; Taggart & Crisp 2011). Hence, this study's intent is to describe an understanding of how students learn and develop a sense of social responsibility. This is done through student reflective feedback and researcher' analysis of collected field data. Qualitative feedback will reveal students' significant insights, attitudes, expectations, and perspectives on what actually happens on the ground.

This study intends to enhance service provider agencies and community partners' programs through partnerships with schools to carry out community service programs, which will share insights from students and schools. The study attempts to make service-learning a legitimate pedagogy and an integral part of the educational experience for all students, particularly high school students, by demonstrating that young students can have meaningful and influential roles in society. Thus the proposed study will review current educational studies and explore policies and practices. This study's findings, research in the literature, and the challenges of a service-learning program upon students' and educators will be utilized to suggest recommendations to policymakers.

1.4 Assumptions and Limitations

The present study is a pilot investigation of the application of key components of a service-learning program, in a private high school in Dubai, to promote students' personal development and increase social responsibility. Care was taken to design this study in the context of the theoretical framework and essential quality elements for an effective service-learning program. It was challenging to find schools that adopted this program based on the

discussed framework due to lack of published reports or research studies. Hence, extensive time was spent to contact many private high schools in Dubai to investigate the type of service programs they offered. It was found that none of the private high schools in Dubai foster a 'service-learning program' as such, although many of them apply various types of community service programs as part of service hours for graduation. However, they also do not apply the key essential elements of a service-learning program, which is recommended by the great body of research for an effective outcome on students. Further details in this regard will be discussed in the methodology section.

One of the main limitations in this study was lack of access to interview school administrators, principals, teachers, and coordinators due to their very tight schedules. The same applies to the high school students who had very busy schedules and exams along with back-to-back sessions. It was challenging to conduct intensive long interviews with the teachers in the program, as they were very busy with their classes; therefore, only a few were selected to be included in this study. Similarly, students' interviews were conducted in focus groups to save time due to their tight schedules and to avoid exclusions. Furthermore, there is a lack of published policy documents and research studies with regard to how private and government schools in UAE carry out community service and service-learning programs or how they are evaluate the benefits for high school students who are involved in those programs. Therefore, the proposed study collected information directly from the field and organized the components of the study based on international literature review for the initial starting point.

The other limitation is that this study focuses on one school as a case study; therefore, the results will be limited. However, as explained earlier this study does not seek for

generalization of results, rather it intends to investigate how a particular school implemented a service-learning program and to what extent it contributed to students' personal development and sense of responsibility. It is hoped that the results will pave the way for further research in this field and benefit other schools, educators, and policy makers with its results. The main intention is to develop the sense of social responsibility in high school students to become active long-term members in the society as well as make recommendations to institutionalize this program to become a legitimate educational pedagogy in UAE schools.

The interview method is one of the main methods in this study to collect data, which can be time-consuming. Robson (2002) argues that the actual interview in a qualitative study especially when using semi-structured interview will consume a great amount of time and it will be very lengthy. In addition, all interviews require careful preparation of meeting arrangements and permission approvals, which are sometimes rejected. Furthermore, all the lengthy recorded interviews are transcribed and analyzed, which consume a tremendous amount of time and effort. The other point of consideration is the issue of language. The main data collection of the study is interviewing students, who are mainly local Emiratis with Arabic as the primary language. However, this study held interviews with teachers to back up the evidence, which was collected and analyzed by the researcher to understand the outcome process of the program from the students' perspective. Therefore the interview questions are translated into Arabic and English depending on the interviewee. The same was applied in interpreting and transcribing the interviews into English along with incorporating member checking to ensure validity. The whole process required time and effort in translating and transcribing into two languages as well as translating students written reflective feedback. A number of methodological challenges will also be identified in chapter three.

1.5 Organization of the Chapters

This research study is organized into five chapters. The first chapter includes background review of service-learning in the literature, its impact on students' personal and social development, and essential quality elements for successful application of a service-learning program in schools. Then a brief presentation of the national and local attention towards students' social development in the UAE is presented to explain the purpose and rationale of this study. The research questions follow with limitations and obstacles encountered in this study. In chapter two, the theoretical framework provides a description of the physical and psychological development of adolescents and the significant changes they acquire during this age. These changes have a direct link to identity formation in which they can develop a sense of purpose and social responsibility if a proper platform is provided. Then, in a later section, the literature review provides an overview of the historical development of service-learning theorists, advocates, and rationale behind its development over time. It includes a critical reflection on various service-learning case studies, international reports that capture overviews of this practice in schools, and a description of essential quality elements for effective application of service-learning. This review intends to provide a sufficient scope with appropriate headings to guide this study.

These essential elements of service-learning are considered the main guidelines in designing this study, which helped in narrowing down its focus. This chapter presents a brief description of a service-learning program in the UAE despite the lack of published studies in this field. Hence, the review includes UAE strategic plan guidelines for schools pertaining to the development of students' social personal and social responsibility. It also includes Knowledge and Human Authority (KHDA) school inspection reports and standards as well an overview

of published newspaper articles in UAE. The objective was to provide a background for the purpose and rationale of this study.

Chapter three describes the methodology and approach employed in this study along with data collection method and relevant ethical considerations employed in this study. Chapter four describes the research's findings in a narrative and descriptive approach after critical analysis on the collected data. The findings are described and analyzed in connection to the three research questions to understand the process and the extent of the impact of a program on students' personal and social development. Finally, chapter five includes the discussion of this study' findings in connection to the study's theoretical framework and literature review guidelines for an effective service-learning program. It is followed by thematic categories that are the results of reflective analysis of collected data. The chapter also includes implications of the results for practice and recommendations for further research.

CHAPTER TWO: THE THEORETICAL FRAMEWORK & LITERATURE REVIEW

2.1 Theoretical Framework

This study explores the process of applying a service-learning program in a high school in Dubai, UAE, and to investigate the extent it could contribute towards students' personal development and seeks social responsibility. In order to understand the context of this case study, it is essential first to review the literature on the psychology of adolescents' development. Many researchers have based their conceptual framework on Erikson's theory of identity formation and regard it as the core of developing social responsibility in adolescents (Yates & Youniss, 1998; Foster 1999; Billig 2002; Richards et al. 2013; Clayton, Bringle, & Hatcher 2013; Hustead 2014).

This study's theoretical framework will include discussion on Erikson's (1968) theory of identity formation in adolescents and the various stages of human development. Additionally, this section incorporates Jean Piaget's (1960) work pertaining to human cognitive development in connection to Erikson's theory in further detail. Discussions will expand upon what it takes to form a noble identity. This includes exploration of other theories such as, the theory of 'care' by Noddings (1992) to explore social responsibilities. It will also, present Marcia's (1993) theory on the importance of providing spaces and affects for adolescents to interact with society in developing social responsibility. The following figure shows the connections between the 'linking theories' in the theoretical framework.

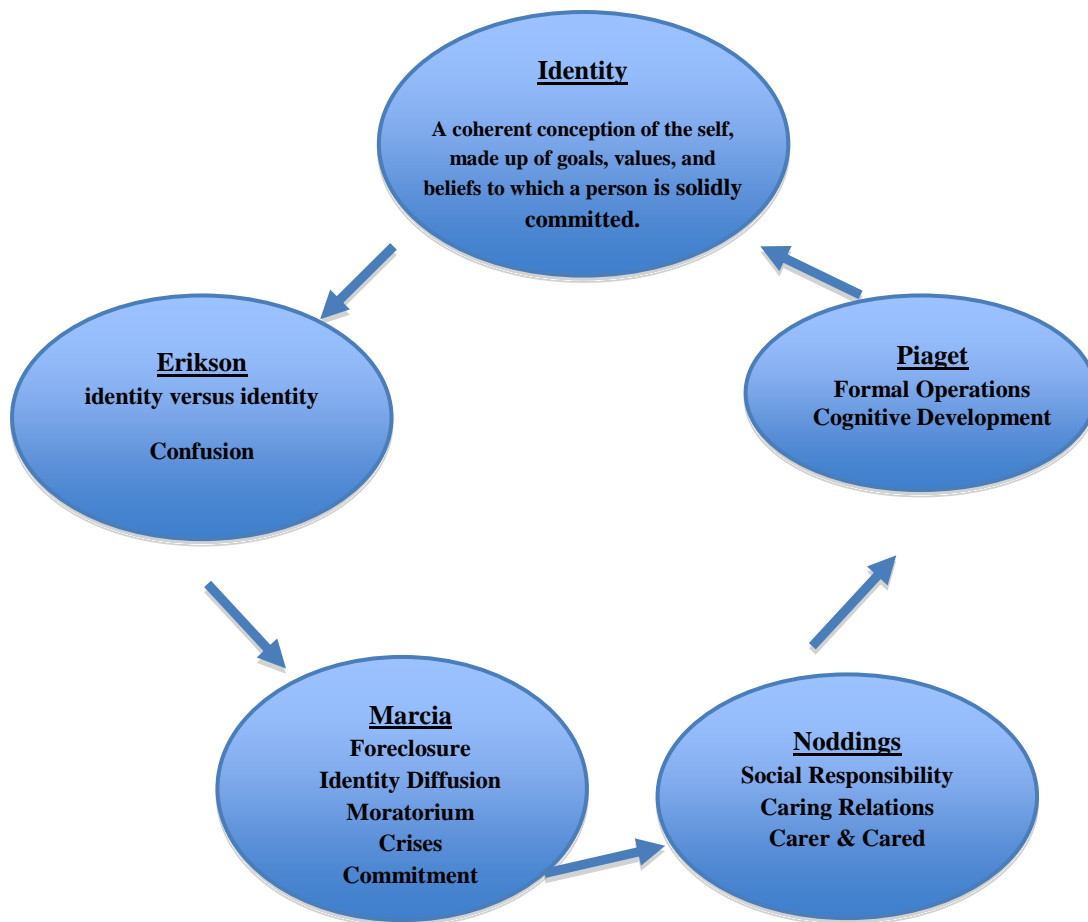


Figure 2.1: Connections between the ‘linking theories’ in the theoretical framework. Source: Based on Erikson, Marcia, Kohlberg, Piaget (2016) & Noddings (2008).

The following table presents the theories in more detail.

Identity	A coherent conception of the self, made up of goals, values, and beliefs to which a person is solidly committed.
Identity versus identity confusion	Erikson's FIFTH stage of psychosocial development (Identity vs. Identity Confusion), which an ADOLESCENT seeks to develop a COHERENT SENSE OF SELF, including the role she or he is to play in society. Also called identity versus role confusion.
	Piaget's FINAL stage of cognitive development (ages 11 & up), characterized by the ability to think ABSTRACTLY.

Formal operations	
Hypothetical-deductive reasoning	Ability, believed by Piaget, to accompany the stage of formal operations to DEVELOP, CONSIDER, and TEST HYPOTHESES.
Identity statuses	Marcia's term for states of EGO DEVELOPMENT that depend on the presence or absence of CRISIS AND COMMITMENT.
Foreclosure	Identity status, described by Marcia, in which a person who has not spent time considering alternatives (that is, HAS NOT BEEN IN CRISIS) is committed to OTHER PEOPLE'S PLANS for her or his life
Identity diffusion	Identity status, described by Marcia is characterized by ABSENCE of COMMITMENT and lack of serious CONSIDERATION of ALTERNATIVES.
Moratorium	Identity status, described by Marcia, in which a person is currently CONSIDERING ALTERNATIVES (in crisis) and seems HEADED FOR COMMITMENT.
Crisis	Marcia's term for period of CONSCIOUS DECISION MAKING related to identity formation. Exploring ALTERNATIVES.
Commitment	Marcia's term for personal INVESTMENT in an occupation or system of BELIEFS.
Care Theory	Care theory explains caring experiences and caring connections, and provides direction on how to institute, preserve, and increase relationships.

Table 2.1: Theories of identity. Source: Erikson, Marcia, Kohlberg, Piaget (2016) & Noddings, (2008

Furthermore, these views will be discussed in connection with Youniss & Yates (1997). perceptions as they examine these theories in their study on high school students.

Many authors have utilized the theoretical framework of how service-learning promotes social and personal development in young students. This direct link was demonstrated and explained cohesively by Youniss & Yates (1997), which is built on Erikson's (1968) theory of identity. They suggest young individuals attempt to search for their identity and develop ideologies and values, which ultimately affect their adulthood lifestyle. Hence, Youniss & Yates (1997) confirm that community service is considered to be the most important element in providing opportunities for adolescents to participate in society in forming their identity. According to Youniss & Yates (1997) there are three main developmental concepts that contribute fundamentally in forming identity in youth. First, is agency, which includes personal development in terms of self-esteem. Second, is social relatedness, which is the ability and capacity of adolescents to fulfill responsible adult roles in society. Hence, social relatedness will manifest depending on the level of engagement in society's affairs. The third is moral and political awareness, which is sensibility in making ethical decisions and actions for civic involvement.

This section will examine the importance of adolescents' involvement in a structured service program in their community and its link to their identity formation. Some educators examined individuals who are recognized in their society for their outstanding and lifetime moral commitment and service to society (Colby & Damon 1992). They concluded that individuals did not consider themselves as heroes or outstanding people, but felt their actions were part of their identity that did not require extra effort to decide whether to take action when helping others (Youniss & Yates 1997). Moral commitment during the developmental stages from adolescence to adulthood became part of their identity and shaped their lifestyle as a whole.

According to Erikson (1968), adolescence is the time that identity starts to shape one's personality resulting in their future adulthood identity.

During this remarkable stage of the human life cycle, adolescents experience rapid psychological and physical changes. For example, by the age of 12 signs of transition start and continue till the age of 15 or 16. They will gain height, build muscles, and different hormonal changes in boys and girls start to shape their physical appearances. They will go through puberty acquiring physical changes. The physical developmental stage interrelates closely to psychological transition. They begin to experience mixed feelings of sensitivity, anxiety, and awkwardness, which might generate contradictions in one's behavior. Erikson describes this period of time the period of 'crises' (Erikson 1968; Kellough & Kellough 2008).

2.2 Theory of Identity & Key Concepts

The phrase *identity* refers to a complex concept that is challenging to define universally. There are various theories of how identity is formed from psychological and sociological perspectives (Cote & Schwartz, 2002). Moreover, Erikson (1959) believed that individual identity is an ongoing process of defining a personal and social sense of self. He says "A sense of identity is never gained nor maintained once and for all. It is constantly lost and regained" (p. 118). Erikson adopted a psychosocial approach in analyzing and defining the term identity. He describes it as a series of interactions between the individual's psychology, biology, and social relatedness within historical context (Kroger 2000).

In an attempt to understand the meaning of students' interest in community service, this study builds its argument on Erikson's theory of identity formation as students establish their self-development within a collective social context. As described earlier, Erikson (1968) presented many important concepts of identity development, including the *ego identity*, which refers to conscious sense of individual uniqueness and an optimal identity that is experienced as a psychosocial sense of wellbeing (Erikson 1968, p. 165). Erikson's theory empathizes identity formation as obtaining certain characteristics as a result of involvement of personal needs and external social demands. He takes this point further to include the discussion of identity development throughout the life cycle. For example, he proposes that in the adolescence stage, individuals go through identity exploration and identity confusion at various levels (behavioral, individual, structure, society, etc) in the journey of understanding their self in relation to their surroundings.

Similarly, Waterman (1984) explains the term 'identity' as having a clear self-definition that includes goals, beliefs, and values that distinguish individuals from others. He further argues that these elements evolve over time through self-reflection. Individuals will come to recognize what constitutes their self-identity, which results in directing their life and making critical decisions. Erikson (1968) refers to *identity crises* as the process that many adolescents go through to form distinctive features of their self-personality. They become fully aware of the need to form a meaningful identity that includes values, beliefs, history, and future objectives of life. Hence, Erikson calls these *identity crises*, which is the quest by adolescents to form a meaningful identity. This will take the individual to another stage called discovery that is linked to the philosophical concept of the true self. Individuals start to discover their

potentials, capacities, values, and unique abilities that distinguish them from others and the ability to differentiate between right or wrong, etc.

Building on Erikson's theory, Marcia (1993) emphasized that it is critical for the adolescent to have an exposure to social life in order to make decisions, which will lead to forming the identity of self-realization (p.73, cited in Kroger 2000). According to this theory, if experimentation in social life is absent during the developmental stage, commitment and social responsibility will not be part of one's identity. He further explains identity activity is occurring during adolescence and it is the educators' responsibility to prepare a proper platform for them to better explore at this stage. He further emphasizes the importance for educators to understand this important phase of human life to best detect and understand this identity activity (cited in Claytone, Robert, & Hatcher 2013).

Marcia (1966) further incorporated Erikson's theory on identity in his research by focusing particularly on the adolescent stage of identity development. Thus, he created a framework called *identity status model*. In this model, he describes various statuses of identity development based on the amount of exploration and commitment carried out by adolescents. The first is, *Identity diffusion* in which adolescents do not make any commitment during the developmental stages and may not have explored different developmental alternatives in that domain. The second is *Foreclosure*, which refers to adolescents that make a commitment without exploration. The third is called *Moratorium*, which indicates they are in a state of active exploration and have made no commitment. The final one is *identity achievement* model, in which adolescents finish a period of exploration and reach active commitment successfully (Meeus 1996; Kroge 2000).

Expanding on this conceptualization, most of the views of cognitive development during adolescence are rooted in the work of Jean Piaget (1960). He confirms that the period of adolescence is a period where there will be a drastic shift from childhood attributes to the adulthood journey. The individual personality will shift during childhood from accepting concepts and roles as concrete facts to a more sophisticated abstract operational thinking. However, intellectual development in young adolescents will not be visible as physical development, but its intense characteristics will be similar to the physical ones (Stevenson 2002; Van Hoose, Strahan, & L'Esperance 2001, cited in Caskey & Anfara 2007).

According to Piaget, the adolescent stage is from the age of 12 till 15. Analytic thinking begins and will manifest in ways such as adolescents acting upon various ideas and objects that are considered to be abstract facts. By the age of 15 or 16, the shift to the highest level of cognitive capacity will take clear shape. In addition, during this period of time, the young adolescent's identity gradually develops to a new level of awareness. The adolescent's faculties of observations are broadened, capacity of reflective thinking expands, and they will start questioning almost all concepts and abstract facts from the stage of childhood. The eagerness to acquire new knowledge and desire to understand the value of their acquired knowledge will emerge clearly. More importantly, adolescents start the period of seeking to understand themselves and the link to their family, society, and the world around them. At this point, philosophical questions will arise either silently or aloud, by asking, who am I? Why am I here? What is my objective in life? What is my role in life? What shall I become and why? (Flavell 1963; Elkind 1974; Piaget 1952, 1960, cited in Caskey & Anfara 2007). Therefore, the term *young students* in this study will refer to ages 15-16.

Moreover, their interest in real life experience will dominate their interest in academic studies, if they are not interrelated cohesively. According to Piaget (1960), adolescents tend to build their personal experience upon their prior knowledge to make sense of the world around them and to understand the meaning of deep concepts in life. Their physical, psychological, and cognitive abilities are in dramatic transition as they quest for their identity formation. Hence, social experience plays a central role in developing and answering their questions. Bransford, Brown, and Cocking (1999) argue that youth during this time, are interested in authentic learning opportunities and they tend to be inquisitive about adult behaviors. They observe adults very closely, analyze their attitudes, and reach for conclusions, which they might not share aloud. However, they might share them with their peer friends.

Hence, they foster and develop intellectual and moral capacity through direct interaction with their surroundings by integrating into various social discourses with peers and adults based real life experience (cited in Caskey & Anfara 2007). Additionally, development characteristics occur during this significant stage in which adolescents develop an interest to be part of a peer group, which is an important role in their identity to feel they belong and are accepted into a group. In this group, they usually experience their first activities together, consult, challenge their abilities to perform various tasks, and perceive it as a joyful group. This will be linked later in this study pertaining to how students express their thoughts and feelings by carrying out service projects in their groups.

Moral Identity and Identity

Moral integrity is also a part of shaping one's identity. Taylor (1989) believes that a person is one who is always engaged in self-ethical evaluation of what is right and wrong, worthy versus unworthy. Hence, he argues it is basic human aspiration to be connected to something of fundamental value and importance, to something considered ethically noble, and to being a functional moral agent (cited in Narvaez & Lapsley 2009).

Similarly, Blasi (1983) explains that moral notion is central to one's identity, which includes intense realizations of one's beliefs and values. This means that moral actions come from moral judgments, which reflects one's identity. On the other hand, people tend automatically to describe personalities based on their moral notions or in reference to moral reasons. For example, people might perceive a person with moral identity by his/her moral notions based on compassion, generosity, and having a sense of altruism, etc.

This study supports Blasi's theory that moral judgment becomes an integral part of self-identity. Blasi suggests that the ability to acquire moral judgment starts developing during the adolescent stage when identity is forming. He argues further, that individual moral judgment was considered for too long a mental cognitive operation that was separated from one's understanding of self as a moral being. As for responsibility judgments, he argues that it is an attempt to construct based on the understanding of the extent to which moral actions are necessary for the self. Furthermore, he suggests that one's moral action springs from a sense of fidelity to oneself and commitment of moral actions to the extent that one can feel betrayal to these commitments is betrayal to oneself (in Narvaez & Lapsley 2009). Hence, he

emphasizes that morality becomes the core dimension of one's identity, therefore, one can say that individuals act morally as a result of who they are, and not as a result of a mere autonomous logical reasoning.

Accordingly, Youniss and Yates (1997) expand further on Blasi's concept that moral judgment and behavior flow from one's identity and not from logical calculation. The results of their study confirm that adolescents have an interest in common good and take responsibility by contributing to society. An example would be volunteering in an association that promotes community wellbeing, which would be considered non-heroic moral behavior. Hence, it can be inferred by building on these concepts that adolescents, who are engaged in community building services, may encounter moral development as a signal of moral identity. For this study, the theory of moral behavior, as a characteristic element, will be examined in the light of students' engagement in carrying out service-learning projects. Additionally, verbal and written feedback is analyzed to understand to what extent their service projects contributed to the development of their sense of moral behavior.

2.3 Identity & Theory of Care

In the moral domain, Kahne and Westgeimer (1996) differentiate between two types of moral judgments that would develop relationships between students and community members through their engagement in service-learning. The first, is a 'giving relationship', which is based on charity. The second type is the 'caring relationship', which is the highest level of human relations. This section will base its argument on the theory of care of Noddings (1984), which is the development of the ability to care for others in the context of schools. The term

care is defined as a virtue that involves feelings with the other, to feel the responsibility of protecting and caring for the welfare of others (p. 8).

Noddings (1984) believes that the goal of education is to enable students to develop the important human characteristic of caring for others (p. 174). She devoted much of her work in describing the role of the care theory, its educational relationship, and in engaging students in various acts of caring for others. Noddings (1984) also asserts that the effectiveness of the social integration of students outside the school is to develop a caring identity in them. She believes that through service activities in the community, students tend to understand other realities and struggle to change or progress them. Noddings (1984) further explains that to develop the sense of caring for others, one should first enter the others' reality and understand it. Hence, the distance between the one caring and the one cared for will diminish.

Noddings (1992) wrote widely about the need for schools to teach caring, which is the heart of social responsibility and caring for others. She empathized that the foundation of school curriculum should be based on caring for family, friends, community, humanity, ecosystem, and diversity (cited in Wolk 2009). However, this feeling of relatedness and care for others will not be sufficient unless it translates into action, which should start with the sentence, "I must do something." This inner desire would not emerge until we see another's reality as a real possibility for a person resulting in the sense of caring (Noddings 1984, p. 14). This means that it will take a form of 'us' in each individual to feel that 'we' need to progress and develop together, which will manifest afterwards as an action for social welfare.

The first step is to develop the highest level of care followed by a moral action to be integrated into society to understand its needs. This allows oneself to enter others' realities and see the world through their eyes. It would mean entering their social context and having direct interaction with people in society. The social context plays a significant role in developing students' identity that includes moral judgment and the sense of care for others. The action part requires venues to be explored and moral virtues to be tested beyond the academic environment. Boyte (1991) expands Nodding's theory further by distinguishing between two rationales, one based on "care" and the other on "participation." He argues that the motive of developing feelings of satisfaction in becoming a caring person is insufficient foundation to service or social responsibility. Boyte (1991) stresses that youth should develop a sense of altruism with concern for others ahead of their self-interest in a society (p. 766).

Furthermore, reflection and direct interaction with the social context are the main two pillars of a service-learning program that will be discussed further in this study. This will pertain to the effect of the social context in forming moral identity in young students. The study will investigate whether students were able to enter, understand, and analyze other's social realities in order to be extended into taking actions. Furthermore, the intent is to understand how students demonstrate analytic understanding and connectedness with others in the form of [we] resulting in social responsibility, as well based on the theories discussed in this chapter.

2.4 Social Identity

In order to understand the term social responsibility and the role of education in enhancing this characteristic in young students, this section discusses this concept by drawing on Berman (1990) and Wolk's (2009) views. Reflecting on the above discussion, some authors use the terms '*social responsibility and social consciousness*' interchangeably (Berman 1990; Wolk, 2009). Social responsibility in its wider meaning is defined as "a personal investment in the wellbeing of others and the planet" (Berman, 1990). He further explains that to become socially conscious, it means to become aware of the needs of one's surroundings, to intervene and, improve a group's ability to work and live together (p. 77). Similarly, Wolk (2009) points out that to live a socially responsible life means understanding and acting to improve others' lives and our environment too.

Berman (1990) notes that *social consciousness* is a skill that can be developed in students only through action and experience, while schools unfortunately promote individualistic and competitive skills that conflict with social conscience skills. Berman (1990) and Wolk (2009) strongly emphasize the role of schools and classrooms in promoting this vital skill in students. They call for redesigning schools to create environments that empower students to engage and develop relationships with the community. They use the word *relationship* intentionally to indicate that moral decisions cannot be acquired unless individuals are in direct contact with their surroundings.

Hence, Berman (1990) suggests four approaches for education to develop social consciousness: understanding our interdependence, becoming part of a community, developing basic social skills, and providing opportunities for social contribution. He

emphasizes the crucial role of teachers in helping students to understand and to analyze local and global issues as well as understanding their interconnectedness with them. Moreover, students should learn how to get along in an interdependent world as well as taking actions. This will encourage them to feel responsible for positive contribution. In doing so, students develop feelings of affirmation, sense of belonging, relatedness to the larger human community, and acknowledge their accomplishment as they engage in its affairs, which become rich resources (p. 67).

This requires schools to teach students while engaging in their community with some basic social skills, such as cooperation, communication, teamwork, un-biasness, accepting others' perspectives, conflict management, and respect for others. Furthermore, Berman (1990) and Wolk (2009) recommend strongly that the school curriculum should be embedded with a service component to provide opportunities for students to explore their role in society and to develop their self-esteem as they see themselves as fruitful individuals in society. Students learn how to become agents of constructive change. Hence, the authors argue that this is the main responsibility of schools, teachers, and curriculum to develop rather than isolate this process for students to manage on their own.

Many researchers stress that the social context will set limits, develop characteristics, and tests preconceptions and ideologies that were regarded as abstract facts in one's mind and beliefs as they interact with their surroundings (Bandura, 1968; Yates & Youniss 1998; Brody & Wright 2004; Hustead 2014). Furthermore, Bandura (1968) emphasizes that young people tend to acquire their behavioral domain in part through relationships with others. This is especially, when they are enabled by adults to offer help and reflect with them to exert

meaning on their observation, which may lead to change in their preconceived views of the world. For decades, many people assumed that the young adolescent was not able to grasp or develop social relatedness. This was due to their perception that adolescents are rebellious individuals who care only about superficial matters in their life and don't contribute to society (Youniss and Yates 1997).

Erikson (1968) argues that adolescents, in modern contemporary societies, don't have the chance to contribute in the economy of their family life or in the larger society. They are perceived as passive consumer individuals that are expected to perform well in an academic domain, which is assumed to prepare them for adult roles in the future. However, he further stresses the role of youth in social evolution and their capacities to contribute profoundly to society, if opportunities were provided for them (Cited in Youniss and Yates 1997).

Similarly, Piaget (1960) confirms that adolescents can grasp society's reality as a whole, including its institutional forms, principles, and its moral structure once they are fully involved. They develop reflection skills and start distinguishing their thoughts, in contrast to ideologies and conceptions that are imposed by their society. Likewise, the psychologist Logan (1985) asserts that community service allows young people to use their talents and skills in performing service action that affects other people's lives. This will generate inner reflection on their preconceptions. This means that service to community allows young students to perceive themselves as producers and agents of change rather than just passive consumers in society.

Furthermore, by acting so, adults in the social context would interact differently with young students as their preconceived perceptions of youths would be tested and transformed through their direct interaction with them. Consequently, barriers that segregate youth from adults would be destroyed. Adult judgments and feedback contribute to the formation of adolescent identity as they experience mutual support, not only from their peers, but other members of society as well.

This study intends to analyze students' behavior and attitudes through their written reflective feedback and interviews to understand their preconceptions of various matters in society. Additionally, by reflecting on the concepts discussed in this chapter, this study seeks to examine the extent of change on students' preconceptions due to their engagement in service-learning projects and how it manifests in developing new conceptions or understandings. This study does not focus on investigating the extent of the impact of students' service-learning projects on the community. However, based on the theories discussed earlier in this chapter reactions of some of the service recipients will be demonstrated in the findings chapter to investigate its implications on forming students' identity towards social responsibility. This point is a two edged domain, the first is the role of adult encouragement [either teachers or community partners] in encouraging students' active participation in service projects. The second is adults' reaction to students' service initiatives.

2.5 Thoughts on the Theoretical Framework

This chapter reviewed Erikson's theory on the process of youth identity formation. This paved the path for educators and various agencies to understand how service contributes to long-term impacts on social development, as endorsed and expanded by Marcia's (1966) identity

status model. Erikson' stresses when adolescents are given opportunities to experience their social skills and integrate in their society; they will go through self realization and develop feelings of agency and responsibility towards their society. Then, when identity is integrated with a clear meaningful and positive ideology, individuals will be able to draw meaning on their lives.

Furthermore, this section discusses the theory of identity formation as it is linked to the theory of care. Noddings (1984) explains the importance of developing a sense of care in earlier stages of human life for it to become the core of one's identity. She also, emphasizes the role of the school as a venue to flourish this important characteristic of a human identity. However, she doesn't elaborate on the process that leads to developing a sense of 'care', which should lead to an action by individuals as a translation of the feeling of caring for others. Bandura (1968) further expands on this theory by stressing that young people tend to develop social responsibility as a concept by integrating with others in the community. This is followed by reflecting upon their learning experience to derive meaning from their new understanding of the world around them. Understanding others' reality occurs through an attempt to be detached from ones preconception, then, by allowing ourselves to enter others' realities by seeking to investigate the truth in the social context.

Accordingly, this research study seeks to link the theory of identity development in students through a service-learning program and to explore the extent of its impact on students. This study also emphasizes the extent to which the service-learning programs affected the moral judgment of the participants by looking at specific elements and processes that led to the development of moral agency and sense of social responsibility towards society. Hence, the

reason behind building this study's framework upon the theory of identity formation goes beyond the intention of understanding how identity is formed in adolescents. The main objective is to understand what constitutes a noble and meaningful identity that reflects social responsibility. Additionally, this framework hopes to raise awareness among educators and policy leaders to link a curriculum development component and teacher training programs to the psychology of adolescents, and realize their cognitive and physiological needs during this stage. The theory of identity formation plays a critical foundation in the education field. This requires a deeper understanding and urgency of preparing a social platform for students to interact with community in a structured system that will lead to developing a social and moral foundation. This point will be elaborated and further supported by empirical evidence in the literature review section.

2.6 Literature Review

This section reviews research studies on the service-learning programs. It will start by tracing its origin and rationale behind its development and build upon prominent theorists related to community service and service-learning. A comprehensive review of the literature asserts that when young students are actively involved in service-learning or in any community act of service, they tend to develop self-esteem, agency, self-efficacy, moral judgment, and most importantly social responsibility towards their community (Conrad & Hedin 1991; Shumer 1994; Billig 2000; Eyler 2002). Therefore, the following questions guided the literature review:

- What is the origin of service-learning, and why has it come into existence?
- What is the definition of service-learning and how does it differ from a community service program?
- What are the guiding principles and processes for a successful quality service-learning program?
- How are students affected by their involvement in the service-learning programs through reviewing of many research studies?
- Are schools in UAE applying the service-learning programs? And what are their challenges?
- Is service-learning considered to be a legitimate pedagogy that should be integrated into UAE educational system?

The researcher conducted an extensive literature review of over 90 research studies starting from the first study conducted in the field of service-learning by Newmann and Rutter (1986). The review also included contemporary service-learning books written by prominent scholars and researchers (Eyler & Giles 1999; Furco & Billig 2001; Bringle, Phillips & Hudson 2004; Root, Callaha & Billig 2005). Qualitative and quantitative studies that included valuable data, case studies, and surveys were reviewed in regard to practical applications of service-learning in schools. Most of the research studies and articles were collected from careful examination of the literature by reviewing the most cited authors in service-learning studies. It also included tracing books and articles that are considered the foundation for the studies in the field of service-learning programs. The focus of this study is to examine a service-learning program on high school students. The literature review section focuses mainly on service-learning studies that were carried out in high school students. However, findings from some empirical studies on elementary students are included as those studies combined these two levels within the research findings (Scales et al. 2000). The service-learning program field is vast and is applied at the school level, colleges, and workforce, which will not be included in this study (Eyler et al. 2001).

The majority of empirical research in this area has unanimously identified common positive impacts on young students (Miller 1995; Niemi, Hepburn, & Chapman 2000; Richards et al. 2013). The reason that young students were the centre of the research in the field of service-learning is because of the argument presented in the theoretical framework of this study that adolescents start forming their identity, which will continue to become their adulthood identity. Researchers focused on examining this theory based on the advocacy of many educational philosophers that a service-learning program contributes significantly in

developing positive youth personality (Sherrod 2006; Youniss & Yates 1997). It is hoped the themes presented and discussed in this section provide a better understanding of the process of applying a service-learning program and its impact on students' personal development and social responsibility to shape their identity for long-term engagement in society. This section will include a brief summary of attempts to adopt community service within a school context in the UAE.

Currently, there are no documented research studies on a 'service-learning' program in UAE schools. However, this study strives to find out how service to community is provisioned in the UAE through educational policy, and whether there is a structured framework for schools to follow for community service and a service-learning program. It is vital to realize that the focus of this study doesn't revolve around community service activities in the UAE Schools, but rather on a service-learning program, which refers to a systematic program of connecting curriculum to community service. There is a dual emphasis on gaining knowledge in which process and impact are presented through empirical research and practical experience that has characterized the field of positive youth development. This study integrates findings from recent empirical literature towards informing research and practice.

2.6.1 Historical Background of Service-Learning Programs

The modern concept of civic service as an integral part of school life dating back to the 20th century, when some philosophers of education recognized the value of serving others as a reaction to the downfall of the modern and materialistic society after the First World War (Conrad & Hedin 1991; Arenas, Boswortha, & Kwandayib 2006). In the 19th century, some sociologists have criticized modern development. Max Weber (1946) critiqued the concept of capitalism and its impact on the current unsustainable social and economic society. According to Weber (1946), ‘Formal rationality’ is a unique phenomenon with organizing action based on principles to achieve ‘*maximum efficiency*’ and ‘*economic development*’, which emerged because of modern capitalism in Europe (in Novak 2005). Weber describes this rationalization shift to bureaucracy as ‘tragic development’ that led to a dehumanized society. It is closely linked to the destruction of a human values and the ‘disenchantment’ of the highest moral ideals, which gave more importance to individualism as the main characteristic of the modern world (Gane 2002 p. 25).

The two combined forces of industrialization and capitalism resulted in rupturing the small self-sufficient stable communities, which forced millions of people to reach out to urban cities to seek new livelihoods. This action led to the phenomena of a loss of social network that glued members of one community together (Arenas, Boswortha, & Kwandayib 2006). Similarly, Handley (2001) confirms this view and argues that today’s culture focuses on material self-interest as opposed to a thoughtful sense of others either locally or globally. We may run the risk of falling into a bigger tragedy for humanity, if we do not find a better way to educate the younger generation.

Some educational philosophers respond to this social and economic upheaval by advocating for the return of the act of civic service to the community. Education is viewed as a vital means to prepare and empower students to contribute to the betterment of their society. Miller (1995) suggests a few methods that schools can contribute to the development of community. First, schools can engage students in various acts of service for their community by identifying local needs. Secondly, schools can draw curricular content from a community setting, which will result in generating knowledge about their communities. Thirdly, schools can promote entrepreneurial development of students through projects that address local needs.

Young students become long-term contributors to the development of their society and develop the sense of caring for others by arranging organized service activity programs (Scales & Roehlkepartain 2004; Barnett & Brennan 2006). Furthermore, Barnett & Brennan (2006) argue that the term community is not limited to the definition of geographic location or certain characteristics that reflect shared territory. It is rather a psychological and social entity that represents a place, its people, and their relationships. Communities emerge from conscious interaction among its members, and it is a dynamic and organic interaction rather than a rigid system or simple border of a geographic place.

Similarly, Berman (1990) defines *community* as a group of people who acknowledge their interconnectedness, have sense of common purpose of respecting their differences, share in group decision making, and hold responsibilities for each others' growth. Barnett & Brennan support that the development of any community should include all segments of its members including the younger members who are often forgotten. They call for creating mutual

understanding and collaboration among youth and other members of the community through community service. This would provide a unity of vision and understanding of the common needs of the entire community.

The philosopher John Dewey (1916) was one of the first educators to introduce the concept of connecting schools to communities through service. He believes that the goal of an educational curriculum system is to link to students with the community to meet the needs of society and its social welfare (in Arenas, Boswortha, & Kwandayib 2006). Dewey's theory of linking school life to the surrounding environment called for a new form of pedagogical approach called 'service-learning'. A review of the literature pertaining to the origin of service-learning revealed that this theory is strongly rooted in the work of John Dewey (1916). He was a strong proponent of progressive educational reform as his concept revolves around the principle of learning through doing.

However, Dewey takes this concept deeper than mere application of academic learning to a higher level of human interaction to contribute in social life. He perceives schools as social institutions that create a venue for social reform rather than mere learning institutions. As a result, students flourish in an environment where they are provided opportunities to experience and interact with the curriculum within the social context. Dewey urges educators to transform schools to become a small community that exists within the bigger community life, in which learning and application should be continuous and interrelated. In the book

Democracy and Education, Dewey (1916) notes,

There is more than a verbal tie between the words: common, community, and communication. Men live in a community in virtue of the things they have in common; and communication is the way in which they come to possess things in common (p. 7).

Dewey believes that education should be able to develop students' capacity to identify and respond to issues in society, which will manifest later in their cognitive and personal development. He urges educators to look far beyond theoretical learning in the school environment and aim to enhance analytic, moral attitudes and social sensitivity in students as they learn to acquire through collective efforts in their community. He advocates that the academic learning experience should not be isolated from real life experience and should develop personal development through meaningful involvement in the community.

Dewey was one of the first theorists to introduce the idea of contextual learning. He explains that learning cannot take place in a void, but must be somehow connected with real life world to make sense for the learner (Westera 2011, p. 201). He further explains the linking classroom application with real life application in the community adds value and meaning to the learning process, which influences students' personal and social development (in Eyler (2000). Some educators (Schank & Cleary 1995; Resnick 1987; Johnson 2002) attribute the decline of the public school system and rise in dropout rates in high schools to the absence of real-world application and integration in communities (cited in Westera, 2011).

The authors argue that students do not make connections between what they learn in schools and the utilization of knowledge outside school is because the current school system is internally focused. It has become isolated from the outside world and focuses on students' academic achievements. Similarly, the theorist Kolb (1984) supports Dewey's concept of service-learning and asserts that true learning occurs when knowledge is created through learning from past experience and building new skills and generates new understanding. Dewey (1938) emphasizes the importance of the interrelatedness of concepts and ideas of authentic learning are best learned when placed in real life settings. Dewey's theory is significant to this study as it reinforces the value and importance of real-world application pedagogies in the form of service-learning. This rationale provides a strong argument that a service-learning program could develop a sense of social responsibility in students in private high schools in Dubai.

Similarly, William Kilpatrick (1918) supported Dewey's theory as an educator and advocated for progressive education after the First World War (in Conrad & Hedin, 1991; Tome, 2013). Kilpatrick further promotes Dewey's concept and calls for educators to apply education outside of schools as well. In his book '*The Project Method*', he tries to convince educators that real learning takes place in the social context and focuses on meeting the real needs of the community. He believes that in the social context, students develop values, knowledge, and skills necessary for social reform, which should be the core aim of education.

Kilpatrick (1918) emphasizes that teachers and educators should be aware of the development and physiological needs of students in each phase of their developmental stages to be able to transform students into active learners as well as contributors to their society. He argues that

contemporary teachers emphasize ‘what works’ in classrooms, which includes maintaining class management, raising students’ standardized test scores, meeting standards of national accreditation, and licensing agencies. He summarizes these points by simply striving to fit within accepted practices of traditional schooling culture that revolve around students’ academic development. Furthermore, he requests teachers and educators to perceive education as a social domain that requires further deeper thinking of the aim of education in its essence (cited in Beyer 1999).

Kilpatrick doesn’t differentiate between natural and school learning processes in the social context. He explains the interrelationships of the life process of human beings are connected to interactions within the social and physical environment, which results in generating new knowledge and understanding. Hence, knowing and doing are parallel in general education and school education. Beyond this point, he asserts that by adopting this approach in education, students will receive opportunities to reflect on their life and the lives of others, critically analyze their surroundings, develop attitudes, and moral behaviors due to their involvement in meaningful activities in the community. Kilpatrick, like Dewey, considered knowledge as the first stepping stone to generate new knowledge through action and reflection that are applied in the social context. In this point, education takes a progressive direction that involves collective participation by every member in the community to become actively engaged. Therefore, this connects students, curriculum, and community within society.

George Counts (1932) supports Dewey and Kilpatrick that the education is directly related to service-learning as a means to connect school education with community life. Counts’ (1932)

classic work '*Dare the Schools Build a New Social Order*' basically extends the concept of the role of schools and criticizes educational reforms as lacking a sense of direction and objectives. He is strongly convinced that proper education which includes social context in its realm will become the 'unfailing remedy' for the various ills that confront humanity today such as, poverty, corruption, injustice class conflict, racism, etc. (p. 3). In fact, he attempts to change the goal of education to the contrary of what was known and accepted at his time to student-centered education. He argues that progressive education cannot be adopted if our education revolves around students as individuals, and meet their needs while developing their skills in isolation of societies' needs.

Counts (1932) suggests that the goal of education is to help students become knowledgeable, manifest values, and contribute to build a better society. This goal cannot be achieved unless school and society are bound together by a common purpose for education to have real essence, meaning, and purpose. Furthermore, he accuses schools of falling for false mottos and visions that advocate for education to better prepare students to adjust to social change or to the changing world. In this sense, Counts strongly argues that schools should be held accountable for this false perception and understand that true educational aims should be much deeper to become avenues for change and not "merely for the contemplation of our civilization" (p. 37). He stresses that education should prepare students to become agents of change and build their society through their skills, knowledge, values rather than to become selfish consumers.

Dewey, Kilpatrick, and Counts' concept of education plays a vital role in framing the rational foundation for the literature review section pertaining to theories that formed the 'service-

learning program'. Additionally, their theoretical concepts guided the rationale to investigate how new learning and understanding are generated when curriculum and community service are combined in the social context. The theories that guided this study did not provide a structured pedagogy or guidelines for educators to follow. Hence, for practical purposes, this study had to undertake further research in the literature to cover both theory and practice of a service-learning program in the context of school education. Hence, the following section reviews several studies and reports guided by main educators in the field of service-learning research (Newmann & Rutter 1983; Yates & Youniss 1998).

2.6.2 Definition of 'Service-learning'

The pedagogy of 'service-learning' has grown over the years and its dimensions and definitions have become more precise. A review of the literature revealed that the term 'service-learning' is used interchangeably with other forms of experiential learning, such as community service and volunteerism despite their differences (Kolb 1984; Billig & Eyler 2003; Eyler 2009; Howard 2001). While others relate it to school-based community service (Gullan, Power and Leff 2013). What distinguishes service-learning from community service and voluntary programs is that service-learning includes connection with curriculum objectives, infuses learning, encourages joint involvement of both students and the community and embeds reflection into the program (Brody & Wright, 2004). Service-learning is different from traditional pedagogy in several ways. It emphasizes the role of students, instructors/ teachers, the type of learning that should be valued, and most importantly it places emphasis on societal involvement rather than individual gains (Howard, 2003).

Eyler and Giless' (1999) study reported numerous and diverse programs that were included under the label of 'service-learning'. For example, programs and activities ranging from career and lifestyle planning programs to classroom based experiential education have been classified as 'service-learning'. There are also many interesting differences in the way 'service-learning' is introduced in the literature, for example, either with or without a hyphen. Those who hold such a view often cite the work of experiential theorist David Kolb (1984) to demonstrate the link between service and learning (Cone & Harris 1996; Schwartz 2011). Based on Kolb's (1984) principles, learning occur through a cycle of tangible experiences, reflection, abstract conceptualization, and active experimentation.

Sigmon (1994) identifies four various typology of the term service-learning depending on the dominance of service in relation to learning. The first is *service-LEARNING*, in which it implies that learning objectives are primary and service outcomes are secondary. The second is *SERVICE-learning*, in which the service activities are primary and central while the learning is considered secondary. The third is, *service learning*, written without the hyphen which indicates that the two are separate from each other and have different goals. The fourth is *SERVICE-LEARNING*, in which the service and learning are combined together with a hyphen in between to indicate that both objectives are of equal weight and each enhances the other (Cited in Phelps 2012). For the purpose of this study, the term service-learning with a hyphen will be used since the focus of the study investigates how service and learning are interrelated in the school context.

Moreover, educators have described over 147 varying definitions of service-learning over the past three decades (Kendall 1990).

Jan Kendall attempts to describe and present the various definitions of service-learning developed over the years by various researchers. She views the broad range of perspectives, application, and presents the commonality and differences of the term. According to Kendall (1990), service-learning integrates the essence of experiential and community service programs through a structured quality control process, which includes duration, setting, and clear instructional pedagogy. She refers to service-learning as a philosophy of human development that integrates purpose, knowledge of community needs, social vision, and a structured educational pedagogy.

Educators sometimes refer to it as an experiential learning program because it integrates four main learning processes similar to service-learning that will be elaborated in further detail in this section. The common elements are, experiencing, or observing events, reflecting on the experience, and developing concepts in alternative situations, but not necessarily to include community needs or addressing social issues (Eyler & Giles 1999). Similarly, Alt (1997) distinguishes service-learning from other types of experiential learning programs and explains that the former requires engaging students mainly to address community needs, which is linked directly to curriculum content. Experiential learning doesn't necessarily require the integration of this main element into student's class work (cited in Muscott 2000).

There is disagreement among many proponents in both fields concerning service-learning and experiential learning. For example, The *National Society for Experiential Education* (1994) defines service-learning as "any carefully monitored service experience, which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (cited in Furco 1996, p. 9). A service-learning program stands in contrast with a traditional community service program because the latter does not necessarily integrate an

academic component or structured reflection element into the program. Likewise, Mucott (2000) further elaborates that service-learning differs significantly from charity or community service by creating partnerships among participants. He explains that students view themselves as service providers helping the needy in the community service program. In a 'service-learning program', they view themselves as learning partners, while integrating active service with academic reflection. However, Muscott (2000) argues that service-learning is an enhanced level of community service, which focuses on the needs of the community; while experiential learning tests students' higher order thinking skills as it deepens their understanding of the academic subject (p. 350).

Billig (2002) argues that 'service-learning' can be so complex that even dedicated practitioners are unsure about its implementation (p. 184). As a consequence, there are variations in how schools conduct their service programs in relation to its duration, content, goals, and content quality (Billig, Root, & Jesse 2005; Billig 2000, Furco 2011; Hecht 2003; Taggart & Crisp 2011). In a review of 17 empirical studies, Taggart and Crisp (2011) report that service-learning programs are different across all the studies. For example, a service-learning program can be optional, mandatory, credit bearing or voluntary (Steinke & Fitch, 2007; Taggart & Crisp, 2011).

Furthermore, some researchers attribute the term service-learning to co-curricular and curricular service-learning (Furco 1996). It is vital to make distinction between these two terms to decrease confusion about the concept of service-learning. The main difference between co-curricular and curricular service-learning is that the later integrates community service with academic learning. Co-curricular service-learning is not necessarily directly

connected to curriculum objectives and it could be part of students' extracurricular experience. Although both are considered valuable pedagogies, this study focuses on a curricula service-learning program to further investigation to enrich this complex field further due to its complex nature.

There is a broad range of variation in defining a service-learning program among educators. Some view it as a philosophy of education, others as means for social and civic responsibility, and others as curricula reform. Nevertheless, the three propositions strive to develop a sense of social responsibility through community participation to empower students to contribute in building their moral self-identity and social responsibility within educational institutions. However, for the purpose of this study the researcher builds the 'service-learning program' framework upon the definition of the National Service-Learning Cooperative (1998), which is most cited in the literature review and in official reports of service-learning (Billig 2000; Alle 2003; Richards et al. 2013).

The service-learning Cooperative refines the service-learning-term and defines it as a method, which students develop through active collaborative participation in a thoughtful organized service program that meets the actual needs of the community. The service component should be integrated and linked to students' academic curriculum component because it allows for structured reflective pedagogy on service experience leading to the development of students' sense of caring for others and social responsibility (p.4). Hence, this study will adopt the definition of the National Service-Learning Cooperative, which includes clear instructional guidelines to guide the investigation framework of this study.

2.6.3 Essential Quality of Service-Learning Practice Guidelines

As discussed earlier, a 'service-learning program' has tremendous positive effects on students. Several research studies have found that the program increases a sense of personal efficacy, confidence, social skills, and the ability to build positive relationships with other adults and their peers (Conrad & Hedin 1982, 1991; Giles & Eyler, 1994). Researchers argue that not all service-learning programs will have a positive impact on students unless certain quality practice elements are applied (Moore and Sandholtz 1999; Billig 2000). Unfortunately, a large number of service-learning programs and community service in school settings continue to be conducted under the general perception that service activities have a positive impact on students' personal development, but do not focus on its process and strategies that lead to those positive results (Lakin & Mohoney 2006). There is a need for educators to know that these service projects should be designed and implemented according to established developmental theory and practice, rather than just implanting them haphazardly (MacLellan & Youniss 2003).

Thus, this section will review studies that examined the relationship between process and outcome. This suggests that thoughtful planning and implementation of a service-learning program will develop students' sense of social responsibility and moral qualities. The goal of presenting the quality standard guidelines of service-learning has a twofold purpose. The first is the need for this study to follow a set of guidelines from the literature to understand its relationship with the outcome of the program in this case study. Secondly, it is for the policy makers and practitioners to realize that not every service-learning program achieves its goals. There is a need to issue elements of quality control standards in schools. In general, the following main guidelines are agreed upon by many educators (National Service-Learning

Cooperative 1998; Muscott 2000) of service-learning programs, which includes six distinct yet interrelated phases:

- *Preparation:* In this stage, students go through a series of workshops and materials designed or prepared that instill the concept of service, community needs, and other ethical components that will contribute to their understanding of the program. This stage also, includes understanding the main objectives of the academic subjects that later will be linked to the service project.
- *Planning:* In this stage, students start developing objectives, consulting, designing, and planning the service project.
- *Action:* Students' execute and implement their planned service project.
- *Reflection:* This significant element would take place throughout the program and will be analyzed thoroughly in this section.
- *Evaluation:* This stage might include summative or formative methods that will be discussed in further details later in this section.
- *Recognition and celebration:* In the last stage of the program, celebration is considered a formal recognition of all participants' efforts and celebrates their achievements in a joyful atmosphere.

This case study will examine the above key phases for carrying out service-learning programs in the school context and will draw upon these guidelines to describe, in further detail, how each phase was implemented (if implanted). For example, this study will analyze the preparation phase for both teachers and students including their study materials, themes, and the results of the preparation phase. According to the literature review, there are various ways that schools apply a service-learning program. This study

had to select the most accepted framework or guidelines to evaluate service-learning programs in schools (National Service-Learning Cooperative 1998).

The above guidelines that will be adopted by this study do not intend to evaluate or assess the service-learning program in this study, but rather to guide in investigating this exploratory study. Therefore, the findings of this study will be linked to the above main phases of applying a 'service-learning program' demonstrating detailed processes of each phase. Additionally, results from applying the above phases will be presented in the findings chapter in order to answer the research questions, which include process and outcome to better understand to what extent these phases contribute to student's personal development and social responsibility.

It is observed that the validity of the above presented elements were developed as a result of a series of studies and examination for the past decade to understand why some service-learning programs were able to achieve positive outcomes on some students compared with other students either within the same school or others (Billig 2000). Moreover, Billig's (2000) study evaluates the quality of service-learning programs, which he found that the programs selected, varied dramatically in terms of implementation. For example, he notes that there is a clear guideline for schools to apply service-learning programs with service projects linked to curriculum, but he found that the degree of integration differs among schools (Billig 2002; Astin et al. 2006). In some cases, service-learning is driven by the curriculum, others are only marginally related to it, and at the other extreme there are also cases where integration is almost absent (Jones et al. 2008). Below are excerpts from National Service-Learning Cooperative (1998) explaining the main essential

elements of a quality 'service-learning' practice under which this study derives its criteria of selecting a school that applies a service-learning program.

- *Academic Skill Development and Real-World Application Link: Classroom concepts and curriculum are linked to service-learning activities.*

Schine (1997) confirms that service-learning has great potential to produce greater outcome if carefully planned, and linked to a curriculum because it brings it alive and reinforces commitment for students to gain ownership in learning. It also manifests a noble purpose to the curriculum and will motivate students for learning through serving in a real life context. Shine (1997) found that students will show a stronger pattern of long term impacts during the follow-up year on their social responsibility dimension after they are engaged in organized service activities.

Similarly, Conrad and Hedin's (1982) study analyzes many journals of high school students who carried out various types of service projects in social agencies as part of their social-studies curriculum. They asked students to write in response to a question of how much they learned and benefited from the program, Almost 95% of them stated that they learned much more than their regular classes and they went further to express their willingness to participate in long term communities' affairs. In addition, many students' comments in their reflective journals revealed that they reflected deeper on their new role in life, while others felt that they changed their perception towards people and places compared to the views they had before the program.

Hence, this study investigates, in the light of this essential element, the degree of linking curriculum with community service projects and to what extent this integration achieved its objective by enriching the curriculum. It will also explore the development of new understanding in students upon their critical reflection. Moreover, this study intends to demonstrate challenges in linking the curriculum with service projects by different subjects as this issue is not addressed in the literature or discussed by empirical studies in the high school context. It is vital to stress that this study doesn't intend to analyze curriculum components or its lesson objectives as part of a service-learning program. The goal is to present a detailed description of the process of how teachers link curriculum lessons to service projects and the challenges they might face while trying to apply this element. It is hoped that the findings of this study will reveal insights for curriculum developers and policy leaders while following this particular element.

- *Student Voice*

The second criterion emphasizes opportunities for students to express their voice and opinion in a 'service-learning program'. Projects should be chosen, planned, or designed by students under the guidance of adults, as this element can lead to discovering their capacities in creating their own projects. As a result, students gain ownership for their projects, are held accountable for their choice of the projects, and learn from their achievements and mistakes. Many researchers found that when youth had more opportunities to design, plan, and execute their service project, they experienced higher self-development outcomes, personal efficacy, and interpersonal communication (Spring, Dietz & Grimm 2006).

Corbett's (1977) study investigates the effect of service activity on high school students over a period of one year (cited in Kraft 1996). The findings reveal the importance of students' voice in service-learning activities during the first semester. The program was teacher directed and psychological developments in students' were not statistically significant. However, in the second semester, when the program provided more opportunities for students to have a voice, results varied significantly and they developed more commitment to solving issues in their community. Hence, this important element will also be investigated in this study to examine the degree of opportunities provided for students to voice their opinions and suggestions during the phases of a service-learning program. This study will describe how students were engaged in suggesting, planning, and applying their service projects, as well the degree of ownership of their projects. This exploratory study also intends to reflect upon students' reactions and the degree of impact of adopting this factor on their social responsibility.

- *Meaningful Service Projects*

A 'service-learning program' emphasizes the importance of encouraging students to be involved in more meaningful service projects in the community. This means that the deeper the service projects gets the more it will affect the formation of students' identity, as they enter others' reality and try to understand the real needs of their community. The first step is to achieve meaningful service projects that understand the real issues in ones' surroundings, followed by planning and carrying out service projects, which requires interaction within a critical complex social context (Meinhard, Foster & Wright 2006). Other educators point out the importance of distinguishing between services that emphasize charity and ones that empathizes empowerment and social change (Kahne and Westheimer 1996, cited in Youniss

& Yates 1997). Students should be directed by teachers and educators to be involved in meaningful service, as it builds a foundation of their understanding of their communities' needs, increases skills, and provides opportunities to learn the art of planning for higher purposes. Jones and Hill's (2003) study observed students participating in more intense service projects that addressed issues in their societies and found they were more articulated and gained significant meaning from their work. They conclude that the students developed personal social skills, increased the likelihood to sustain their participation in community service, and understood their responsibility towards their community.

On the other hand, students will not be directed towards meaningful service projects unless they are exposed to issues in their society. Therefore, direct collaboration by educators and community agencies should be developed to find ways to provide opportunities for students to analyze and read their societies' reality, to reflect, interact, and take actions to contribute positively to the betterment of their community. Zelin et al. (2004) argues that young students may be able to address many issues in the community, but if they do not receive opportunities to examine and analyze the causes that created those community issues, they would lack insights required to become effective agents of change. The more exposure to every aspect in their society may increase their foundational background to reflect, analyze, and develop critical thinking skills that result from the act of service.

Muscott (2000) reviews several studies and analyses three types of service-learning experiences, which he refers to as: indirect service, direct service, and advocacy. The indirect approach involves service projects that address community needs, but under which the service providers and the recipients of service don't meet face-to-face. For example, writing letters to

officials, or organizing recycling programs, etc. Muscott (2000) argues that indirect service approach should not be underestimated as it also benefits the whole community, but they do not involve direct contact with individuals as recipients of service. The second approach is advocacy, which usually aims to increase public awareness of certain issues affecting members of the community or the whole nation. They are considered to be subcategory of an indirect approach, if the service project doesn't involve direct contact with people in the society. In the direct service approach, students get opportunities to interact face-to-face with people around them within the same community that they live in. In doing so, they acquire higher level of learning experience and social values.

In an attempt to study the impact of service-learning on high school students, Moore and Sandholtz's (1999) study found that students showed higher attitudinal scores when they had direct personal contact with the people they served. They observed out of the four criteria they used to evaluate the impact of the program on students (location, duration, focus of the project, and personal contact) that only personal contact was the most significant. Moore and Sandholtz (1999) conclude that face-to-face interaction was not the norm among many schools that apply service-learning programs. However, their study indicates that only those who participated in this approach showed higher attitudinal scores.

This study will explore some of the achievements and challenges accompanied by students' with various types of service application to analyze the extent of students' understanding of meaningful service-learning projects. The reported findings are intended to generate insights on service approaches that could enhance students' social responsibility and moral development.

- *Duration and Intensity*

The other element of quality 'service-learning practice' is duration, which refers to the time spent in the process of students' preparation phase. This includes linking to curriculum objectives, planning for service projects, action, reflection, and celebration. Intensity of involvement refers to the frequency of students' engagement in 'service-learning programs' elements (Busseri & Krasnor 2009). Many researchers and educators emphasize the importance of prolonging the duration of a service-learning program throughout the year for students to develop a stronger foundation in the concept of service, have sufficient time to reflect on their service experience, and gain a greater sense of ownership over their project. Many studies that examined the duration of a 'service-learning program', which lasted at least one semester, found significant positive outcomes on students civic and social responsibility (Melchior & Orr 1995; Eyler & Giles 1997; Billig, Root & Jesse 2005). In addition, Scales et al. (2006)'s study found that long duration of the 'service-learning program' had a positive impact on young students' commitment to learning.

Studies affirm that the degree of exposure to a service-learning program has a significant positive impact on students. However, some educators did not agree on the duration framework for the service-learning program. Studies suggest that an average exposure in a semester for more than 10 hours up to around 50 hours (Melchior, 1997) will probably have a positive impact on students' social responsibility. Lakin and Mahoney (2006) examined the duration of a service-learning program on students' personal development. The results were not very promising, but the program lasted for 20 sessions over a course of 10 weeks. They argued that if the program engaged students for more than 40 hours, it would have had better

results. They conclude that increasing the amount of hours in the program will generate more positive outcomes.

Likewise, Hamilton & Fenzel's (1988) study found that programs of brief duration, which involved a few hours of participation were valuable, but did produce a significant change in students' personal characteristics. Blyth, Saito, & Berkas (1997) argue that duration alone is not sufficient to determine the quality of the program, but rather the content of the service project and teacher facilitation. In reference to this study, duration and intensity of a service-learning program will be taken into consideration and analyzed in the light of its impact on students' social responsibility as indicated in the literature. The estimation of each project's duration and the process in which the students spent time planning, applying, and reflecting will be considered. This is to understand the importance of the duration to be allocated in a 'service-learning program'.

- *Reflection*

Students' reflection upon service-learning projects is considered to be the core of a service-learning program and the most important element in this field (Astin et al. 2000; Billig 2002; Jones & Abes 2004; Eyler 2009; McBride et al. 2007; Taggart & Crisp 2011). Reflection in the context of service-learning creates meaning out of experience, fosters learning by linking action to theory, ideas, and responsibilities leading to a deeper meaning of understanding learning. Dewey (1916) points out that when we reflect on our experience, we inevitably distinguish between our own attitudes and other realities, which will eventually sustain our attitudes (p. 173). Learning will not transfer beyond the classroom without reflection. Formal

education and the ability to formulate further challenging actions will be lost to students, which should be the essence of the philosophy of education. Dewey (1916) notes:

Reflection allowed for an experience to formulate in order to be communicated. To formulate requires getting outside of it, seeing it as another would see it, considering what points of contact it has with the life of another so that it may be got into such form that he can appreciate its meaning (p. 8).

Service-learning advocates agree that the degree to which service-learning integrates the reflection element differ widely in schools that foster the program (Billig 2002). Reflection may emphasize how students felt and what they learned from their service experience. However, those experiences should be accompanied with practical and structured approaches that will benefit not only students learning development, but also as an evaluative tool to assess students' progress in the program.

The *RMC Research Corporation* (2008) proposes several approaches for educators to incorporate reflection to meet the needs of various learning types of students, which would not deprive students from reflecting on their learning according to their capacities. Reflection could include a variety of written, artistic, and nonverbal activities. These may demonstrate students' understanding, changes in their knowledge, and attitudes. The report also suggests that reflection could be integrated before, during, and after carrying out service projects.

Eyler and Giles (1999) found in reviewing many studies of a service-learning reflection activity that it helped students to apply learning into real-life situation and acquire a higher level of problem-solving skills. It increased their ability to accept new ideas and changed

their perception after analyzing their thoughts systematically. Billig, Root and Jessa's (2005) study supports that students who reflected on their service-learning projects, acquired more civic knowledge, and positive dispositions towards their society. Blyth, Saito, and Berkas's (1997) study also found that young students who did not engage in reflection within their service-learning projects had lower scores in social responsibility attitudes than those who did. It revealed that students engaged in reflection also showed greater interest in school engagement and stronger self-esteem.

Many research studies found that schools vary in their methods of integrating the reflection element into their service-learning programs. For example, some reflection activities ranged from applying guided reflection, such as asking students direct questions to help them reflect on certain events, while others do not (Billig 2002; Taggart & Crisp 2011). In some instances, reflection takes the form of a written journal or students' discussion. Astin, et al. (2000) suggest that the most effective reflection method is the type that engages students in discussions. The pools of research studies in the field of service-learning emphasize the importance of reflection with students, but not all service-learning programs adhere to it (Jones & Abes, 2004, cited in Chong 2014).

Therefore, although this study does not intend to evaluate any particular type of reflection method applied by a school in the service-learning programs. The core findings of this study will be built upon students' reflective written and verbal feedback to record the process and methods used in applying the reflection element. In addition, these reflective feedbacks will be analyzed to find out to what extent students were able to critically analyze their service-learning projects and develop a sense of social responsibility. In doing so, this paper also

analyzes these methods in the light of previous studies and hopes to present a clearer process of fostering a service-learning program in a school with the various quality elements discussed in this section.

2.6.4 Outcomes of Service-learning Programs

Researchers and educators have expressed their concern over the past three decades of how to evaluate service-learning outcome in students. This is mainly because service is fundamentally not an easily defined activity as other academic objectives. Participants may perform various types of services in a service-learning program at different levels. It is challenging for educators to define and measure clear-cut outcomes on individual students due to the wide range of possible outcomes. The impact of a service act may manifest differently on participants. Outcomes of a service-learning program may provide a variety of results due to the complexity of human nature (Kraft 1996; Jennings et al. 2006).

The service-learning programs are not like other concrete programs, which can offer pinpoint learning outcomes that are easily captured. This is a challenging characteristic of the program and a powerful pedagogy that will constantly enrich the field of service-learning programs (Kraft 1996; Jennings et al. 2006). This will provide practitioners and educators with ability to generate knowledge and learning to flourish within various cultural and social contexts because personal development is more complex than content development. There is a wide range of service-learning implementation programs, for example, time spent on the experience, intensity, quality and link to different curriculum subjects, which makes it difficult to assess its outcome (Edward 2002).

Researchers are interested in examining the impact of service-learning programs on students' sense of social responsibility in the school setting for policymakers to generate policies for a legitimate educational practice (Conrad & Hedin 1991). Research studies emphasize developing standards to evaluate the impact of service-learning on students. Prominent researchers and educators guide the following framework of expected outcomes, despite the difficulty in identifying unified outcomes of service-learning programs on students in this field. The three main general developmental indicators identified are personal, social, and cognitive development (Newmann & Rutter 1983; Yates & Youniss 1998). The personal development scales include, students' self esteem, confidence, moral attitudes such as, respect for others, empathy, justice, sense of caring for others, teamwork and self-efficacy. The social responsibility scales include, concern for others' welfare, and commitment to serve the community. A great body of research provides consistent and useful information on the impact of these practices (Conrad & Hedin 1981), which constructs the foundation of this study. Findings of these reviewed studies below present the past decade of research in K-12 schools, which provide strong evidence for this study to build upon.

Moreover, studies that examine the impact of service-learning on students' cognitive and intellectual development make up the bulk of research in this field. Research studies indicate that high quality service-learning can enhance academic outcome in various subjects such as math, English, writing skills, and science with higher grade scores, students learning, and comprehension (Eyler & Giles 1999; Kraft 1996; Muscott 2000). However, this study will focus on the social and personal development of students and this particular category of academic outcome will not be discussed or applied in this case study. In addition, investigating this particular impact requires sophisticated quantitative tools that include a

control group, before and after evaluation, and many other assessment methods that may drift attention away from the main focus of this study.

- **Service-learning Impact on Students' Personal Development**

K-12 studies reported a strong link connecting service-learning with social and personal development (Conrad & Hedin 1981; Giles & Eyler 1994; Billig 2000). The social responsibility impact of service-learning on students has been documented and reviewed, which build upon results and reexamines those guiding elements in various contexts. For example, Conrad and Hedin (1982) studied 27 schools applying direct involvement in community service and service-learning programs and found that students in those programs gained a sense of social responsibility compared to the control group.

Similarly but rather on a larger scale, Newmann and Rutter (1986) carried out surveys in 5400 schools to examine and analyze service activities applied in high schools. The study was the first of its type to understand and analyze whether schools were applying service activities for students, which was to bridge the gap between theory and practice in the US. The programs were not unified in design or quality and it was very challenging to offer generalizations about their structure. However, the study reported that 15% of schools offer service programs that include service as a requirement for graduation. In addition, 8.4% of schools that offered service activities as an elective, 79% had a formal class or seminar as part of the program. They conclude that students who were engaged in any type of service activity reported personal and social development. Billig's (2000) study found that service-learning had positive effects on the personal development of middle and high school students, which

indicated an increase in measures of personal and social responsibility, communication, and sense of care for others. Students also, reported higher level of self-esteem, self-efficacy, and perceived themselves to be more socially competent after engaging in a service-learning program.

- **Moral and Ethical Judgment**

Studies report that significant changes were found in students' moral reasoning and judgment after their involvement in service-learning programs (Kraft 1996) Similarly, Giles and Eyles (1994) found that service-learning had positive effects on students' beliefs that they can make a difference in the world, by identifying unjust practices in the community with a high level of motivation to have a role in changing them. Briggs, Landry & Wood (2007) study examined the impact of service-learning on student's ethical development. They refer to ethics in their studies of students' willingness to stand up for what is known to be right, the development of strong moral judgment, and their willingness to take moral actions. For example, Furco (2002) and Leming's (2001) studies observed significant statistical differences in ethical development between students who participated in service-learning and the ones who didn't (cited in Briggs, Landry & Wood 2007).

- **Self-Esteem & Self Satisfaction**

Self-esteem is defined as a favorable or unfavorable attitude towards the self (Rosenberg 1965, cited in Briggs, Landry & Wood 2007). These studies point out that high self-esteem is related strongly with high levels of social interaction and service in the community. Research studies were interested in how far service-learning can impact students' behavior and the

effect upon students at-risk. Moore and Allen (1996) reviewed eight various surveys on service activities in the community at high school and university levels. They concluded that these programs reduced failure and dropout rates, produced positive attitudes towards contributing to society, and higher levels of self esteem (cited in Meinhard & Foster 2006).

- **Feeling of Joy and Connectedness with Others**

As discussed earlier in the theoretical framework section, adolescents are affected by their peers and tend to be involved in age related groups for security, and to perform activities that reflect their common interests. Peer group is considered another important element that contributes to the development of adolescent identity. Therefore, students who are actively engaged in service-learning activities and projects may encourage their peers to join and participate as well. As a result, service activity would become a fun vehicle as they spend time together. Some researchers observed that students who were engaged in service-learning projects reported that they had fun and spent an enjoyable time with their friends while applying their projects as well as feelings of closeness and unity among themselves (Raskoff & Sundeen 2000; Jennings et al. 2006; Conrad & Hedin 1982).

This study builds its investigative framework on the outcome of a service-learning program and the extent of its impact on students' personal development. Hence, the interview questions, field notes, and class observational descriptions intend to explore the extent of the applied service-learning projects on those outcomes, as discussed in the literature or revealed in the study's results. For example, this exploratory study's detailed description will attempt to reflect on students' feedback regarding their service projects that could reveal signs of self-esteem, sense of moral judgment, care, and respect for others. The study's findings may

reveal other dimensions of impacts in the context of the participating school. Moreover, the study will try to find what kind of service-learning projects contribute to students' personal development along with a description of the process that lead to this impact.

- **Impact on Social Responsibility**

A large body of studies in the literature is interested in the link between service-learning and the development of civic and social responsibility in students. Quantitative research studies found that students that participated in service-learning programs had a significant statistical positive outcome to contribute to their community, developed critical understanding to analyze issues affecting the wellbeing of members of their community, and gain greater knowledge of the world's current challenges. They also showed interest in making changes in their society. The studies concluded that service-learning participants were more likely to help others and be involved in activities that will contribute in the betterment of others' lives (Yamauchi et al. 2006).

Similarly, Furco's (2002) study found that students who engaged in a service-learning program in a 'California High School', scored significant statistical differences on high level awareness of societal issues and their willingness to take active participation compared with others who were not involved in the program. Another study that involved more than 3000 students from third grade through 12th grade who participated in service-learning programs, reported an increase in values, skills, and behaviors associated with active citizenship. Researchers have explored the outcome of social and civic engagement further by examining how far this impact would last in individual students. Most of the research studies found that

the impact of civic engagement continued beyond the school years and manifested its effect throughout college and adulthood life (Johnson et al. 1998).

Youniss and Yates's (1997) study added a valuable contribution to the field of service activities on high school students. They were the first researchers to explore this lifelong impact of service on individual identity development in detailed elaboration. The study included quantitative and qualitative methods that examined the effect of service activities that [were based on preparation, discussion, action, reflection, and activity] on high school students for two school semesters. They also included in their study sample graduated students from the same school to evaluate the impact after four to six years of graduation. They interviewed some of them and those not interviewed wrote essays reflecting their service experience in the school. Youniss and Yates (1997) report that almost all the graduated students continued engaging in voluntary and civic acts of service in various forms, while others demonstrated deeper understanding and feelings of social relatedness, empathy, and care for others. They concluded that excerpts from the graduated students after 6 years, illustrated that as individuals move beyond adolescence into adult life they often maintain continuity with their past. The participants were involved in activities during the crucial period of identity development, which guided them with meaningful objectives in their lives (p. 128).

Planty & Regnier's (2003) study examined patterns of individual student involvement in civic service after graduating from high school through early adulthood. The study utilized data from the *National Education Longitudinal Study* (1988) of 12th grade students. They

interviewed them in the 1994 and again in the year 2000. Their major findings included the following:

- 54% of high school students engaged in acts of service in schools, volunteered again two years later after their graduation in the community, whereas only 27% of those who did not participate in service activity in high school engaged in various sorts of civic volunteering program after two years.
- 42% of adolescents who performed acts of community services in high school continued their civic engagement again after 8 years from graduation.

Additionally, the Corporation conducted a brief report called Youth Helping America Series for Corporation for National and Community Service (2006) in collaboration with the U.S. Census Bureau and the nonprofit coalition Independent Sector. This is a series of reports based on data collected through a survey of 3,178 youths between the ages of 12 and 18. The survey collected information on students' volunteering habits through a service-learning program and other forms of civic engagement. The survey reported that 38 percent of students, showed current or past participation in community service as part of a school activity or requirement. 74% were engaged in various service courses, such as a service-learning program in their schools. The report's results emphasize high school students (as defined as grades 9 – 12 by the Corporation for National and Community Service) were more likely than middle school students to have participated in at least one school-based service experience. The report points out students that graduated from high school indicated they were more likely to volunteer and participate in community social affairs than those who did not participate in a school service program, (59 percent to 48 percent, respectively). Melchior

et al. (1999) reported similar results in Summary Report of National Evaluation of Learn and Serve America.

Mark and Jones's (2004) research study investigates the phenomenon of shifting patterns of community service participation during the transition between high school and college as students strive to understand the dynamics of social responsibility. They found that 47% of college students were involved in community service programs such as a service-learning program or school-based community service from senior year in high school compared to 39% of the sample that did not experience any kind of service program. They also report that a sense of social responsibility was high among the students who continued service activities from high school and lowest among students with no service. Similarly, those students scored high in optimism about being a respected community member in adulthood compared to the ones who reported that they were not engaged in service activities.

Mark and Jones (2004) also found that students who continued service to the community developed social responsibility were involved in meaningful service projects that focused on values and moral positive attitudes. They affirm that students in high school, who socialize into the community via service activities at an early age, continue to volunteer in the transition between high school and college. Additionally, they advanced the argument that if service to the community is not considered a priority in schools, but a product of secondary socialization, it may result in students not continuing service due to lack of its importance. Therefore, they conclude that schools should not apply or adopt community service or a service-learning program as a secondary program just to fill the service hours for students, but rather to structure and systemize it to include values for students' critical understanding of

their important role of being contributors to society. A national survey in the United States of America was held to examine how a service-learning program affected youth's development of attributes associated with adulthood (Martin et al. 2006). It was compared to youths who did not participate in service-learning or early service activity. The study found that young adults, who participated in k-12 service-learning, were more likely to discuss and care for issues in the community, vote in elections, develop close connectedness with their community, and become more active members in their community.

This review of the literature has provided a structure of key elements to investigate the extent of the impact of a service-learning program on developing a sense of social responsibility in high school students. Additionally, it is vital to mention that students' long-term involvement in serving their community and developing civic engagement are the main rationale for this study. As previous studies reveals for students to develop long-term engagement in the community and enhance social responsibility, several key factors need to be considered. These factors include preparing a structured program that empowers students' personal and moral values and engage them in meaningful service projects that address the needs of their community. Hence, this study will analyze a program or extra study material developed for students to undertake in their service-learning programs along with service projects they may encounter. This is in addition to recording their reflective feedbacks and the extent the program is considered a priority in the school.

2.6.5 Service to Community in the UAE Context

Over the past few decades, the awareness of engaging young students in school-based community service program has substantially increased internationally (McBride, Beni'tez & Sherraden 2003). Educational policies call for fostering community engagement by youth through service projects and activities in schools worldwide to encourage civic service and develop social responsibility. This global practice refers to service activities conducted by students that strive to contribute to improve the local and international communities (Arenas et al. 2006).

On the local level, the UAE recently started encouraging schools and students to be involved in a community service program and urged schools to prepare programs in their educational system to engage students in serving society (*Al Bayan* 24 April, 2014, p.7 and *Al Khaleej* 22 December, 2013). There is no up-to-date published research or data in the UAE that describes a service-learning program in schools. It is important to point out that most of the data collected for the purpose of literature review are derived from online published documents that include newspaper articles, published strategic plan of the Ministry of Education in UAE, and school reports by the Knowledge and Human Development Authority (KHDA). Due to the lack of investigative research studies in service-learning, this study intends to bridge the gap in the literature and introduce an experimental service-learning program in a high school in Dubai.

The first published document that will be discussed is the strategic plan of the Ministry of Education Strategy 2010 – 2020. This report advocates schools to incorporate a 'social partnership' strategy to improve the channels of communication with parents and social organizations. This would increase involvement of community service in schools through the

collaboration of nongovernment organizations (NGOs), implementation of programs for community service, and social work. There is no further clarification or illustrated guidelines on how this strategy is to be implemented.

School inspection reports published by the Knowledge and Human Development Authority (KHDA) in Dubai indicate that many private schools provide opportunities for students to carry out community service programs for involvement in society's affairs (*Knowledge and Human Development Authority* 2013). These reports indicate the existence of these activities in schools. The KHDA school report attempts to assess schools based on criteria that include 'students' personal and social development'. There is little known about the quality of the service programs, the extent of students' participation in UAE private schools, and the program's impact upon students' sense of social responsibility. The school reports include brief descriptive paragraphs of service programs carried out by schools. The KHDA inspection report includes three main evaluation standards to assess students' personal and evaluation development:

- Personal responsibility
- Students' understanding of Islamic values and their local, cultural, and global awareness
- Community and environmental responsibility

Schools that scored 'outstanding' in 'students' personal and social development' criteria in 2013-2014 inspection reports are listed below:

Students' personal and social development was outstanding. Students willingly took responsibility. Their attitudes and behavior were exemplary. Mature, age-appropriate relationships among all were the norm, with students being mannerly, respectful and natural in a welcoming environment fostered by all for all. In lessons, students were confident participants in activities exhibiting tolerance and enthusiasm for those around them. Making healthy lifestyle choices was accepted practice. Students were keen sports enthusiasts, ate sensibly, and participated enthusiastically in several whole-school programmes promoting health awareness. Attendance was good overall. As active members of the community, students had ample opportunities to develop productive ideas aimed at school improvement. They were involved in initiatives across the phases that had a positive impact on the local and global humanitarian causes, displaying excellent work ethics throughout. Students were active in understanding and working on environmental issues. They promoted practical solutions to environmental challenges in school and in Dubai, linking governmental development with labour, tourism, trade, and relationships with the rest of the world (Knowledge and Human Development Authority 2014, *GEMS Dubai*).

Another school report:

Students had recognized and responded to national and international issues and shared an understanding and empathy with others less fortunate, most recently through a link with a school in Uganda. Students actively and constantly promoted and supported environmental awareness with green initiatives both in and out of the classroom. They had an excellent understanding of how Dubai and the UAE were viewed in relation to the rest of the world. Secondary students were taking collective responsibility through

a variety of leadership tasks and responsibilities (Knowledge and Human Development Authority 2014, *Kings' School Dubai*)

Another example of a school report:

Students of all ages, both boys and girls, interacted extremely well; older students took particular care to look after younger students and those in need of support. Students demonstrated excellent understanding of healthy living. They made wise choices about their own health and fitness. They initiated or took part in various activities, which promoted healthy living. Attendance rates were good and students were punctual in arriving at school. Students demonstrated excellent understanding of Islamic values and their influence on life in Dubai and valued Islamic tradition in modern society in Dubai. They showed appreciation for the heritage and local traditions of the UAE and could explain their relevance to people in Dubai. They valued and appreciated the cultural diversity in the Dubai society. Most students demonstrated an active role in taking care for their school and local environment. They initiated and took part in many projects to promote sustainability and conservation in the local community. They showed enthusiasm, initiation, and a good work ethic across the school (Knowledge and Human Development Authority 2014, *GEMS Modern Academy*).

Another school report:

Students' involvement in the local community was outstanding. Older students were involved in Community Action Service while younger ones visited centers for students with disabilities and worked with them. Their commitment to charity was exemplified by their response to international disasters such as those in the Philippines where students coordinated with the Red Cross. Students had an excellent knowledge of environmental and global issues and spoke passionately about their conviction to save the rainforests. To this end, students raised funds through the, "Dirham a month" initiative and had begun to purchase areas of rainforest to protect them from

development (Knowledge and Human Development Authority 2014, *GEMS Wellington International School*).

The above extracts from KHDA inspection reports of private schools in Dubai reveal that many schools indeed care for engaging students in community service activities ranging from charity work, visiting special needs centers, participating in global service projects, carrying out environmental and health projects, etc. The reports point out very briefly that the impact of those projects on students' social responsibility, understanding of the UAE culture, and the world in general. The reports provide a brief description of events rather than an analytical description of the impact on students' personal and social development. There are no detailed descriptions concerning the process, strategies, and application of the service programs. There was an absence of detail explanations of whether the projects were linked to the curriculum. If students have the choice of selecting their service project, whether students participated in planning or reflecting on their projects? If they applied a structured evaluation method to evaluate student projects, and if student service projects were compulsory or voluntary?

It is not expected to find answers to the above questions in further detail in the KHDA reports because the school inspection reports are not research studies. Unfortunately, the reports are the only published up to date documents that can provide some indication of school service activities in the community in Dubai schools. This will be another rational for this study due to lack of published research studies of community service or a service-learning program in the UAE schools. A recent EdD study by Al Zaabi (2014) was carried out in one of the colleges in Dubai that aimed to investigate social responsibility in students in UAE colleges. The researcher emphasizes the importance of raising the sense of social reasonability level of

students in the school. This is another rationale for this study which is to stress the importance of applying a structured service-learning program in high schools.

Conclusion

This chapter reviewed the origin and history of service-learning, its various definitions, and the main quality guidelines (essential elements for quality practice) that have evolved over the past thirty years studied by many educators. Researchers argued that service-learning programs are inadequate or do not adopt most of the essential elements for quality practice for the desired outcome (Billig 2002; Billig, Root & Jesse 2005). The research studies were reviewed to understand the impact of a service-learning program on high school students. The literature review confirms that students who participate in a service-learning program gain personal development and social responsibility. Research studies revealed insight into achieving a long term impact. This includes students' engagement in structured, meaningful service-learning programs that emphasize ethical attributes as well as addressing communities' needs. This means that involvement in a service-learning program during adolescence will contribute positively to the formation of identity and to the development of responsible individuals who in turn will contribute to the betterment of the community.

The review of the essential elements of quality service-learning and its impact on students guided this research study to formulate the investigative framework to be adopted in the UAE context. The studies in the literature provided a strong foundation for this research study to build its investigative method. This provided a guide to the formation of the interview questions, observational framework, data analysis process to examine similar themes, finding common challenges, and offering further recommendations. This study's goal is to bridge the

gap and add to the literature on service-learning through an exploratory case study of a high school that implemented a service-learning program for one full academic year.

CHAPTER 3: METHODOLOGY

3.1 Overview

Fundamental research differs from evaluation in that its primary purpose is to generate or test theory and contribute to knowledge for the sake of knowledge (Patton 2002, pp. 10-11).

A great body of research has been carried out in the last decade to study the service-learning programs. These studies have varied in their conclusions as they generated new knowledge and understanding. Quantitative and qualitative methodologies were applied to study the service-learning programs in schools. However, quantitative studies were the main dominant approach adopted by many researchers. The main intent for using this particular approach was for needs-analysis of what is happening on the ground and to collect statistical data of types of community service and service-learning programs adopted by schools as well as the number of participants in the program (Newmann & Rutter 1983). Later on, studies focused on a narrower criterion through quantitative and occasionally mixed approaches to evaluate the impact of a service- learning program on students along with the types of programs adopted in schools (Conrad & Hedin 1981; Terry 2000).

A quantitative approach was utilized to influence educational policy and call for educational reforms in curriculum structure, school vision, and mission. Conrad and Hedin (1981) explain that a quantitative approach is utilized to influence educational evaluators and policy analysts. This approach produces statistical numbers from a standardized instrument through random

assignment of participants, with control groups, and sophisticated statistics for the development of policy. The quantitative approach generated valuable knowledge in the last decade resulting in the enrichment of the service-learning field. It provided educators and policy leaders with service-learning application guidelines, which include essential quality elements for a successful service-learning program. This was discussed thoroughly in the literature review chapter.

The quantitative studies provided consistent evidence on the positive impact of service-learning on students' personal development and sense of social responsibility. Researchers argue this is an imperfect approach to service-learning due to the complexity of measuring and evaluating students' cognitive thinking resulting in the need for more qualitative studies to bridge the gap in research (Conrad & Hedin 1981; Creswell 1994; Terry 2000). Hence, this study adopted a qualitative approach to bridge this gap in the literature and to generate new knowledge in the field of service-learning research. This section discusses common analysis by main researchers in this field. It provides a comprehensible view of quantitative results in the research pertaining to service-learning and community service programs. Conrad and Hedin (1991, p.756) explain that educational research is a very difficult and complex area to investigate because results from participants' engagements in these programs may produce a wide range of different outcomes.

The main investigative tool for this qualitative study will be primarily based on the review of literature and conceptual framework of this study. Newmann and Rutter's (1983) first quantitative investigative tool evaluated service-learning and community service programs in schools, but they did not include other aspects such as self esteem or civic participation,

Hence, Conrad and Hedin (1991) added these two social and personal scales in their studies. Therefore, a modified version of Newmann & Rutter's (1983) and Conrad & Hedin's (1981) evaluation tools that measure students' social responsibility and personal development will be combined to guide this study's interview questions and to generate coding themes. These will be discussed in further detail in the data collection and analysis section. The reasons for modifying their evaluation tools are because the researchers conducted quantitative approaches utilizing a list of direct short statements that require simple ticking answers by the participants. For example, Newmann & Rutter's (1983) measuring scale asks the students the following questions: "*I feel I should be doing something about problems in our community*" or "*in helping other people is more important to me than my personal success.*" The students should select one of the above answers, (*Never true, often, seldom true, almost always true*).

Similarly, Conrad & Hedin's (1981) measuring scale include the following statement to measure students' sense of social responsibility: "*Concern for fellow human beings*" or "*Sense of usefulness in relation to the community.*" The students have to choose one answer from the above list: (*Agree, disagree, don't know*). The researchers conducted quantitative scales in their study and their tool was imperfect. They believed that the tools underestimated the social development in students, as the reliance on a paper-pencil survey will limit its ability to capture students' process of thought and their actual behavior. They also recommended applying extensive in-depth interviews to collect participants' views (Newmann & Rutter 1983, p. 39). Therefore, this qualitative study's measuring scales were modified due to the limitation in obtaining the essence of the program and participants' reflection through their own words. Hence, the modification will transfer some of the

questions in those tools into open-ended questions that require clarification from the participants' perspective to collect more detailed information.

The *Service-learning Research Primer* by Steinberg, Bringle, & Williams (2010) presents sample variables measured as an outcome in service-learning research are presented in following table:

Scales	Students' outcome
Civic and Social Responsibility	<ul style="list-style-type: none"> - Commitment to community - Aspiration to volunteer - Empathy - Civic-minded professional
Personal Development	<ul style="list-style-type: none"> - Self-esteem - Moral development - Motives attitudes, and values - Teamwork

Table 3.1: Service-learning variables

Similarly, other researchers, such as Hamilton & Fenzel (1988); Billing (2000) emphasize the urgent need to carry out a qualitative approach to provide deeper understanding of how service-learning produces its outcome. They also confirmed that collecting data from qualitative tools about service-learning will help to establish better credibility of pedagogy and its legitimate educational practice for school reform. The data will assist educators to

understand what kind of program leads to higher outcomes, how they are applied, and what challenges occur during the application of the program. Current research needs to take the elements absent from the past decades for researchers and educators to provide consistent quantitative results of the positive impact of service-learning programs on students. This could convince policy regulators in the USA to consider this program as a legitimate pedagogy in education.

Conrad and Heiden's (1981) quantitative research study found that the most conclusive assessment of the impact of the service-learning programs on students' personal, academic, and social development lies ahead in the efforts of the qualitative researcher using sensitive and systematic qualitative or mixed methodology. The field of service-learning is a complex field that engages spiritual and ethical aspects of human endeavor with practices consisting of complex demands requiring equally a more flexible qualitative methodology. As a result, researchers (Conrad and Heiden 1981; Newmann & Rutter, 1983; Hamilton & Fenzel 1988; Billig 2000) highly recommend using case studies to include additional techniques such as interviews, observations, analyses of journals, ethnographies, etc. to see beyond the findings of paper and pencil measurements as realities of studied events unfold gradually in its natural context.

Based on the above discussions, a qualitative research design was applied to investigate a complex picture of lived experience as described by Creswell (2007). The bigger picture will gradually emerge by connecting small pieces together from the participants in the field. Moreover, Glesne (2006) argues, "Qualitative research methods are used to understand some social phenomena from the perspective of those involved, to conceptualized issues in their

particular socio-cultural-political milieu, and sometimes to transform or change social condition” (p. 5). Similarly, Gall and Borg (2007) explain that qualitative research investigates “complex social phenomena as they occur in a real-life context” (p. 118).

Hence, this approach makes it the most suitable approach for this study as it intends to investigate how a service-learning program is applied in a social context, which is the extent of the outcome of the program on students’ personal development and sense of responsibility. It will seek the participants’ perspectives through the eye of the researcher in the social context. Denzin and Lincoln (1994) point out that a qualitative approach enables the researcher to enter into the human perspective, which gives access to social reality that is constructed by its participants. Therefore, this approach provides flexibility for the researcher to investigate this study and gain a more holistic perspective on participants’ beliefs. This provides in-depth conversations with the participants through interviews. These will be discussed in further details later in this section.

Qualitative studies are characterized by its naturalistic inquiry and emergent design flexibility inquiry (Schwandt 2001; Denzin & Lincoln 2005). The qualitative researcher’s naturalistic inquiry attempts to investigate and observe what happens in a real world setting without control or manipulation of the phenomena that is been studied. As a result, the researcher in this context will experience events as unfolding over time through observation and direct interaction with participants. This approach requires the researcher to be ready for whatever emerges from the study and requires full attention to process change over the course of the study.

The researcher uses a discovery-type (emergent design flexibility) approach in the beginning of the investigation. Hence, the researcher starts reviewing some documents, observing certain events, and noticing particular patterns emerging as these events unfold in the midst of investigation. The researcher receives the opportunity to have a flexible design approach to switch between methods of data collection to choose what best provides answers for the researcher questions. The proposed study might initially develop an investigative outline and determining proposals from initial interview questions, but these approaches might be altered as events change and new paths of inquiries emerge (Kuperminc, Holditch, Allen 2001).

This study included both inquires to answer the research questions. For example, the review of literature guided this study in the beginning, followed by the investigation of the current practices of a service-learning program or school based-community service program in the UAE context. This resulted in developing the first draft of research questions and interview questions for the participants, and more engagement in the field to start investigating the program of the selected case study. The researcher did not control any context of the study and let the program take its natural flow. This flexibility of a qualitative approach allowed the researcher to be open-minded and accept every diverted path this study will take and not be constrain in its natural changes. For example, the development of the research questions and interview questions led to the evolution of the program from a school-based community service program to a service-learning program by the school management. This emergent inquiry forced the researcher to become flexible and to add related interview questions to follow this direction.

Similarly, Stake (1995) explains that in qualitative research design, “initial research questions may be modified or even replaced in mid-study by the case researcher” (p. 9). However, the main goal for the researcher is to understand and realize that prepared questions may be modified or removed as new issues appeared. Parlett and Hamilton (1976) called it *progressive focusing*. Hence, this study modified the research questions, as discussed earlier in this section, the school management decided to upgrade the program and take a new direction. However, the term school-based community service was replaced with a service-learning program and the relating question of investigating the perception of the participants and the effects of the program on them. Similarly, Stake (1995) emphasizes that research questions are the core of a qualitative study that direct it and seeks patterns of unanticipated as well as expected relationships.

The study focused on the program application to assure that the research questions were in line with the new emergent directions of the program in the school. New complex strategies were adopted to apply the program with deeper investigations. Moreover, participating students had more of a role in the program than in the previous program in the school. The researcher felt obliged to report, in further depth, the role of students in the program, and the extent of impact of the this process on their personal development and social responsibility.

This study also adopts an interpretative tradition, which Creswell (2007) argues is an important component of a qualitative method to shape the study, as the researcher seeks to make sense of the participants’ perceptive and interpret the meanings of their opinions. In other words, since qualitative interpretive researchers understand the significance of people’s voices and their contexts, they are considered the main elements of the study of which they

are presented through interpretation by the researcher's words (Stake 1995). Therefore, this study attempted to transfer participants' subjective perspectives, understand social values, teacher's practices, training materials, and students' written feedback. The main focus of this study revolves around interpretation of those inquiries through semi-structured interviews, observations, and document reviews to extract meaning and understanding through the lens of participants that is transferred by the researchers' interpretation. This makes the choice of interpretation approach most suitable for this study.

3.2 Research Design

This study utilized a single case study strategy and this approach allows for investigation in real-life context to produce in-depth rich data. Robson (2002) defines a case study as “a well established research strategy where the focus is on a case, which is interpreted to include the study of an individual person, a group, a setting, an organization, etc., and taking its context into account” (p.178). Likewise, Yin (2009) explains that a case study is a strategy for carrying out research that involves an empirical investigation of particular phenomena within its real life context. Hence, this makes the choice of a case study approach most suitable for this study. It is an investigation of a program that is practiced in a social context, which involves participants to apply it.

Moreover, this research is the first case study in Dubai that investigates the in-depth of applying a service-learning program in a high school, the extent of its outcome on students' personal development, and sense of social responsibility. It was essential to understand the context of the program, challenges, and the detailed strategies adopted by the school to

produce rich and thick description of the process. The single case study was chosen as the researcher recognizes that in the given case, researchers will not be interested in studying it for the sake of generating knowledge for other cases or about general problems. Stake (1995) calls it an ‘intrinsic study’ (p.3) and the reason for selecting an ‘intrinsic study’ is to learn about that particular case in depth.

Yin (2009) explains that a single case study design requires careful investigation of the potential selected case and to maximize the necessary access needed to collect the case study evidence and describes it as ‘unique case’ (p.50). He further identifies two different types of single case studies as *holistic and embedded case studies*. The embedded case study is a single-case that includes more than one unit of analysis with attention given to a subunit or subunits within a single case, which can be selected through sampling techniques. In contrast, holistic case study design investigates only the global nature of an organization or of a program. This design’s drawback is that the global approach allows the researcher to avoid the operational levels in examining the specific phenomenon. Thus, this means that the entire case study might be conducted in an abstract level, which lacks adequate clear measures or data.

This study adopted an embedded single case study design to examine the application of a service-learning program in a particular school in Dubai. The subunits include the investigation of the process of application by the school management, service-learning team, teachers, and students. This includes more subunits of the investigation of each unit as well. For example, the unit of school management includes understanding the vision, mission, and policy regulation related to a service-learning program, while the service-learning team unit

includes reviewing their training and preparation materials. It builds upon the teachers' unit of lesson plans, activities, and class observations. It also includes the students' unit of written reflective feedback, planning, and application details of the service-learning projects in the field. Therefore, this single case study design was chosen to learn more about a service-learning program in a particular school through interviews, focus groups, observations, and document reviews to unfold real application of the program. It transfers insight and lessons learned to interested educators for empowering young students for long-term engagement in their community by providing a nurturing school environment to foster this program. Data results from interviews, observations, document reviews were later coded and analyzed to reveal emerging themes, which will be clarified in further detail in the data analysis section.

3.3 Site Selection

Miles and Huberman (1994) point out that in some qualitative research studies the term 'site' might be preferable as a 'case' always happens in a specified social and physical setting, which the researcher cannot study individuals in isolation of their social context in a way that quantitative researcher often does (p.7). This school case study's goal was to focus on understanding the process and strategies applied as well the extent of its contribution on students' personal and sense of social responsibility as indicated in the literature review. The selection of the site was based on schools that apply a more intensive service-learning experience, which the program's application utilized the same term 'service-learning'. The selection of the site went through various stages and was selected with the help of a service-learning team leader in the chosen school for this study, which will be clarified later in this section. The first stage of choosing the site was through intensive review of literature, which main criteria narrowed down this investigation to be able to answer the research question.

Therefore, purposive sampling was employed to choose the sites that provided rich input to the field of a service-learning program research (Denzin & Lincoln 2005; Collins 1994). Based on the literature review guidelines and taking into account the objective of the study, the following criteria were employed:

- The main criteria will focus on schools that provide a ‘school-based community service program’, which means that they should have an organized and structured community service program in the schools to provide the opportunity for its students to be involved in various acts of service in the community. Therefore, schools that provide a chance for students to plan and carryout service projects as well by including a systematic reflection component will be selected. Schools that offer a community service program by asking students to gather community service hours on their own without a school structured program and are missing the essential components will not be included in this study.
- Private high schools in Dubai should be located in the Emirate of Dubai. The reason for choosing Dubai as a city to conduct this proposed study is because according to the Knowledge and Human Development Authority (2014) report, total number of students in private high schools in Dubai is 34,824 and the rate of growth is consistent with the growth since the year 2013 as (8.3%) compared to other emirates. This indicates that young students are likely to stay in Dubai to finish high school. In addition, this study will not focus only on high school expatriate students in private schools, but also on Emirati students who are studying alongside with expatriate students in private schools. The Knowledge and Human Development Authority (2013) report states that the total

number of Emirati students in private schools in Dubai in 2013/14 has increased to 30,994. This is a 3.2 percent increase from 2012/13, which 2,969 students were enrolled at the high school level in Dubai. This is the reason for choosing private schools, as this study intends to investigate the extent of impact of the program on Emirati and expatriate high school students attending private schools in Dubai.

The selection of private schools is due to the flexibility of approval to conduct research studies as they are private sector schools with independent authority to approve access for research queries in contrast to government public schools. Official requests are required to be submitted to the Ministry of Education with subsequent requests to the educational zones of each emirate to access approval to hold studies or even enter government schools. A high private school in Dubai was selected due to the researchers' time limit in conducting this study. Care was taken in selecting the school to answer the research question and add rich-information to the service-learning research worldwide.

The researcher started contacting schools in the selection process of meeting the criteria of this study after the approval of the original research proposal was obtained. The researcher met the 'service-learning team leader' in a volunteer community service program in Dubai. The researcher is a volunteer in 'Dubai Volunteering Center' and asked the team leader if she had knowledge of schools that provided this program because she is an active volunteer in schools as well. She suggested a private high school where she has applied a school-based community service program and followed almost all the criteria set by the researcher. She also suggested facilitating access to the school.

At the beginning, the study proposal intended to select a total of three schools. One was to be a pilot study and the other two as 'multiple case studies' to further illustrate the objective of the study. This would enrich the research by presenting students' experiences and practices in different schools, which applied the same program. The service-learning team leader provided the proposed school and the researcher approval to conduct the research study. After a few months, the school management and the program team leader informed the researcher that the school was expanding their program to be linked to the curriculum, and will have a dedicated session per week under the name of a service-learning program starting from the academic year 2014-2015. She also informed the researcher that the program will include teachers' training at the beginning of the academic year.

Hence, the researcher narrowed down the criteria before starting the field research in the selected sites and added another criterion that the program should be linked to the curriculum. A list of private high schools in Dubai was collected for the selection of the other two proposed schools. School inspection reports issued by Knowledge and Human Development Authority (KHDA) of selected schools were reviewed to select the provisional possible list of schools that apply school-based community service program. The researcher carried out a series of phone-calls explaining the research objective and asked if they applied the selected criteria for this study. In addition, four field visits were applied to the schools that did not provide adequate information on the phone to get further information regarding the schools' service-learning programs.

The criteria set by this study narrowed down the selection of schools. The private high schools in Dubai that were contacted and visited did not provide a structured-school based

community service program that included students' voice and if their role in suggesting and executing community service projects was present. The schools lacked the criteria elements of structured students' reflection and evaluation components. Schools adopted community service hours to be included in students' certificates to carry out service hours on their own as the schools did not offer any structured programs. It is important to note that some of the contacted private high schools in Dubai incorporated community service into the curriculum and (service-learning programs) and regarded them as separate activities. The term '*service-learning*' is not commonly used in UAE schools. As a result, the researcher investigated published school reports, schools' websites, and education research studies in the UAE. The researcher strived to explain the criteria of this study in depth to the school management through phone-calls, field visits to illustrate the meaning of service-learning, and the explanation of each criteria.

Therefore, the researcher decided to select one case study (single case study) to investigate a service-learning program in depth after consultation with the academic supervisor. In addition, the chosen school for this case study is considered to be a unique case that will enrich this study. It is considered the only school that applies 'service-learning' program under its original term and applies almost all the essential elements of service-learning programs, as recommended by the literature review. The researcher had the opportunity to investigate the entire application of the program from the beginning of the academic year until the end to witness the process, and the extent of impact as it occurs in its natural context to be documented and analyzed by the researcher. This case study is considered a unique case and a pilot study selection was not applicable in this situation. The researcher could not locate another similar context to pilot this study to refine the research interview questions, data

collections plan, site testing research plan, and trying different approaches on trial basis as recommended by the literature (Yin 2003; Marshall & Rossman 2011).

The selected case study school is located in the *Deira* area in Dubai and offers K-12 education for 2,682 students of which, 1,802 are Emirati local students. Hence, the largest nationality group students are Emirati nationals. The school offers both American and Ministry of Education (MOE) curriculum that provides students with the choice to select their curriculum preference. This study was conducted in the American curriculum section since a service-learning program was applied only in that section. The school follows gender segregation system in which boys and girls are segregated into separate sections within the same school starting from grade 6.

3.4 Participants

A quantitative approach may involve random samples or participants of a population under study to obtain data. The focus of this qualitative study is on collecting data from participants who could provide in-depth understanding of the case (Kuperminc, Holditch & Allen 2001; Robson 2002). Purposeful sampling was applied in selecting participants who were actively engaged in service-learning programs over one academic year to provide rich information related to the purpose of the study. Participants were selected for this study based on four levels to answer the research questions and provide rich information for this study: The first level is the school management, which includes the principal and school administration. The second level is the service-learning team, which includes the team leader and the service-learning coordinators. The third level includes participants' teachers in the service-learning programs, and the fourth level is participating students in the program who are the core of this

study. The reason for including the school management and principal in this study was to investigate the rational and process for the school to foster a service-learning program from an administrative perspective.

The service-learning team is considered an important category in applying the program in the school. The service-learning team's detailed strategies of applying the program will produce valuable data for this study and for the field of service-learning research. Teachers were selected based on their participation in the teacher training program on service-learning and their understanding of the extent of the effect of the teacher training as a process on the application of the program. The teachers who continued applying a service-learning program for one full academic year were chosen. Those who applied two service-learning projects in two semesters or continued the same project over two semesters were also selected.

The main reason for narrowing down the number of participant teachers in this study is to investigate the program over the period of one full academic year by teachers who continued following all elements of the program. Also, the researcher found that some participating teachers left the school in the middle of the year, some joined the program without going through the training (the preparation phases, and some applied the program only for the first semester. These challenges were not ignored by the researcher in consideration of the valuable findings of this study, which illustrated the big picture of the program including its challenges. The focus of this study is to understand the process of applying a service-learning program and the extent of its impact on students' personal development and social responsibility. Special care was taken to select participants (teachers and students), who could

answer the research questions by providing rich information to add value and benefit to other educators and schools.

Purposeful sampling was utilized in the selection of students for the focus groups. Morgan (1997) emphasizes selecting participants who can provide rich information. The researcher may collect scattered instances of the desired material if participants have little involvement with a topic, but highly engaged participants could contribute further in depth information to the program. This study selected students that were involved in service-learning projects with the same teachers for one whole academic year to be part of students' focus group interviews. Therefore, a total of 6 focus groups participated in the interviews in which included 56 students from grade 9 to 12.

Focus group	Class	No of students per group	Gender
Group 1	11D	7	Female
Group 2	11D	4	Female
Group 3	11B	15	Female
Group 4	9D	4	Female
Group 5	12D	16	Female
Group 6	10B	10	Male
Total	6 focus groups	Total no: 56	

Table 3.2: Focus groups details

The researcher asked the school to take copies of students' reflective feedback of their service projects to analyze them for this study. The literature review emphasizes the importance of using students' written reflective feedback on service-learning projects in analyzing students' perspectives and the extent of the impact of program from their own words (Giles & Eyler 1994; Kraft 1996; Moore & Sandholtz 1999; Richards et al. 2013). The students who wrote

reflective feedback were considered participants in this study as well. Total numbers of students' reflective feedback were collected (79 students from 9 classes).

Grade	no of students
9E	13
9D	6
10B	6
10E	6
10D	14
11D	18
12A	6
12B	4
12D	6
Total: 9 classes	Total:79

Table: 3.3 : Students' reflective feedback details

There is a lack of research studies in this field concerning high school students and the results of the research will reveal richer findings for this age category (Conrad & Hedin 1991; Richards et al. 2013). The focus of this study was on high school students from grade 9 to 12 in the selected school, which followed American curriculum. The majority of students are local Emirati from high and middle class families including the school principal. Few high school students were from various Arab and non-Arab nationalities. The teachers were from Arab and non-Arab nationalities.

Selection of participants was determined gradually as the researcher first decided to record all the data, including class observation, field notes, and challenges that occurred throughout the year. The researcher collected as much data as possible during the year based on the availability of the researcher in the school (as the researcher was working as well and had to apply for work leaves to go to the school for the research). It was decided to narrow down the selection of teachers, students, and the cases that would add rich data for this study. This was done after consulting with the service-learning team leader and looking at the collected data that included (field notes, class and field observations, students' feedback) in the application of service-learning framework guidelines (essential elements). These included the phases of preparation, planning, applying, reflection, and evaluation. Students and teachers who applied service-learning projects for one academic year were selected by the second term.

It is important to mention that the principal and school administration were very welcoming and flexible in terms of access to the school, talking with teacher, supervisors, and coordinators. The participants offered the opportunity to attend the activities, which included class observation, students' discussion, field service projects, teacher training sessions, taking pictures, and conducting interviews with all participants. The researcher explained the intent of including their school as a case study for a doctoral thesis to investigate the application of a service-learning program and its effect on students' personal development and social responsibility. The teachers welcomed and conveyed to the researcher that they felt honored to include their projects and learning experiences in the thesis. The school principal also conveyed appreciation. All names were changed and alternative ones were used in this study to protect the participants' identities.

Below is a brief description of a service-learning team leader (Leila) and school principal who played a vital role in fostering this program in the school.

Leial is a young educator who has passion in being involved in many social programs in regard to empowering junior youth and their capacities to be positive contributors in society through social activities. She dedicated her time, for almost 6 years, in various volunteering programs in the UAE community. These included participating in junior youth empowering programs for the ages 12 to 15 years old. This was to carry out several community service programs in neighborhoods in partnership with many social and governmental agencies in the UAE. In addition, she also volunteered teaching a ‘Character Education’ program, ‘communication skills’ classes in some schools, and added the community service component to the program for the grades 7 to 12. She is also a member of many volunteering organizations in the UAE. This is her life style and feels responsible towards the society that she lives (Appendix 7.B,Q2.a)

The school principal is a local Emirati and the owner of the school. She worked previously as a teacher for many years and held various managerial positions. Her long expertise in the field of education and school management made her aware of the challenges that young students encounter (Appendix 7.A). Therefore, she intends to enhance the moral and civic characteristics in students through service-learning and a school-based community service program.

3.5 Data Collection Methods

Data collection was conducted through a series of visits to the school over the course of one full academic year. The researcher conducted interviews with teachers, school principal, and students' focus group, and recorded observation notes from students' field service projects. The design of the data collection was flexible and the intent was to collect data related to the process of service-learning application in the school. The researcher was flexible for any emerging events that could provide data to answer this particular question even if it was not planned earlier. For example, the researcher had the opportunity to attend teachers' training sessions for service-learning and year end program' celebration, which enriched the data for this study even though it was not part of the research plan.

The design of the data collection instrument, as discussed earlier in this section, was based on reviewing the literature that was related to service-learning. It was noticed that most of the studies carried out a quantitative or mixed approach recommended using qualitative tools in collecting data. This was to further understand how the process impacted students' personal and social development. Therefore, the main questions of the interviews and observational field notes revolved around these two points.

I started the field research after the acceptance of the research proposal and the school principal approved the study to be carried out in her school. It was challenging to decide how many interviews, observation, and number of visits should be conducted to gather the needed data for the study. Robson (2002, p. 198-199) explains that it is difficult to pre-specify the number of interviews, observation session, etc. in a flexible design study. The author

concludes that one of the solutions to this challenge is to keep collecting data until the researcher reaches 'saturation'. This means that when further data adds little or nothing to what has been collected or learned. Therefore, I visited the school over one academic year despite the challenge that I faced as I had a part time job that allowed me to have only two free days a week to visit the school. Therefore, it was very important to organize my schedule to be able to attend as many as possible service-learning activities during the year. However, despite the intention to observe students' field service-learning projects, unfortunately, I was not able to attend many of those field projects. However, I made sure to ask for those details later on in students and teachers interview sessions.

The researcher attended service-learning classes, discussions, reflection sessions, teachers' reflection meetings, celebrations, and field observations due to the study's flexible design. This provided the opportunity to receive and record students' written reflective feedback related to their service-learning projects. There was reflection pertaining to the sorting of the collected data, choosing projects to be selected, and number of teachers to be interviewed. The first and second semesters were dedicated to school visits, classes, field observations, attending and recording teacher-training sessions. A series of interviews were conducted with teachers, focus groups, school principal, and service-learning team leaders before students' final exams at the end of second semester. The interviews will be discussed later in this section further detail.

The interviews were delayed because some of the students and teachers were in the middle of applying their service-learning projects and they intended to continue their projects in the second semester as well. The researcher realized the importance of delaying the interviews

until the end of the second semester so the projects could be finished. This would provide the understanding the process of the extent of impact on students' personal development and sense of responsibility to answer the research questions.

A systematic approach for saving data was used to keep track of all collected data during the year. Separate folders were created in the researcher's laptop to save each record chronologically. They were name-coded to be easily accessible to view each case separately. All pictures and hardcopy documents were scanned and saved under its coded file. In addition, all recoded interviews were transferred to the laptop at the same day of interview to avoid any loss that might occur in the tape recorder. The files were backed-up to protect the loss of any data due to technological malfunction and were saved along with all paper-based originals in a locked cupboard at home. The data collection methods utilized in the study will be discussed in further detail in the following sections.

3.5.1 Semi-structured Interviews

Semi-structured interviews were the central method of collecting information in this study. Kavale and Brinkmann (2009, p. xvii) emphasize the importance of interviews in a qualitative study and they note, "If you want to know how people understand their world and their lives, why not talk with them? Conversation is a basic mode of human interaction." The main reason for conducting interviews is to listen to the participants understanding, perception, and feelings about a service-learning program. Similarly, Robson (2002) explains that the interview is a flexible tool that enables the researcher to utilize human language to ask the participants about the investigated topic to answer the research questions. This study conducted a series of interviews with students, teachers, SL coordinator, and school

management to understand their perceptions of a service-learning program application and the extent of impact on students' personal development and sense of responsibility.

The interviews required prior preparation with the participants and arrangements were put in place after securing the necessary permission for them (Robson 2002). The researcher arranged for the interviews with the teachers the day after they finished their service-learning projects in the second semester. The department coordinator granted permission to facilitate the interview sessions in case teachers had to cancel their classes or grant permission for students to leave their session for the interview. The researcher approached the teachers and asked for an appointment to conduct the interview after verbal approval was granted. Some teachers would agree to meet for the interview on the same day, while others asked to delay it. This was due to the amount of responsibility they had as high school teachers. The teachers chose the time and place to hold the interviews according to their convenience. These would take place at break time, after the last teaching session, and during their free sessions. The interviews were conducted in classrooms that were empty due to P.E sessions or field trips.

The primary strategy for data collection in this study was in-depth semi-structured interviews to investigate the views of school management, teachers, the service-learning team leader and participating students in the program. This particular design was most suitable for this study because it allowed this research study to obtain emerging information through participants' stories. Robson (2002) explains that a semi-structured interview provides flexibility in the design of the study as the question is pre-determined, but the sequence of the questions may be modified depending upon the response of the interviewee. Thomas (2011, p. 163) recommends using semi-structured interviews because they offer a list of issues that can be

raised in an interview while having the opportunity to follow up points as they occur naturally during the conversation. The data was obtained for this study through in-depth semi-structured interviews. The interview protocol provided the chance for the researcher to raise new perspectives as new emerging themes occurred during the course of investigation. This approach allowed for new discoveries and changes.

The researcher would repeat the objective of the study prior to turning on the tape recorder to record the interview. The interview questions were read and the meaning of each question explained in detail before starting the interviews. The interviewees asked to have the interview questions in front of them as they were talking. This supported them in not forgetting to answer the question. The research questions were read aloud to the interviewees prior to starting the interview. The interviewees answered the questions in the sequence that they felt comfortable with in expressing their feeling and thoughts. The interviewee in long replies, which covered all the aspects of the other questions, answered the three questions. For example, the first question's objective is to understand the process of how the students and teacher applied their service-learning projects. The interviewee told the story of the process of how the project started and its outcome on students (Appendix 7.C).

The researcher reviewed the interview questions on the day of the interview. Additional questions related to the service-learning project were added for each class to understand the process in more depth through their own perception (Appendix 5.B). Robson (2002) explains that predetermine questions could be modified based upon the interviewer's perception of what appears to be appropriate. The wording may be changed, omitted, or additional ones may be included based on the emerging context. The researcher engaged in the field prior to holding the interviews in the second semester. As a result, new questions were added to the

interviews as new events emerged in the study. This provided guidance in answering the research questions. For example, the researcher attended teachers' reflection meetings and teachers' preparation sessions. This was done to ask the teachers about their perceptions of those events because they were strategies of service-learning applications.

It is essential to mention that the teachers were cooperative and welcoming, which resulted in an atmosphere of informal casual talk. The researcher noticed in the first interview how the interviewee started answering the questions by telling a story of the program from their perspective. It was noticed that the participant was engaged in telling the details of their story through laughter, excitement, and the tone of voice would change as they were talking (Appendix 7.D & 7.E). The researcher changed the interview style after observing the responses of the teachers, service-learning team leader, and students. A listening style was adopted to listen and reflect upon the stories to make sure other questions were answered through their stories. Hence, the researcher made sure not to interrupt them during the interview to avoid repartitions and disturb the sequence of thoughts of the interviewee. Afterwards, the questions that weren't answered were asked.

The interview questions were designed to start with structured questions and then probing open-ended questions to obtain additional information (Appendix 7.C). The questions were developed in sequential order so that the interviewee could organize participants' thoughts to better analyze the results of the interview. The research questions were primarily about understanding the process and strategies adopted by teachers to apply service-learning. The literature review emphasized the essential qualities of applying the program for an effective outcome on students. The research questions were designed based on this order. The

participants were asked during the interview to answer the first research question in detail concerning the process, which was followed by a probing question to explain some of their points. After all participants answered the first question, the focus of the interview shifted towards understanding the possible effect of the program on students personal development and sense of social reasonability. For example, the following question was asked: *What did you learn from your service-learning project?*

Moreover, interview questions that are open-ended and flexible allow the interviewees to present their thoughts in more depth, which can lead to unexpected answers (Robson 2002). Finally, the interviews ended with closure by thanking them for their time and their willingness to participate in this study. It is hoped this study may provide insights for other educators and policy regulators to be able to apply a service-learning program in the UAE. The interview time and length varied according to the availability of the interviewees because teachers were fully engaged with their classes. Robson (2002) suggests that interviews in a qualitative study should be between 30 minutes to 1 hour. Interviews less than a half an hour are unlikely to be valuable and anything above one hour may be demanding, which could discourage interviewing of other participants. The interviews lasted from 45 to 60 minutes Base on this recommendation. Below is a brief description of total number of the data collection accounts:

Total no of interviews	Total no of focus groups	Total no of students in focus groups	Total no of written feedback	Total no of observations
6 interviews of which: 4 teachers 1 SL team leader 1 school principal	6 groups	56 students	79 feedback from 9 classes	15

Table 3.4: total number of data collection accounts

The interviews were audio-recorded after obtaining permission from the interviewees to ensure analysis and interpretation the data at a later stage. Sacks (1984) recommends using an audio-recorder in qualitative interviews, since it is “actual occurrences in their actual sequences” (cited in Silverman 2006, p. 203). According to Sacks (1984), qualitative researchers should work with the ‘actual occurrence’ of participants’ talk, as we cannot depend entirely on our memory in transcribing, understanding, and interpreting what interviewees say. Backup copies of the tapes were made before transcribing all tapes to prevent loss of data. Interviewees were reminded of the purpose of the research, their voluntary participation, and the confidentiality of their record. These details are discussed further in the ‘ethics’ section.

3.5.2 Focus Groups

Students' focus group interviews were held in groups, which is the dominant tool of qualitative data collection. Robson (2002) defines this tool as a group interview on a specific topic that is called the 'focus' of the interview. It is a highly efficient technique that allows the researcher to collect high amounts of data within various ranges from several people at the same time. It is an open-ended discussion guided by the researcher who takes the role of a moderator, and relies mainly on interaction within the group to produce insights that often would be obtained in individual interviews (Morgan 1997). The participating students in the service-learning projects were gathered in groups according to their classes to investigate how they carried out this program over the span of one full academic year (Appendix 5.D). The focus groups' data enriched this study as students' interactions were captured to answer the research questions in an atmosphere of group chat. The dynamics of group interaction will be described later in this section.

Focus group interviews were selected because they produce data by listening to participants' perspectives in a group discussion. As a result, evidence was collected from the similarities and differences in the students' views (Morgan 1997). Participants' interactions were recorded due to its advantage in building upon each other's comments (Appendix 8.D, researcher's observational notes). According to Robson (2002), participants will be empowered and stimulated to articulate their own words. Focus group interviews were more suitable for this study due to the high school students' busy schedules of back to back sessions and exams. The researcher's intention was to conduct individual interviews with participating students along with focus groups as proposed in the study proposal. This was found to be very

challenging in the actual field. Therefore, it was decided to conduct focus group to collect data from as many students in the same class to save time.

Purposive sampling was used to select students who participated in service-learning projects to produce rich information for this study. Care was taken to exclude a random sample of students as they may not hold or share perspectives on the research topic resulting in no meaningful insights (Morgan 1997; Robson 2002; Stewart, Shamdasani & Rook 2007). *Homogeneity* among students was an important criterion that was taken into consideration in selecting students for the focus groups. It is homogeneity that allows participants to have a flow of free conversation without restriction. This would enable them to feel comfortable to talk in front of each other, especially if they have a common background of the studied topic. Another criteria was related to age, as older and younger students might face difficulties communicating with each other, or younger ones may feel overwhelmed by the older ones to express their opinion freely (Morgan 1997; Robson 2002). The participating students in this study were already divided into classes based on age and gender. The focus group interviews were conducted separately for each class that included students of the same age and gender (boys or girls).

The majority of the students and school management were local Emirati. It was essential for the researcher to respect the Emirati and Islamic culture of the participants. Students were segregated into different sections in the school starting from the primary level. Thus, interviews with students were held separately within their own section. It is vital to mention that this study did not choose its focus groups based on gender nor did it try to balance the number of focus groups equally. The focus of the study was not to understand the role of

gender in the program's outcomes. This was the first exploratory study that investigated a service-learning program in a school. The main criteria that guided the research to choose the focus groups are based on the participants' active participation in a service-learning program. This included the duration of the projects and following the essential elements of service-learning that incorporated preparation, planning, applying, and reflecting phases.

The researcher approached the department coordinator prior to the interviews for approval to meet with the students for the interview. This was followed by approval of the service-learning teachers responsible for those selected classes and asking their cooperation in nominating the students for the focus groups. The researcher is very grateful for the generosity and cooperation of the department coordinator and teachers in arranging the focus groups. The criteria of selecting students and the number of students in each group were explained to the teachers. The researcher requested 6-10 students per class as proposed in the proposal study and recommended by some researchers (Morgan 1997; Robson 2002). Teachers were requested during the field research to take this element into consideration when nominating students for the focus group. The teachers varied in their opinions regarding the nomination of students for interviews. Some teachers suggested a few and others suggested their entire class participate in one group. The researcher took care to ensure that the focus group was not too small or too large, which would produce less productivity due to the lack of dynamics among participants and difficulty in controlling the discussion in the group (Morgan 1997). It was not possible to conduct multiple case studies because this school was considered the first high school in Dubai that applied a service-learning program. The intent was to investigate this topic on a high number of participating students to collect many responses from their perspectives. Some teachers did insist that all the students in their class be included

as one group in the interview. They did not want to exclude any student because all the students actively participated in the program. Hence, the teacher of that class allowed the researcher to conduct the interview during her service-learning session due to high number of students in the focus group. It was noticed that 8 to 9 students were engaged actively in the discussions, while the rest often nodded their heads on other students' comment, just replied with the word '*I agree*', and repeated their sentences (Appendix 8.A).

Another teacher wanted to include the entire class in the focus group interview for the same reasons, but I was able to hold two focus groups interviews from the same class due to high number of students (Appendix 8.E). I was informed by the teacher of this class and the service-learning team leader that they were to teach kindergarten students for the entire school day on the day of their service-learning project. Hence, this particular class did not have other sessions during that day and were divided into teaching groups. Therefore, I had the opportunity to hold separate interviews in small groups. Other teachers accepted my request and nominated a few students to participate in the focus groups and they obtained permission from the department coordinator to excuse the students from their sessions. The teachers assisted the researcher in finding an empty classroom for the interviews (Appendix 8.B & 8.D). The researcher consulted with the department coordinators (both for the girls and boys sections) to conduct focus group interviews with students during their break times, but they disagreed and explained that students are eager for their break times, and probably would not agree to sit in classes for interviews. They both suggested consulting with the teachers and choosing appropriate timings for the interviews.

The number of groups in the projects should consist of 3 to 5 focus groups or the final decision number is left to the researcher if a flexible qualitative study is applied (Morgan 1997 & Robson 2002). The authors explain that more often data from 3 to 5 focus groups provides meaningful insights and probably will reach the level of “saturation”, which additional data no longer generates new understanding (Morgan 1997, p.43). Therefore, this study conducted a total 6 focus groups. The researcher strived to arrange the participants’ seating in a circle design to create a casual friendly atmosphere for the students. The researcher asked the students to help in arranging a circle seating for the interview and a tape-recorder was placed in the middle on a small chair to record all the voices during the discussion. The researcher explained the objective of the study, the main research questions, and why they were chosen to join the focus group before turning on the tape-recorder. This was in addition to other ethical elements of research that would be discussed in detail later in this section. The introduction and instructions were brief to avoid creating a feeling that the moderator was instructing the group on what to say or do (Morgan 1997 & Robson 2002). The introduction included the researcher’s honest intention of learning from them, to listen to their experience and point of views, and to investigate this program from the perspective of its participants (Appendix 8).

It was challenging to arrange a circle seating in the focus group that contained the entire class and as result, the students sat in their own seats in long three rows. The researcher had to walk along the rows with the tape recorder, while talking to the students, to make sure that their voices are recorded. It was felt that the interview was not as friendly and causal as the other ones because of the high number of students and seating arrangement. However, rich data was collected as most of the students were encouraged by each other’s comments (Appendix 8.A).

The initial job of the interviewer is to create a non-threatening and friendly environment (essential element) so the participants could express their views without any concern (Stewart, Shamdasani & Rook 2007).

The researcher was careful to make sure that all students received the opportunity to express their opinions during the focus group interview even if their opinion opposed others. The researcher ensured active participation of all members of the group and asked if they had an opinion regarding any question or comments. The researcher was alert at all times to nodding heads, different facial expressions, and would have side talks once a particular comment was raised for additional comments. It was often noticed during the interview that students would interrupt each other if they were excited to speak or remembered an incident. Students that were interrupted were asked to continue their comments after the others finished their replies (Appendix 8.A, researcher's observational notes).

The researcher balanced the active and passive role of a moderator during the interview to generate discussion and interests about the topic within the boundaries of the research topic (Robson 2002). The researcher did not intervene as students in the focus groups gradually started to engage actively in the discussion regarding the service-learning projects to maintain the flow of conversation. There was observation of the dynamics of interaction as a group of building on others' point of views, which allowed an opportunity for them to talk freely to each other. This was as long as their discussion provided answers for the research questions rather than developing a robotic attitude in asking questions (Appendix 8.E).

The two research questions were the core of the conversation that the interview questions revolved around, but probing questions were also utilized to obtain detailed aspects of their

projects. At the same time, it was important to maintain the focus of the objective of the research and not explore too many other topics. Therefore, focus group questions were limited to 2 or 3 distinct topics or questions with preplanned probes under each major topic (Appendix 5.D). The reasons for using probes and follow up questions were because it was noticed that students felt shy at the beginning of the interview and did not articulate as they tried to answer with short answers without detailed explanations. As a result, the researcher added probes and follow up questions during the interviews according to the dynamic of the group and to identify the specific meaning of their replies (Appendix 8.A). The probes ranged from asking the participants to give an example of their point of view, showing their statements, asking students to explain in further details (*tell me more*), and asking students if they have similar or different point of views.

Moreover, observational field notes were used after finishing interviews with each focus group. This was done to note down the dynamics and interactions among students in the focus groups. These behavioral observations and interactions included body language, side talks, students' movements around the class, and their eye contacts that indicated their agreement with each others' opinions. This added rich information to the data during the analysis phase. These observational field notes provided additional evidences for students' answers while reflecting on their transcripts and analyzing the field notes. Consequently, it assisted the researcher to avoid reaching premature conclusions (Morgan 1997 & Robson 2002).

3.5.3 Observation and Field Notes

Observation was another essential tool that was utilized during data collection for this study. Robson (2002, p. 309) identifies it as an obvious technique of watching peoples' behavior and actions, which the researcher records, describes, analyzes and interprets what was observed. Observation can be used as a supportive tool to collect data to provide practical evidence for other data tools. Observation was used in this exploratory study to understand how participants in the field applied service-learning. Thus, interactions of participants were recorded during class sessions, teacher training sessions, and the field as participants applied their service-learning projects. Observational filed notes were compared to interview transcripts and document analysis to produce insights into understanding of the program from various tools of data collection by making sense of what was seen or interpreted. Therefore, this study intended to use the observation tool as a direct technique to watch participants' actions and listen to their conversation in real life context (Robson 2002). The researcher utilized an observation protocol to capture real life practices by the participants relevant to this study, and to help in writing accurate field notes after observation took place (Appendix 6).

Non-participant and participant observation was applied based on the context of the observation. For example, the researcher acted as participant observer in some observational accounts, which involved the dynamic of participants' interactions, asking questions about certain accounts that were raised in order to further understand, and extract meaning from what occurred (Glesne 2006). Another example, one of the classes applied their service project in the neighborhood park to spend a joyful day with the orphan children that they invited. As a participant researcher, the students got used to seeing the researcher in their

school during the year. As a result, the researcher was invited to join their field program by the teacher. Hence, the researcher observed them preparing games and talking with each other as they were planning for the program in the park. As the researcher started jotting down observational notes, it was realized that sentences were not meaningful and did not articulate full understanding of the description of the students' behavior and actions. Thus, the researcher started asking them to explain the purpose of their work and activities that they prepared. For example, the researcher saw some girls discussing preparing a board and sticking empty notes on it then I asked them the purpose of the empty notes (Appendix 10.G, Q1.c). The researcher was careful to generate normal conversation for understanding specific actions rather to sounding like an interrogation.

The researcher applied non-participant observation with a detached 'pure observer' stance (Robson 2002). The researcher realized the importance of using a structured observational style, which mainly depended on observing participants' talks, behavior, and actions without intervening because the observational notes were sufficient to answer the research question. The researcher noticed in particular settings, as a silent observer, more data was obtained as the participants acted naturally in their social context. For example, during a class observation, teachers usually took the lead in maintaining discipline in the class as they applied the service-learning program. As a result, students felt comfortable in responding to their teachers' questions and discussions. Therefore, the researcher decided to observe the natural setting of the sessions without intervention. The researcher sat quietly at the back of the class until the end of each lesson so not to affect the natural flow of the activities and discussions (Kellehear 1993). Observation notes were guided by this study's theoretical framework and literature review that framed the research questions. Therefore, during

observation, the researcher tried to maintain focus on recording the process of the program application through students and teachers interactions in the classes. This was in regard to the preparation and planning phases as well as students' comments in the reflection sessions, which were the outcomes of the program (Appendixes 10.B & 10.J).

Similarly, another form of observation was applied in the field outside the school context. Students applied their service projects in the attempt to understand the practical dynamics of the program of students' interactions in the real world context (Appendixes 10.G & 10.I). Furthermore, a descriptive approach with a narrative account was used during observations. The intent was to describe the participants and events that took place including space, objects, time, goals, feelings, and anything that could add more insight in the analysis phase of this study (Spardley 1980). The interviews utilized field notes with abbreviated codes to capture non-verbal information, interactions, and behaviors during recording and non-recording sessions to allow the researcher to listen attentively. Merriam (1988, p, 82) explains that this enables the researcher to "monitor the process of data collection as well as to analyze the information itself."

Importance was given to describing the atmosphere of the discussions with a detailed account of prior occurrences during and after interviews. This was to draw a big picture for the reader to use the complementary data to add meaningful analysis to those accounts. At first, a brief description of the account was written, which was followed by descriptive details of collected field notes prior, during, and at the end of the accounts for analyzes and coding later (Appendix 10). Observation and researchers' reflection field notes were written the same day to minimize data loss and to record accounts, as they were fresh in the researcher's mind. In

total, 15 observations were recorded, of which 11 included class and field observations, while the rest included events, such as, teachers' training, reflection meeting, parents' orientation, and program celebration.

3.5.4 Document Collection

Document analysis is one of the core methods utilized in this study. Documents are valuable and play a great role in conducting qualitative case studies Yin (2003). Similarly, Stake (1995, p. 68) justifies that the reason for incorporating document analysis is they serve as alternative records, activities, and opportunities for researchers to observe. In this sense, documents can provide in-depth insights of historical development and accurate information to be used in research studies for triangulation. Glesne (2006, p. 65) also suggests using documents in qualitative research as they support the researcher's interviews and observations to make the findings trustworthy. Therefore, systematic research for relevant documents was applied before and during this research study.

Three types of documents were collected and analyzed: international documents, local UAE government document (including newspaper articles), and school related documents. Newmann and Rutter's (1986) research studies were reviewed as these studies included useful data for the field of service-learning. The author's survey included many types of high schools activities for data to be gathered and analyzed for projection to the high school population in the United States. Document reviews included many other reports and studies that guided this study's evaluation and assessment of service-learning (Conrad & Hedin 1991). National reports, qualitative, and quantitative studies that included valuable data, case

studies, and surveys were reviewed. These pertained to applications of service-learning in schools, which provided rich knowledge and standards of this program (Eyler & Giles 1999; Furco & Billig 2001; Bringle, Phillips, & Hudson 2004; Root, Callahan, & Billig 2005.).

Government documents were reviewed in order to understand relevant vision in light of the policy level that was considered the foundation of the movements of community service activities in the UAE. For example, UAE Vision 2021 (2010) discusses re-engaging young people to become active participants in their community as gathering momentum. The National Chartered document UAE Vision 2021 requests individuals to strive to become confident citizens, develop moral values, be steadfast in caring, and show responsibility towards their society through fruitful engagement. This particular value indicator reflects the governments' ardent desire to prepare socially responsible young people whose aspirations revolve around the welfare of the community. Aforementioned is the principle focus of this study to explore in the educational field.

The strategic plan of the Ministry of Education Strategy 2010 – 2020 was another important governmental document to be included. This report advocates for schools to incorporate a 'social partnership' strategy, improve the channels of communication with parents and social organizations, and increase involvement of community service in schools. This would be accomplished through the collaboration of nongovernment organizations (NGOs) and the implementation of programs for community service and social work. A recent EdD study by Al Zaabi (2014) was carried out in one of the colleges in Dubai. The study investigated social responsibility of students in colleges and was reviewed to analyze and link high school preparations for service-learning with long term engagement after school graduation. The

International Bureau of Education report (2011) was reviewed in depth prior to school visits to understand how the KHDA Bureau evaluates schools in the UAE. This was done to see how its quality indicators evaluated students' personal responsibility in the community as well as investigating the nature of the schools' activities.

This case study school's inspection reports were reviewed to investigate the background of the school, the nature of its activities, and its evaluation by the KHDA inspection Bureau. These reports provided background information on the UAE education system, administration guidelines, categories of streams in schools, and statistics of students' destitution percentages in private and government schools. These were based on age, curriculum, and emirates.

This study collected relevant documents related to the work of the service-learning team to analyze the process of implementation. Therefore, materials developed for teacher training sessions and students' preparation sessions were collected and reviewed from the service-learning team. Additional documents were comprised of correspondences with teachers and reports to the school principals that included tables of total service-learning projects for the entire school academic year. Official administrative correspondence letters addressed to community partners and organizations were collected to provide insight into the process of program application (Appendix 11).

Students' reflective feedback documentation papers were collected, reviewed, and analyzed thoroughly. Reflective feedback is considered a valuable tool for qualitative analysis. They reveal what the students learned from their service experience as well as the process of application of their projects. These were used as supplementary evidence for their interview

transcripts. Reflective feedback provided opportunities for students to express their feelings, insights, and perceptions of their experience and to give suggestions related to their service-learning in the real world context. The service-learning-team leader and teachers designed the feedback questions. They focused on understanding the level of eloquence and ownership in application of the projects as well as how students were affected by their experiences.

Below are some examples of students written reflection feedback questions (Appendix 11):

1. What was the service project about?
2. What were your expectations before you went to the field and did it change afterwards?
3. What did you learn from this service project?
4. What was the best thing you liked from your service project?
5. Do you think that your service project had an impact on the people you served? If yes, how?
6. What do you suggest to better prepare for the service project?

These questions was included in the reflective feedback paper for the students to answer after carrying out each service project to be used later in assessing and evaluating students and program. As mentioned earlier, the questions of the reflective students' feedback were first designed and presented by the SL team leader, but later on, the researcher noticed that some teachers prepared their own questions based on the service project they monitored. In general, feedback questions indicated the same meaning in which questions investigated the change and impact of the program on students (Appendix 1.b).

Student and teachers' photographs and artwork pertaining to the process of the application of a service-learning program provided useful and meaningful information for the study. Thomas (2011) calls this an '*image-based method*' in qualitative case studies. The researcher incorporated an '*image-based method*' because it provided opportunities to capture social events far more quickly than recording through field notes. These pictures enabled the researcher to freeze scenes for later analytic analysis (Thomas, 2011, p. 166). Therefore, photos of students' service projects and artistic activities in service-learning sessions were incorporated for the analysis stage as supportive evidence in the study. School wallboard pictures that displayed students' service-learning activities were collected to provide supportive evidence for participants' statements and the researchers' field notes descriptions.

The service-learning team leader and teachers with the condition of concealment of the participants' identities provided the documents and pictures collected from the school. Therefore, computer Photoshop software was utilized to hide the identities of the participants and the school. Permission was requested to take photos of the students' work during the interview in the classroom to be utilized in this study as evidence of their statements. All school documents and pictures were scanned and saved into relevant files structures in the researcher's laptop with backups on an external flash drive to prevent any possible loss of data.

3.6 Data Analysis Procedures

It is sometimes difficult to draw a hard line distinguishing data collection from analysis due to the emergent and flexible nature of a qualitative study. Patton (2002) explains this point further,

In the course of fieldwork, ideas about directions for analysis will occur. Patterns take shape. Possible themes spring to mind. Hypotheses emerge that inform subsequent fieldwork. While earlier states of fieldwork tend to be generative and emergent, following whatever the data lead, later stages bring closure by moving toward conformity data collection-deepening insights into and confirming (or disconfirming) patterns that seem to have appeared (p.436).

This study analyzed each method separately using qualitative data analysis techniques over several systematic stages to establish domains and themes within data. Multi-methods were used in analyzing interview transcripts, photographs, observations, documents, and field notes utilizing Miles and Huberman (1994) guidelines in 'early steps in analysis'. Miles and Huberman recommend using early analysis method for qualitative data analysis as it will help researchers organize the collected information, move back and forth between thinking about available information, and developing strategies to collect more information that would better address the research questions. In short, it makes the analysis more 'lively' and organically growing (p. 50). For this study, data analysis followed a number of phases as recommended by Creswell (2007) and Yin (2009). The phases used in analyzing this case study are as follow:

Phase 1: data management. The first step in the analysis of the interviews was to have the entire interview transcribed to facilitate further analysis and establish a permanent written

record of the discussions (Stewart, Shamdasani & Rook 2007). The researcher's field notes were written immediately after transcribing the interviews. This provided descriptive details to be included that captured the environment, participants' body language, behaviors, atmosphere during the interview, and other characteristics of spoken words etc. (Appendix 10.I, Researcher's observational notes). The observational notes were written after each observational account to write the first initial description and the researcher's reflection.

Focus groups transcripts, students' reflective feedback, reports, training materials, etc gathered from the field were transformed into sentences and stories. They were stored in files in the researcher's laptop, under labels related to the category of data. There was a massive amount of information that included, class observation notes, documents, transcripts, etc. Hence, the researcher scanned the collected data and decided to select cases that could reveal in-depth rich information to answer the research questions. Some of the cases included (focus group transcripts, their teachers' interview transcripts, reflective written feedback and observational field notes for the same cases). Another important criterion was to select classes that conducted their service-learning projects for two semesters and applied the main essential elements of service-learning that were mention in the previous sections.

However, it was very challenging to include all the mentioned criteria for the selected cases because the priority criterion was the application of service-learning project for two semesters. The following table illustrates details of collected data for each case. Some classes were included as main cases for this study because the main criterion was applied.

Class	Focus group interview	Teacher interview	Reflective feedback	No of Field observation	No of Class Observation
12A			√	√ (3)	√ (2)
12D	√		√		
11B				√ (1)	√ (2)
11D	√	√	√		
10B	√	√	√		
10D	√ (2)	√	√		√ (1)
9D	√	√	√	√ (1)	√ (1)

Table 3.5: Details of collected cases (classes)

Phase 2: reading, memoing & coding. The researcher carefully read the bulk of data collected from each category separately at first, (transcripts, observation notes, and school documents, etc.). Then started ‘memoing’ simultaneously within margins of the transcripts, documents, and observational field that were collected. The researcher started making initial codes and identified some key words or repetitive sentences or phrases that emerged from the data entries. The coding stage proceeded to extract themes with special attention to maximizing reflection on the research questions. Miles and Huberman point out that coding is considered an analysis method since it is all about reviewing transcripts, field notes, and documents to “dissect them meaningfully while keeping the relations between the parts intact” (p. 56).

The first step in coding was to go through the transcripts, field notes, and observational descriptions and identify those sections that were relevant to the research questions. Two main categorizes were taken into consideration during coding. The first was to identify sentences that indicate the process of service-learning application and the second was the

extent of the outcome of the program. The extent research field findings of a service-learning program, as discussed in the literature review chapter, offered the initial frame in which to build the foundation of developing coding words. The coding phase included phrases and short sentences depending on the interpretation of each account (Appendix 9 & 10). The coding exercise took several phases throughout the review of the interview transcripts, observation, and field notes.

The process of coding took a number of cycles as categories of topics evolved over time during the academic school year. First, as discussed earlier, an initial holistic coding process was applied to all the collected data. Next, a structural coding process was applied to initially breakdown and categorized into themes. Data accounts were examined for similarities and differences with developed themes and patterns. Coding protocols that guided this study during analysis stage was based upon Robson's (2002) suggestions on coding particular instances of sequence of behavior.

1. Non-verbal behaviors	Bodily movements not associated with language
2. Spatial behaviors	The extent to which individual move towards or away from others
3. Extra-linguistic behaviors	Covers aspects of verbal behavior other than words themselves. This included speaking rates, loudness and tendency to interrupt or be interrupted.
4. Linguistic behaviors	Covers the actual content of talking and its structural characteristics.

Table: 3.6: Possible bases for the development of codes illustrated by (Smith, 1975, pp. 203ff).

Below are some examples of the coding accounts (Appendix 8. B: Transcripts of focus group 2)

Researcher	Students answers	General Themes
1. Can you please describe your service-learning project?	<p>S1. First, our teacher explained about service-learning programs. Then, we studied about <i>Urban Sprawl</i> (Project 1) and how it affects people's lives.</p> <p>S2. Then the teacher asked us to apply this lesson in an area in our city. We chose a small area in (<i>Deria</i>) in Dubai. We also prepared a survey in class and went to that area. We asked the residents there about their life, some of them talked about how small their apartments are which couldn't fit all members of their families.</p> <p>S3. We also observed that some of the apartments were very old, dirty, and people told us that they don't have electricity as well. Some shopkeepers complained that there are not enough parking spaces in this area so people park in-front of their shops which affects their business.</p> <p>S4. We also noticed that there were not any playgrounds for children to play.</p> <p>S5. We divided ourselves into 3 groups, one group to collect information about the traffic in that area, the other group was responsible to talk to residents in their houses, and the third group to talk to the shopkeepers.</p> <p>S1. We realized that residents in that area complained about many issues due to the structure of that area. We didn't expect to find this situation in the UAE.</p> <p>S.3 We were shocked to find out that there are many people who live like this and have many social issues. (many students nodded and agreed on this point)</p>	<ul style="list-style-type: none"> - Process. - Ownership of the project. - Developing research skills and observation. - Reflection. - Teamwork. - Change in preconceived thoughts.

Table 3.7: example of coding accounts

Phase 3: discovering patterns and themes. The process of discovering patterns, themes, or categories in collected data is called inductive analysis or open coding. However, Patton

(2002) argues that if a framework already exists, this process is called deductive analysis in which accounts are coded against predetermined categories. In this study, both inductive and deductive coding analyses were applied as review of the literature provided to some extent certain guidelines to be incorporated in data analysis. The researcher drew from the previous analysis in the literature review, coupled with additional coding of qualitative interview transcripts, focus group transcripts, and field notes. This was done to answer the research question about how the school applies a service-learning program (process and strategies) and the extent of its contribution on students' personal development and sense of social responsibility.

This is an exploratory study and the open coding was applied to present new emerging insights in the UAE context from the collected data to enrich the field of service-learning research. The qualitative coding led to the emergent of thematic memos with patterns within each account. The themes were reviewed across cases in the interview transcripts, observational field notes, and reviewed documents until themes evolved into particular domains. The categories of themes were reviewed again in light of literature review findings and theoretical review in order to finalize the themes in the results section of this study.

Phase 4: presenting and displaying the data. The researcher unfolded the data and intended to display as much information as possible in relation to the research question from a pool of data to provide in depth evidence that supports the findings. Miles and Huberman (1994, p. 91) describe the meaning of data display as “a visual format that presents information systematically, so the user can draw valid conclusions and take needed action.” The useful method suggested by Miles and Huberman (1994, p. 11) was to create a ‘data display’ in

order to assemble particular related information into one matrixes so that all data could be accessible and visual for the researcher.

This was applied in ‘students’ reflective feedback documents’. At first, each reflective document was typed and saved in a separate folder for each class. The feedback consisted of the same questions. A matrix display was developed to combine all the written feedback into one table by displaying the students’ answers of the same question in one column (Appendix 9). Two teachers added more questions to their ‘students’ reflective feedback and those questions were added at the end of the display table. An abbreviation was developed and added in-front of the classes/students that did not have additional questions developed by the teachers in their form. They were marked as ‘not applicable (N/A)’. The researcher added certain notes to avoid repetition of students’ replies, such as, *5 students wrote similar description with different wording*. However, these notes were added as they indicated unity of thoughts or views among students. Furthermore, the tactic used in the data analysis phase was highlighting sentences, words, or remarks by the researcher and participants in this study in boldface to unravel codes and emerging themes. This tactic helped as well in analyzing repeated sentences or words in the interview transcripts and observation field notes.

Phase 5: interpretation. The researcher started the process of interpretation, in which Lincoln and Guba (1985) explain as ‘*lesson learned*’ in the study. Information, coding, themes, and descriptive data were written into thematic key sentences, which the researchers attempted to infer meaning, insights, and deep understanding from the data. The interpretation included the researcher’s feelings, reflection, and personal views as well. Translation of interviews and students’ written reflective feedback, and translation of the interviews followed the recommended protocols in literature (Esposito 2001; Temple & Young 2004;

Marshall & Rossman 2011). They noted that the issues associated with translation are complex in nature as there are no simple strategies to address this complexity. However, what is important is that the researcher must provide description of process of translation undertaken in the study. Esposito (2001) explains that translation is transfer of meaning from the source language into the other language, which permits the researcher to interpret the meaning, while considering the individual position and the overall cultural context. Therefore, the main intent of the translation is to identify equivalent meaning of the original words rather than applying meaningless literal translation because translation entitles the construction of meaning.

The reason behind not delegating the translation task to an external translator is due to the following reasons: In this study, the researcher translated the interviews and students' written reflective feedback from Arabic into English. Marshall & Rossman (2011) argue that using an external translator other than the researcher to interpret to translate (If the researcher is capable of translation) could complicate the process immeasurably. They note that more issues of interpretation and meaning would arise if another person was involved other than the researcher (p.166).

The researcher holds a bachelor degree in translation (Arabic-English and vice versa) and worked in the translation field for many years. As a result, the researcher felt confident in translating the accounts from the collected data. However, back-translation was applied by one bilingual professional translator for the interview questions to evaluate translation quality to achieve equivalence between the translated and the original version. Hence, the back-

translated version by the bilingual professional translator was very similar to the original English version of the questions and reflected all the same meanings.

'Students' reflection feedback' forms were provided for students to write at the end of each project. The feedback questions were developed in Arabic and English by teachers and the SL team because some teachers and students were not native Arabic speakers. Therefore, the researcher did not translate the questions since both forms reflected the exact same meaning. Only students' interviews transcription and their written feedback were translated from Arabic into English. Marshall and Rossman (2011) raise the issue for researchers/translators' consideration pertaining to language and direct quotes. Hence, the accounts in this study were translated into English, however, occasional phrases and key words from the original language were included. The phrases were put into in bold fonts indicating that there is no direct equivalence in English that could transfer the same exact meaning.

The following is an example of a local Emirati phrase with an explanation of the meaning in English (Appendix 10.H).

*Before leaving the hospital, the teacher apologized for not taking a prior appointment, but the admin replied: "please don't apologize we are proud of our youth and their noble initiative, (they are our sons and we need to support them) in the local Arabic dialect **هذيل عيالنا ولازم نساعدهم***

Translation Issues are not easy blueprints and they are not merely technical tasks. However, the researcher was able to translate equivalent phrases and words due to prolonged involvement in the field. Hence, the researcher was able to extract meanings, context, and intentions of participants' words and phrases. The researcher is a bilingual translator with

Arabic as the first language. This allowed for instant translation, search for equivalent wording, and immediate interpretation to occur simultaneously. Similarly, Marshall & Rossman (2011) note that continuous analysis and interpretation occur during translation whether or not it is acknowledged.

3.7 Ethical Considerations

Ethical concerns were addressed throughout the research process, which were based on ethical principles recommended by key authors in qualitative research (such as Stake 1995; Glesne 2006; Kavale & Brinkmann 2009; Silverman 2006; Marshall & Rossman 2011). The general ethical principles of this thesis will be concerned with moral principles and participants as integral parts of the research and will not be treating them as separate entities. Marshall and Rossman (2011, p. 47) argue that in an inquiry study the following moral practices should be applied, ‘respect for persons’ implying that researchers should not take advantage of participants. They should respect their privacy and anonymity, which provides them the right to participate in the study. The second principle is ‘beneficence’, which means the researcher should strive to protect participants from any potential harm and try to achieve benefits that could serve both parties (participants and researcher). Finally, the third principle focuses on ‘justice’ or ‘distributive justice’ (Marshall & Rossman, 2011) to which the researcher considers who receives benefits or is at risk for potential harm from the study.

Ethical procedures were maintained throughout the research study. The researcher obtained ethical approval after submitting the research plan and ethical applications for review and approval from the British University in Dubai (Appendix 3). A request letter containing the purpose of the study, data required procedures to be followed, and participants’ rights was

requested from the University to be submitted to the research site (selected school). The researcher visited the school principal upon acquiring this letter and received their approval after explaining the research objective, participants, research methodology of obtaining data from the school, and ethical considerations to be followed (Appendix 1). Similarly, Stake (1995) argues that the ethical protocol should mainly be the concern of “the well-being of the individuals (p. 58)” as the researcher’s main role is to protect the participant in the study. In this context, Kavale & Brinkmann (2009) strongly recommend using the ‘informed consent’ in a qualitative research study to protect the participants by asking their approval to take part in the study.

Kavale and Brinkmann (2009, p. 72) define implementing confidentiality towards participants in the study as it “implies that private data identifying the participants will not be disclosed”. Therefore, the researcher explained in the first visit to the site that the consent letters would be obtained from all participants in the study, which included teachers, service-learning team, and students. The researcher verbally explained the objective of the study throughout the data collection process and during participants’ approval to be part of the study. Participants were assured that the study would not cause any harm to their job security or career as their anonymity would be secured by changing their names, and the name of school.

Anonymity was secured in various forms such as changing the names of participants, using Photoshop to cover participants’ faces, and any sign that would reveal their identity in the collected pictures for the study. Consent was obtained and recorded pertaining to students’ artwork, posters, and pictures. In fact, teachers and students were eager to show the researcher their work, pictures, and materials regarding their service-learning projects as evidence to

their statements (Appendix 8.A, Researcher's observational notes, g). Yet, the researcher asked their approval to include them in the study after ensuring them that their anonymity would be secured. In addition, they were informed that their participation in this study was voluntary and they can withdraw at any time.

3.7.1 Trustworthiness

According to Stake (1995, p. 107), qualitative researchers are required to use protocols such as triangulation, which protects the researcher from following mere intuition in reaching conclusions. This study adopted provisions of trustworthiness discussed by many authors to increase rigour in qualitative research (Lincoln & Guba 1985; Miles & Huberman 1994; Glesne 2006, Kavale and Brinkmann 2009). Triangulation has been used extensively in collecting data through conducting semi-structured interviews with individual participants, focus groups, field observations, document analysis, field notes, and collecting artefact. The researcher reflected and realized that a triangulation approach produced rich data and provided assistance in reaching insights and confirmation of questions raised at the beginning of the research. For example, the researcher was curious to see the impact of each service-learning application conducted by the school on students. Also, the researcher attempted not to be affected by the consistent positive results revealed in the literature review. Hence, triangulation was one of the most effective methods to reveal biased and transparent findings, which allows the researcher to investigate the research questions from different sources and from various perspectives.

Triangulation helped the researcher in securing data such as students reporting insincere answers to the extent of the effect of the service-learning programs on their personal

development and increase sense of responsibility to impress the researcher. As a result, different data was collected to verify their answers. For example, the same questions were repeated in their written reflective feedback, distributed by the teachers, to prevent intimidation to impress the researcher. Teachers were also asked in interviews to illustrate the process and the extent of outcome without providing them with students' replies so not to influence their answers. Furthermore, triangulation offered opportunities to utilize multiple sources of data that allowed the investigator to address a broad range of historical and behavioral issues (Yin, 2009). Triangulation completed a wider perspective through field notes and observations, which verified the findings of this study. According to Stake (1995, pp. 111-112), Triangulation helped in this study in the collection of data, support for findings, and reminded the researcher of bias at all times. It enabled the researcher to seek, investigate, and ensure honesty in reporting the true findings of the case study while demonstrating its real context.

Trustworthiness is produced when engagement is prolonged between participants and the researcher on the site as it will produce rapport, build trust with participants, and provide sufficient data to flow for themes to emerge in its natural setting (Lincoln & Guba 1985; Creswell 2007). Data was collected for this study over the academic year. The researcher visited the school to attend classes, field service projects, trainings, and get immersed in the school daily routine to capture the spirit of the program in its real context. The researcher was granted free access to school facilities to hold interviews with students and teachers, observe classes, and record interactions among participants due to the generous hospitality of the school management.

Trustworthiness was also established through member checking to all participants to review their accounts (Lincoln & Guba 1985, p. 314). Raw transcripts were sent to interviewees via emails to seek their approval and they replied back with approval of their transcripts. The researcher attempted to update and brief the participants, including the school principal, service-learning team leader, teachers, and students with the findings upon visiting the school. As a result, the researcher had the chance to have informal conversations about the progress of the study. The researcher summarized participants' statements verbally in the focus group interviews to confirm interpretation of their replies to the questions to ensure trustworthiness and accuracy of the accounts. The researcher clarified to the school principal and participants that bias would be addressed and anonymity would be ensured to transfer the true results of this study to benefit other schools or educators interested in fostering a service-learning program.

3.8 Methodological Challenges

There were a number of challenges and limitations that occurred in this study. These are frequently seen in research on service-learning and community engagement programs particularly with respect to methodology. These challenges included small sample size, self-selection bias, social desirability bias, lack of common definition for service-learning, measures are mostly self-report type, etc. (Steinberg, Bringle & Williams 2010). The above limitations and challenges will be discussed in further details in this section.

3.8.1 Focus Group

Steinberg, Bringle & Williams (2010) recommend using a video recorder to record participants' behavior during interviews, but due to the sensitivity of the Emirati culture the researcher wrote the behavioral remarks that would enrich findings of this study data immediately after each interview sessions. The researcher encountered the lack of a 'second researcher' as a challenge to record the non-verbal interaction and provides feedback on the moderator's performance during focus group interviews (Robson 2002). In this study, the absence of the 'second researcher was due to time limitations in attending the interviews because the scheduling for the focus group interviews occurred mostly on spot. Although the researcher requested the arrangement for the focus group interview at least two to three days earlier. It was a challenge to suggest to teachers a time and date to commit. For example, when a teacher was approached to schedule a time for an interview with her students, it was immediately suggested to conduct it in the next session (Appendix 8.A, Researcher's observational note). Teachers also expressed difficulty in taking the students out of their classes for the interview as they are at the high school level and all sessions must be attended. Therefore, they suggested the interview be the same time of my visit and they would discuss this with the department coordinator to allow the students to attend the focus group interview. On another occasions, one group decided to apply their service project in their school for the entire school day. It was tempting for the researcher to conduct focus group interviews immediately with the same class because the application of the program was fresh in their mind (Appendix 8.E).

The researcher tried to manage the issue of recording the non-verbal interaction of students in the focus group without a second researcher. Therefore, a tape recorder helped the researcher in recording students' conversations. As a result, the researcher was not missing the chance to observe students' behaviors and non-verbal interactions. The researcher transcribed the interviews immediately at the end of the day and wrote notes on students' behavior with detailed reflective descriptions on the interview. This allowed the researcher to remember which students replied to certain questions and the dynamic of interactions.

The researcher did not write any notes at the time of interview, which allowed for close attention to students' conversations. It was difficult to remember who said what later on because students often interrupted each other while talking. As a result, the researcher listened to the interview tape more than once in the same day to ensure transcribing replies were related to particular students. This was a useful technique when visiting the school because it provided the opportunity to meet and interact with most of the students. The researcher realized that many students would agree with each other's answers by smiling or nodding their heads. As a result, the researcher made sure to include this in the transcript as these were considered non-verbal answers. The researcher recognized the students' voices and coded them with numbers (S1, S2). The letter (S) would be used without a number and considered it a separate reply when the voices were not recognized.

According to Robson (2002, p. 289), focus groups usually produce a different realm of social reality from that revealed by one-to-one interviews or questionnaire. However, focus group study method was crucial for this study because it was considered another important tool to reveal the extent of teamwork and cooperation in carrying out service-learning projects

among students. Thus, investigating social reality was best met in focus groups to see the dynamic of students' interactions during the interview, how they reacted with each other, the level of common understanding, and their non-verbal behavior with each other. Focus group interview findings provided rich data for this study. For example, the findings revealed: indications of students' enthusiasm to complete each other's sentences, the atmosphere of joy revealed the extent of teamwork, and closeness to each other during to the application of the program, for example, see (Appendix 8.D).

Morgan (1997) suggests distributing a 'post-group questionnaire' to focus group participants after the interview to assess participants' responses and feelings to the group itself and to the interview question. This was not applicable for this study because the students that participated in service- learning classes had to fill-in self reflective feedback after each service project. The reflective feedback included almost the same questions as the researcher's interview questions. Hence, the researcher decided that it was not necessary to provide them with another repetitive written interview questionnaire or to interview them individually after the focus group due to lack of time.

3.8.2 Small Sample Size

It was very challenging to find more than one school with the same criteria to be included in this study due to the precise and limiting criteria for school selection. The researcher ventured to conduct cross-case analysis not for the sake of comparison, but rather to increase understanding of the topic of investigation. This condition was not applicable due to the narrowing down of the selection criteria. Stake (1995) explains that we do not choose case study designs to increase the chances for production of generalizations. The real business of a

case study is particularization not generalization. This means that the researcher takes a particular case and examines it in light of what it is and what it does because the emphasis is on its uniqueness and understanding.

Hence, the main intent of selecting the proposed case study was to offer rich information of the application of service-learning in a particular UAE context. Nevertheless, this study doesn't deny the significant effect found for larger samples, which could increase confidence in generalizing results and findings. On the other hand, as a qualitative researcher, there is concern with generalization issues. There is more value in one meaningful case study that is reported in depth as opposed to large numbers of less meaningful cases. Nevertheless, this study utilized triangulation to increase understanding.

3.8.3 Observation Tool

The researcher should follow '*observer consistency*' because it is one of the important elements of observation. This is the extent to which an observer obtains the same results when measuring the same behavior of participants on different occasions (Robson 2002, p. 311). However, this element was very challenging to apply in this study since the observation took another form and was based on time observation for each event. For example, observation included the teachers training session, celebration event, and students' service projects as these activities did not often replicate within the same context. Hence, triangulation was used, which included document review, analyzing students' reflection feedback, transcripts and reflection notes to confirm its consistency.

3.8.4 Time-consuming in Qualitative Data Collection & Analysis

The amount of data collected also posed a difficulty during transcribing interviews and data analysis. The process was time-consuming because an hour tape takes many hours to transcribe, as well as the time spent on writing a descriptive analysis, reflection of interviews, and observation. The reason for this challenge is that the content analysis process includes data after observations have been obtained rather than before (Robson 2002; Stewart, Shamdasani & Rook 2007).

3.8.5 Self-selection Bias

Purposeful sampling of participants was selected, which included teachers, students, and service-learning team leader who participated in the service-learning program. This qualitative approach study's intent was to select particular participants to provide further information of the investigation topic and to answer the research questions. Moreover, since the research questions were addressed to understand how the program was applied and the extent of its impact on the students who were engaged in the program; self selected participants were incorporated for this study. Hence, it would be irrelevant to the focus of this study, if the researcher selected random students and teachers.

3.8.6 Social Desirability Bias

According to Steinberg, Bringle & Williams (2010), social desirability bias presents a common challenge in the investigation of knowledge, attitudes, behavior, skills related to service-learning and civic engagement in general. Service-learning intent is to develop a sense of social responsibility and civic mindedness. Individuals have the tendency to present the

positive side of their personality and they might respond positively to the research questions. However, the researcher took this critical element into consideration and adopted a triangulation method in data collection, prolonged engagement in the site, interacted with the participants on regular basis, and verified participants' statements from various sources to avoid the challenge personal and social desirability bias.

3.8.7 Modifying Research Instrument

The researcher had an important decision to make in planning for the research tool of whether to use an existing tool that was already developed to fit a specific purpose. Steinberg, Bringle & Williams (2010) argue that a research tool utilized in the field of service-learning can be modified to suit the research questions by using a portion of an existing instrument. This could save time and increase responses rate. However, they also warn researchers that the validity and reliability indicators may no longer apply in the study. This is not applicable for this study because the reliability and validity are based on qualitative approaches not a quantitative study (Newmann & Rutter 1983; Conrad & Hedin 1981).

The main investigative tool for this qualitative study is primarily based on the review of literature and conceptual framework of this study drawn from the evaluation scales of Newmann & Rutter (1983) and Conrad & Hedin (1981). The authors' quantitative tools were the first investigative tools developed to evaluate service-learning and community service in schools as discussed earlier in this chapter. The reasons for modification of their evaluation tools are because the researchers conducted a quantitative approach and used a list of direct short statements that require simple ticking answers by the participants. The measuring scales were modified as they are limited in acquiring the depth of the essence of the program and do

not reflect the participants' perceptions through their own words in this qualitative study. Hence, the researcher utilized some of the tools' questions into open-ended questions that required clarification from the participants' perspective to be able to collect more detailed information (Appendix 5).

3.8.8 Measures are Mostly Self-report Type

Most service-learning research studies involve self-report tools to investigate the extent of the effect of the program on students. Many authors argue a self-report tool has limitations of tendency of social desirability responses that may not reveal accurate behavior outcomes and be affected by biased memories (Steinberg, Bringle & Williams 2010). However, the researcher did not depend entirely on the self-report tool, but utilized various data collections sources. The interview questions were carefully designed as open ended questions, such as, *'describe how you applied your service-learning projects', or 'what did you learn from this experience?'* This was done to avoid dictating to students and teachers any implications of the answers related to a sense of social reasonability.

In addition, at the end of interview transcripts, the researcher added a few paragraphs (observational notes) at the end of interview transcripts to analyze non-verbal attitude of participants during the interview to extract meaning and understanding in relation to the research questions. For example, a group of students got excited while explaining their service-learning project during one of the interviews with a students' focus group. They started talking at the same time, gladly taking out all their artworks, pictures and posters related to their projects to show to the researcher during the interview. This description of students' behavior was taken into consideration in data analysis section, which was inferred

later on as students' feeling of pride, confidence of their project, and sense of joy in presenting them to others (Appendix 8.A).

3.8.9 Anonymity of the School

Another limitation was to provide anonymity of the selected school as the number of private schools in Dubai that apply school-based community service program is very limited. Hence, care was taken while conducting this case study not to include any information that might reveal the identity of the school. By following this ethical conduct, useful data that would enrich this study was not included in the study to protect anonymity. For example, Knowledge and Authority (KHDA) school inspection report about the selected school for this study was not enclosed nor analyzed though it was considered very critical data to discuss the previous status of the school in terms of its evaluation for social and personal development of students.

3.9 Summary

This study adopted a qualitative single case research design with an interpretive approach. Trustworthiness was obtained through triangulation to collect data such as: semi-structured interviews with individual participants and focus groups, a series of observational field notes were included to describe the application of service-learning program's outcome, and document analysis. Ethical procedure was followed according to the protocols issued by the British University in Dubai to ensure anonymity and voluntary participation in this study. The collected data was analyzed based on content analysis approach using a coding and thematic system. The next chapter presents findings of the collected data after analysis accompanied with participants' quotes, observational notes, and document analysis.

CHAPTER FOUR: FINDINGS

4.1 Introduction

The purpose of this chapter is to present the results and key findings of this case study that was undertaken for one academic year. In the first section, the history and background of how service-learning was applied addresses the first research question concerning process and steps of program application. This study intends to focus on the extent of the impact of the program on students' personal and sense of social development and the process that led to these effects. What might work in one school might not necessarily produce the same results in other schools. Therefore, the researcher ventured to present a detailed description of the process of a service-learning program application in a particular school, its challenges, and achievements. Thus, findings will be presented thematically as a result of content analysis approach.

A summary of the service-learning structure program will be presented, which discusses detailed themes of teachers' materials, teachers' feedback towards the training, and students' preparation sessions for service-learning. The intention for this section is to understand the dynamics of the service-learning action plan and structure process in this case study. It is hoped that these details bring insights to educators, schools, and policy leaders in the field of education not and only for the UAE context, but also worldwide. This is due to the lack of research pertaining to the detailed description of the process of applying a service-learning program in schools. The program's impacts will be represented from the perspective of students, teachers and the SL coordinators. This will be done through focus groups, interviews, and analyzing students' written reflective feedbacks. The intention of including a descriptive detailed analysis of students' feedback is to identify key elements that led to

students' personal and social development through their own words. The final section reports a summary of key findings of this research.

4.2 Chronological Structure of a Service-learning Program Background in the School

A case study has a history, which covers a series of events over time in chronological order. This approach is very important in an explanatory case study. It describes the causes of certain events that allow the researcher to question the initial proposition (Yin 2009). Yin (2009) warns researchers to be conscious of the pitfalls of adopting a chronological approach, which the researcher might fall into the trap of giving too much attention to the early events of the case study and less attention to the latter ones. Yet, he argues that researchers should focus on the recent events, which is considered the core of the study.

The development of the service-learning program in this case study covered several phases prior to its establishment. The researcher believed it was important to include the background history because the events that led to the establishment of this program in the school were brief. In order to avoid the pitfall described by Yin, this study drafted the current case study and then the background of the case study was drafted to balance the amount of information that was introduced in the first section of this chapter (Yin 2009). Next, the summary of the background history of the program was refined and presented prior to the current status of this case study analysis. Hence, this study decided to present the case study's evidence in chronological order to answer the first research question: *How does a private High School in Dubai plan and execute a service-learning program?*

4.2.1 The Start of a School-Based Community Service Program

One year prior to the application of the service-learning program during the school academic year (2012-2013), the school principal consulted with the SL team leader (Leila) to start a community service program in the school. This was to provide students with certificates for community service for high school graduation. It is vital to dedicate some paragraphs concerning the SL team leader and the principal because every detail of the projects will play a significant role in the success of the program. ‘Leila’ lives in the same neighborhood of the *Deria* area, in Dubai, where the school is located (the case study). A few years ago, she volunteered at the school to teach a character education subject as an extra curricula activity in primary and elementary levels. She developed a close relationship with the school principal.

The following year, she expressed to the school principal her willingness to help in any student program pertaining to community service. The school principal expressed her gratitude for Leila’s dedication in helping students get involved in community services (Appendix 7.A). Surprisingly, on the day of the SL team leader’s visit, the school principal and deputy were discussing implanting ‘community service hours’ for grade 12 students to be added to their high school certificate. This recent decision had a challenge in assigning this responsibility to suitable school staff because it requires experience and dedication. The school principal expressed her happiness in meeting ‘Leila’ on the same day, and said: “*Allah (God) sent you to us in the right time, we really didn’t know how and who can do this program*” (Appendix 7.A).

The school principal and 'Leila' consulted for several hours regarding methods of applying community service hours in the school through direct help of the school. This would avoid asking students to manage on their own in obtaining service hours to be added to their certificate without experiencing genuine service acts for others. Finally, it was decided to apply a school-based community service program, which the school would arrange service programs for students through the development of partnerships with community social centers and organizations in Dubai.

Hence, the project started on January 2013 with grades 11 and 12 students from the girls' section, which included three classes with a total of 65 students to pilot the program. At first, 'Leila' arranged for the students to carry out service projects in three community social agencies (elderly house, Thalassemia center, and the special needs rehabilitation center). (Appendix 7.B) The reason for choosing these three social agencies was because she wanted to pilot the project and narrow down a number of places that the students could apply service projects due to the lack of human resources. 'Leila' was the only person responsible for the program in the school. She was a volunteer and was not available at the school on regular basis and she dedicated only two days per week for this program. Furthermore, she explained only three social agencies responded positively with enthusiasm and committed to facilitate the program for the school. She believed these three social agencies needed people to care for them. This would provide the students with more opportunities to interact and serve other people who need love and care rather than just mingling with their peers (Appendix 7.B).

The program was arranged to take each group of students (each class) to one of the social agencies for four times in a period of four continuous weeks to bond with participants in those

centers. In addition, students had to carry out service projects based on the participants' needs with the responsible administrators of those social agencies. The SL team leader and the principal arranged a schedule for one semester for the visits. They informed parents and school management concerning it so their schedules would not clash with other subject' programs and activities.

The SL team leader decided to prepare the students for the program before starting the application of the program. An orientation was arranged with the students to discuss the main concepts of service, its meaning, attitude of service, and the purpose of carrying out community service. Many students responded to the orientation with enthusiasm and were very happy that the school provided them with opportunities to carry out this service program outside the school community. The SL team leader said she was impressed by the students' positive reaction and they asked for many clarifications of the process of the program. Students started visiting the social agencies a week later accompanied by the SL team leader. Students were asked to verbally reflect on their experiences after each visit and to write reflective feedback of their entire experience at the end of the fourth visit.

4.2.2 Summary of Main Processes and Strategies of a School-Based Community Service Program

In brief, the school adopted several strategies in applying a community service program and decided to apply a school-based community service program. The school's intent was to offer its students a structured community service program to provide opportunities for them to carry out service projects to obtain service hours credits. The second strategy was assigning this responsibility to an experienced volunteer who was an active member in community

volunteering programs in the UAE. Then, arranging partnerships with a few social government and non-movement social agencies, followed by consultation regarding the nature of service projects that can be applied by the students to address the needs of service recipients in those agencies. A short orientation was carried out for the participating students for the preparation phase prior to the application of the program. The last process was the students' verbal and written reflective feedback on their service acts.

The program encountered some challenges during its application over the second semester, which will be discussed later in this section. These tripping stones became stepping-stones for the next phase (start of the service-learning program). The following section presents some key results and challenges of the school-based community service program by the end of the second semester, which led to the development of a service-learning program.

4.2.3 Key Results of the School-based Community Service Program

The Knowledge and Human Development Authority (KHDA) visited the school for their regular inspection during the second semester. KHDA is responsible for the growth, direction, and quality of private education and learning in Dubai. They are a regulatory authority in the Government of Dubai, which supports the improvement of schools, universities, training institutes, and other human resource sectors. They evaluated the school program in the area of 'students' personal and social development' and the school-based community service program during their visit.

The SL team leader and the school principal indicated in their interview that one of the KHDA supervisors was very impressed with the systematic action plan of the program. It was

stated he was glad to hear the successful stories he heard from the participating students in the project (Appendix 7.B, Q9.a). The supervisor suggested to the SL team leader after the meeting that they add to the service project components some values and qualities that students should develop in the field of service to the school curriculum. However he did not suggest any particular strategy to develop it further. These remarks encouraged the SL team leader and motivated her to conduct further research to enhance and systemize the program.

The school principal and the SL team leader met to reflect on the program at the end of the semester. They reflected on the teachers' feedback and students' reflection feedback as well. Teachers' feedback indicated changes in students' moral behavior and they were surprised to see them act differently in the service field. The principal was very pleased and expressed her gratitude to the SL team leader as her students were finally involved in serving their community, she said: "*Words do not suffice to thank her efforts in helping the school and the youth, May God bless her*". However, she felt that the whole school needed to go through this experience and not only grade 11 and 12 from the girls' section. On the other hand, they realized that they could not apply this program in this systematic approach because they lacked human resources to follow up the program with all the grades as most of the teachers had tight schedules. Then the SL team leader asked to postpone the planning for next semester to conduct further investigation to enhance the program to include a higher number of students in the school.

4.2.4 Turning Tripping Stones into Stepping Stones

This segment continues the chronological narrative description to answer the first research question regarding the process of the application of the service-learning program. This section describes strategies of applying a school-based community service project because it played a great role in the development of the service-learning program. The reason for including this historical background is to share some of the process that this school went through and to help other schools benefit from these challenges. This study presents a brief description of the main challenges that the program encountered because they became the stepping-stones for the next phase of the program, which will be elaborated further in this chapter.

As discussed earlier, one of the main challenges that the program faced was a low number of student participation in the program. This was due to offering the program to only a few grades in the girls' section and the lack of experienced human resources to handle high number of students. This tripping stone was overcome through the enrollment of two other experienced volunteers who were actively engaged in community service volunteering programs. The other challenge was the dichotomy that existed between curriculum objectives and community service projects. This issue was discussed between the school principal and the supervisor.

The explanation of the gap in understanding community needs, service to society, and analyzing issues in the society among students and teachers were reflected in this challenge. This created a gap between teachers and students in understanding the concept of 'social responsibility'. Students were the ones who were engaged in carrying out service projects in

the community and also experienced the needs of social agencies in isolation of teachers' involvement in students' activities. Therefore, the stepping-stone was linking community service to curriculum objectives and encouraging direct involvement of subject teachers in the program. This resulted in introduction of the service-learning program. Another challenge that was analyzed by the researcher was the absence of students' voice in suggesting service projects and their active role in the planning phase. The stepping-stone of this challenge was providing opportunities for students to suggest, plan, and carry out their service projects with the accompaniment of their teachers and service-learning team.

Similarly, it was noticed that the element of students' reflection was very limited and constrained because students were not provided with a structured platform to reflect on their service projects. Reflection of service projects occurred from short and casual discussions on the bus and in brief written feedback. In addition, teachers of participating students in the community service program were not informed or engaged in reading or listening to students' reflective feedback. This challenge was overcome through active participation of teachers in the development of students' reflective feedback questions, analyzing them, and using them for students' evaluation. As mentioned earlier in this section, a brief description of the challenges was presented in order to link the background of the process of the program with reasons of the development of the service-learning program in the school. The next section presents the process and strategies in applying the service-learning program in the case study school.

4.3 Introducing a Service-Learning Program

The SL team leader prepared a short presentation about a service-learning program to the principal after extensive research and investigation. This took the program one step further towards integrating it into the curriculum. The presentation included the definition of the program, its structure, framework, examples of best practices around the world and a brief description on how it could be applied in the school. The principal was very interested in the program and perceived it as a reforming pedagogy that will introduce community service within curriculum. Then, it was decided to apply a service-learning program for the academic year 2014-2015 for girls and boys in grades 9-12 with a total of 19 classes. This included around 350 students between the ages of 14-18.

Subject teachers must be nominated by the department coordinators, which was based on the request of SL team leader as they are more familiar with their teachers capacities. However, the SL team leader put a condition for the subject coordinators to inform teachers that participation in the service-learning program was voluntarily and teachers should not be forced to apply the program. The SL team leader believed that if individuals did not have the willingness or the belief in the concept of service to community as a voluntary act, they would not be able to transfer this vision to their students as a positive outcome (Appendix 7.B).

4.3.1 Expansion of the Service-learning Team

The amount of follow-ups and the workload for the preparation of the program increased due to teachers' busy schedules. The team leader asked two of her colleagues to volunteer to support this program in the school due to the amount of follow-ups and increase in workload

for the preparation of the program. The other two volunteers were similarly involved in many community voluntary works, especially in the field of empowering children and junior youth and carrying out community service programs in several social agencies in the UAE. The principal agreed to expand the team and thanked each member for their voluntary effort to support the school and the students. The SL team leader and her team met regularly for several days to prepare the action plan for the program. They delegated responsibilities among themselves to apply the program for one whole academic year in the school, which their responsibilities and the action plan will be discussed in further details in this section.

4.3.2 Phase 1: Teachers' Preparation

An immediate action plan to apply a service-learning program was prepared by the SL team leader and approved by the school management and the principal. As a result, they adjusted the school and teachers' schedules to be aligned with the service-learning action plan.

Weeks	Action plan	Application methodology	Goals
Week 1 7th-13th Sept.	Phase one: Preparation Self-awareness	Study material on nobility of man	Develop the concept of nobility of man. Develop the understanding of the human nature.
Week 2 14th- 20th Sept.	Phase one: Preparation Purpose of life	Study material on the two-fold purpose in life	Develop the importance of having purpose in life. Develop the understanding of two major changes that happens together, personal and social transformation. Develop the sense of responsibility towards society.
Week 3 21st- 27th Sept.	Phase one: Preparation Importance of the age of youth	Study material on the period of youth	Develop the understanding of youths' abilities & capacities. Develop the realization of constructive and destructive forces in society. Develop the understanding of the role of youth in society.

			Develop the concept of selfless service.
Week 4 28th Sept.- 4th Oct.	Phase one: Preparation Attitudes of service.	Study material on walking the path of service	<p>Develop the concept of selfless service and being in the learning mode.</p> <p>Develop the concept of humility.</p> <p>Develop the skills of consultation.</p> <p>Develop the importance of unity and love among humanity to reach prosperity.</p> <p>Develop the concept of oneness of mankind.</p> <p>Develop the importance of avoiding all types of prejudice to do selfless service.</p>
Week 5 12th- 18th Oct.	Phase one: Preparation sense of community and human civilization	Study material on youth and community building	<p>Develop the meaning of society.</p> <p>Develop the sense of being an agent of change in society.</p> <p>Develop the concept of material and spiritual civilization.</p> <p>Develop the sense of responsibility toward global issues.</p>
Week 6 19th- 25th Oct.	Phase two: Planning reading society & identifying a service project	Group consultation	<p>Develop the ability to read the society.</p> <p>Develop the ability to think about the important issues in society, analyze it, and try to figure out the causes of issues.</p>
Week 7 26th Oct.- 1st Nov.	Phase two: Planning research on service project	Group research	<p>Develop the ability to search deeper in the social issues and try to study the cases and find solutions.</p> <p>Develop collective work to conduct a research.</p>
Week 8 2nd- 8th Nov.	Phase two: Planning consultation on application (needs & requirements)	Group consultation	<p>Develop the ability to analyze findings, consult, identify the needs, and discuss on the application methodology.</p> <p>Identify the community organization, which is related to the social issue.</p>
Week 9 9th- 15th Nov.	Phase two: Planning putting the action plan & dividing responsibilities.	Group consultation	<p>Develop the ability to put an action plan.</p> <p>Develop the ability to understand each-others' capacities and divide responsibilities among the team members accordingly.</p> <p>Develop the ability of trusting the team members and involving each one.</p>
Week 10 16th- 22nd Nov.	Phase three: Application service action In field	Community Service	<p>Enhance awareness of others' situations, capacities, and feelings.</p> <p>Practice recognizing others' feelings.</p>

			Build the capacity of helping others. Learn from actions. Foster unity and love among group members.
Week 11 23rd- 29th Nov.	Phase three: Application Service action In field	Community Service	Work together to solve problems as they arise. Be responsible of the consequence of self-actions.
Week 12 7th- 13th Dec.	Phase four: Evaluation School & community organizations	Reflection meeting & Experience Documentation	Develop the importance of reflection and consultation on actions. Develop the ability of self-reflection and evaluation. Develop the ability of analyzing the challenges and the results. Develop the ability to document the experiences. Develop the ability to express feelings. Develop self-confidence. Explore personal and collective impact of service action.
Week 13 14th- 20th Dec.	Phase four: Evaluation Celebration	School's celebration & certificates	Develop the sense of feeling happy for others' achievements. Develop the importance of serving community.

Table 4.1: Service-learning Action Plan (2014-2015)

Coordinators were requested to attend a short orientation before the start of the academic year and by the end of semester they nominated teachers. This prepared them for the service-learning program in the next academic year. The orientation included the SL's presentation to the principal, which was followed by teacher training at the beginning of the academic year. The reason the SL team leader and the principal decided to hold teachers' training at the beginning of the semester was because they believed that teachers would be more alert at the beginning of the academic year. Therefore, at the beginning of the academic year, as the students were still not present in the school, 19 participant teachers of 8 subjects (math,

Arabic, English, Islamic studies, art, social studies, science) joined a training course of a total 16 hours.

Below is the summary of main key processes on the level of school management in applying a service-learning program:

- | |
|---|
| <ol style="list-style-type: none">1. Short presentation about the service-learning program to the school principal.2. Short orientation of the service-learning program for all school teachers and coordinators.3. Nomination of teachers by subject coordinators (voluntary participation).4. Expansion of service-learning team5. Conducting teacher training session (16 hours) for the service-learning program (Teachers' preparation phase). |
|---|

Table 4.2: process on the level of school management

The SL team leader explained the reason for holding teacher training sessions was that to apply an effective service-learning program for all the participants, which encompasses the same vision and understanding of the concept of service. This would be required to understand the integration of the concept into the curriculum. In addition, as discussed earlier, most teachers were not actively involved in carrying out community service activities or incorporated extra social activities within their teaching strategies. Therefore, the teacher training material ventured to empower teachers and enhance their understanding concerning the importance of involving students in their communities' affairs through the curriculum. The researcher attended the 16 hours teacher training and jotted down some observation notes to document the process of the starting point of the service-learning program application in a school (Appendix 10.A). In this section, a brief summary of main observation key points from

the training will be presented followed by a description of the content of the teacher training materials.

4.3.2.1 Topics of the Teacher Training Material

The training materials were printed and distributed among the participants, which were read aloud and discussed in the group. Then a set of illustrative activities was included to better illustrate the concepts. The training course included several key concepts that helped the teachers develop a deeper understanding about the value of service and its importance for students. The service-learning team leader commented, “*The training material prepares teachers intellectually and spiritually to enter the path of service with the youth*” (Appendix 10.A, 1.C).

In order to respect the rights of service-learning team leaders’ anonymity and the rights of the material that was under the process of obtaining copyright for publication; the researcher requested to include a brief description of the concepts discussed in the material. This description is included in this section to share and is considered one of the main processes that the program adopted to apply the program. The researcher attended the training sessions and significant insights were revealed due to the concept of the training materials. This would affect the work of the teachers throughout the year, which will be discussed later in this section. Therefore, including main concepts of the teacher training material is considered another vital process of the program that answers the first research question (Appendix 11.2)

One concept discussed in the training was ‘*The reality of man*’, which explains in reality human beings are created noble and possess the pure gems of kindness, forgiveness, love,

care, knowledge, justice, care for others, perseverance, altruism etc. These human qualities must be discovered and polished so the community may benefit from them. Another concept focused on the importance of being conscious of our preconception habits of thoughts to not judge others based on our thoughts and try to see things from different perspectives. This training material ventured to develop the skills of reflecting and analyzing our community in an objective way. Thus, individuals will be able to find solutions to communities' issues if they detached themselves from their own preconception thoughts.

Other topics explained '*The period of youth*', which included their positive characteristics, psychological needs, and the importance of this age to contribute positively in building their community. Similarly, other concepts stressed the role of teachers in supporting, encouraging, and accompanying their students in the path of service as partners. The title of this concept was '*Building mature relationship*' followed by '*Accompaniment*' topic, which was a new terminology used instead of tutors or mentors. This term emphasized the role of teacher would change for being an instructor to an *accompanier*, which they accompany their students as the path of service requires one to develop certain attributes such as humbleness and friendless. As a result, teachers were asked to regard themselves as partners with their students in planning and carrying out service projects, develop learning attitudes, and support their students in humble gestures. Other topics revolved around '*The art of consultation*' and how to read and analyze the needs of the society.

The teachers covered the pedagogical aspect of the program by the end of the last training session in the last training day. This included how to prepare the lesson plan, linking it to the curriculum, planning and applying service projects, assessment strategies, and the distribution

of the timetable periods during the year. It was decided that each grade would have one class dedicated for service-learning per week then it was extended to two classes in the second semester. Teachers had to select at least one lesson from their curriculum that could trigger fruitful discussion and lead to planning for community service in the society. At the end of the last training day, the participant teachers were requested to meet with the SL team to show them their lesson plan that could lead to a meaningful discussion about applying service activity in the community. They decided to meet the following week after all the teachers prepared their lesson plan. Thus, the SL team leader announced to the teachers that she will be visiting the school three days a week to be able to meet all the participant teachers according to their convenient times.

4.3.2.2 Insights from the Teacher Training Sessions

The focus of this study doesn't revolve around teachers' training, its content materials, or its impact on teachers. However, describing in brief some of its key elements that played a vital part in answering the first research question related to the process of applying a service-learning program in the school were presented to capture some insights from each stage of the process. This study intends to draw conclusions and implications from a specific context through analysis of the steps of the program for educators and policy makers to understand the density and complexity of applying such a program in schools. Similarly, insights from analyzing teachers' training sessions indicate the importance of focusing on teachers' preparation before applying a service-learning program. They play a significant role in empowering students towards the path of service as well as helping them to develop social responsibility attributes towards the community. Therefore, this section discusses and

analyzes some of the insights revealed from the training sessions by drawing primarily on the researchers' observation field notes and teachers' interviews.

Some teachers expressed a broadening of understanding concerning this concept (Appendix 10.A, 3.d). Furthermore, the training sessions had a very positive impact on teachers' own understanding, which some expressed their commitment to contribute in community service. Others expressed their enthusiasm in attending the training because the topics were enjoyable. For example, one teacher commented that she enjoyed the training and she tried not to miss any day. She managed to finish responsibilities earlier or after school working hours to be able to attend them all. Below are some extracts from teachers' comments during the training sessions (Appendix 10.A):

I never sat in any training for more than 2 hours, but here I am sitting for almost 4 hours for 4 days and attentive all the time. I wake up every morning with enthusiasm and wondering about the next concept that we will be discussing in the training.

Another teacher commented:

I realized that life is more than just a routine working place and no matter how busy we are every individual has the reasonability to be part of contributing to society and trying positively to serve humanity as whole.

Another teacher commented during the training that:

We need to understand that our students are noble beings and have the potential to acquire and reflect noble moral virtues. We teachers should see our students as mines

full of gems and not individuals with empty heads in which we have to fill them with information.

Another effect of the method adopted in teacher training was consultation and discussion, which teachers had to express their views and consult with each other. This method brought teachers closer to each other and to some extent they bonded. The following is the comment of a participating teacher in the training:

This training session made me closer to other teachers as well. For example, after the training sessions, one of teachers approached me and said, “I always thought of you as a non-social person and that you only care for your subject and teaching your classes. However, now I changed my mind, you are such a simple person” and she hugged me, we are friends now (Appendix 7.E).

The training sessions were conducted through an interactive approach and all the teachers were seated in a round circle. They were requested to express their understanding upon every paragraph or concept covered in the training session with everyone. The service-learning team leader applied the concept of consultation and discussion in a practical way during the training for teachers. This would help teachers to realize the importance of consultation with students in planning for service-learning projects (Appendix 10.A). The researcher’s analysis pertaining to the relationship of the training materials’ content with the literature review and theoretical framework concepts will be covered further in the discussion chapter.

4.3.3 Phase 2: Students' Preparation

Students were required to go through a preparation phase by attending at least six intensive sessions in interactive workshops. This was based on the action plan that workshops would provide a common background and understanding about service and community. This may develop skills, attributes, and broaden their understanding of the essence of contributing to building their community (Appendix 11.2.b). Therefore, the topics that the SL team prepared addressed concepts such as; '*Nobility of Man*', which emphasized the theme that human beings are created noble and God endowed us with noble virtues and qualities. The other workshop material emphasized the concept of '*Twofold purpose*', which explained that individuals should have two purposes in life. The first is to develop one's capacities and the other is to contribute in the development of their society. These two purposes interrelate with each other in ones' life.

The following topics were also discussed in a workshop session, such as '*walking the path of service*' and attributes that a person should acquire in the path of service. These include humility, consultation, and teamwork. Moreover, a similar topics discussed in the teacher training session was covered in the students' workshop. These included '*the period of youth*' and '*youth and community building*'. In addition, some videos and activities were added to the workshop that was related to the topic of discussion, which reflected positively on students' interaction in the class. For example, the topic of '*youth and community building*' with a video showing various community services projects carried out by youth from around the world was discussed in the session. The students expressed their desire to be part of positive

change in the community, etc. The researcher attended some of the sessions and bellows are some key observational field notes in one of the classes (Appendix 10.B):

The teacher told the students that today they would watch a video about youth like themselves from around the world demonstrating how they are engaged in developing their society. It was a documentary about many youth from various parts of the world talking about their thoughts, aspiration, and how they intend to play a vital part in developing their communities. The video also included some scenes from their service projects in small villages and cities. These were carried out by the same youth ages [15-25] as some of them introduced themselves in the video. After the watching the video, some students in the class expressed their admiration of how other youth in various countries despite their poverty, stand up, and help members of their community.

One student commented: *“I am very surprised to see how youth of our age, despite living in poverty and not having luxuries life as we have, are so involved in helping others in their community”*. Another student reflected on his life and was disappointment for not being involved actively in his community, which he commented:

I wonder why we are not thinking or acting like them, maybe we don't care about school or education, or maybe because our parents did not involve us in community affairs and they treat us like children.

It was evident from this particular class' observation (Appendix 10.B) that inspirational videos on youth's positive engagement in their society triggered further understanding and reflection by students. They started reflecting on their identity as youth and their desire to develop this noble aspect in their personality (identity formation and discovery). For example,

in the same session, the teacher asked, *“So do you think that youth in our community cannot do as other youths in video, do you think that you are different.”* Then a student replied, *“No, we are the same, but maybe we need to start thinking and caring about our community.”* One of the students replied that *“maybe because they are poor and their government doesn’t provide them with anything that is why they help people.”* Another student said or *“because they are used to doing community service from childhood and it became a habit.”* Another student expressed his desire to be a useful person in the society and believes that he has potential to become an active member: *“I wish to be an active member in my society and be helpful for the people in needs”*.

This particular process of service-learning application emphasized the importance of students’ preparation for the program, which consisted of a series of workshops addressing adolescents’ identity, their positive characteristics, and the dual purpose of human life. This process is in line again with the key theories discussed in the theoretical framework of this study. These included identity formation of youth and the importance of preparing a systematic platform to allow them to form a meaningful identity, which revolves around developing a sense of social responsibility at this critical age.

The researcher reflected upon the extent of the outcome of this particular observed session and noticed many students were able to reflect on their lives and peers. Furthermore, insights from this session revealed that allocating sufficient time for students to reflect, discuss, and express their opinions relating directly to the topic of community service was a preparation for their engagement in a service-learning program. As a result, students’ had an increase in

understanding and applied critical reflection on real social topics related to their lives and to society.

4.3.4 Parents' Preparation

The preparation phase included conducting an orientation for parents to explain the vision, objectives of the service-learning program, and the role of parent in the program (Appendix 10.L). It was important for parents to be aligned with the program's vision and mission so they could support the program by engaging in students' school projects through discussions at home. Parents were considered community partners by engagement in social activities such as the parents' association committee in the school. The orientation consisted of presenting the steps of the program to the parents and its expected outcome. The orientation meeting took another dimension as the SL team leader explained the program and the parents became more engaged in the discussion and shared their challenging issues with their children at this age. Some mothers lost hope in their children to change their behavior and objectives in life at this age. One of the mothers raised her hand and she commented:

I think that changing behavior in this period of age (15 and above) will be very difficult and slow especially if we want them to become responsible and think about their community, as their personality has already shaped.

The parents and the SL team leader discussed the physiological and emotional characteristics of adolescents at this age and considered the role of the program in addressing this critical phase of their life. In addition, they emphasized the concept of change, which was not a subject that could be learned in a short amount of time. One of the mothers replied, “*I agree,*

but I believe that there is goodness deep in our children's hearts, but the society and media and other forces made them loose this track"

The SL team leader replied:

Yes, I agree with all of what you said, that is why one of the main topics that we will study with the students in the preparation phase is about our hidden gems that refer to all good virtues that God bestowed upon us, but they need to be discovered, polished in ordered to reveal its real value. This means that through the path of service and conducting projects in our society, though this might sound very simple at the beginning, but it leads them to discover their inner gems.

The parents expressed their appreciation of the school's efforts at the orientation meeting. They singled out the SL team for their attempt to embrace their children and provide the opportunity to develop noble and meaningful personality. They displayed an interest in helping to support the program and began discussing how parents could support the program. One of the parents commented, *"I would love to help too."* Another mother commented, *"I am a volunteer in an autism center. Do you think that I can help this program in the school."*

Parent participation mainly revolved around arranging contacts with community partners in the community, supporting their children in preparing service projects materials (food, etc.), and attending awareness campaigns. Parents' modest contribution to the program could be due to lack of a systematic plan that provided clear opportunities for them to contribute. Also, there was pre-existing parental absence in school programs in general. The parents' association invited all parents' to join the orientation. They were disappointed in the response, which resulted in 20 mothers attending the orientation (Appendix 10.L). The head of the

parents' association commented, *"We are really concerned that the majority of parents usually do not come to our meetings. We try to link the school with the families so we could work hand in hand."*

Parents' contribution to the program was very modest, but an emerging pattern of parental engagement evolved during one academic year. For example, students' consulted and discussed their service projects at home. As a result, parents offered their assistance to social agencies such as the orphanage. The success of the service project in this class was due to the help of a volunteer mother. She organized a program in an orphanage for the students (Appendix 8.D, Q6.S2).

4.3.5 Phases 3 & 4: Planning and Applying Service-learning Projects

Teachers had to select one of their lessons, in each semester, to discuss its various concepts with students to plan for a service project related to their lesson. This process was conducted over series of sessions, which many teachers, added related topics, videos, power points. The teachers took further steps in preparing the ground for students to analyze the topic of their lesson, conduct research, and relate it to their community. This was followed by a presentation of the research findings in the planning phase of the program. The following are some extracts from teachers' transcripts regarding the preparation phase in service-learning session:

In our service-learning sessions, I allowed time for students first to discuss about this topic further and related it to our UAE context in which I told them the discussion should lead to planning for a service project. They started talking about many related issues in our society regarding women's rights and their freedom. We almost took three sessions just brainstorming. They were so passionate about this topic and after

the third session, they decided to narrow down their suggestions so they could focus on one in order to start planning. They all chose to talk about women's rights in the UAE society. After that, they did research about this topic in the UAE, for example, they researched on the nature of the UAE culture, how it relates to women's rights and their contribution in the society, then they read surveys and documents issued by the United Nations on women's rights. After gathering information on this topic, they presented in the class and discussed their findings. They decided to arrange for an awareness campaign to educate women and mothers in our society about women's rights (Appendix 7.E).

Another teacher explains this phase as follows:

We took a couple of sessions to discuss again about the objectives of the lesson 'urban sprawl' in more depth. Then in the service-learning sessions, I asked the students to think of a project that we can relate our lesson to in a similar area in UAE-Dubai and plan for a service project (Appendix 7.C).

Care was taken by participating teachers in the planning and application phases of the program to allow for *students voice*. Below are some extracts from teachers' interviews, students' focus groups, and students' written reflective feedback. One of the teachers emphasizes strongly that she allowed students to plan and apply the projects as she acted only as a facilitator rather than a teacher:

They got very encouraged and excited about this project. I did not tell them anything. They decided to prepare a project to raise awareness in our society about this problem and how to raise awareness in people to develop global perspective and realize the consequences of their actions for future generation. I swear to God that I did not give them any idea nor directed them to do these initiatives. I was surprised in how they are planning on their own (Appendix 7.E).

Another teacher commented:

I consulted with the students in the service-learning lessons about the project that they want to prepare related to their lesson that they studied. So, they consulted and unanimously suggested to plan a program about children's rights, I didn't plan anything with them. It was all their work (Appendix 10.M, 3).

The students also expressed their views in the focus groups regarding the chance to suggest the type and the title of their service project:

In order to prepare for our project, we had to learn first about the background of women's rights, how it started, and what their rights are. After we took time in researching about the topic, we shared our research findings in the service-learning session and divided ourselves into groups. We called this project women's right seminar (Appendix 8.A, Q1,S2).

Other students from grade 12D focus group commented (Appendix 8.C)

S3.” *We consulted for a long time in our service-learning sessions as it was difficult to plan for a project related to our lesson.”*

S4. “*After we decided on the ‘children’s right’ project, we first did research about this topic and collected as much information about it.”*

Furthermore, in response to the question in students’ reflective feedback document: How did you choose this service project? Almost all students wrote the same reply, “*group consultation*” (Appendix 9, Q.2). Many of students’ replies in focus groups and their written reflective feedback, used the word ‘*we*’ to describe their projects in which it inferred to both

feelings of ownership of their projects and expressing their voice. They also, explained, in detail, their planning and application phases of their service-learning projects as well as having the chance to modify their projects.

One of the teachers commented:

After few weeks, we received the approval from the neighboring kindergarten to hold students' campaign. This time the students decided to select a name for their campaign "My right". When we went there, I was surprised to see that the students modified their presentation, questions, and activities as they reflected together without telling me. I think they tried to learn from the challenges that they faced in their first project (Appendix 10.M, 3.a).

The strategy of direct accompaniment was a strategy adopted by the service-learning team in applying a service-learning program. They dedicated their efforts to help teachers in carrying out this program. Furthermore, this section includes the process of students' evaluation strategy and celebration of the program by the end of the year. This study follows a chronological order in reporting the findings as discussed earlier and these steps and strategies will be discussed in further detail later in this section. Thus, the following section includes findings that seek to answer the second research question: *To what extent does a service-learning program contribute in students' personal development and sense of social responsibility?*

However, it is vital to mention that the attempt to separate the outcome and process of the service-learning program was very challenging for the researcher. It was noticed in the analysis of the data that these two elements were interrelated to the extent that it was often challenging for the researcher to regard some accounts as process or outcome (or as cause and

effect). The following section focuses on presenting the extent of the outcome of the program on students. Process and strategies will be included occasionally to further illustrate the relationship between these two elements.

4.4 Insights from the Outcomes of the Service-learning Program on Students

This section focuses on answering the second research question: *To what extent does a service-learning program contribute in students' personal development and sense of responsibility?* The findings will be drawn simultaneously from many sources, such as students' focus groups, students' reflective written feedback, teachers' interviews, and researcher's observational notes. This will provide evidence for each theme developed during the analysis of the collected data. It was noticed that similar findings were found from various data collection tools during the analysis of the data. The evidence from all the sources will be included under each theme to avoid repetition in reporting the findings. It was also noted that most students' prompts in written reflective feedback were similar in nature to the open-ended questions. Consequently, this resulted in repeating the same themes. Following the themes, direct students' quotes from various sources will be presented and backed up with researchers' observational field notes and teachers' interviews. Some students provided a richer response and detailed description in relation to certain themes. Therefore, additional quotes from the same themes will be presented. One or two responses will be presented for other themes if a general description of the overall picture of that theme was included.

The following table summarizes main themes related to the extent of effect of a service-learning program on students' personal development and sense of social responsibility.

Personal development	Social responsibility	Moral development
<ul style="list-style-type: none"> - Change of preconception perspectives - Self esteem & confidence - Joy and happiness - Sense of joy and teamwork - Development of knowledge and skills - Self reflection 	<ul style="list-style-type: none"> - Commitment to community & feelings of responsibility - Making the difference in their community. - Long term civic engagement 	<ul style="list-style-type: none"> - Kindness - Care for others - Empathy and companion - Respect for others - Gratification and thankfulness

Table 4.3: Main themes of research question 2

4.4.1 Personal Development

4.4.1.1 Change of Preconception Perspectives

Many students commented on gaining new perceptions after they engaged in their service-learning projects. They clearly admitted their preconception changed once they entered the real life field and interacted with people in various contexts.

Students' reflective feedback entries as supporting evidence:

Below are some extracts from students' responses to the feedback question: What were your expectations before you went to the field and did it change afterwards? (Appendix 9. Q3)

S4: I was expecting that we will not be able to do anything useful there, but then I realized how we brought joy and happiness to their hearts, that's when I realized the importance of visiting sick people. (Grade 12A)

S4: I thought that the children will not be able to understand this topic and will not interact with us, but on the contrary, they understood everything and were responding positively with us. (Grade 12D)

S1: I expected that this place would be sad and gloomy, but on the contrary it was not. My expectations changed. (Grade 12B)

S3: I expected that the elderly people will not be aware of anything around them and the place will be so sad. I realized that this center sounded like a home for them and they were happy. My expectations changed. (Grade 12B)

S2: I thought the place will be dirty and poor, but it was much cleaner than what I expected. (Grade 10B)

S3: I expected them to be sad, but they were happy and joyful. (Grade 9D)

S1: I was expecting negative things and that this work will be hard, but positive things happened and we had fun with the kids. (Grade10D)

S7: It was more than what I expected. The students were respectful, kind, and they liked us. (Grade 10D).

Only few reported an opposite expectation in which they thought that their task would be easy to achieve however, but after the real interaction in the field they realized the opposite:

S4: I expected to be easy, but it wasn't. (Grade 10B Boys)

Observational notes entries as supporting evidence:

Below are some extracts from the researcher's observational notes in the field with two students as they finished applying their service project. (Appendix 10.F, 3.A)

- a. I asked the two students to describe their experiences. The first student with special needs said, *"I was really nervous and afraid that I will not do a good job. I was afraid*

that the children might make fun of us and not respond to our questionnaire. However, later I realized how lovely, polite, and sweet these children were. They respected us and listened carefully to our instructions.”

- b. Then, the other student interrupted and said: *“They behaved very well in the class, far better than the older ones. We never sit quiet in our class and it’s always noisy.”*

Focus groups entries as supporting evidence:

We were shocked to find out that there are many people live like this and have many social issues. (Appendix 8.B, Q1.S3)

Many students expressed their fear of failing prior to the application of their service projects. They were certain that people would laugh at them and they would be embarrassed in public. They were surprised to see all their fears were false when carrying out their projects because people encouraged them constantly for their noble work.

S4. *“We definitely thought that no one would even look at us or listen to our project.”*

S1. *“Yes, I thought that we will be embarrassed and no one would care, but then we were surprised to see how people liked the project and were very supportive to us.”*

(Appendix 8.D, Q4)

Another student commented on their second service project, which was about multiculturalism:

S1. *“We started looking at them differently now, I consider them as friends not just our school’s security guard or cleaners.”* (Appendix 8. B, Q6)

Similar comments were shared by a student in grade 12D, which was repeated by her peers in the focus group. This indicates the extent of the impact on students' preconception views once they interact in real social contexts:

S3. As for me, before this project, I did not know much about children's right, I consider them regular small children who don't understand anything in life and once they grow up they will have rights as their understanding develops. However, I was wrong and was surprised when I saw how smart and articulate they were. For example, I came across children who amazed me by their strong personality and inelegance as they were talking to us. I really imagined that in the future they would hold important positions. I can now say that my perspective totally changed about children. Now I am certain that they have rights and they actually make an important part of our society. (Appendix 8.C, Q3)

Other students thought that their project would be very difficult to achieve and it was beyond their capacities to carry out certain activities that requires direct interaction with people. However, after the project, some of them expressed that they we were surprised by their ability to achieve those tasks.

.S4. I thought that this project will be very hard for us to apply, but when we went out and tried to analyze people's issues in that area, we became more encouraged to try and solve their problems. It was easy and nice. (Appendix 8.B, Q3)

4.4.1.2 Self Esteem and Confidence

Many students described feelings of accomplishment and satisfaction because they were able to interact with others, help, bring joy and happiness to the people they served. As a result, they did feel confidant and developed self-esteem. It was noticed that most students used

similar phrases or words to describe their feelings in gaining self-esteem in their written feedback and interviews.

Students' reflective feedback entries as supporting evidence (Appendix 9, Q4):

S4: *"I learned how to depend on myself and be considerate."* (Grade 12D)

S3: *"I learned that we could change a child's life and bring joy into his hearing in 1 hour."* (Grade 9E)

"By helping the kids, it made me realize that I am capable of doing anything." (Grade 9E)

S13: *"I learned that I could be a helpful person in the future. I understood that my role is important and so are the others too. I am capable of helping anyone."* (Grade 9E)

Focus groups entries as supporting evidence:

Some students observed their peers as they planned and carried out their service-learning projects. They observed the changes as some of students were previously shy and not participating actively in class:

S2. *"We realized that some students usually don't participate in class discussions, but during the project they really were engaged and gave many suggestions."* (Appendix 8.A, Q10).

Other students further explained their feelings as they gained confidence and related it to their participation in the service-learning program in general:

S1. *The service-learning program added a lot to us. It helped us build our personality. I think it is a very important program for all students to be engaged in. It also prepares us for university because through it we learned to interact with people and adults in society, plan, execute projects, and do something useful for our society.* (Appendix 8.C, Q4)

S4. *“Through this program we developed self esteem and became more confident”.* (Appendix 8.C, Q4)

S1. *At first we were so afraid and shy to enter the center and talk to people, but after a while we became courageous and confident. We also realized that because we were in one team, we felt comfortable as we depended on each other and supported each other in the project* (Appendix 8.D, Q5).

S8. *“...Having more confidence to stand on the stage and talk to the audience”.* (Appendix 8.E, Q5).

S.9. *“Before, I was a very shy girl and afraid of talking in front of anyone, but after this experience I feel I became more confident to interact with others.”* (Appendix 8.E Q14)

Observational notes entries as supporting evidence:

Many teachers reported that their students changed over time especially after they engaged in the application of service-learning projects. Some teachers expressed their astonishment as they observed their students gaining confidence in talking with others and transforming from being shy students to speaking in public. They also commented that their students consulted and supported each other in the field. The following are some comments from teachers' reflection meeting accounts in which teachers shared their experiences with each other (Appendix 10.M):

I really thought that these students would not change at all. However, after our first project, despite of many challenges, I really saw few of them who participated in the program, became more confident. For example, I had a student, whom I never heard his voice, never participated in any activity in the class, he was always a quite boy, but during service-learning sessions, he was the most active student in the entire class. I was truly shocked to see him, suggesting, discussing, planning and applying. I couldn't believe my eyes when I saw him presenting in the class as part of the project.
(3.b)

Similarly, the researcher observed transformation in two students that she observed in the field. They sounded very shy and quiet at the beginning of the project, but later on both of them gained confidence as they interacted with the younger students in different classes. Since the researcher was a participant observer in this occasion, the two students were asked to describe their experience as they were still in the field:

...Then, they said that at first they felt very shy, not knowing what to say or to do. They were interacting with children and yet they never made such thing in their life (*in another meaning they never participated and applied any project*). The other student commented, “*Gradually I gained courage and confidence to talk to the whole class.*” They also said that they were surprised by students’ answers. They expected these small children would not understand the social issue that is ‘reliance on maid’ however; the children understood the concept very well. (Appendix 10.F, 3)

SL team leader interview entries as supporting evidence:

The service-learning team leader described one particular example regarding a high school student: (Appendix 7B)

Many students gained confidence after participating in the program and developed self-esteem. For example, one of the students who was known as a trouble maker in the school used to run away from his classes and failed many years; he ended up playing a great role in the service-learning project. He also directed and helped his classmates to prepare their play in the celebration. Can you imagine that he presented the whole celebration program for the audience with confidence? The principal could not believe her eyes and told me, "I can't believe that this boy is standing in-front of the audience and presenting the program. He never showed that he has any potential." (Q14)

Teachers' interviews entries as entries as supporting evidences:

The following is the Arabic teacher's comment (appendix 7.D)

I realized how they developed many skills. At first they were so hesitant, scared, and feeling shy to apply the project. After applying the projects, they became more confident. They were able to deal with different reactions and most importantly they broke the fear element in their personality as they overcame their hesitation attitude to interact with members in their community. (Q3. b)

Another description by the Social Studies teacher (Appendix 7.C)

I also noticed how my students became courageous and confident. For example, in the area that we went, I saw two of the students approaching one policeman who was standing there. They asked questions about the parking issues and why they were not doing something about it. I saw the policeman politely replying to their questions. I really were proud of my students (Q3. d)

Confidence gained due to people's reaction to their service projects and through their encouragements. This research study doesn't seek to investigate the results or impact of

service-learning in the community or on the receivers of the service. The researcher intends to present some of students' answers to the question designed by the SL team leader and teachers. As mentioned earlier, some teachers' were interested in evaluating their students' projects. They added this question in order to analyze whether their students were able to realize the impacts of their project on the people they serve. Therefore, the researcher intended to find related themes from students' responses in their written feedback, focus group interviews, and teachers to analyze the results of the process of the program on students' critical thinking reflection on their tasks. While analyzing those responses, it appears that students developed a sense of confidence in achieving their tasks after observing people's reactions toward their service projects. This means that not only activities that include direct involvement with people in the community have a positive impact on students, but also the type of activity they undertake. Students' expressed their joy because they made others happy, smile, or received some gratitude by others after helping them as they felt that they carried out noble acts.

Students' reflective feedback entries as supporting evidence:

In general, almost all the students reported positive answers to the question: *Do you think that your service-learning project had any impact on the community?* (Appendix 9, Q7):

S2: *"Yes, because we supported them and brought hope into their life."* (G12A)

S5: *"Yes, it gave positive vibe to all of us."* (G12A)

S4: *"Yes, because now after they learn about their rights they will be able to defend their rights."*(G12D)

S1: *Yes, it made them happier."* (G9D)

Focus groups entries as supporting evidence:

S6. At first we explained to him exactly what we saw and shared with him the complaints. Then the municipality official thanked us for our initiative and said that he didn't expect that students would do this to help their community.
(Appendix 8.B, Q.2)

S4. I really feel proud of myself that we carried out this service project. I feel that I did something good for children and for my society. We prepared a useful project for children because at this young age they are not aware of their rights. By raising their awareness, I think that we helped them and I am sure it will change their lives.
(Appendix 8.C, Q3.s4).

4.4.1.3 Sense of Joy and Teamwork

Sense of joy and teamwork was interrelated in students' responses. Many students expressed great sense of joy in two contexts. The first in the context of carrying out service projects as they interacted with people and tried to help them understand their issues, etc. The second was in the context of joy in working in groups and developing a sense of teamwork. As discussed earlier in the conceptual framework that adolescents in this period seek to belong to peer groups and enjoy carrying out activities in order to feel accepted among their peers.

There were many students' responses that indicated enjoyment in planning the service project together. They delegated work among themselves, prepared activities, laughed, and shared moments of achievements and disappointments as well. They also, expressed feelings of gladness once they saw the results of their efforts from people's complimentary words. They pointed out particular activities in service projects that brought happiness to their hearts when they were asked about the best part of their service-learning projects. In addition, some of the

responses reflected their conscious awareness of how friendships grew throughout their service projects because they supported each other to make their project a success.

Students' reflective feedback entries as supporting evidence:

Below are some students' comments from their reflective written feedback regarding the feeling of joy for carrying out the service projects making others happy (Appendix 9):

Q3.S4: *"I expected that we would not have a good time because the weather was very hot, but on the contrary we had a great time and the orphans were so happy too."* (G9D)

Q4.S6: *"I learned to help bring smiles to peoples' faces. It doesn't require a lot of effort while the results are beautiful and full of joy."* (Grade 9D)

Q4.S9: *"I learned that nothing brings one more joy than being the cause of other people's happiness. We should try to bring happiness to those around us whenever we can."* (Grade 9E)

Q4.S10: *"I learned that we should appreciate the good health we have. I learned that I will help more people in the future and the impact will be that I will be happy by helping them."* (Grade 9E)

Q4.S4: *"The best thing was when I saw smiles on the children's faces and saw how happy they were when we gave them gifts too."* (Grade 12D)

As students' response to the question of describing their best part of their experience, they all mentioned the activities that included direct interaction with people (Appendix 9, Q5):

S1: *“When we played with children from the cancer section in the hospital”*
(grade12A).”

S2: *“The best part was playing with small children and talking to the elderly patients that suffer from renal failure.”* (G12A)

S3: *“By trying to solve the issues of the society.”* (Grade 10B)

S1: *“The best part was the discussion part with parents.”*(Grade 10E)

Other students acknowledged the reason for the success of their project was because they worked in teams and they enjoyed each other’s accompaniment either outside or inside the school.

Focus groups entries as supporting evidence:

S5: *“....The success of our projects were mainly because of the strong teamwork, we respected each other’s suggestions and learned to consult about everything.”*
(Appendix 8.A, Q10. b).

S8. *“Actually we remember all the children’s names as we bonded and they were so cute. We hugged them and kissed them at the end of the day. It was really fun.”*
(Appendix 8.E, Q11)

Furthermore, students articulated their learning experience in applying service projects and explained how the work was divided among them. The interview extracts reveal that they realized the effect of teamwork on their projects. Some students related the success of their project to their team and their collective efforts:

S8. *“We learned more about teamwork, as we really cooperated and worked in teams to finish all our tasks. We really accomplished a lot in a short span of time.”* (Appendix 8.A, Q8)

S6. *We enjoyed working in our groups, as we all cooperated together to prepare for the project. Even in the field, we divided work among each other so all of us could do something. For example, one of the students was responsible to present from the PowerPoint and other students were observing the children to see if they understood or not as we can tell from their faces. If, we felt that some children did not understand, we would give the presenter a sign to stop and then we helped her in explaining further the points to children. I can say that we completed each other’s work.* (Appendix 8.C: Q3)

S12. *“We learned how to work in groups as teams and actually we could not succeed if our group didn’t work together as one team.”* (Appendix 8.E, Q15)

S4. *I learned the importance of teamwork. I think that it doesn’t matter how big or complex is your project is because the important thing is how you cooperate together in one team.* (Appendix 8.A, Q6)

Researchers’ observational notes entries as supporting evidence:

t. Not once, did I hear the student laughing out loud or making fun of each other during their visits or during their interaction with the children. As occasionally, I noticed this attitude in their classes during class observation or in the school in general. In the hospital, I noticed how they were supporting each other by preparing the games, dealing with children, taking pictures together, and helping each other to break the ice with the children. They were shy and not responding to their efforts to engage them... (Appendix 10.I)

Teachers' interviews entries as supporting evidence:

i. *I think the students were happy by their initiative, but also the residents were. I saw them thanking the students and praising them for caring for their issues in their area by listening to their problems. (Appendix 7.C, Q3)*

j....*I saw them enjoying the whole process of service-learning and learning many new things from field by interacting in the society. I also enjoyed a lot and learned from them. I also was amazed seeing them working as a team. They said once we reflected on our projects that they learned the spirit of teamwork. (Appendix 7.E, Q1)*

f. *I also was surprised how people were supportive and encouraged the students in their projects. People kept telling the students that their project was interesting, it was a very good and creative idea, how courageous they were to stand in public to talk to random people, and spread the awareness in a creative way. For example, some ladies came to our booth and listen to the students talking. Then they said, "I wish my husband was with me to meet you all and listen to this beautiful campaign He is a smoker and I could convince him to quite." This means that the students' project had a positive impact on people. (Appendix 7.D, Q3)*

4.4.1.4 Development of Knowledge and Skills

Students reported that they developed knowledge and skills throughout the projects. Feedback included their knowledge of community's issues increased as well as global issues. Moreover, the enhanced knowledge of their surrounding was expressed through self-investigation, research, preparing presentations, public speaking to raise awareness among their school members and in their community. They also developed skills of planning, consulting, time-management, and communication with community agencies. In addition, their knowledge and

skills went beyond mere acknowledgment of the certain issues to expressing a desire to carry out actions *to make a change* though it might seem small and insignificant.

Students' reflective feedback entries as supporting evidence:

Students' reflective feedback responses indicated that most of the students were aware of their knowledge and skills development. Some of them reported that they learned a lot from planning and carrying out the service projects in the field: The following are students' responses to **Q4. What did you learn from this service project?** (Appendix 9)

S3: *"I learned about how some people live and try to change it to make it a better place for them."* (G10B)

S 3: *"I learned a lot from the doctor's presentation about 'Renal failure' and how to take care of our health."* (G12A)

S6: *"I learned that children like to learn about their rights and I learned how to deal and interact with them. This project increased my self esteem."* (G12D)

S2: *"It was a successful project and my prior thoughts have changed. I also learned how the bridge this gap between the two generations."* (G10D)

Focus groups entries as supporting evidence:

S3. *"We learned more about women's right in reality as we talked to women (mothers) in our society and listened to their perspectives."* (Appendix 8.A, Q6).

S6. *By preparing an awareness campaign, which included a seminar and a dialogue with women in our society, I felt that I was part of a campaign that aims in preventing*

this injustice to happen in our society. Through this project we learned how to educate our society for not preventing women from their rights. I felt that I made a change in my community. (Appendix 8.A, Q7).

S2. This project added a lot to our lives too. We discovered that we could do many things that we never thought we had the capacity to do. It really helped us to learn many new things in life and meet different people. (Appendix 8.C, Q3).

S3. We got the knowledge how we can start helping people and how we can make a change. We learned that we could not do this on our own. We need to gather everyone to help (team work). (Appendix 8B, Q3)

Teachers' interviews entries as entries as supporting evidence:

The Islamic teacher commented:

h. Through interaction with many members in the society, the students also learned how to communicate with various kinds of people. They also realized that many people have different point of views in life, and not necessarily do they all have to agree on one thing. I also noticed in the field that the students changed the way they talk as different people approached them. For example, the way they talked to young people was totally different than the elderly. I noticed how immediately their tone of their voices change and the method of presentation varied over time as they met more people during the day (Appendix 7.D, Q3).

The Arabic teacher had similar comments:

I have seen a lot of changes in my students during these two semesters and only after we started service-learning. They became more engaged in the lessons and

responsible. For example, one of the students was a careless student that would not study, or participate in any discussion in the class, and sometimes would fight with her classmates. I was surprised seeing her other face. She was so engaged in the discussion during the preparation for the campaign and volunteered to be responsible for some of the activities. Actually she chose to be responsible for the most difficult task in the camping while demonstrating to the children their rights and holding interviews with them.. (Appendix 10.M, 3)

While others commented that their experience made them eager to learn more about their topic beyond their curriculum. Many students reported their understanding of the curriculum lesson was expanded as they linked it the service-learning program.

Focus groups entries as supporting evidence:

S4. ... We met people outside our school, interacted with them, and it was a great change in our school day. We liked how we linked these service projects to our lesson, as we feel we learned better its objective (Appendix 8.D, Q5)

*S7. We really liked the topic that we choose and **enjoyed planning** and carrying out it. We also gained knowledge as we did research and investigated through the field visit and applied it in our life. (Appendix 8.A, Q10)*

Teachers' interviews entries as supporting evidence:

One of the teachers explained that her students gained greater knowledge and perspective when linking the service-learning project to the lesson that they learned.

The service-learning projects helped the students to understand the lesson better as they applied a project related to the topic of the lesson on their own... Most of my students have changed after these service-learning projects. They are no longer the same students that I knew before. They started looking at the curriculum lesson from deeper perspectives and analyzed it from various dimensions rather from a very limited perspective. (Appendix 7.D, Q3)

Self-investigation skills: In addition, students' responses emphasized the development of self-investigation skills. They expressed during their research and interacting with people during their project that they investigated the truth about themselves and learn more about the topics of their project and had their own say about them.

Focus groups entries as supporting evidence:

S.3 *"We are shocked to find out that there are many people who live like this and have many social issues."* (Many students nodded and agreed on this point) (Appendix 8.B Q1).

S2. *"Through our research and discussion with many women in our seminar, we realized that there are two parts of this issue."* (Appendix 8. A, Q6)

S2. *At first it was challenging to prepare questions to ask our parents as we were not sure if our question would offend them. We consulted a lot and changed many questions until we decided on few questions. However, the discussion part went fine*

and we learned now how to prepare for better seminars and what questions we should ask to start discussions without offending anyone. (Appendix 8.E, Q7)

Students reported earlier that they developed self-esteem and confidence by carrying out activities with members of their community (children, parents, adults from the community). In addition to their personal development qualities, they also commented that they learned other skills. These included research, public speaking skills, conducting seminars for children and parents, class management, organizing programs, planning, and analyzing communities' needs.

S2. In order to prepare for our project, we had to learn first about the background of women's rights, how it started, and what their rights are. After we took time in researching about the topic, we shared our research finding in the service-learning session and divided ourselves into groups. We called this project, 'women's right seminar'. (Appendix 8.A, Q1).

S1. The service-learning program added a lot to us. It helped us build our personality. I think it is a very important program for all students to be engaged in. It also prepares us for university because through it we learned to interact with people and adults in the society, plan, execute projects, and do something useful for our society. (Appendix 8.C, Q4).

S6. ..We also faced another challenge in the beginning as we noticed that children don't like to sit for a long time and just listen. They like to walk, play, and do activities. Hence, it was very hard for us to make them sit and listen. Therefore, we consulted there and immediately decided to change our approach, which we asked their teacher to allow us to take the children to the playground. At first we played there with them and in the playground we talked to them about their rights. (Appendix 8.C, Q1).

Teachers' interviews entries as supporting evidence:

Teachers' responses corresponded with student's themes in which they observed that students changed their attitudes towards learning to develop investigative skills. Some teachers commented that they were so surprised that some of their students participated in discussions, planning, giving suggestions for their service projects, and more surprised by their involvement in carrying out the projects.

a. *I really expected that the students would not take it seriously, walk around, and would show immature behavior towards children, but my expectation changed totally during the project. I was surprised and astonished in seeing the students act seriously. They came well prepared and were treating the children with kindness and patience. I noticed they praised the children, and behaving in a way that is really amazing for me. What I observed was beyond my expectations.* (Appendix 7.F, Q4)

j. *As I always observe them on a daily basis, these students usually are not active and usually don't participate in any activities. However, they were so energetic and active in the service-learning projects, and I was surprised seeing them excited. For example, I didn't see them playing matches before in the school, but this time they were so excited as they took the charge of everything including dividing the team and organizing the event.* (Appendix 7.C, Q3).

4.4.1.5 Students' Sense of Ownership

In response to the research question of understating the process of applying the service-learning program in a school, part of this question was answered through student's replies of how they carried out their service-learning projects. Most of the students' responses indicated their ownership of the project, as they wrote in detail in their reflective feedback and talked

thoroughly in their focus group interviews about their project application. They also were able to reflect on the steps and the process of their projects from the beginning until the end. Additionally, some students' expressed their direct involvement in choosing the service project, their roles, choices of tasks, freedom in delegating tasks among them, and designing the application of the project.

Focus groups entries as supporting evidence:

... We decided to raise people's awareness in our community about the value of water and not to waste it. After that we divided ourselves into groups, the first group had to do research about this topic including gathering information from global and local perspective. The other group made a big poster that included many artworks as she is an artist; actually she designed the project logo as well. Then, we wanted to name our project, so we wrote six to seven names and slogans and then we all agreed on one. We called our project 'drops of life'. This slogan means that in saving every drop of water we are saving lives. (Appendix 8.A, Q9)

S4. All the students in the class participated in preparing the project, we divided ourselves into groups and each was responsible for a certain task. Some prepared the play, others the presentations, another group prepared the questions for discussion, and others arranged for the refreshments. We all participated (Appendix 8.W, Q2)

Teachers' response:

Similarly, some teachers reported that they were surprised by the work of their students and their suggestions in choosing their service project related to their lesson. They also, did not expect their students would take their projects seriously. One of the teachers said:

- a. *I really expected that the students would not take this project seriously, they would walk around and would show immature behavior towards children, but my expectation changed totally during the project. I was surprised and astonished by seeing the students acting seriously, came well prepared, and were treating children with kindness and patience. I noticed that they praising the children, and behaving in a way that was really amazing for me. What I observed was beyond my expectations (Appendix 7.F, Q4).*

The Islamic teacher commented:

- a. *The first project was related to our lesson, which was about 'Sheikh Zaid Humanitarian foundation'. Then, after we finished the lesson, I asked the students in the service-learning sessions to suggest a service project for this semester to be related with topic of our lesson. They suggested many ideas, and they discussed and consulted about them for more than 3 sessions until, one of the students suggested to organize a program for orphan children and she said that she will ask her mother to help as she is a volunteer in that organization. (Appendix, 7.D, Q2)*

Some teachers witnessed students' ownership and creativity in applying service-learning projects as a result for allowing them to carry out the projects on their own. Below is one example of a teacher's interview account:

- g. *Let me tell you something I learned, I was totally amazed by the development of my students and I realized that when we give them a chance to plan and carryout projects, creativity will flourish from them. On the other hand, if I imposed on them everything and instruct with them throughout the service projects, they would not have gained this confidence that I saw or creativity (Appendix 7.E, Q3).*

4.4.2 Development of Sense of Social Responsibility

The following is the summary of main key themes evolved from students' responses to the following questions: *What did you learn from carrying out the service project?*

- | |
|--|
| <ol style="list-style-type: none">1. Commitment to community2. Making the difference in their community3. Sense of joy and teamwork4. Long term civic engagement5. Care for others6. Respect for others |
|--|

Table 4.4: Main themes regarding development sense of social responsibility

It was challenging to separate responses into two different categories, (moral development and sense of responsibility) in which these two themes interrelated occasionally. In fact, most of the responses indicated that a sense of responsibility developed in students due to their acknowledgements of their moral behavior that they acquired throughout the program.

Long- term engagement: Most of the students, who actively participated in the service-learning program in the first semester constituted with more confidence in the second semester and showed stronger commitment. The majority of them expressed their desire to continue serving their community.

Students' reflective feedback entries as supporting evidence (Appendix 9, Q9):

S4: *"I have to study to help our country and people."* (Grade 9E)

S5: *"Now I feel that not only adults can help, I also can and I will continue helping in the future because if I was in their situation I would want others to care for me."* (Grade 9E)

S3: *"I want to participate more to help people and build the community."*(Grade 10E)

S2: *“Everything changed and made me want to participate more and more.”*(G10E)

Focus groups entries as supporting evidence:

S8. *“We told the teacher that we want to go to the municipality to inform them with the results of our survey and to give them ideas to find solutions for the residents in that area.”* (Appendix 8.B, Q2)

S1. *Additionally, we decide to extend this project and collect money from the students in our section and we bought a water cooler so the workers in our school could get free drinking water. We are also planning to extend the project further to put a box in our school. This would explain to them about our project and to collect money to send it to the agencies that help people in other countries to provide them with clean drinking water.* (Appendix 8.A, 10)

Observational notes entries as supporting evidence:

- i. After a while, a student commented that *“let’s do another project.”* Then, other students agreed with him and said, *“Yes, let’s plan for another one.”* (Appendix 10.J)

Teachers’ interviews entries as supporting evidence:

f. *I really saw how happy the students were after applying the first project. Some of them came to me and asked many times, “when will we do a second project? We want to do more”. I really was glad to see them eager to plan for projects for the community.* (Appendix 7.C, Q3)

The English teacher commented:

- a. *They developed service characteristic because of the service-learning program, which the students continued talking in the class even after finishing the projects about the next projects. They also would say phrases like, “I want to help, I want to make a change, or I want to give time to volunteer, I want to do something for the society.” I really felt so happy to hear them talking like this.* (Appendix 7.E, Q4)

Strong connection to community: Students reported a strong connection to their community to help and make changes after reflecting on their experience and entering the reality of others. They felt responsibility towards their society.

S1 *“We are the citizens of this country and it’s our responsibility to help people and give ideas to build our society.”* (Appendix 8, Q3)

Another student from the same class commented:

S1. *“I understood the feelings of people who have problems and tried to help them by finding solutions for them.”*

Students’ reflective feedback entries as supporting evidence (Appendix 9):

S9: *“I learned to be part of the community and be happy.”* (Grade 9D, Q.4)

S 4: *“I felt like I was part of the community and a productive person.”* (Grade 9D,Q.6)

S2: *“I see I have an important role as others in the community and we need to help each other.”* (Grade 9E,Q.9)

S6: *“When I participated in this service project, I felt that I was part of the community.”* (Grade 9E)

Observational notes entries as supporting evidence:

- i. I also, noticed that they seemed more interested in the discussion about issues of their society rather than planning for practical service projects. They spent most of the class time analyzing social issues that concern their society. The students kept expressing their opinions on these issues and could not reach a unanimous agreement on the issue they wanted to address. (Appendix 10.J, Researcher's observational notes)

4.4.3 Development of Moral and Ethical Behaviors

Students developed moral behavior while carrying out their service projects. They reflected on attributes that a person should acquire in the path of service, such as kindness, helpfulness, patience, and respect for others. These separate themes are interrelated and were reported not only in students' written feedback, but also in their interviews. Therefore, it was challenging for the researcher to separate and code each theme separately as the majority of them described all the above themes in one answer. The researcher analyzed themes of the students' responses and decided not to separate the themes, but see them as interrelated. For example, in one response one of the students explained it was hard to teach children in the class. She understood how hard the teachers' work and how patient they should be while working with children. As a result, she decided to respect her teachers, be patient, and kind to children. (Appendix 8.E).

4.4.3.1 Respect & Care for Others

Students' responses to this question from their written reflective feedback and interviews indicated that they reflected on their projects and were able to express some of the lessons

they learned. They also were able to reflect on virtues and attributes they developed throughout the projects. Below are some the participant students' responses associated with general themes:

Students' reflective feedback entries as supporting evidence (Appendix 9):

S 4: *"I learned elderly people need love and care more than medicine. They need a lot of support too."* (12B).

S10: *"I learned to be cooperative and bring joy and happiness to other people."* (9D)

S9: *"I learned that nothing brings one more joy than being the cause of other people's happiness. We should try to bring happiness to those around us whenever we can."* (9E)

S3: *"That the community is not thinking of others. They are careless and think of themselves only. They need to start caring for the community and think of others".* (9E, Q.9)

Focus groups entries as supporting evidence:

S1. *We look at them differently now, I consider them as friends not just our school's security guard or cleaners.* (Appendix 8.B, Q6)

4.4.3.2 Empathy and Compassion

Some students expressed empathy and compassion towards certain situations they encountered and towards some people they met during their service project. Feelings, such as sadness and disappointment were quoted often in their response. This indicates that through

their involvement in planning and carrying out service projects they were able to develop awareness of the community. They expressed feelings of sadness and disappointment followed by their desire to do something about it. They realized that there are various realities in the world other than their own reality, which they are not aware of until they got involved directly in the field. However, taking action to change the situation was not in all the students' responses. Some of them felt that it is not a responsibility of one person to change but the entire society including its intuitions. It is noticed through analyzing students' responses that compassion was the main trigger to start reflecting on their own preconception thoughts and creating a sense of community involvement. Students had used various terms to articulate compassion and several quotes are presented below.

Students' reflective feedback entries as supporting evidence: (Appendix 9)

S1: *"I learned that sick people get happy when people visit them. I got affected by their reaction."* (12A)

S2: *"I learned that there is kindness in every elderly heart and love. We must care for them and treat them with kindness."* (12B)

S1: *"It made me more eager to help others and work in a team."* (9D)

S13: *"I learned that I could be a helpful person in the future." I understood that my role is important and so are others. I am capable of helping anyone."* (9E)

Focus groups entries as supporting evidence:

The following are extracts form grade 10B boys. (Appendix 8.B)

S3. *“We were shocked to find out that there are many people live like this and have many social issues” (many students nodded and agreed on this point).*

S3. *“We decided to help them solve their problems.”*

S8. *“We told the teacher that we want to go to the municipality to inform them with the results of our survey and to give them ideas to find solutions for the residents in that area.”*

Observational notes entries as supporting evidence:

Below are some extracts from the researchers’ observational field notes of grade 12Boys. The following account describes an account of students’ reflections with their teacher on the bus. They decided to change their service-learning plan after they met some children in the cancer section. The notes revealed that students showed sense of empathy. They consulted with their teacher and planned for their new project. (Appendix 10.H)

t. As we were on the school bus going back to school, the students and the teacher talked about their visit. The teacher asked them how they felt about the two visits. All the students unanimously said that they enjoyed the children’s section more, as they felt they brought joy and laughter into their heart. For example, one student commented, “Did you see how they loved us and gathered around us.” Others said, “It seems that they love music. Did you see the small children how they were dancing and clapping while their mothers were smiling as they saw their children happy?” They asked their teacher to change the plan to prepare an entertaining program for the children in the cancer section instead for the patients with renal failure as agreed previously. The teacher praised their suggestions and all of them started planning for their project.

4.5 The Service-Learning Program Evaluation

This section analyzes the school's attempts in evaluating the service-learning program based on strategies and tools they adopted. Hence, this section is a continuation of answering the first research question of this study following the chronological order as discussed earlier. Evaluation of the program intended to assess the extent of the impact of the program on students' social and personal development. It also aimed to evaluate the program's service-learning essential elements, such as planning, applying, reflecting on the projects, and success in linking the service projects to lessons. The service-learning team leader developed most of the evaluation methods and tools, while the participating teachers in the program applied other components of evaluation methods.

The SL team leader and teachers incorporated various evaluation methods, such as continues reflection with students through class discussion, documentations of students' reflective feedback, taking pictures of students' activities, and designing posters to summarize students' service-learning projects. These posters were designed by the students and were used as an evaluative tool by the end of the semester. The service-learning team applied two methods to evaluate the whole program. The first was through observation and experience as they accompanied teachers from the beginning of the program until the end of the semester, which they attended classes and assisted teachers in preparation and application. The second approach was through verbal feedback from teachers in *teachers' reflection meetings* that the SL team leader held. Teachers and the SL team collectively participated in these reflection meetings to evaluate their performance. They transferred insights of their development to the school management verbally, which was followed by the presentation of an initial evaluation report to the school Principal (Appendix 11.3). Furthermore, the SL team leader held regular

meetings to consult and update the school principal with achievements and challenges of the program, which included constant evaluation of the program and its effect on students' personal and social development.

It was noticed by the researcher that evaluation of the program did not include a systematic approach to assess whether the service-learning program achieved curriculum goals and objectives. The researcher's perspective is that this particular shortcoming was mainly due to lack of cooperation of subject coordinators with the SL team, which will be discussed in further details in the challenges section. The following section describes in further detail the evaluation methods adopted by SL team and teachers to evaluate the extent of the impact of the program on students' personal development and sense of social responsibility.

4.5.1 Reflection

Class discussion: In general, reflection on the impact of the program on students took various forms and stages throughout the year: (pre-service projects, during service, and post service). This study does not strive to analyze and compare students' behavior or development before and after the application. The design of this study did not prepare any tools to examine the change. However, the findings of this study shed some glimpse of change in students' personality or preconception thoughts from analyzing students' reflective feedback as discussed earlier in this section. Class discussion was one of the main methods carried out by the teachers and SL team pre-during-after service.

Field discussion: Discussions held in the service field were considered another casual and informal reflection. Teachers, SL team, and students discussed and reflected on students'

performances and insights from their field experience through reflective analytic discussion in various settings. For example, some reflection occurred during the service projects in the field itself and others in the bus as they were returning to the school (Appendix 10.J)

The following are SL team leader comments: (Appendix 7.B)

...after each group finishes their projects, I would have a session of reflection with them to discuss what they learned and listen to their feedback. Additionally, I gave them papers with some questions to write their feedback of their learning experiences in their projects. When I read student's reflective feedback after each project, I get very pleased to see how their understanding of the service concept to society has developed. (Q5. a)

One of the teachers commented (Appendix 7.C):

I reflected with my students after the match. I told them that although it was a small simple service project you transferred the message to everyone that though we come from different backgrounds we are all one and we should respect and care for each other. (Q2. g)

Some teachers reported that many students continued reflecting and talking to each other in the field as they were carrying out their service projects. Hence, some of them modified their activities according to consequences that occurred in the field.

Students' reflective feedback: The SL team leader developed a students' reflective feedback form to evaluate their personal and social development in the program (Appendix 11.1, a). This teaches students self-reflection skills and how to articulate their thoughts to express

understanding. However, some teachers developed their own forms and added more questions based on the learning objectives of their lesson (Appendix 11. 1, b). Nevertheless, both forms revolved around similar objectives. For example, they included the question of students' ability to describe process or steps of their projects with questions to elicit students' critical thinking to reflect on their experience. These critical questions were considered the core of this research study. Its findings were built upon presenting students' self reported answers on lessons learned from their service-learning projects. The following are examples of the core questions in students reflective feedback form:

Q1. What was the service project about?

Q3. What were your expectations before you go to the field and did it change afterwards?

Q4. What did you learn from this service project?

Moreover, by analyzing those questions in the feedback form, it was noticed that they were designed in a particular sequence that allowed the opportunity for students to analyze their experiences in an analytic sequential approach. For example, questions start by asking students to recall the process of their experiences followed by reflection on their prior expectations. It includes analyzing aspects of their preconceptions thoughts and moral characteristics. The questions revolved around the acquisition of moral and intellectual attributes followed by their desire to take actions.

Designing, displaying posters, and summarizing students' projects. Students had to present their service projects after applying them. Teachers and the SL team developed some key

elements to be integrated into the students' posters to reflect and analyze their service projects. Those elements included a brief description of the service-learning projects, lessons learned, and some pictures of activities, which students had to work on their own in groups. Moreover, teachers were recommended to allocate several sessions for students to design their posters on their own in the class as group work. Accordingly, students were assessed and evaluated through the following criteria: participation in class discussion, planning and execution of the service projects, preparation of the project poster, and active participation the preparation for the service-learning celebration (Appendix 7.B, Q15).

Students' certificate and trophies: As discussed earlier, the service-learning program was extended or rather upgraded from the school-based community service program that was adopted by the school previously. Thus, marks or grades were not offered for participated students in the program though it was not an optional session. Accordingly, only community service hours were offered to students as announced in the previous year. However, some of the teachers expressed their concern after the *teachers' reflection meeting* that the community service concept is not rooted in early student education and the current education system in the school emphasizes grades. They realized not all students participated actively in the program because it didn't offer grades. Moreover, non-participating students often distracted the class since they were not allowed to leave the session as it was not an optional program. Many teachers agreed on this point, therefore, they consulted and decided unanimously to develop a new grading system in order to distinguish students who actively engaged in the program from those who didn't. Many teachers emphasized on using the word '*unfair*' while expressing their views in relation to treating all students equally by offering similar service hours to all (Appendix 10.M, 4).

Therefore, they decided after long consultation to design three kinds of certificates for students; first, for outstanding students who had significant contribution in the program, second, for students who participated in an average level, and third, for students who did not participate at all, which their certificate included words ‘*wishing for better participation in the future*’. In addition, only ‘outstanding’ students received a trophy along with a certificate as token of appreciation.

Example of students’ grading system:

O: Outstanding students
P: Participated students (Partial participation)
N: Non-participated students

Table 4.5: students’ grading system

Some teachers declined to offer the students who did not participate in any way a certificate, while others commented that service-learning aims to empower students to develop their moral characteristics and be engaged in serving their community in the long term. Hence, they suggested offering them certificates only to motivate them and not to regard the service-learning program as a regular subject, which labels students as passed or failed.

Accordingly, during the service-learning celebration the researcher noticed that some students expressed feelings of disappointment and anger as their certificates were different than some of their peers and they didn’t receive trophies (Appendix 10.N, 2.k). This indicated signs of regression as a result of non-active participation in the program. Community service is a voluntary act that requires pure intention and distribution of various types of certificate of

appreciation and trophies played a vital role in students' motivation. It was observed that those outstanding students expressed signs of gratitude and happiness once they received their rewards (Appendix 10.N, 2.k).

4.6 Celebrating Accomplishments with Community Partners

Celebrating students' achievements along with community partners that assisted in a service-learning program is considered another strategy adopted by the school. This section answers the first research question and it presents the key findings regarding the process used by the school in applying the service-learning program. A grand celebration was held at the end of the second semester in appreciation of the efforts of students, teachers, parents, and all participants in the program throughout one academic year. The celebration intended to provide opportunities for students to see their accomplishments and be appreciated in a formal grand celebration. It also aimed to introduce a big picture of all the service-learning projects. In addition, the celebration was considered an opportunity for sharing learning experiences with the entire school and community partners. As explained earlier, this study intends to present this case study through a detailed descriptive approach to transfer insights and lessons learned from this experience to schools that intend to apply this program. Thus, below are some main processes applied in holding the service-learning celebration in the school.

- 1. Group preparation (*principal, SL team, teachers, students*).** At first, the SL team leader consulted with the school principal regarding the date, time, content of program of the celebration, and the guest list. Then, consultation continued with the SL team and teachers regarding the details of the program in the teachers' reflection meeting and was

followed-up by SL team. Teachers were requested to give the list of agencies and community partners that assisted in the program in order to be invited for the celebration.

2. ***Sending out invitation:*** The SL team leader along with the school management designed invitation cards, collected all contacts, and sent out official invitation to join service-learning celebration as community partners' guests.
3. ***Designing and distribution of certificates of appreciation and trophies for community partners and all participants in the program.*** In the celebration, the community partners and all participants including teachers, school management, and parents were honored and rewarded with trophies as a token of their contribution in the program.
4. ***Students' presentations (role play, pictures, speeches).*** The celebration program consisted of students' presentations of their service-learning projects and their learning experiences, as well as presenting some artistic activities such as, drama and dance (Appendix 10.N).

Furthermore, this section presents key themes drawn from analyzing the researcher's observational field notes as the researcher joined the celebration and jotted down random comments by students, teachers, SL team, and the school management. The intent of describing a detailed program of the celebration was to examine again all the steps that were undertaken in applying a service-learning program in the school and the result of each step in the program. Bellow is the summary of the themes generated form analyzing the researchers' field notes:

Themes:

- Sense of cooperation and teamwork among teachers, SL team, school management and students.
- Students' personal skills development.
- Feelings of appreciation and gratification.
- Atmosphere of joy, happiness and excitements.
- Appreciation of the voluntary work of the service-learning team.

Table 4.6: Key themes from SL celebration

Sense of cooperation teamwork among teachers, SL team, school management and students. As mentioned earlier in this section, teachers played a vital part in the consultation during the teachers' reflection meeting regarding the celebration. Teachers started delegating work among them, for example, two art teachers volunteered to decorate and design the celebration hall. Others committed to dedicating the remaining sessions of their SL classes to assist their students in preparing for the celebration program by presenting their various forms of service projects (Appendix Appendix 10.N, 1.b).

During the celebration some teachers (art teachers) and their students dedicated their time to decorating and designing the celebration hall and they worked during their weekends to prepare the hall before the deadline. For example, the two art teachers said, "*We worked on decorating the stages for a whole week. We also came to school on the weekends to finish the work.*" In addition, close supervision and follow-ups were witnessed by the school principal to prepare for the celebration. The principal and SL team leader's involvement in the preparation included reviewing the celebration program's sequence, the design of the tables and chairs, distribution of certificates and trophies, and preparation of the required instruments by the IT teachers.

The celebration developed a sense of ownership and teamwork among all participants, which emphasized the importance of each individual's role in the program. For example, certificate of appreciation was offered to the school's bus driver because he assisted in the transportation category in the service field. Security guards also were appreciated for their help in the program. The IT teachers were appreciated because of their technology assistance in students' held seminars.

Students' personal skills and knowledge development. The celebration of service-learning projects revealed many undiscovered artistic skills and capacities of students and teachers as they worked for the preparation for the celebration. Almost all classes presented their service-learning projects in groups or pairs. The presentations included a brief description of their curriculum lesson and how they linked it to community service. They also included some pictures and videos of their projects, which they described some lessons learned from carrying out their service-learning projects (Appendix Appendix 10.N, 2).

Moreover, two students presented the celebration program from grade 12. They prepared and designed the entire presentation on their own as described by the SL Team. The principal was surprised by the good presentation skills that the two students demonstrated as she explained one of them was a 'trouble-maker student' and never succeeded in any academic subjects. Teachers also felt very proud of their artistic work in decorating the school hall for the celebration and were appreciated by the principal as well (Appendix Appendix 10.N, 2.g).

Feelings of appreciation and atmosphere of joy. The feelings of appreciation by teachers started by the principals' comments and remarks of their efforts in the preparation of the

service-learning celebration and continued in the distribution of certificates and trophies. As the teachers walked up to the center of the stage to receive their certificates and tokens of appreciation, they were smiling and expressed words of gratification to the principal. Similarly, students were cheering once they heard their names or their friends' names that received certificates. Sounds of claps, cheering, laughing and words of encouragement were constantly heard during the celebration. Below is an example from the researcher's observational notes:

Another interesting observation was when the presenters started calling the names of participant teachers their students clapped, cheered loudly as they walked to get their certificates and trophies. Additionally, when the name of the school security guard was called, most of the students who knew him from their previous service projects cheered aloud for him and held him on their shoulders till they reached the principal to receive his certificate of appreciation. Everyone was laughing and smiling, including the principal, guests, and the students. (Appendix Appendix 10.N, 2).

4.7 Role of the SL Team Leader and SL Team

Another important process that was adopted by the school in applying the service-learning program included delegating the program to a dedicated experienced team in this field. Thus, it is vital to discuss this particular process in light of understanding roles and responsibilities of the service-learning team leader and its team members.

4.7.1 SL Team as Role Models

One of the key findings in this study was analyzing the role of the SL team including the team leader as they were considered the main engine of the program. First of all, the three members of the SL team were role models for the program not only for students, but also for

teachers and school management. The SL team consisted of active members in the community service program. Their knowledge and field experiences in voluntary and service activities enriched the program, which they established relationships with social and government organization to provide opportunities for students to carry out their service projects.

Their commitment to volunteer to facilitate the service-learning program in the school was an example of the teachers, students, and school management believing in voluntary community service along with striving to make a difference in the society. The school management by the end of the semester acknowledged the teams' efforts in the success of the program. They received tokens of appreciation that included the principal's speech thanking their 'selfless service' to the school and the community (Appendix Appendix 10.N, 2.a).

4.7.2 Accompanying Teachers

The SL team supported the teachers after the teachers' training sessions. The teachers expressed fear and worry for the extra work that they would have to endure due to their overloaded teaching responsibilities. The team members divided the teachers among them and decided to accompany each teacher during each step of the program until they developed confidence to continue on their own. The accompaniment started from choosing one lesson from the curriculum with teachers and preparing an action plan. They also attended and supported teachers by conducting workshops for the students during their preparation sessions. Furthermore, they also held separate one-to-one meeting with the teachers to discuss and consult about their challenges in applying the program in their classes. The team assisted the teachers in writing official letters to agencies for their service projects due to overload of

teachers' schedule. Team member attended the field work with the students to support not only the teachers, but also the students as they occasionally encountered challenges in the field (Appendix 7.F, Q3.b).

Below is some extracts from one of the teachers' transcripts describing the work of the SL coordinator (one of the team members):

As for the preparation with the administration, I was so lucky to have [Ms.. SL coordinator] helping all the time in this program. She talked to the KG department coordinators and the administrator to modify the KG timetables so the students could apply their project in that day. I can really say that most of the logistic and administration work was carried out by the SL coordinator. She really supported me, as I am very busy with my own classes. She coordinated with everyone including taking permission from higher management and our high school coordinator, etc. (Appendix 7.F)

Another teacher commented:

I want to thank the SL coordinator for helping us throughout the project, as she helped in getting the visit permits from the company, arranging with school management, and coordinating the schedule timings with the department coordinator. (Appendix 7.E, Q1.g).

As a result of SL team accompaniment, some teachers gained confidence to apply the service-learning program on their own after the second semester. One of the teachers in fact, developed the program further and shared his new insights with the SL team leader (Appendix 7.C, Q6.b).

Teachers as generators of knowledge: The SL team strived to achieve the objective of empowering teachers to contribute in enriching the program and expanding it based on their new learning experience after a year of application. Therefore, the SL team leader asked for regular meetings under the name ‘*Teacher’ reflection meeting*’. The aim of the meeting was to empower teachers to reflect, share their learning, challenges, consult, and discuss to modify the program to meet the context of the school (Appendix 10.M). This approach provided opportunities for teachers to become decision makers, feel responsible to generate new knowledge for the program, and empower them to develop ownership of the program. This was contrast to the feeling that they should blindly apply a program without having any opinion or voice.

Below is a teachers’ comment describing his confidence in applying the program and his innovation in program’s components:

I feel confident now conducting the program on my own after conducting two service projects in one year...I also researched allot to prepare more materials related to the lesson to help students link the lesson with community service projects. (Appendix 7.C, Q6.b).

4.7.3 Consultation with the School Leadership

Consultation and reflection involved the teachers, students, and school principal. The SL team consistently engaged the principal in every step of the program in school. The SL team leader made sure from the beginning of the program that the principal was in line with the

aims and process of the program. She updated her on a regular basis regarding program achievements, challenges, and consulted upon finding solutions. (Appendix 7.B).

4.8 Leadership, Involvement, and Support

The constant updates by the SL team leader to the school principal developed a sense of trust and cooperation between them. On the other hand, teachers and students realized the seriousness of the program because the principal followed-up with every step of the program. The principal's support for the service-learning program reflected from her passion and belief to provide opportunities for students, especially the youth in the school, to develop civic responsibility and commitment to serve their community. She was convinced that today's youth are exposed to destructive media and are indulged in material life to the extent that it became the common lifestyle of the current generation (Appendix 7.A). She felt responsible for developing a sense of social responsibility and voluntarism in youth, as they are the future of the country. Moreover, she also believed that the youth have kind hearts and capacity to become productive individuals in the society. However, they needed to be provided with proper opportunities to develop those moral attributes. The following is an extract from her interview:

...We analyzed our realities in our school context and in our community in general, which we tried to find solutions for every obstacle we faced in this program. We didn't give up and I will never leave my responsibility towards these youth. They have good hearts and with some guidance and opportunities they can show the good side of their personality. (Appendix 7.A, Q3.b)

The principal's personal vision and beliefs played a vital role in supporting the service-learning program to the extent it became an important priority for her. For example, she dedicated two sessions per week for each class (grade 9 to 12) for service-learning and was called '*service-learning session*'. Then, the school timetable and teachers' schedules were modified based on service-learning periods. She also, asked the participating teachers to make sure to attend service-learning training for 4 days instead of their subject 'teacher training sessions' that was scheduled earlier for them by their subject department coordinators in the school (Appendix 7.B, Q10.e).

In addition, she supervised the preparation for the celebration, held several meetings with the team leader to plan for the celebration, and made sure to delegate the logistic work to her staff. These were printing certificates, purchasing trophies, decoration expenses, as she called it her '*homework*' or tasks to be done' (Appendix 10.M, c. Researcher's reflection notes). The findings from analyzing the role of the school leadership indicate another important process of the program, which added to the success of the service-learning program in the school. Students, teachers, and school management realized the importance of making the program a success as they watched the principal's personal follow-ups and support in almost every step of the program.

4.9 Summary

Findings presented above were compiled from students' focus groups transcripts, their reflective written feedback, and from teachers' interview transcripts. Interviews were conducted with participants in the program through a semi-structured approach. Furthermore, document analysis and researcher's observational field notes were included as supporting

evidence to the findings of this study. Responses from teachers, SL team, school principal, and students included in-depth insights of their feelings, views, perspectives, and detailed descriptions as they reflected on their learning experiences in the program.

The researcher presented a detailed description of the process of the program and the extent of its contribution in students' personal development and sense of social responsibility applied descriptive narrative accounts. This case study was conducted in an effort to understand how a service-learning program is applied in a private high school in Dubai and to what extent this program contributed to students' personal development and social responsibility? Therefore, this study presents findings based on process and extent of outcome of the program.

The historical development of the service-learning program evolved over the span of years from a school-based community service program to a service-learning program due to several shortcoming of the program. The school applied a service-learning program from the beginning of the academic year 2014-2015 incorporating many elements of quality service-learning practices. The findings of this study can help policy makers, educators, and teachers in various contexts plan and foster service a learning-program by reflecting on the process, which this school adopted that included success elements and challenges as well.

The process and strategies were applied on three main levels:

1. ***On the level of school management and teachers.*** This level included, a short presentation about service-learning to the school principal to illustrate the main vision and objective of the program. This was followed by teachers' orientation and request for voluntary participation in adopting the program. Then, teacher's training sessions were

held for the nominated volunteered teachers followed by expansion of the service-learning team to support and accompany teachers. Modifying teachers' schedules and school timetable was another vital process adopted by the school management. Moreover, teachers and students engaged actively in the service-learning celebration and the school management supported all the financial cost of the celebration.

2. ***On the level of students:*** As for this level, many of service-learning essential elements were followed, such as allowing students' voice in suggesting, planning, and applying service-learning projects. Prior to this stage, series of students' workshops were carried out to prepare them for social responsibility toward society. It explained the aims, objectives, and process of the program. In addition, students played a vital role in the preparation of the program celebration to present their projects to parents and community partners.
3. ***On the level of service-learning team:*** Service-learning team followed a series of strategies and processes to support teachers and students. For example, they prepared the component of the program, which consisted of training materials for teachers and students. They conducted orientations for parents, developed partnerships with relevant social agencies, organization, and community partners. They also played a vital role in accompanying and assisting individual teachers in their class and service field. Moreover, developing an evaluation system and action plan was part of their responsibility in this program. Evaluation of the service-learning program was derived from three sources. The first was from students' self report, which included their reflective feedback, presentation of their activities, artwork, and their active involvement in the program. The second was derived from teachers' feedback in *teachers' reflective meetings* through constant verbal discussions with SL team. The third was based on SL team members as each

accompanied several teachers throughout the year in all the program's phases. Accordingly, they witnessed all types of challenges and achievements of teachers and students while in the field with them. The following table lists a summary of processes and outcomes of the service-learning program.

Process/strategy	Outcome
- Teachers' orientation about the program	<ul style="list-style-type: none"> - Preparing teachers and providing them background about the service-learning program. - Asking teachers to join voluntary after the orientation. Some teachers joined and others withdrew.
- Teachers' preparation sessions (Training)	<ul style="list-style-type: none"> - Developed common understanding about service-learning vision and methods of applying it. - Spirit of teamwork among teachers.
- Students' preparation sessions	<ul style="list-style-type: none"> - Deepen their understanding about the concept of service to community and humanity. - Elevated level of discussions about topics related to twofold purposes (developing ones abilities/attributes and developing the community).
- Parents orientation on the service-learning program.	<ul style="list-style-type: none"> - Developing common understanding about the program. - Understanding of the psychological needs of youth. - Parents showed desires to help and support the program. - Parents shared their concerns about the challenges of their youth at home and community as a whole.

<ul style="list-style-type: none"> - Allocating fixed hours and periods per week for the program 	<ul style="list-style-type: none"> - Organized and structured periods of sessions. - Many Students got used to accept service-learning as a regular and compulsory subject. - Allowed proper time for students to plan, apply, and reflect.
<ul style="list-style-type: none"> - Planning sessions & Linking to certain lessons in the curriculum 	<ul style="list-style-type: none"> - Transferred classroom learning into real life application. - Enriched the curriculum - Bridged the gap between missing link for many students, by providing opportunities to apply academic learning to real human needs and to use the knowledge gained in contributing to the betterment of their society.
<ul style="list-style-type: none"> - Application of the program 	<ul style="list-style-type: none"> - Students had the change for direct interaction with people in the society. - Self-esteem and confidence. - Developed sense of social responsibility.
<ul style="list-style-type: none"> - Reflection through (written reflective feedback, class discussion, preparation of posters in main school entrance. 	<ul style="list-style-type: none"> - Allowed students to think deeply about complex community issues and find solutions. - Students examined their preconceptions views and assumptions and explored others realities. - Increased critical thinking and analysis of their thinking. - Expressions of feelings and desires to make a change. - Teachers and school management used it as a tool for evaluating students' and the program effect.

	<ul style="list-style-type: none"> - Making meaning of experience.
<ul style="list-style-type: none"> - Teachers' reflection meeting 	<ul style="list-style-type: none"> - Reflecting and learning from each other. - Sharing concerns, challenges, achievements, and successful practices. - Development of mutual respect and support. - Involving teachers in decision making through consultation and discussions. - Teachers contributed in generating new learning in the service-learning program, in addition to revising and adopting the program. - Planning for the celebration through consultation.
<ul style="list-style-type: none"> - Preparation and holding a celebration 	<ul style="list-style-type: none"> - Appreciation of the efforts of all participants (school management, teachers, students, participated agencies, workers in the school, SL team, participating parents). - Development of close relations and contacts with social and government organizations. - An atmosphere of joy, happiness, and enthusiasm. - Students and teacher made efforts to prepare present their students' service projects. - Principals' satisfaction of the service-learning program after presenting all the projects.
<ul style="list-style-type: none"> - SL team direct involvement and accompaniment to teachers and students 	<ul style="list-style-type: none"> - Teachers felt that they are supported at all stages. - Development of friendship and respect between SL team and teachers. - Continuous consultation on teachers' concerns, challenges, and sharing achievements. - Modifying some of the program components as the team was in the field in all the projects.

Table 4.7: Summary of Process and Outcome

In summary, the findings of this study indicated that the school applied essential service-learning elements. These included service projects linked to the curriculum, duration and intensity of project, reflection, students' voice, partnership with community agencies, evaluation of students, and the program as a whole. Recurring themes emerged while analyzing the collected data, which included greater community awareness, teamwork, commitment to community, increased self esteem, and self-satisfaction as they reflected on their ability to accomplish their tasks. The students demonstrated acquisition of moral characteristics such as, care for others, respect and empathy, joy and happiness in applying service projects. Results presented in this chapter sought to answer the two research questions: *How a service-learning program is applied in a private high school in Dubai? And to what extent does this program contribute to students' personal development and sense of social responsibility.* The next chapter discusses insights gained from the findings of this study with the literature review and theoretical framework theories of a service-learning program in the school context. Furthermore, the analysis of findings presents main challenges that the program encountered followed by recommendations and the implications for practitioners, policy makers, and future research.

CHAPTER 5: DISCUSSION, CHALLENGES, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Over the past decades, the awareness of engaging youth in community services has increased considerably by many educators and policy leaders in secondary schools worldwide including the United States (Arenas, Boswortha, & Kwandayib 2006). Hence, one of the most popular pedagogy that educators seek to adopt to increase students' engagement in community is 'service-learning' (Giles & Eyler 1994; Kraft 1996; Moore & Sandholtz 1999; Richards et al. 2013). This widespread movement intended to reform educators and empower youth for long-term engagement in social responsibility after high school graduation.

The name *service-learning program* is defined as a “pedagogical approach that integrates community service with academic study to enrich learning, enhances social responsibility, and strengthens communities” (Erikson & Anderson 1997). The main differences between service-learning and community service is that service-learning is a method, which combines curriculum objectives and standards with community service for students to carry out service projects that meet real community needs. On the other hand, community service primarily focuses on applying service projects in the communities with no direct link to curriculum objectives and doesn't necessarily involve intentional or prescribed learning goals (Edwar 2002).

Accordingly, a service-learning program is designed to bridge this gap between the division of subject matter and community to making sense of acquired knowledge and transfer learning objectives into the real life context (Eyler and Giles 1999). This means that service-learning must extend beyond mere volunteer event based community service. Most of today's school curriculum is for the most part content-driven and doesn't involve reasoning or application of knowledge in the real-life context (Wagner 2010). However, service-learning programs advocates for another dimension of real life application in the social context that venture to empower students making a meaningful contribution to the social community.

A body of research studies conducted over the past decade reported positive outcomes of a service-learning program on students' personal, social, and cognitive development. Findings found that participating students in this program gained: self-esteem, confidence, sense of commitment to society, long-term engagement in community service, developed moral attitudes (respect for others), empathy, justice, sense of caring for others, teamwork and self-efficacy (Conrad & Hedin 1982; Newmann & Rutter 1983; Yates & Youniss 1998; Kahne & Westgeimer 1996; Moore & Sandholtz 1999; Muscott 2000; Jennings et al. 2006; Steinberg, Bringle & Williams 2010). The Ministry of Education and Human & Development Authority (KHDA) inspection standards share the important role of *Social Responsibility* in the *UAE Vision 2021*. They emphasize the role of schools in developing students' personal and social responsibility in the UAE context. This study has investigated this important element in one school of high school students.

The need to develop a common understanding and a commitment to the role of young people in their society has become an integral part of public dialogue concerning how education in

the UAE should prepare its students to become active members in the community. There is a lack of up-to-date published studies on how schools are applying community service and service- learning programs in government and private schools in the UAE. The researcher realized the urgency to investigate and document a detailed case study research concerning the application of a service-learning program in a high School in Dubai.

This research study draws upon comprehensive international literature review, which reveals service-learning programs help students' transition from adolescents to adulthood life. This study investigates the implementation of service-learning program in a private high school in Dubai and to what extent it contributed to students' personal development and sense of social responsibility. This study intends to explore the application of the program based on the proposed standards of essential elements of a service-learning program. It addresses three levels of the program: school management and teachers, students, and service-learning coordinators or facilitators.

Most service-learning quantitative studies provided consistent evidence of the positive impact of service-learning on students' personal development and sense of social responsibility. There are some researchers that consider it an imperfect approach, as it is a complex process to evaluate students' perspectives. This created a clear need for more qualitative studies to bridge this existing gap in the research literature (Hamilton & Fenzel 1988; Conrad & Hedin 1981; Billig 2000; Terry 2000). Thus, this study adopted a qualitative approach to contribute to the literature by generating new knowledge in the field of service-learning research as recommended by educators and researchers.

An interpretative research perspective was adopted by this study to make sense of participants' perceptions, interpret their meanings, to analyze training materials and students' written feedback. This research used a single case strategy with the goal of providing a rich, contextualized picture of the phenomenon under study. Data was collected using qualitative methods of semi-structured interviews, focus groups, participatory and non-participatory observations, and artifacts related to the context of service-learning application. Moreover, document review method was considered one of the important methods in data collection of this study, which included: UAE strategic plan, KHDA inspection reports, newspaper articles, students' written reflective feedback, training materials, action plan, teachers' time-table, SL team leader reports, students' presentation documents, and orientation documents. An ethical approach was obtained from participants in this case study and was guided by BUiD's (British University in Dubai) ethical code of conduct. Provisions for trustworthiness were incorporated within the study through triangulation by employing multiple data collection methods and examining participants' perspectives through various means. In addition, other provisions included prolonged engagement on site and member checking.

Because of the emergent and flexible nature of a qualitative study, it is sometimes difficult to draw a hard line distinguishing data collection from analysis. Thus, data collection and analysis phases were interrelated and intertwined. This study analyzed each method separately using qualitative data analysis techniques over several systematic stages to establish domains and themes. Multi-methods were used in analyzing interview transcripts, photographs, observations, documents and field notes depending mostly on Miles and Huberman's (1994) guidelines. These steps included data management, reading, memoing, and coding. All interview transcripts, observational notes, and students' reflective feedback were coded and

analyzed, which were followed by presenting and displaying data. Students' reflective feedback documents were processed and displayed in a matrix design as recommended by Miles and Huberman (1994) to facilitate interpretation. Accordingly, the interpretation phase included lessons learned and insights from analyzing data through a descriptive analytical approach. The interpretation included the researcher's feelings, reflection, and personal views as well.

This chapter is organized into the following sections: 1) discussions of the key findings as interpreted in light of the theoretical framework and the literature review, 2) challenges that faced this program and how the program strived to overcome them, 3) followed by recommendations for policy makers and practitioners to address the challenges encountered during the application of the service-learning program as well as sharing insights for adaptation of this program on a national level. The study is then concluded by recommendations for further studies and final thoughts.

5.2 Discussion of the findings of the process as interpreted through the lens of the theoretical framework and literature review.

This section seeks to discuss the findings in relation to the first research question: *How a service-learning program is applied in a private high school in Dubai?*

This concluding chapter discusses findings of this study with key themes introduced in second chapter (theoretical framework and literature review). Through this link, several major elements will be discussed in order to shed light on the importance of understanding the process that contributes to identity formation in adolescents. Hence, in the second part the

findings of this study develop more coherence between process and extent of effect of a service-learning program on students' personal development and social responsibility in the second part of this section. We hope these findings will be applicable to contemporary youth by developing a meaningful positive identity by which service and care for humanity as a whole can become the core of their identity.

Service-learning is a pedagogical model that links curriculum or classroom learning with community service. Many advocates of service-learning promote this pedagogy as a strategy to develop a twofold purpose in students; development of personal and social reasonability; and contributing to building their community. In addition, this model enables students to link theory and practice within the education environment (Youniss et al. 1999; Jennings et al. 2006). However, over the past decades, educators in the field of service-learning and community service reflected upon various methods and procedures in applying the program in different contexts. The bulk of literature review suggests the relevance of adopting a framework or a series of guidelines for the successful application of a service-learning program in the schools, under the name of *Essential quality practice*, prepared by the National Service-learning Cooperative (1998). Contemporary researchers have emphasized on following certain guidelines to establish a clear vision of the objectives of service-learning programs and its quality elements. (Eyler & Giles 1999; Billig 2002, 2004).

These guidelines for quality practices guided this study to investigate its effectiveness on students' personal development and social responsibility. This study doesn't aim to compare the process of applying a service-learning program with the essential quality practices in the literature review in isolation with the school context. The main intent of discussing the

findings of the procedures in applying this program is to understand the process in light of the school context and the extent of its reflection on students. The literature review clearly reported the need for more empirical research in various contexts to enrich the program. Hence, it is hoped by discussing the process of applying the service-learning program in this study; it would reveal new insights of designing service-learning programs in the UAE context.

This study provided strong empirical evidence on applying most of the essential quality elements in service-learning, and adding a few more into these elements as the program evolved during one academic year in this school. Most interestingly, many of these essential elements were adopted due to intensive consultation and reflection between SL team, school leadership, and teachers. For example, a service-learning program emerged after consultation between school leadership and SL team leader to resolve some of the students' issues in the school and the need to structure the community service program to produce genuine impacts on students' personal and social responsibility.

5.2.1 School preparation to develop a common vision on the service-learning program

Many researchers and educators emphasize the importance of developing a clear understanding of service-learning programs among the school community, which includes school managements, teachers, students, and parents (National Service-Learning Cooperative 1998). In this case study, the school strived to develop an awareness of the program, starting by including the program in its academic context and regarding it as an integral component in the

curriculum. Furthermore, the principals' personal belief of the importance of involving youth in community service activities to build their identity and make them active citizens for their country played a vital role in systemizing this program. This belief revolved around the school's vision and her search for new programs to be applied. Moreover, preparation was required for the entire school community in order to align them with the vision of service-learning. Thus, a series of orientations were carried out for teachers and parents regarding the objectives of the program.

Furthermore, students' were also included in the preparation phase to align them with the service-learning program vision that was newly introduced by the school. However, their preparation phase was one of the longest phases in which they had to undertake a series of workshops regarding the main concepts of service-learning. The workshops covered the meaning of service to humanity, community needs, and their role in encouraging youths to contribute to the community. The goal of the students' preparation phase was to address the elements beyond the service-learning vision, which allows students to realize that service could be more than mere charity activities or simple projects. A similar approach was applied by some of the researchers and educators in this field (Yates & Youniss 1998; Billig 2000; Scales et al. 2000).

While trying to link the content of the preparation material for teachers' training and students, one can realize that almost all of its topics revolved around identity formation particularly in the adolescence stage. As discussed in the in the previous chapters, Erikson (1968) describes the adolescent age as the crucial age when their intellectual understanding expands. There is a search for the true self to discover their potentials, capacities, and values to form their

identity. Findings from this case study indicate that the preparation materials addressed these needs, which discussed true human nature under the concept ‘nobility of man’. This was for students to understand their noble identity and strive to acquire all its hidden virtues.

Then, a series of study materials were developed for a student that described youth’s capabilities, positive characteristics, and attributes that they can acquire during this age. This could help adolescents realize the urgency of developing their capacities and channeling them in a positive direction. In addition, students were provided opportunities to discuss their critical role in building their community through service activities and addressing the needs of society. In general, all the study materials prepared by the SL team could be linked directly with theoretical themes discussed by Erikson, Marcia, and other theorists. These themes were concerned with identity formation in adolescence and the elements that contribute positively in shaping a meaningful identity.

5.2.2 Development of a Structured Program

The school applied an organized structure for the service-learning program that was aligned with the literature review. In general, the findings of this study revealed that one of the most significant steps undertaken by the program was to develop a structured action plan. It was not rigid, which allowed for changes and modification throughout the year. This structured action plan provided a clear vision for teachers and students to understand the objectives and outcomes of the program. Through developing an action plan based on essential quality elements of a service-learning program, this process helped all participants in the program to understand the big picture of the program. It helped the SL team and school management to identify program outcome, objectives, and ways to implement, as well to evaluate the

program in the school. Also, it reduced the burden on teachers relieving them from responsibilities to develop a structured framework and action plan. It provided them with clear guidelines to start applying various phases of the program in a mutual support environment. As for students, it helped them to understand the program's aims, objectives, and their responsibilities in achieving those objectives during the year.

Through consultation with the school leadership, this action plan was developed, which included a detailed description of tasks and activities that should be accomplished in each phase including the estimated time and duration for each phase. Most of the studies in the literature report the impacts of the program on students' personal and social development, but very few described detailed the process of the program for schools to replicate (Billig 2000; Arenas, Boswortha, & Kwandayib 2006). On the other hand, this study provides rich detailed information of every step undertaken to apply the program and the results obtained including its challenges.

5.2.3 Linking Community Service with the Curriculum

The essential quality element suggested in service-learning programs are the importance of linking curriculum objectives with community service projects, or linking classroom work to real life activity that addresses community needs. This will enrich the curriculum and enhances reflective critical learning (Dewey 1938). Many authors and educators attribute the decline of students' active involvement in community and social life to the absence of a curriculum linked to real life application and lack of students' knowledge of community issues (Schank & Cleary 1995; Resnick 1987; Johnson 2002, cited in Westera 2011). This particular process seems easy to describe, but it is a challenging one. The objectives of the

current curriculum adopted in this case study school was not service-oriented and it reflected a rigid pre-identified theoretical set of learning outcomes.

Hence, many teachers struggled to find ways to link their lessons to community service. However, it was noticed that linking community service to some subjects was easier for some. For example, topics included in social studies, Arabic, Islamic studies were easier than other subjects such as, English, science, math, and biology. On the other hand, this particular link enriched the curriculum, provided opportunities for students to apply learning through action, reflection, and linking theory to real life application. As for the required number of service-learning projects that should be applied during one academic year, findings from this study revealed that in reality that quality was more of a priority than quantity. In this school, most of students were able to achieve only one to two service projects in one academic year, while some classes extend one project to the second semester as well. This finding implies the complexity and intensity of linking one lesson to community service and following all its essential processes as well.

5.2.4 Students' Reflection

Most educators and researchers in the field of service-learning strongly recommend fostering a 'reflection' technique while applying a service-learning program. They consider this element essential because it glues all other elements together. It gives meaning to experience, and provides opportunity to link one's reality with others to reach to new understandings, which generate action as an end result. Dewey points out that, "Mere activity does not constitute experience" (1916, p. 146). When students reflect before, during, and after carrying

out service-learning projects, they develop a higher level of thinking and analysis of field experiences as they link classroom practice to real life practice (Conrade & Hedin 1981).

A service-learning program revolves around connecting curriculum objectives to community service. The only way to ensure that this task is achieved effectively is through reflection in its various forms and it would be perceived as isolated activity. Reflection on service projects is valued even if it wasn't connected to curriculum, as students would get the chance to review their own habits of thoughts and attitudes. However, the difference between general reflection on service activities and linking activities with curriculum is that the latter is richer in the sense that it adds value to the knowledge acquired in theory. Students learn how to use theoretical knowledge and create useful meaning in a real life context. In another sense, it provides spirit to the body of knowledge (Eyler & Giles 1999; Billig 2002, 2004; Arenas, Boswortha, & Kwandayib 2006).

In addition, it is also recommended in the literature that students' reflection should be structured properly in a systematic way to help students organize their thoughts and be able to derive insights from their service projects (*The Wingspread Special Report* by Johnson Foundation 1989). Thus, to help educators and schools in developing a structured framework for effective reflection methods in service-learning; the *RMC Research Corporation* 2008 incorporates multiple reflection indicators that should be applied to prompt deep thinking and analysis about oneself and one's relationship to society. These indicators recommend encouraging students to reflect through various means such as verbal, written, artistic, nonverbal activities to understanding, change in perception, and attitudes. It also emphasizes

the importance of incorporating reflection during the three phases of the program (prior, during, and after service experience).

Indeed, there was tremendous evidence from this case study indicating their commitment to practice reflection methods throughout the program as advocated in the literature. Various reflection strategies were adopted, such as class discussions (before, during, and after) service projects. This particular method of reflection is called '*interactive dialogue*' as described by Noddings (1992, p. 23), which intends to provide opportunities for individuals to explore other's opinions, thoughts, perspectives and search for new understanding as it might evolve through dialogue. Other reflection methods included: written reflective feedback, creating posters to summarize students' learning experiences, describing process of their projects, and preparing, presentation, short plays, and artistic performances to reflect on their projects. Moreover, Dewey (1916) explains that the core of reflective inquiry is the ability to derive connections of different pieces related to a particular context and to link between results of the program to produce relevant actions.

In this case study, reflection materials aimed to address the suggested elements recommended in the literature. For example, questions on the written reflective feedback form required students to reflect on describing their projects' application process. This was followed by personal reflection questions that elicit change in students' prior perspectives and learning experiences. This process was echoed in their posters, presentations, and performances. Also, this study's findings found that teachers and the SL team encouraged students to perceive and analyze communities' issues through a critical lens as opposed to their preconceptions and assumptions. Thus, certain steps were used to ensure this critical analysis, which started with

class discussions without any constraints. International and local research, planning, and applying service projects in a real social context followed this. It concluded with reflection on lessons learned from their service experience.

5.2.5 Students as Generators of Knowledge

The other essential process that was emphasized by *RMC Research Corporation* 2008 is allowing for students' voice in planning, implementing, and evaluating their learning experience accompanied or guided by adults. The RMC Corporation developed indicators to guide educators in allowing active participation of students in a service-learning program. These indicators include the extent that students have the opportunity to generate ideas during the planning, implementation, and evaluation process. It also emphasizes the importance of involving students in the decision making process throughout their service project. In this case study, the findings indicated that the SL team emphasized that teachers provide this eligible right to students to express their voice in the program. This emphasis established in teachers' training sessions was one of the materials that included topics regarding the role of youth in 'building their community'. The importance of developing consultation attitudes and skills among students to suggest, plan, apply, and evaluate their service projects were also included. Some of the training materials revolved around required attitudes and behaviors that teachers should acquire to foster students' voice, such as patience, humbleness, acceptance of others' opinions, detachments from one's opinion, and consultation with the aim to reach unified agreements.

This training and SL accompaniment helped teachers to realize their role in a service-learning program sessions is different from their regular role as teachers. A teacher's behavior may

reflect that they are superior to students with their subject knowledge, prepared lesson plans, experience, and competence in their subject field. On the other hand, teachers are considered co-workers with their students, and sometimes facilitators in a service-learning program. In this path of service, no one is superior to another, as all should acquire the virtue of humbleness and openness for a new learning experience. This path deals with direct interaction with people in society, which requires conducting service for others in a posture of humbleness and cooperation.

Thus, a service-learning program requires a change in the traditional teachers' teaching approach. Teachers have less control of the service-learning material. Students' gradually add their field experience and perspectives to the curriculum, which means that they are provided with chances to become generators of new knowledge. An expert who delivers knowledge to others no longer runs the class, but rather by co-workers, facilitators, and their students reflect on the new learned experience (Stacey, Rice & Langer 2001).

This case study revealed many examples of service projects suggested, applied, and evaluated by students. Teachers' interviews confirmed that they had no prior experience in the field of community service. The SL team was previously involved in community service and voluntary programs, but they reported that every experience was a new learning experience for them. For example, teachers provided students with opportunities to choose their groups, delegate work among them, and present their work in public through direct interaction. This approach helps students facilitate their own learning experience, taking responsibility for their own service projects, and attributing new achievements to their own efforts.

Some teachers expressed surprise at their students' suggestions for service projects and their planning processes, whereas, others complained about students' lack of creativity to suggest service projects. Some researchers argue that reasons for lack of students' voice in suggesting projects might be due to lack of knowledge of their community needs and issues (Billig 2000). Others educators refer to this issue as incompetence in the current educational system, which emphasizes academic excellence as the main the objective in life. This priority doesn't require students' to give extra effort in expressing their voice when reflecting on communities' needs (Bridgeland, Dilulio & Wulsin 2008). Many studies have revealed similar results demonstrating high school students with more ownership over the planning, execution, and presentation of their service-learning projects. Also, they had an increase in self-esteem, interpersonal communication, personal efficacy, sense of social responsibility, and critical thinking skills. It was found that they were most likely to report an increased interest in engaging in service and felt more efficacious (Blyth et al. 1997; Spring, Dietz, & Grimm 2006).

5.2.6 Community Partnerships

The other essential element of service-learning is developing a collaborative partnership with service providers, social organizations, government, and non-government organizations (*RMC Research Corporation* 2008). Most of the indicators recommended in the literature corresponded with some of the findings in this study in relation to this element. For example, some researchers (Wade 1997; Billig 2000) reported in their studies that strong service-learning partnerships with community members yield positive outcomes for teachers, students, and community members. These are in the form of development of skills, resources,

meeting genuine needs, and deeper understanding of each other's needs and community issues.

Similarly, the majority of students' service projects, in this case study, developed collaboration with service providers' entities as they were requested to cooperate with the school to provide opportunities for the students to carry out their service projects. For example, collaboration with government hospitals, police, Ministry of Social Affairs, special needs rehabilitation centers, medical laboratories, elderly center, and other private local sectors such as, coop unions and private schools. Formal correspondence between the school and community partners indicated a clear brief and description of the service-learning objective, required outcomes, and reasons for choosing their site to carry out service projects. The detailed descriptions of the program were aligned with the emphasis of the literature to develop a shared vision and set common goals to meet the needs of the community (Appendix 11.3).

Furthermore, primarily students in the school triggered involvement of parents in the service-learning program as partners. They linked needs by reaching out to government and non-government agencies to their parents' occupation, which was followed by teachers and SL team's official approaches. The agencies were approached only during the application of the program, which resulted in not achieving some of the element indicators in this case study, such as 'service-learning partnerships' that is characterized by frequent communication to keep all partners well-informed about activities and progresses' (*RMC Research Corporation* 2008). This process was considered one of the missing elements in the program. It required developing strategies concerning the school and the involved agencies to continue their

relationship through constant updates of their relevant activities so that related projects could be sustained.

5.2.7 Evaluation and Assessment: (students and program evaluation)

Evaluation and assessment of a service-learning program intends to assess the quality of the implementation and progress of students' personal social development (*RMC Research Corporation* 2008). The indicators focus on building student evaluation upon collected evidence from students' critical reflections to assess progress towards meeting specific goals and learning outcomes. In addition, the *Research Corporation* emphasizes the importance of sharing learning outcomes of the program with the community. Other researchers reported that assessment evaluation for students' progress in service-learning was related to students' expressions of joy of efficacy, application of service projects, and enjoyment of the subject matter. Hence, many studies found that students' evaluation for service-learning was conducted in the form of frequent written reflective feedback associated with evaluating their personal gain in service projects (Shumer 1994; Billig, Root, & Jesse 2005).

In this case study, the evaluation strategy for students was in progress during the year and was modified in the second semester. For example, teachers along with the SL team agreed to evaluate the students based on their active participation in class discussion, written reflective feedback, the service project, and the celebration event to present their learning experience. This was similar to some research studies in other schools (Greene & Diehm 1995). However, the evaluation methods were not rigid in the beginning of the school's program. It was not

decided whether to include the program in the service hours or to add grades in addition to the service hours to students. Then, it was decided to add only service hours to the students' certificates at the end of the academic year, when unexpected results were revealed after the first semester. Many students did not take the program seriously and were not actively engaged in all phases of the program. As a result, teachers requested the application of a grading system in the program for active participation. Therefore, a new evaluation system was introduced in the program in the second semester. The teachers evaluated and graded their students according to the following standards: Outstanding, partial participation, and non-participation.

Teachers and the SL team assessed students' reflection during class discussion about their learning experiences as recommended in the literature, with feedback sessions considered informal assessments. By analyzing the researcher's observational field notes, it was revealed that students did not realize that they were continuously evaluated throughout the program as they were talking and reflecting with their peers and teachers on their projects. Likewise, Billig, Root, and Jesse (2005) reported in their study that assessment in service-learning was related to students' enjoyment of subject matters and civic knowledge efficacy. Similarly, community partners, educators, and policy makers (some officials from the educational zones) were invited to the celebration to share with them learning outcomes. This was to ensure continuing partnership and collaboration with the school and to witness the effect of their collaboration in service activities on students' personal development and social responsibility.

5.2.8 Duration and Intensity

‘Duration and intensity’ are considered other major elements that play a great part in the success of service-learning programs in schools. Researchers and educators emphasize the importance of dedicating enough time for students to plan, carryout service projects, and reflect. Hamilton and Fenzel (1988) reported that duration and intensity of a service-learning program was positively related to students’ self-esteem and social responsibility. They concluded that a service activity program of brief duration that involves relatively few hours of participation by students are valuable as well, but not in ways that could produce long term personal characteristics. Many researchers found that duration was positively associated with students' civic engagement, social responsibility, and had positive impact on students’ long-term commitment to service (Melchior & Orr 1995; Eyler & Giles 1997; Berger& Milem 2002; Billig & Brodersen 2007; Scales et al. 2006).

Results from this case study were aligned with findings in the literature demonstrating the link between duration of service-learning and students’ outcome. In this case study, duration and intensity were evident in most of students’ service projects. This included an investigative approach by conducting research about community issues, followed by allocating time for group discussion and planning for projects. Moreover, the duration was extended even after the application of each project to provide opportunity for further reflection. This explains the reason behind spending one semester on one service-learning project in each class.

It was also noticed that students were not rushed into planning or carrying out their projects. Teacher training recommended the importance of allowing time for students to discuss projects in addition to finding ways in applying them. This process was not transferred

theoretically to teachers; instead an action plan for each phase of the program was developed and submitted to teachers to follow. In addition, the school allocated two 50-minute sessions per week for each class in the service-learning program. This would be for students and teachers not to rush in the program or to fall behind in the curriculum. The strategy of allocating special periods and times to the school's schedule was important to the program. It provided the chance for teachers and students to achieve all the required phases in the program. They had time to discuss, investigate, plan, apply, interact in the community, reflect, evaluate, and prepare for the celebration as well. One can realize the amount of work and complexity that each service-learning project requires to be properly applied. This could not be achieved if dedicated time was not offered to both students and teachers.

5.2.9 Direct Service Approach

This element might sound irrelevant to be included in the process section in an attempt to answer the first part of the research question of '*how*' *service-learning is adopted in a high school*? However, the researcher noticed that this element played a vital role in the program. The result of providing the chance for students to apply service projects in the community and experience personal and direct contact with people will be discussed later in this section. It was noticed that many of the students' positive feedback were attributed to the personal direct contact that they had with the recipients in the community. Similarly, as discussed in the theoretical framework section, Marcia (1993) emphasizes the critical stage for the adolescent to integrate positively in social life to make choices and decisions, which may affect in identity formation. She further argues that if an adolescent lacked experimentation in real social life during their developmental stage, commitment and responsibility would not be an easy task to be formed in their identity. Hence, for this study the element of 'direct service

approach' will be added to the process undertaken by the program in this school, though it was not directly instructed by the SL team leader to allow students' voice in suggesting service projects.

In the literature review chapter, many researchers and theorists advocated for the importance of providing opportunities for students to have face-to-face interactions with members in their community and carrying out helpful projects as this will contribute in forming their identity as well as developing social responsibility (Dewey 1916; Erikson 1968; Boyte 1991; Youniss & Yates 1997). Other studies incorporated four criteria to investigate the impact of service-learning elements on students' social and personal development (location, duration, focus of the project, and personal contact) and found that 'personal contact' was the most significant (Moore & Sandholtz 1999). They argued strongly that if a service-learning program is to achieve a notable impact on students' personal and social development, personal contact should be considered the core component of the program.

The findings of this study support prior research in leading to the conclusion that students' personal interaction with members in the society encouraged them to engage in social interaction with diverse people. In this case study school, the development of students' social responsibility could be primary attributed to the opportunity for social face-face interaction in the community as discussed in the findings chapter. For example, students expressed their desire to continue helping people, being engaged in service acts, or enjoying their service project as a response to interview questions and in their written reflective feedback accounts. Most of the students' service projects were carried out outside the school in the community

and included face-to-face interaction. In fact, this process was the favorite part for students as expressed in their focus group interviews, for example: (Appendix 8.C,Q2, S5).

However, students expressed joy and excitement while applying their projects outside their school campus (in their community) as well as realizing many new skills they acquired throughout their face-face interaction. Further details of the effect of this particular process will be discussed later in this chapter. In general, applying projects outside the school in the community was not an easy task as observed by the researcher. Many detailed arrangements had to be applied that included, personal calls to the community members or agencies, followed by formal letters that required again many phone-calls to follow up the request, and arranging the dates so they did not conflict with students exams, school activities, or teachers' schedules.

5.2.10 Service-Learning Team Commitment

Dedicating a team of committed individuals to facilitate a service-learning program turned out to be an emerging new finding from this study. Yates & Youniss (1998) describe a case study of a service program held in a high school and the role of committed facilitator in that school. They described in detail the role and the effect of having a committed full-time facilitator to empower students in their service journey. However, this compressive rich study was carried out to evaluate the effect of community service program on students' long-term engagement in community service and the development of a sense of social responsibility. In their case study, they found that the fulltime facilitator had a tremendous impact on the success and sustainability of the program, as well as a positive impact on encouraging students' for long-term engagement in community service after high school graduation.

Moreover, many studies report teachers' challenges in applying a service-learning program due to their workload (Raskoff & Sundeen 1998; Edward 2002; Eyler 2002). Therefore, the practical process that emerged in this case study may provide educators and policy makers' detailed strategies for a smoother process in adopting a service-learning program in schools in various contexts. At first, only one fulltime volunteer facilitator was supporting the school in carrying out the community service program, however, due to expansion of the program to include service-learning projects, the school arranged a team of volunteers with community service background to support the school. This finding may not be replicated as each school context varies from another. However, insights revealed from this experience could inspire solutions for similar challenges that might occur in schools that strive to implement service-learning programs.

It can be firmly said that one of the most important elements for the success of the program in this school was due to the genuine support of the SL team (Appendix 10.N, 2.a). The service-learning team supported both teachers and students, for example, dividing teachers among themselves to develop one-to-one support in planning their lesson, linking it to service projects, corresponding with community partners, and constant consultation about the program. Another dimension of SL team support to teachers and students was evident through their constant involvement and accompaniment to students' service projects in the field. They helped the teachers in every step and phase of the program as co-workers rather than instructors. This resulted in developing bonds of friendship and trust between some teachers and SL team throughout the year as they met often to plan, and delegated work among each other. However, certain qualities distinguished the SL team, which in the researchers' perspective contributed positively to the application of the program. These

qualities included the teams' volunteering history in the community, their passion and desire to transfer their learning experience from the field to the education system, and their aim to empower students to be active participants in the community.

5.2.11 Consultation, Action, Reflection

'Consultation, action, and reflection' was one of the themes that emerged during analyzing the findings from various dimensions, which the researcher observed constantly throughout the program. This approach was adopted in different settings, phases, and among all the participants. For example, the SL team leader always consulted with the school principal from the beginning of the program until the end the end of the academic year concerning every step of the program. These steps included, nominating teachers, students and teachers' preparation, time tables, school calendar, and spreading awareness of the program in the school, etc. Moreover, the SL team leader reflected with the school principal and updated her after applying each phase in the program reflected upon the challenges, achievements, and analyzed the outcomes. She consulted about overcoming obstacles that the program faced and this cycle of consultation and reflection continued throughout the phases.

This approach was also evident among SL team members, who consulted on materials preparation for teachers and students as well as delegating responsibilities among themselves. They also consulted on ways to support teachers as they divided individual teachers among them for one-to-one follow-up and support. They met and reflected together upon their challenges and progress (Appendix 7.B).

As for teachers, this approach was also noticed during teachers' reflection meetings. The meeting itself was called by the SL team a 'reflection meeting', in order to encourage collective participation in generating knowledge and experience in this program rather than receiving mere instructions without adding input to the program. In the reflection meetings, teachers first shared their experiences including their challenges and achievements, and then consulted about their challenges. This approach was also applied on another level with students, as they had to consult and discuss together about their service projects before application. This was followed by immediate reflection on the project with subsequent consultation again. The reflection led to another action, which required a process of consultation on how to apply the next step and reflect again.

This process of 'consultation, action, reflection resulted in reviving the program rather than developing a rigid system that doesn't allow a chance for modification. However, it doesn't mean that the program was based on random un-organized activities, but it preceded a constant rhythm of consultation, action, and reflection. Hence, it can be noticed that the program was propelled by a framework and then expanded based on collective gained experiences believing that each context has its own unique needs. The process of consultation, action, reflection also resulted in building a foundation for the program in the school. It was based on the accumulated knowledge derived from all participants in the program (school principal, management, teachers, students, community members and SL team) in one academic year. Hence, this accumulation of knowledge was considered a rich source to expand the program and develop it further in the next few years. Furthermore, this particular process led to building teachers' and students' capacity for service as they played a vital role

in planning and executing the program in an attempt to reach collective awareness and unity in participating in community building and raising social responsibility.

The researcher's observational field notes, interviews of teachers and the SL team revealed the commitment of the school principal to adopt a service-learning program by any means. The principal's vision and commitment to empower the local Emarati youth for social and civic responsibility was evident through her continual support throughout the year. The SL team proposed to pilot the program because there was no prior implementation of a service-learning program in any UAE schools with components to adopt and learn from. School leadership embraced the program whole heartedly and offered full support to carry out the program.

This support by the school principal was visible and manifested in all aspects of the school community, which she officially declared to all members of the school the high priority of a service-learning program. For example, as was mentioned earlier in the previous chapter, changes and modifications occurred immediately in the school activities and teachers' timetables once the program was launched. Almost every regulation and policy in the school was modified or changed completely to facilitate a smooth application of the service-learning program.

Additionally, the school management was requested or rather instructed to support the program and address any needs that it required. For example, during the celebration, extra responsibilities were added to the school management to help the SL team for the preparation in terms of taking charge of all expenses, sending out invitations, arranging for IT services,

changing teachers and students schedule for the day of celebration. Another example that indicated principal's support for the program and her direct involvement was evident in her request to management to customize a big wooden display in the school entrance with glass to exhibit students' posters and pictures of their service projects. She personally supervised the execution of the students' display, which indicated signs of appreciation of students' work.

5.3 Discussion of the findings of the extent of impact as interpreted through the lens of the theoretical framework and literature review.

This section discusses findings in relation to the second research question: *to what extent does a service-learning program contribute in students' personal development and sense of social responsibility?*

Discussions in the previous sections revolved around the process necessary for schools to undertake to develop a properly nourishing 'eco system' environment. This is for students to experience and develop a sense of social responsibility as a legitimate need of identity formation in adolescents. According to Erikson (1968), adolescents struggle to understand themselves in relation to society. They usually attempt to identify themselves with values and ideologies that emerge from direct connection with their family and traditions. One critical goal of a service-learning program is to provide a nourishing environment, where young students can make these connections and resolve important identity challenges of this formation stage.

Many findings from this study corresponded successfully with the literature review and theoretical framework demonstrating that by providing opportunities for young students to

interact with the community through meaningful service projects, they will acquire to some extent moral attributes and develop a sense of social responsibility. Many studies that were designed to address the effect of service-learning on social and personal development for K-12 students have reported a positive link between these two elements (Newmann & Rutter 1986; Conrade & Hedin 1989; Giles & Eyler 1994).

In this study, it was challenging to sort participants' statements under a set of organized categories similar to the literature review section, since emerging themes were interrelated and participants often revealed more than two themes in their replies. Therefore, this section strives to categorize and discuss the emergent themes by following elements raised in the literature review chapter. According to some educators and theorists (Dewey 1916; Erikson 1968; Marcia 1993; Yates & Youniss 1998) there are major developmental concepts that contribute significantly to forming identity in young individuals. These concepts include personal and moral development in terms of self esteem, self empathy, contentment, care, love, respect for others, joy and self realization. This section will discuss these concepts in the context of this case study.

5.3.1 Exploring Moral Identity through Action

Many students expressed their gratification for having the opportunity to perform acts of service in the community as they felt some emptiness in their lives. When they were asked about their opinion of a service-learning program in their school, some students reported that they always wanted to perform community services, but they didn't know how and where? (Appendix 8.E, Q16. S7). Erikson and Dewey could closely link this insight to the theory of identity formation in this particular stage in adolescents' life. Adolescents search for meaning

in their life and strive to develop values to shape their personality. The authors stress that adolescents need proper structured opportunities to discover their capacities and acquire values in action not through a set of theoretical lectures or lessons in classrooms. They need to practice and examine ethical moral values in real life, which is exemplified through service-learning programs or community services.

Based on evidence derived from interviews with teachers and students in this study; some students who were labeled as inactive, shy or non-participative students in class, showed remarkable participation in service-learning projects. It can be assumed that due to providing opportunities for students to plan and interact with people resulted in active involvement, which played a vital role in applying the service projects. They also showed signs of responsibility, expressing moral emotions, such as respect for the service recipients and towards their peers. Youniss and Yates (1999, p. 379) argue that moral actions lead to the development of moral identity, which in turn promote further moral actions. This study supports Blasi and Nodding's theory that moral judgment becomes an integral part of one's identity, which was acquired through the developmental stages of identity formation. The findings discussed in the previous chapter reported examples of how students manifested acts of moral attitudes, such as care and respect for others, empathy, and signs of kindness towards others from the beginning of their project until the end.

The analysis of collected data found some changes in students' perceptions about race, social class, gender, and religion as they engaged in service projects in their community. This implication was interrelated with their expression of feelings of empathy. This was challenging to analyze, since it was the basis for the others to proceed. For example, while

some students carried out their service project in the urban town in Dubai, which consists of a mixture of non-Muslim and non-Arab population. Students who come from a local Emirati Muslim background sympathized with the people living in that area, showed respect, and went further in their project to transfer the results of their survey to the officials in attempt to help them (Appendix 8.B). Similarly, the same group organized a football match as part of their lesson subject with workers of mixed nationalities, class, and religious differences. Then during their reflection, they expressed joy, happiness and acceptance of others despite their diversity.

Furthermore, many students from various classes repeated one term “*we are all on*” after engaging in different service projects with various people in their community. Likewise, LeSourd (1997) emphasizes the impact of community service on students’ acquisition of deeper human virtues. He further explains acts of service in the community have tremendous power to teach people values of the genuine worth of human beings by overcoming the tendency to categorize others based on preconceived views. Furthermore, other studies confirmed that assisting students to learn about community through a service-learning program in elementary and secondary schools was very effective in providing the chance for students to understand the concept of diversity. In addition, though direct interaction with diverse members in society, students learned how to reflect seriously on the effects of their projects and join in common a cause with people in the larger community (Wade, 1997).

According to Bringle and Hatcher (1999), reflection promotes deeper understanding of a subject taught and its relationship to the non-academic world; it also develops a higher level of thinking in students. Accordingly, students tend to acquire new forms of understanding

after direct interaction in the real world; hence, it enhances their self-awareness, realization of their capacity, and sense of community. In this case study, some students revealed tremendous evidence of their ability to reflect critically on their service-learning experiences and were able to admit their ‘false perception’ as described in the previous chapter.

Feelings of appreciation and contentment: Students reflected on their lives and attitudes as they interacted with people in the community. They realized they were taking their better-off life for granted, as well how blessed they were by being surrounded with loving family and friends. In addition, feelings of gratification and appreciation were expressed throughout their transcript and reflective feedback towards their teachers. For example, one of the service projects that some students carried out included playing the role of teachers for one school day. Students reported intense feelings and reflected on the role of their teachers in their lives (Appendix 8.E).

5.3.2 Increase in sense of Social Responsibility

Many studies found that students’ sense of social responsibility was greatly enhanced through their engagement in service programs (Newmann & Rutter & 1989; Youniss et al. 1999). Through acts of service, students linked themselves to their community and discovered their role in contributing to society, as well as believing that their civic involvement was crucial for addressing social issues. Results from those studies showed that students who were involved in structured community service projects during high school as adolescents were more likely to be involved actively in pro-social organizations, than youths who had not participated in these programs during school.

In this study, one of the main advantages of a service-learning program, as expressed by many students, was the realization (see summary of process & outcome table) of their capacity to conduct acts of service and helping others in their community through direct interaction with people. Many students repeatedly expressed feelings of pride in their ability to '*make the change*' after carrying out service projects. These findings indicate that students were able to discover their potential, which in this sense refers to their identity as individuals who can make a positive change through practical service projects. According to Erikson's theory (1968), discovery of one's self-potential starts to form during the stage of adolescence through meaningful social interactions.

Moreover, signs of compassion, empathy, and concerns for others' wellbeing were clearly evident in students' transcripts and reflective feedback accounts as they acknowledged the needs of others. Noddings (1984) argues that the main driving motive to help others is based on understanding peoples' needs and realities. She explains that through acts of service in the community, students tend to understand other realities. Hence, they will have the tendency to strive to act accordingly, with the result that distance between the one caring and the one cared for will diminish. Erikson (1968) and Logan (1985) argue that a lasting identity cannot be constructed with reference to personal experience alone rather its construction is highly related to the level of interactions with others in society. Thus, individuals explore their stance towards social justice, and assess themselves as a constructive force that seeks to help the less fortunate in a spirit of mutual responsibility and respect. Consequently, various excerpts from students' written feedback and interview transcripts illustrate the meaning of continuity in identity formation as they viewed themselves as agents of change and contributors of social justice (Appendix 9).

5.3.3 Knowledge and Skills Development

Consistent with the literature, students in this study expressed a higher level of understanding of their lessons' objectives. They had to demonstrate their understanding through research, presentations, and reflection on their service activities related to the topic of lessons. As a result, students' engagement enhanced their knowledge concerning their community as well as global issues. They manifested their gained knowledge through public speaking, holding seminars, awareness campaigns, and self-investigative skills.

Similarly, studies conducted by many researchers found that testimonies from young students who participated in a service-learning program, reported higher knowledge of themselves and others with the acquisition of new skills as opposed to students who did not participate (Hamilton & Fenzel 1988). Other studies illustrated that teachers who connected service-learning to their curriculum reported that their students mastered more knowledge and skills than they would have learned through regular instruction (Ammon et al. 2002; Billig, Root, & Jesse 2005; Billig & Brodersen 2007).

Teachers and the school principal witnessed this enhancement of knowledge and skills as they followed up with students' progress throughout the program. For example, during the program celebration, some students presented and performed various programs that they had designed. The school Principal and teachers were surprised by their students' skills. In addition, students' gained deeper knowledge of the learned lessons as they researched and had direct involvement in projects in society.

5.3.4 Beyond Meeting Mere Curriculum Outcomes

According to Dewey (1916), true learning and understanding occur when students get the opportunity to transfer theoretical knowledge from the classroom to a real life setting. As a result, students would not only be able to meet pre-established academic objectives, but also new understanding and abilities might develop from direct interaction with the real world. By connecting classroom learning with the real life environment, students develop greater understanding of the content of lessons. The social component will provide students with the opportunity to extract meaning and transfer them into service projects that relate to society. Through addressing issues that concern local and global affairs, new dimension of outcomes will reveal in students what is beyond their subject objectives. Identity formation occurs in this context as emphasized by many scholars (Kilpatrick 1918; Dewey 1938; Erikson 1968; Blasi 1983; Kolb 1984).

Consistent with the literature, this study presents evidence of new learning experiences that were acquired by students beyond theoretical academic objectives. For example, some students expressed their new realization of the role of the teacher and their hard work during one full school day. Their academic lesson was about *The Teacher who made a difference in students' lives* and they had to plan for a service project relating to their lesson. One can be certain that students would not reach deeper understanding of these concepts of the lesson theoretically if they had not carried out their service project. Upon reflecting on their feedback, it was noticed how they tackled other aspects of a teacher's life. They described the attributes that they developed throughout their experiences, such as patience, love, sincere love and kindness, the importance of proper preparation, the amount of work to prepare one

lesson, and the importance to be a role model for their students as they look up to them (Appendix 8.E). At first, students were able to reflect on the attributes and skills that they developed, but later they associated their learning experience to the role of their teachers and resulted in expressing their appreciation of their hard-work and commitment to change their behavior in class as a token of appreciation. This means that the service project met the required pre-determined outcome objectives of a lesson to understand the role of teachers in students' lives. It went beyond that as students encountered other aspects of teachers' life characteristics that they hold, and actual process of their work. Various dimensions occurred during the project, such as developing communication skills, moral behavior, and discussion of the detailed work of a teaching career.

Similarly, in another project, the lesson which was about 'Urban Sprawl' students planned for a field survey in a small town in Dubai to link the theoretical aspect of their lesson in real life. The findings of students' survey in that town were to relate the lesson outcome of student understanding the important elements that affect Urban Sprawl. However, unpredicted findings occurred during the project, where students developed investigative skills to understand the reality from the people who live there as opposed to published numbers in the research. The students' interview revealed reflection on the investigation of truth. Also, they expressed empathy towards people whom they spoke with, followed by feelings of anger, and disappointment of how people are not provided with more facilities as compared to their neighborhoods. In addition, feelings of appreciation and contentment of their lives were expressed as well as their eagerness to make a change and not to be content with their findings from the field investigation (Appendix 8.B).

Hence, the project evolved to a desire to transfer their voice to the officials as a sense of responsibility and commitment to their community development. Some of them clearly expressed in their interview that they felt they had to do something about their findings as this is their country and they have a duty to serve its members. Evidence of developing a sense of social reasoning as part of their identity was witnessed through students' service-learning projects, yet these insights would not have been revealed if the reflection method was not applied as has been emphasized by many educators and researchers (Kraft 1996; Youniss & Yates 1997; Raskoff & Sundeen 2000; Leming 2001; Billig 2002; Eyler 2002).

Researchers emphasize the importance of providing opportunities for students to share their learning experiences to develop reflection skills. Some studies indicate that students often don't get enough opportunity to share their reflections due to the absence of structured methods by schools to allow this activity to occur (Meinhard, Foster & Wright 2009). In addition, they also reported that most of the participating students in a service-learning program expressed their dissatisfaction of their service projects in the field. This was due to the lack of direct adult involvement and inadequate follow-up at school. However, in this case study, students were encouraged to share their reflection in various structured methods, such as class discussion, writing reflective feedback, preparing posters that included their reflections, and presenting in the service-learning celebration event.

Service as a life style: Another finding that was observed that has implications for the impact of a service-learning program beyond meeting the objectives of academic lessons was students' development of service attitude. It was noticed that by engaging students in service acts in the community (through direct link to the curriculum) many students became more

service oriented and expressed constant desire to be involved in service projects even after accomplishing their required projects. They often showed interest in discussing community issues in their classes. They also tended to talk about certain issues concerning their society, such as marriage and tribal issues, reckless driving, observing some racism acts among certain members in the community, and the spread of drugs and smoking among youth, etc. They started to show interest in discussing relevant issues in their community and a desire to organize service projects or campaigns to tackle these issues (Appendix 10.J). These examples could be regarded as signs of identity development towards service orientation and social responsibility. This would be a result of involving students in the community's affairs and providing them with the opportunity to perform acts of service followed by reflection.

5.4 The Service-Learning Program Challenges

This section presents some of the challenges encountered by the service-learning program in the school accompanied by ways adopted to overcome them. Most of the presented challenges are derived from reflection on participants' interviews, class observation and researchers' field notes. Next, a brief summary of similar challenges from the literature review is presented to find out if a service-learning program faces similar challenges in various contexts. The intention of this analysis is not to reach to generalization, but to introduce the challenges that occurred in this case study to be as transparent as possible. This would provide as much information, consequences and insights for policy makers, educators and schools to avoid some of the causes of these challenges to implementing a service-learning program. The challenges presented in this study are considered stepping stones for other educators to be aware of and offers a structure to build on when planning programs, as each challenge could

be repeated in various contexts. In general, challenges that faced this school are categorized into three main categories, challenges that faced the teachers, students, and the SL Team.

1. Teachers' Challenges

Teachers' workload: Almost all (participating and nonparticipating in program) complained about their workload in the school, in addition to their tight teaching schedule. Often, they expressed feelings of overwhelming responsibility and were pressured to carry out the service-learning program. They reported that they often struggle to prepare materials, worksheets, and exams test for their lessons, not to mention spending extra time preparing for the service-learning program, as most of teachers taught 24 periods in additional classes that included a high number of students (approximately 25 to 27 students, per class). As a result of this challenge, some teachers lost their enthusiasm to continue with the service-learning program in their classes. Thus, the SL team had to take over some of the service-learning sessions and carry out service projects with their students. However, based on the SL team remarks, quality and results of the projects were not as expected compared to the classes that their teacher was the main responsible person for applying the program (Appendix 7.B, Q12).

Nevertheless, the SL team leader reported this challenge to the school principal. Hence, one of the solutions was to ask the teachers to apply the service-learning program in one class and carry out one service project per term. Despite this solution, the issue remained until the end of the year as the majority of teachers complained about the overload from schoolwork.

Similarly, several studies also report the same challenge when applying a service-learning program in a school context. They found that due to faculty and teachers' time, the likelihood of their support and involvement in the program decreases as it requires extra planning and outreach to the community (Raskoff and Sundeen 1998; Edward 2002 and Eyler 2002; Raskoff and Sundeen 2000). However, the degree of over-burdening the teachers to carry out extra responsibility has been reduced in this case study school, as there was a dedicated team called the *SL team* in which they were heavily involved in supporting the teachers in every step and co-organizing the program with the students.

- **Difficulty in connecting community service with curriculum:** Teachers in this school were used to holding their lessons as described and planned in their curriculum guide or by their department coordinators. They faced difficulty in connecting their lessons to relate to the community service project (Appendix 7.B, Q12. c). As a solution to this challenge, the SL team leader suggested to the teachers to choose only one lesson that could be linked to the service projects in the community, such as issues related to the society or lessons that students could expand upon and conduct problem-solving activities on issues in their community. Therefore, some teachers were able to adopt it easily as their curriculum included some lessons that could link them directly with SL program, such as an Arabic subject, social studies, and Islamic studies. On the other hand, other teachers struggled in finding related lessons, such as English, math, and science. However, in the end, all teachers were able to apply a service-learning program with the cooperation of the SL team. A similar challenge occurred in many schools that adopted a service-learning program (Arenas, Boswortha & Kwandayib 2006). However, they argue the most difficult issue is that service is not a one dimensional, easily identifiable task with uniform objectives that is similar to many classroom lessons. Despite this challenge,

service-learning projects related to curriculum lessons showed clear evidence in students' personal and social growth as well as enhancing their intellectual performance. After analyzing this challenge in the context of this case study in the UAE, this could be attributed to the lack of institutionalized structure of the service-learning program by policymakers, educators, and government and non-government service providers in order to provide a helpful framework.

- **Lack of cooperation and support by subject department coordinators.** One of the crucial challenges faced by students and the SL team was the lack of cooperation by department coordinators. Some of subject department coordinators felt that the program was a burden on the school and a waste of teachers' and students' time. Often, a few of them complained that teachers were wasting their time in carrying out service projects outside the school with their students instead of spending extra time teaching their subjects to them (Appendix 7.B, Q12. a). In addition, they would occasionally not allow participating teachers in the SL program to attend the training, as they would assign them with certain tasks, such as lesson preparation, exams, reports, etc. They regarded the SL training as a program that interfered with their work. The SL team leader shared this challenge with the school principal, since she supported the program and had separate meetings with the department coordinators to resolve these challenges. As mentioned earlier, participating teachers were asked to join service-learning training and teachers' reflection meetings by the school principal which indicated her full support for the program and her ambition and determination to make this program a success despite all challenges.

Reflecting on this particular challenge, it appears that if department coordinators developed an understanding of the importance of the impact of a service-learning program on students' personal development and social responsibility in that it affects their identity formation, it would have reduced many of the mentioned challenges. For example, teachers' feelings of frustration with their workload would reduce if they regard their efforts in applying a service-learning program as an integral component of their curriculum. In the case of this school, it appeared that teachers had several people to report to, first to their subject coordinator and second to the SL team leader. As a result, on one hand, they regarded their work as a extra effort that will not be appreciated by their coordinators and on the other hand, they believe that the program is playing an important role in developing social responsibility in students.

Students' Challenges:

- **Difficulty in meeting the needs of all students:** Some teachers faced difficulties in addressing the needs of all their students in their classes as students' motivation to engage in the service-learning program varied. Some students were eager to offer suggestions, actively participate, and provide commitment during and after applying service projects. On the other hand, some students did not show any interest during the service-learning sessions, and aimed to distract the class in addition to being absent during the application of the projects in the field (Appendix 10.C).

This particular challenge added some stress in classes and it increased teachers' frustration in dealing with these students. Some teachers struggled to maintain discipline in the class especially with non-interested students in the program (Appendix 10.C, g). As a result, the SL team and teachers were constantly discussing and consulting about this challenge to try to resolve it in various ways. Some of teachers suggested adding grades, others disagreed as they regarded it as personal and spiritual attributes that people acquire, which

should not be imposed upon (Appendix 10. M, 4.c). This challenge was noticed in most of the classes that not all students actively participated in the program, and not all participated at the same level and intensity. Discussion on proposed recommendations is provided in the recommendation section.

- **Lack of students' prior involvement in any community service activities:** This challenge contributed negatively during the application part of the program, as many students offered suggestions and an action plan during their sessions to allow students' voice and ownership. Lack of information concerning social agencies, institutions, government organizations, and the nature of role and responsibility of those agencies added more responsibility for teachers and the SL team. They had to find various methods to raise awareness in students and to trigger discussions (Appendix 7.B, Q12. f).

However, this particular challenge could not be generalized as it occurred with only a few teachers. Similarly, several studies shared the same challenge in some schools, which they reported that the most common reason given by students for not participating in community service was because of their lack of knowledge of where and what to do (Salamon & Anheier 1996, cited in Meinhard, Foster & Wright 2009).

- **Community service is not a priority:** A few students regarded their service-learning program as a waste of time, an extra curricula activity, or additional assignments (Appendix 10.C, g). In contrast, teachers strived to convey the importance of the program in building their identity and contributing to their society. Furthermore, the school principal believed in the importance of this program to develop students' social

responsibility. She intended to raise students' awareness of the importance of the program through her random visits to classes and meeting students to talk about the importance of their commitment to the program. She would also, take any opportunity to ask about their service projects in the hallway rather than asking about their subject grades (Appendix 7. B, Q13. a).

In addition, another strategy that the school adopted to raise awareness about the program, was to arrange the parents' orientation session. The SL team leader organized the parents' orientation and explained to them the school's vision pertaining to the service-learning program and its importance in their life. While reflecting on this challenge, some students lacked motivation to be involved in service-learning. This might be due to lack of prior students' involvement in a structured community service program, and students' lack of awareness of the school's vision regarding the importance of their involvement in civic services. This remark is also noted by some educators (Raskoff and Sundeen 1998; Jones & Hill 2003), which they explained that many high schools cannot adequately articulate their community service goals and their educational mission due to lack of clarity in the program goals. Jones and Hill (2003) conducted research in several schools and noted that lack of students' motivation in community service was because those schools were not oriented towards service-learning. They emphasized students' academic accomplishments, while others focused on students' personal growth in various artistic and sports activities. Hence, Jones and Hill view orientation as celebrating students' personal individualistic growth in isolation from their role in contributing in society by learning how to invest their knowledge and skills in addressing their communities' needs.

3. The Service-learning Team Challenges:

- **Teachers' dropouts and withdrawal:** One of the challenges that faced the SL team and the program was the resignation of some participating teachers in the SL program during the year. This created some challenges among the SL team as those teachers went through intensive training and preparation by the team based on the predesigned action plan from the beginning of the year. Therefore, new teachers were assigned and extra efforts had to be in place to support the new teachers. In addition, since the SL team followed the action plan phases, teacher training was not part of the plan to be held in the middle of the year, in addition to their engagement in classes with the participant teachers. Therefore, in order to overcome this challenge, the SL team leader arranged intensive and brief training sessions for the newly assigned teachers, while others did not attend any training sessions as this challenge continued during the year (Appendix 7.B, Q12. g).

This particular challenge created more stress for the SL team, as they occasionally had to cover for those classes that their teachers withdrew. Hence, the quality of the program was affected in those classes compared to the ones that continued with their teachers. For example, during the first 6 preparation sessions for students, some classes did not have the chance to go through student material, which was considered to be a foundation for social and moral development for students as they discuss service during the workshops. However, the SL team leader realized the importance that all students should cover the preparation sessions. Therefore, it was decided to allocate sessions for those students in the second semester to cover the study materials. However, this challenge continued to occur throughout the entire academic year.

On the other hand, one of the main reasons for teachers' withdrawal from the service-learning program as reported by Melchior et al. (1999) was due to the lack of teacher and management training. The absence of training resulted in misunderstanding of the importance of civic service, and its role in forming students' identity. Hence, many teachers withdrew from the program or some of them didn't apply its quality elements (Arenas, Boswortha & Kwandayib 2006). However, in this case study, the SL team offered intensive training for teachers at the beginning of the program; school leadership attempted to eliminate misconceptions and raise common understanding for the participants in the program. Nevertheless, since some of department coordinators and new teachers didn't attend the training, the lack of understanding of the program objectives resulted in challenges at later stages.

- **Irregular Participation in Teachers' Reflection Meetings:** The teachers enjoyed attending the *Teachers reflection meeting*, during which they learned new experiences, shared their challenges, and consulted on modifying some the program's components. The SL team decided to hold regular meetings (at least once every month). However, many teachers could not attend any of the meetings, due to various reasons, such as their workload and difficulty to agree on a specific day and time due to their different timetables (Appendix 7.B). This challenge added extra work for SL team, as they had to arrange one-to-one meetings with their assigned teachers. These were arranged to follow-up with their challenges and achievements to provide support in facilitating students' service projects. However, these individual meetings with teachers, though they were helpful, did not replace the collective reflection meeting. Through these meetings, teachers shared various learning experiences, their lesson plans and had the opportunity to generate new learning experience to enrich the program.

- **Late Responses from Social and Service Provider Agencies.** Since most of the students' service projects were applied in the community, especially in social and government organizations, the school was required to issue official letters to facilitate the program (Appendix 11.C). The organizations approached agreed to accept and allow students to apply their service projects, but often replies to the requested letters took time (between two weeks to three weeks). In addition, the delay in applying students' service projects resulted in further confusion for teachers because they didn't know how to cover the allocated service-learning sessions in the action plan phase. They were waiting to apply projects and then proceed with the rest of the action plan.

- **Duration of service-learning sessions.** At the beginning of the year, only one session per week (50 minutes) was allocated for service-learning. The session replaced activity lessons before the actual subject timetable, which was around 7:30 to 8:40 am (first period started at 8am). As a result, many students didn't attend those sessions as they considered them extra sessions (Appendix 7. B, Q13. c). In addition, 50 minutes wasn't sufficient to cover the program's components in class. However, this challenge was reported to the school principal, and was changed to two periods per class in a week with each lasting for 50 minutes. Likewise, this challenge occurred in several research studies in the literature review, where teachers raised concerns about fitting a service-learning program into their school day (Meinhard, Foster, Wright 2009).

The findings from this study produced interrelated results of the process of applying a service-learning program in a high school and the extent of its effect on students' personal development and social responsibility. Despite the many challenges encountered in the

program, students' developed a sense of social responsibility to some extent. These were reflected through expressions of empathy towards community members, respect, care, and desire to make a change through their service projects. They also, gained self-esteem, confidence, and moral characteristics that manifested through their interactions with community members in the field. Although teachers experienced and witnessed positive transformation in many students, they faced challenges in applying the program. These challenges included: linking to the curriculum, tight schedules, lack of connection between curriculum objectives and the service-learning-program, and lack of support by department coordinators due to misconceptions of the school and program vision.

This study reviewed a bulk of research studies in the field of service-learning by tracing its origin, rationale behind its development and build upon prominent theorists related to community service and service-learning. The researcher conducted an extensive literature review starting from the first study conducted in the field of service-learning by Newamnn and Rutter (1986). The review also included contemporary service-learning books written by prominent scholars and researchers. (Eyler & Giles 1999; Furco & Billig 2001; Bringle, Phillips & Hudson 2004; Root, Callaha & Billig 2005). The majority of empirical research in this area has unanimously identified common positive impacts on young students (Miller 1995; Niemi, Hepburn, & Chapman 2000; Richards et al. 2013). The reason that young students were the center of the research in the field of service-learning is because of the argument presented in the theoretical framework of this study that adolescents start forming their identity, which will continue to become their adulthood identity.

This review indicated that research studies started by investigating the type of service activities and programs carried out by schools in order to understand the nature of social activities that enhances students' sense of responsibility. In doing so, researchers' were able to differentiate between various service activities in schools ranging from voluntarism, community service and service-learning programs. During the past decade research studies focused on evaluating the impact of service-learning programs on students' personal development and increase of sense of social responsibility. Researchers focused on examining this theory based on the advocacy of many educational philosophers that a service-learning program contributes significantly in developing positive youth personality (Sherrod 2006; Youniss & Yates 1997).

The literature review provided rich information of various definitions of service- learning programs, and how it evolved over time to produce the current definition that includes its main elements called (Essential Elements for Quality Practice). The literature review confirms that students who participate in a service-learning program gain personal development and social responsibility. These studies revealed insight into achieving a long term impact. This includes students' engagement in structured, meaningful service-learning programs that emphasize ethical attributes as well as addressing communities' needs.

Most of the studies depended mainly on quantitative approach in order to offer valid and accurate evidences for policy makers. They tested the level of students' trendy to engage in community service, help their society and to what extent they developed long-term engagement in their society. The researchers depended on quantitative methodology mainly to evaluate the program and its impact on students' personal development and sense of social

responsibility. Therefore, there was a clear gap in the literature for the need of qualitative studies in order to investigate the program as it unfolds in its real social context. This study contributes to the field of service-learning programs' literature not only because it provides a rich first-hand account of the program application in a private high school, but also because it hopes to pave the path for future researchers on the local and global level to benefit from its findings. Though this study is single case study that its results cannot be generalized, however, it is hoped that other educators in the UAE and other countries in the world could benefit from the detailed narrative account of both process and extent of impact from applying this program on a school level.

Compared to other studies in the service-learning literature, this study applied triangulation including semi-structured interviews, focus groups, participant and non participant observation, and document analysis in order to avoid any attempt for biasness and reaching to conclusions based on personal assumptions. This explains the detailed and thick accounts of transcripts, observation notes adopted by the researcher though this process consumed time and energy.

In general, theses studies indicated that students who participated actively in service-learning programs, developed sense of care and commitment towards their society, self esteem, empathy to try and address the needs of their community. The literature review provided strong foundation for this study to start its investigation and develop the framework that guided its explorative process. The guidelines included understanding the essential quality of a service-learning program and the expected outcome on students. On the other hand, this study, was able to analyze the process as it unfolded in this case study and observe the

integration between the process and extent of outcome in further details. This investigation in the field provided the chance for the researcher to observe new findings that occurred in its natural context which enriched the literature. For example, the role of leadership of this case study played a vital role as a strong backbone of the program. Detailed account of how the school leadership contributed in adopting the program despite many challenges indicates the importance of understating this role when educators or policy leaders attempt to apply it in schools. Teachers and students realized the seriousness of the program because the principal followed-up with every step of the program. The principal's support for the service-learning program reflected from her passion and belief to provide opportunities for students, especially the youth in the school, to develop civic responsibility and commitment to serve their community. The principal's personal vision and beliefs played a vital role in supporting the service-learning program to the extent it became an important priority for her. For example, she dedicated two sessions per week for each class (grade 9 to 12) for service-learning and was called 'service-learning session'. Then, the school timetable and teachers' schedules were modified based on service-learning sessions. She also, asked the participating teachers to make sure to attend service-learning training for 4 days instead of their subject 'teacher training sessions' that was scheduled earlier for them by their subject department coordinators in the school. In addition, she supervised the preparation for the celebration, held several meetings with the team leader to plan for the celebration. Students, teachers, and school management realized the importance of making the program a success as they watched the principal's personal follow-ups and support in almost every step of the program.

The other significant contribution to the service-learning literature revolved around the role of service-learning team. One of the key findings in this study was analyzing the role of the SL

team including the team leader as they were considered the main engine of the program. First of all, the three members of the SL team were role models for the program not only for students, but also for teachers and school management. The SL team consisted of active members in the community service program. Their knowledge and field experiences in voluntary and service activities enriched the program, which they established relationships with social and government organizations to provide opportunities for students to carry out their service projects. Their commitment to volunteer to facilitate the service-learning program in the school was an example of the teachers, students, and school management believing in voluntary community service along with striving to make a difference in the society. The SL team supported the teachers after the teachers' training sessions. The teachers expressed fear and worry for the extra work that they would have to endure due to their overloaded teaching responsibilities. The team members divided the teachers among themselves and decided to accompany each teacher during each step of the program until they developed confidence to continue on their own. As a result of SL team accompaniment, some teachers gained confidence to apply the service-learning program on their own after the second semester.

This particular finding focuses on the important role of assisting teachers in applying service-learning programs by a dedicated full-time coordinator. However, this doesn't indicate teachers were only deliverer of the program, but rather active participants in enriching the program in their classes. Hence, this study added another important element to the literature based on the findings in this particular case study which is providing the chance for teachers to generate new learning experience to the program. In order to allow teachers to be generators of knowledge, the SL team leader asked for regular meetings under the name

‘Teacher’ reflection meeting’. The aim of the meeting was to empower teachers to reflect, share their learning, challenges, consult, and discuss to modify the program to meet the context of the school.

The findings of this study also revealed that one of the most significant steps undertaken by the program was to develop a structured action plan. It was not rigid, which allowed for changes and modification throughout the year. This structured action plan provided clear vision for teachers and students to understand the objectives and outcome of the program. Through developing an action plan based on essential quality elements of a service-learning program, this process helped all participants in the program to understand the big picture of the program. It helped the SL team and school management to identify program outcome, objectives, and ways to implement, as well to evaluate the program in the school. The development of the content of teachers’ training program and students’ workshops was considered a valuable contribution to service-learning programs in general. This bridged a new gap in the literature that was not addressed nor discussed in details. This study shed light on presenting the content of the training materials and how they were integrated in the program application as well as regarding it as the foundation of service-learning programs. Furthermore, the findings of this study revealed the relationship between the content of the training material and the extent of impact on teachers’ understanding of the service-learning concept. As for students, it helped them to understand the programs’ aims, objectives, and their responsibilities in achieving those objectives.

One of the new themes that emerged during analyzing the findings was ‘consultation, action, and reflection’ that was considered a very crucial process in this case. This approach was

adopted in different settings, phases, and among all the participants. This process of ‘consultation, action, reflection resulted in reviving the program rather than developing a rigid system that doesn’t allow a chance for modification. It was based on the accumulated knowledge derived from all participants in the program (school principal, management, teachers, students, community members and SL team) in one academic year. Hence, this accumulation of knowledge was considered a rich source to expand the program and develop it further in the next years. Furthermore, this particular process led to building teachers and students’ capacity for service as they played a vital role in planning and executing the program in an attempt to reach collective awareness and unity in participating in community building and raising social responsibility.

As for the extent of impact of program on students’ personal development and sense of social responsibility, findings were in consistent with the literature. However this study provided rich detailed accounts of insights of how each process contributed to manifest some of the positive outcomes on students as progressive process rather than definite and clear-cut outcomes. This means that the detailed description of students’ words, teachers’ remarks and students’ reflective feedback indicated signs of moral attributes such as sense of care for others, analyzing issues in the communities, desire to make a change and carrying out acts of service. These descriptive findings enriched the literature to reveal another reality in the field of service-learning impact, that these expected outcomes are considered progressive and gradual in which results varied from one student to another and evolved during the span of time.

With regards to the program challenges in the case study school, again findings were consistent with the literature to some extent. These changes as discussed earlier in this chapter included, teachers' workload, difficulty in connecting community service with some subjects, lack of students' motivation to participate due to lack of prior involvement in their program in the earlier ages and teachers' withdrawal from school during the year. However, this study provided detailed description of the consequences of each challenge and its effect on the program. For example, as a result of teachers' workload, some teachers lost their enthusiasm to continue with the service-learning program in their classes. Thus, the SL team had to take over some of the service-learning sessions and carry out service projects with their students. Based on the SL team remarks quality and results of the projects were not as expected compared to the classes that their teacher was the main responsible person for applying the program. This important challenge indicates the significance of the relationship between teachers and students within the service-learning program. Despite of the core role of service-learning coordinator, yet the teacher is considered the main element in applying the program as they are the expert in their subject matter and they are the ones who could link the service projects with the objective of their lessons as well as the bonding relationship that already was established during the year as subject teachers.

In brief these new findings are hoped to enrich the service-learning literature as they provide rich first-hand accounts of service-learning application in a specific social and cultural context through the eyes of participants. The following section provides a set of recommendations to address some of the challenges identified and discussed earlier. This is to provide practical support for educators, policy leaders, and schools in the process of applying quality service-learning programs in the educational system. The findings of this study may help inform

future research in this area, which will contribute to best practices in service-learning programs in the UAE. The potential significance of this study suggests that this program with all its components prepare young students for the future in terms of their long-term involvement in building the community.

5.5 Recommendations

The results of this study provided many significant insights to realize that applying a service-learning program cannot be achieved only by the schools' efforts. These findings suggest policy implications for applying service-learning programs to be fostered in schools at various levels as well.

1. Institutionalizing service-learning programs in schools

There is an urgent need for decision makers and educators to recall the purpose of education, and its intended outcome to be obtained by students. Throughout the past few decades, studies reveal consistent results of the impact of a service-learning program on students' personal development and enhanced social responsibility. In addition, it also produced evidences for its effectiveness in enhancing academic abilities although it was not discussed in this study. By realizing these vital impacts, community service requirements need to be structured further and institutionalized by integrating the program officially in schools to be linked to the curriculum and be gradually developed. The purpose of education and service needs be stressed for a service-learning program to capture the attention of schools, educators, and parents. Therefore, the following steps are suggested to achieve this goal:

- **Service-learning Dialogue.** This study recommends starting with dialogue concerning a service-learning program on different levels. These would include many forms, such as conferences, seminars, and orientations to raise awareness and understanding about the significance of the program. These dialogues should strive to expand the public discourse about the importance of youth in terms of their identity development, their positive characteristics, and the belief they have the potential to be active citizens in their society. These dialogues should also discuss the importance of providing them with opportunities as early as possible to integrate and carryout service projects in society during their school years as they spend this critical stage in their life in schools. Apart from inviting social discourse dialogue with educators and school leadership, some educators suggest starting a public dialogue as well in local communities. This would be through: media, national groups, members of national commotions, and government and nongovernment organizations to develop unity of vision and mutual understanding about service-learning programs in depth. In addition, there is a need to start consultation concerning the role that each stakeholder can play in supporting this program (Edward 2002).

- **Integration of service-learning into the education process.** Findings from this case study indicate that if it wasn't for the school principal's personal belief to find ways to motivate students to play a vital role in society, a service-learning program was not to be applied. There were no clear guidelines, nor emphasis by policy leaders to link academic learning to community service other than highlighting the role of school to promote community service in its general context in the UAE schools. Based on this point, the researcher was not able to identify schools that apply a systemic approach in

linking academic subjects to community service based on service-learning essential elements. However, this did not imply that schools did not encourage or carried out service projects. On the contrary, the Knowledge and Human Development Authority (2014) inspection reports indicate that many schools had outstanding service projects in the community, but without clear indication of adopting a structured program in its educational system (Dubai Private Education Landscape 2013/2014). Thereof, based on this argument, this study suggests issuing official requirements for schools to strive to apply a service-learning program as an integral component in its educational program. This would include the development of assessment and multiple evaluation methods to assess the impact of the program and to develop it further.

- **Developing a support system for schools.** The findings of this study revealed many challenges that the teaching staff of the school faced while applying the program due to their workload, teaching responsibilities, and the lack of knowledge of how to apply the program. This study also explained in detail the process of program application, amount of work, time, and effort it requires just to accomplish one service project. This explains the complexity and density of the program. Furthermore, the findings also emphasized the significant role of the support team in the school in helping students and teachers apply the program. This required three volunteers to support almost 19 teachers in the school at the beginning of the program. However, gradually, some teachers developed capacities to conduct the program with minimum help from the SL team. Therefore, it is evident that teachers need tremendous support to apply the program joyfully for them to be confident to continue on their own. A *National Evaluation of Learn and Serve America report* by Melchior et al. (1999) recommends

educational policy leaders to appoint a service-learning coordinator in each district to support schools and teachers to expand service-learning activities. This means that in the context of the UAE, there should be an official department for a service-learning program connected to each educational zone. It is also necessary that each school appoint a fulltime service-learning coordinator to support the teaching faculty in the school.

With regards to the appointment of service-learning coordinators, it is important to realize that the nature of a service-learning program varies for some educational programs that have a clear cut and rigid framework, which requires recipients to follow instructions. Through its clear objectives and suggested essential quality elements, service-learning addresses spiritual and intellectual aspirations of individuals while engaging in planning and executing service projects. Based on this argument, service-learning coordinators should have some community service experience with additional training pertaining to working with teachers, students, and community partners. Accordingly, they should realize that in the path of service, every person is learning from field experiences, acquires attributes, values, and generate new understanding, and views. Therefore, they would be taking the task of accompanying and facilitating the program with humble and constant learning attitudes, to build participants' capacities to undertake this program on their own. They should also encourage them to constantly generate new learning experiences that foster creativity.

Establishing a dedicated department (a national commission) for service-learning as it smooth the integration of a service-learning program in schools and provides a support

engine to schools is a first step. This element will not suffice if changes in teacher education and professional training did not occur simultaneously. The following are some of the suggested responsibilities of the proposed a service-learning commission to offer effective support to schools:

- a. **Enhancing teachers training programs.** This case study described the effect of teachers' preparation phase on the process of applying the program that included intensive teacher training workshops. In addition, the training provided them with overall guidelines of the program, forms, evaluation framework, and some study materials regarding the significance of the program on young students and community. Conrad and Hedin (1981) further emphasize this point that to reform education through experience and for human development, it is a must to introduce a new kind of teacher training. Teachers need to link the understanding of adolescents, and human development in light of community development endeavor in contrast to the current emphasis on teaching as a discipline. They also call for a new training internship that includes teachers' involvement in the wider community's enterprise to increase their capacities to be able to facilitate service-learning programs and for their own personal development as well.

Therefore, it is recommended organizing a series of teacher training programs to develop unity of vision of the program at the university level. This recommendation takes another level to include a service-learning program as a compulsory module in universities in the faculty of education. Some research studies provide instructions, and

module descriptions of integrating service-learning as a major component in college education (Heffernan 2001; Fink 2003; Bender 2005).

Sharing learning experiences. Service-learning coordinators on different levels should arrange for a series of ‘reflection meetings’. This would generate new learning experiences of an effective service-learning process adopted by schools to achieve positive impact on students. These regular meetings allow teachers and school coordinators to share their achievements, challenges, best practices, and modify elements to meet the needs of their contexts. It is recommended that the elements of ‘consultation, action, and reflection’ be adopted so the program could expand and evolve in various contexts. It is also suggested that these reflection meetings occur first on a school level, then, on an educational zone level, followed by a national level. In addition, it is vital to document the findings of each meeting and issue reports to track program progress over the years. The accumulation of learning experiences on various levels and contexts is regarded as a rich source for expanding service-learning programs in the UAE context.

Another informal means for sharing learning experiences is to create an electronic virtual website to link participating schools in service-learning programs and allow them to share experiences and learn from each other. Furthermore, this program could be expanded to link more widely on an international level to enhance global sharing of service-learning experiences.

Similarly, Edward (2002, p. 48) suggests creating multimedia professional development resources that include e-learning resources for teachers. He recommends expanding interactive web-related resources, which include the following components:

- Curriculum resources on how service-learning is applied in core subjects.
- Detailed practices and stories of how teachers and students faced challenges and ways of overcoming their challenges when applying service-learning projects.
- Videos demonstrating students' planning, application and reflection phases in a service-learning program.
- A discussion area that allows service-learning participants to seek help, advice, identify resources, and become a community of learners together.
- Creating sections for students and policy makers, community partners to join the network to enhance participation and support.

b. **Revising / modifying the curriculum objectives and outcomes.** The findings of this study revealed difficulty of some subjects to link the curriculum objectives with society. This resulted to some extent in discouraging teachers to continue participating in applying the program with the service component as it added extra time and effort for them to strive to achieve this task. It can be argued that this challenge is due to lack of vision in the current educational and the curriculum departments to integrate both these components into one to facilitate a smooth application of the program in schools. Hence, this study suggests for proposed service-learning commission coordinators to collaborate with the curriculum department to revise some of the current components of curriculum. This would support the element of transferring knowledge and theoretical

learning into addressing community needs locally and globally. On the other hand, there are several curriculum guidelines with a suggested service component developed in the educational field worldwide that inspiration can be drawn from, such as, *Preparation for Social Action* (PSA) Program (VanderDussen 2009). The focus of this study does not revolve around analyzing the curriculum components. Some educators and researchers further advocate for this important element by emphasizing the importance of integrating service into the curriculum in most subjects and at all levels. This would become an ongoing part of curriculum pedagogy and not an add-on component adopted by a few teachers or encouraged by school leadership based on mere beliefs (Kraft 1996).

- c. **Enhancing community partnership.** Intensive efforts should occur by schools and the suggested ‘service-learning commission’ to encourage a collaborative partnership between communities and schools. One of the presented challenges in this study that resulted in limiting students’ ability to suggest and plan for service projects was due to lack of students’ knowledge of community issues, social agencies, the structure of their society, and understanding the needs of their society. Also, the findings revealed that a service-learning program cannot be applied solely through the efforts of schools and educators, as it concerns members of the society and its institutions. Therefore, there is a need for schools and the ‘service-learning commission’ to develop a Memorandum of Understanding (MOU) with various government and non-government entities and social agencies to collaborate with schools. This would share their strategic plans as well as providing chances for students to engage further in the affairs of their community. This means that there is an urgent need for increasing youth’

understanding of community structure, its institutional agencies, community resources, facilities and services, and needs of various members of society. This would be to reflect and carry out actions in forms of service projects according to their capacities. The early integration of students in the communities' affairs through systematic participation structures in schools will enhance their capacity to constantly reflect on the needs of their community and their role in making a positive change.

Freire (1970) [notes](#) that if people are not critically aware of visible and invisible structures and process of their social institutions practice, nor of their own role and actions within these institutions and practices, there will be little room for empowering youth to make a positive change (cited in Jennings et al., 2006). Similarly Zeldin, Camino & Calvert (2003) further clarify that youth need to develop a critical awareness of process, structures, social practices, norms, and images that affect them and their community. As a result, they can determine how to contribute within those social spaces or to a greater extent to realize how to change them to benefit all. If not, they will lack the insight needed to become effective agents of positive change. Other researchers and educators (Raskoff and Sundeen 2000; Jones and Hill 2003) request that schools adopt service-learning to establish close relationships with community organizations because they often are willing to involve students in many voluntary activities, provide training, and mentoring for students to play a role in their agencies.

Therefore, schools, service-learning commission, and community agencies should constantly meet to consult on how to facilitate and allow opportunities for students' effective engagement and to foster initiatives. It is also important for all participant members to meet and reflect often on their collaboration agenda, and review outcomes and its achievements in order to keep enhancing the program at various levels. Raskoff and Sundeen (2000) also

suggest that schools should strengthen the educational aspect of their service programs by sponsoring seminars, campaigns, and workshops for community organizations, which could clarify the role of service in secondary school curricula. Hence, various community entities and agencies could sponsor service projects that may serve as central coordinating bodies for local secondary schools that do not have adequate staff or coordinators in schools to facilitate the program.

Zeldin, Camino & Calvert (2003) found that young students' engagement in community organizations produced countless effects on both students and community. They gained visibility and clearer vision through their engagement to establish new standards for further collaboration and benefit to the development of youth's identities. Hence, this positive partnership results in social integration that leads to social bonding between youth and community (Cargo et al. 2003).

Another significant element that would enhance community collaboration is the role of parents in supporting a service-learning program in schools. This initiative could not happen again without consultation, action and reflection between schools and parents to explain their vital role in a service-learning program. In brief, this study can demonstrate that the development of social responsibility in students requires analyzing the society that surrounds them followed by developing partnership between school and community agencies to collaborate together over the long term. Without this ongoing support, schools could not sustain a service-learning program that could leave an effective impact on students and community.

2. **Recommendations to be considered by schools' management.** This section provides some suggestions and recommendations on the larger scale concerning decision makers, local community members, and its various organizations. There are many regulations that should be followed to foster a smooth and effective service-learning program on the school management level. The findings of this study, though they were limited to a specific context, they reveal some valuable insights related to challenges and solutions.

a. **Flexible school schedule.** School management must support the program and teachers by modifying teachers' schedule, timetable, and students' activities. From the beginning of the year, school management should allocate independent sessions for a service-learning program (one to two sessions per week) depending on school internal management policies. As a result, teachers would not be pressured and feel they are falling behind in their subject curriculum due to applying a service-learning program along with their subject sessions. Once they allocate dedicated periods within their own subject schedule, teachers and students would not be rushed into carrying out service projects or find short-cuts to eliminate phases due to lack of school time. Similarly, Edward (2002) recommends that schools' management should allocate longer time periods for service-learning programs to help students and teachers to consult, plan, carry out projects, and reflect with joy and enthusiasm. This flexibility allows participants to take the time to plan carefully and to evaluate adequately.

b. **Financial support.** Another important responsibility for school management is to support a service-learning program financially and, if possible, to allocate a budget

for its expenditure and activities that include preparation for the end year celebration with community partners. If this financial support was not provided for in the program, it will limit students to execute only some parts of service programs due to the financial aspect. However, this type of support is not limited to schools; it could also involve community partners such as parents. Most importantly, service projects generated by a service-learning program should not be canceled due to lack of financial support. Accordingly, the role of school management should provide whatever it needs to make programs a success.

c. Develop management procedures: The school management should develop a clear management procedure for a service-learning program with a service-learning coordinator or a team in school. If not, the school management should take the responsibility of designing procedures to monitor the program, which can help overcome potential barriers. In addition, they should also keep track of program development by keeping records and submitting reports on a regular basis. Wade (1997) adds more responsibilities to school management and administration due to the lack of an adequate service-learning team. This would allow involvement beyond the school community by networking, sharing information with community partners, showcasing students' work in board meetings, school assemblies, newspapers, and media to raise awareness of the program as well as build community support.

- **Sustainability of service-learning programs.** Based on analyzing the findings and direct observation of a service-learning program in this case study school over one academic year, it was noticed that to sustain the program, it should start in earlier stages than high school. However, most of the body of research in service-learning emphasized the impact of the program on high school students (ages 15-18), due to the psychological development of adolescents in terms of forming their identity. Although the findings of this study were aligned positively with the findings of the literature, some students in this particular school context lacked motivation to participate in service-learning projects. They were not able to articulate their role as youth in building society. Moreover, many of them lacked the knowledge and understanding of their role to contribute in their community. Based on this critical observation, this study recommends extending a service-learning program and emphasizing integrating it into the curriculum for all the grades. This would include primary and elementary levels utilizing pedagogy based on educational level. By applying a service-learning program with different dimensions starting from an earlier age, it could ensure continuity of the program and develop a clearer understanding of the importance of service and developing a moral foundation to become part of students' identity in the long term.

Furthermore, sustainability of the program should be maintained through perseverance of the school management by promoting the program and considering it as an integral part of the school vision and mission. Accordingly, students, teachers, parents and community partners will realize that a service-learning program is an integral part of the school program structure, which intends to support individuals to be service oriented towards their community through the development of social responsibility. Similarly, Moore & Sandholtz's (1999) study found that the longer service- learning projects are adopted in the schools results in the greater

positive continuous attitudes throughout schooling with respect to citizenship and academic performance. They also argue that schools that apply a short-term service-learning program as a one-shot program tend to become disappointed as they expect immediate results and change in students. A service-learning program, if applied properly, tends to build gradual change focusing on developing the moral and personal foundation in students. It focuses on building blocks and requires perseverance in sustaining the program. A continual service-learning program provides an impetus for students to develop critical reflection skills through their long-term service-learning program for making a better life for others rather than just thinking of improving their own lives.

As for the dissemination of the results in terms of academic level, this study aims to publish series of academic journal articles including the process and the extent of outcome of the program on various levels. Furthermore, the researcher will strive to present the results of this study in local and international conferences, seminars roundtables and summits. This aims to present the study research on various platforms and venues that concerns school reforms, educational policies, youth empowerment, community service programs, curriculum invocation and social discourse. It is aimed to start a local and national dialogue about the role of youth in contributing to their society and to humanity as a whole, as well as the role of formal education in adopting service-learning as pedagogical approach in schools to develop sense of social responsibility in students.

Results of this study aims to be disseminated also to community partners, NGOs and stakeholders through conferences, and seminars. This hopes to develop further collaboration between community stakeholders and school education to enhance service-learning programs.

As for disseminating the results on the level of policy, the researcher intends to hold series of meetings with decision makers in the Ministry of education in the UAE, and educational zones in other UAE emirates to share with them insights' of this study for policy implication. These meetings hope to generate policy through consultation to be able to apply the program on larger scale and provide further assistance to schools. Furthermore, the researcher intends to develop a service-learning tool-kit for schools based on the findings of this study to include detailed process of how to apply service-learning programs in schools. However, as this program was applied in one particular school, it is challenging to generate the findings, therefore, it is desired to apply and test the proposed tool-kit in various schools, then to be revised for further modification. This will provide the chance to enrich the service-learning literature further and develop a flexible organic program that could be applied in various contexts.

Assisting universities to enhance its teacher training components will be another attempt to disseminate the results of these findings. The researcher aims to integrate service-learning programs in teacher's education courses in universities in the UAE to better prepare them before they start their teaching career. This policy modification in the university level will contribute to smooth application of the program efficiently.

Finally, the researcher hope to contribute in enhancing training programs for school leaderships, department coordinators and active volunteers in the community service institutions through dissemination of the findings of this study. This intends to empower all participants in the program for not only to be able to apply service-learning programs, but rather to build capacities to contribute in generating new learning experiences in this field.

5.5.1 Recommendations for Further Research

The benefits of service-learning may not be readily apparent over the short term. The findings of this study and in the literature review confirm that this program affects students' personal and social development, especially during the adolescents' stage. The sustainability of the program produces long-term impact on students. The results of this study raise several needs for future research that could enhance a service-learning program at the national level in the UAE. Further research studies could extend the scope of this study to conduct a needs analysis mixed method research in the UAE to identify the current application of community service programs in schools. As indicated earlier in this study, there is no up-to-date published study on the current nature of community service programs in schools including government and non-government sectors for all grades. Newmann and Rutter's (1986) study investigated various types of service activities in schools, and classified them based on the level of students' involvement, direct or indirect, and whether they are voluntary or compulsory activities. They also used particular measurements to examine the impact of those service activities on students personal, academic and social responsibility development. Many research studies in the field of service-learning were based on the foundation statistics revealed by the study of Newmann and Rutter (1986). Hence, a similar type of research study is urgently needed to build the statistical foundation for future research in the UAE schools.

It is recommended to conduct studies to investigate the impact of a service-learning program on some of the areas that were not included in this study. These are students' academic development and the extent of empowering them for career aspiration using a mixed

approach. The results of these suggested future studies could influence at the policy level and provide convincing evidence for educators to endorse service-learning programs in schools. Additionally, as this study focused mainly on investigating the extent of impact of a service-learning program on students, further examination is needed to explore the other side of the coin of the program of community involvement. Hence, it is suggested to expand the investigation to examine the effect of students' service-learning projects on community members that explore how members of the community benefit from service projects.

On one hand, insights gained from answering the following suggested research questions could contribute in developing effective partnerships with community organizations and agencies to view the role of youth in society: to what extent do service-learning projects hold the potential to infuse positive change and address critical needs of society? On the other hand, the results of this study were able to identify the role of social institutions in student's behavior and attitudes in which they developed a sense of commitment to the community. Hence, it can be noted that social agencies played a vital role in sending the message to students that their projects or initiatives had an impact on the service recipients. This indicates that to educate youth to be active citizens through a service-learning program, it requires a well-rounded approach that includes various social agencies and institutions to be actively involved. This study recommends that future research on a service-learning program should consider the role of social institutions in helping to build a nurturing environment for students to be actively engaged in carrying out meaningful service projects. On the level of the curriculum, further studies is highly recommended to investigate which current curriculum in the UAE and internationally, is service-oriented and could be fostered to combine academic

gains with a service component. In addition, future studies could also analyze and compare current curriculum objectives and outcomes in the light of a service-learning program.

Another crucial study is highly recommended by the researcher is to investigate the long-term effect of service on young students' identity formation after graduating from schools that applied a service-learning program in the UAE in general and in this study in particular. If this suggested study was carried out to trace back most of the students who participated in a service-learning program on various levels, the results will be crucial to support many of the identity formation theories developed by Erikson and supported by Dewey as well. Few studies were carried out in the literature to examine the extent of the impact of personal and social responsibility in youth after ten years from high school graduation. This would explore their career aspiration, whether they are in acts of community building process, and basically examine if students continued the life of service as part of their formed identity (Youniss & Yates 1997; Conrad & Hedin 1981; Hamilton & Fenzel 1988; Corporation for National and Community Service 2006).

Finally, based on the findings of this research, it was noted that during class observation, field notes, and teachers' interviews, that the service-learning program revealed insights of positive impacts not only on students, but also on participating teachers as well. However, due to the focus of this study, the researcher did not expand on this point but it should be investigated in a future research study. Hence, there is a need to conduct research in schools that foster service-learning programs to investigate the effects of the program on teachers' teaching style, personal development, whether it changed the nature of relationship between teachers and their students, and what kind of service projects affected their personal and career lives? While exploration of all these suggested topics for future research studies were beyond the

scope of this study, the pursuit of such questions holds considerable promise for further understanding of the potential contributions of a service-learning program to education and community development.

5.6 Conclusion

The findings of this research study suggest that a service-learning program enhanced to some extent the sense of social responsibility and personal development in students. The findings support the view that service-learning programs, in various forms and structures, provide a rich and valuable opportunity for students to develop identity that revolves around social responsibility. This study indicates that many students often reported that through their participation in service-learning project they acquired many values and personal attributes that helped to define their sense of identity. Eriksson's view on identity formation helped this study to understand how service can contribute in forming positive identities in young students. When they are provided with opportunities to integrate in society and address its issues, they can view themselves as positive agents and responsible individuals that care for the welfare of their society. Likewise, Youniss & Yates (1997) confirm that service can provide opportunities for youth to be taken seriously as positive contributors in society and participate in meaningful, problem-solving actions.

It is worthwhile to mention that it is noted that in evaluating the outcomes of service-learning programs on students' personal development and social responsibility, it is useful to make the distinction between impact as an immediate measurable change, and the process of gradual change in students as well as individual and collective change. It is vital to realize that service is considered a spiritual acquisition that composes of values, ethics, and moral attributes,

which develops and evolves through processes on multiple levels (from childhood, adolescence and adulthood). Hence, for this particular reason, this study adopted a qualitative approach to understand the process of change and reveal some glimpse of insight building on participants' feedback and field observations. However, this doesn't mean that indicators of impact of the program on students were not evident; on the contrary, almost all collected data in this study indicated signs of positive results of the program on students' personal and social development, despite its complex nature to evaluate.

During the program, students manifested signs of personal, social and moral identity, such as self esteem, empathy, content, care for others, teamwork, joy, social responsibility and sense of responsibility towards their community. They also developed certain skills and knowledge related to global and local issues, gaining deeper understanding about the learned topic.

The results of this research were consistent with findings in the literature regarding the importance of linking meaningful service projects with the curriculum. Service-learning projects must achieve a delicate balance between the learning components and service. Service is not as simple as placing a number of students in community work or having students work on simple charity projects. The process of combining both service and learning components into a viable program is complex. The findings of this study suggest that projects with a clear emphasis on service were far better than those with service as an adjunct feature. That is not to say that emphasis on learning is devalued, but to suggest that the learning component must be meaningfully incorporated into the service component. Without this strong emphasis, many service-learning projects will provide little service and less learning.

Consequently, service projects related to curriculum produced far more outcome than predicted outcome determined by the curriculum objectives. Through the combination of these two, students gained clarity about their self, aspirations, moral attributes, and enhanced their understanding of the connection between needs of their community and their role in addressing them. In sum, these findings not only reinforce much of what is already known in the literature, but also, add a more in-depth descriptive first-hand account from participants' perspective of a service-learning program in their school.

In addition, certain elements played a great role in achieving the results of the program, such as the school principal's commitment to develop sense of social responsibility in students, dedication of the service-learning team, and teachers. This dedication and commitment resulted in changing school regulations, programs and schedules to facilitate the service-learning program. Despite the tremendous efforts by school staff and SL team, the program encountered a series of challenges that were consistent with the literature as well. However, findings of this study revealed that those challenges were considered stepping stones to progress by adapting the program to better suit the current context of the school and were not regarded as obstacles. Through constant consultation, action and reflection, participants developed other attributes such as, being always in the mode of learning in a humble posture, generating new knowledge, modifying strategies according to contexts, and developing a sense of ownership of the program.

5.7 Personal Reflections from Lessons Learned

My experience as an observer, spending quality time with participants including students, teachers, school principal, and SL team enriched my personality and life as a whole. I entered

the field of this study research aiming to understand and investigate the program as a researcher, however, often, I as an individual got affected by the level of maturity, dedication and sense of social responsibility shown by many students and especially the service-learning team who volunteered in this program as well as witnessing teachers' dedication. I observed innovation, determination, sacrifice, teamwork, cooperation, and perseverance among participants in this school. This led me to realize the importance of taking this program to further stages and learn from the experience of this school and from its team.

Moreover, this school in general has succeeded in creating a welcoming climate and nurturing platform for students to discover their potentials, capacities (both moral and intellectual) which to some extent led to forming meaningful noble identities in young students despite of many challenges. It was unanimously confirmed that the program had a positive outcome on the students. Yet, once I was in the field, I had some doubts how this program would affect the students of this school. This false doubt emerged from teachers' description of a prior program application, especially during the first teachers' training session (Appendix 10.A, 2.f). However, I personally, witnessed transformation (though varied from students to another) during one year of program application. The same teachers also confirmed this transformation by the end of academic year.

Overall, the findings of this research support adolescent theories that emphasize the importance of providing a special platform and environment for students to form 'meaningful' identity, and discover their moral attributes once engaged in structured social programs. In order to enhance any program to be applied in a systematic structure, expanded guidelines should be introduced on a bigger scale. As discussed earlier, this program started from a simple initiative by the school principal and service-learning team leader, within a constrained

context, and they struggled to overcome many challenges in order to achieve its expected outcome. However, if it is aimed strategically to infuse its learning experiences in others, official support on higher levels should be provided in order to generate positive outcomes in a high number of students.

Another personal reflection gained from this experience, was the role of curriculum and service in the context of school education. I realized that if these two elements are not combined, students will see education and service as a false dichotomy. This means that students might regard education and service as two separate realms with different objectives. However, through these two combinations, I noticed that students broke this dichotomous perception, and to some extent they saw the big picture of the relation between knowledge, skills, striving for excellence in the academic domain, and their role in building their community.

Thus, I also, realized through application of a service-learning program in this school, that community service projects are not considered end results; rather it is only one process among a series of other processes to help young students analyze, reflect, develop sense of social responsibility, and care for others. Therefore service provision is not seen as ends, but as an important step towards understanding the concept of service as an overall social structural change, which requires more complex and long-term vision and dedication. This means that in order to develop these attributes in young students, they should go through an intensive, complex, and long process program rather than one fast shot of short-term event with a tick-mark that they obtained their required service hours. Through exercises of these two elements (learning and serving) in school life, it is hoped that this program will engrave in young

students, in the long-term, a meaningful and noble aspiration, in which they will strive to contribute positively to local and global affairs through their knowledge and skills.

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APPENDIX 1: SCHOOL CONSENT FORM

Dear Madam,

I am currently registered in the British University in Dubai (BUID) in the doctorate of education program; my research interest is about investigating school-based community service and voluntary programs. The purpose of this study is to explore how schools are carrying out community service programs and how it is empowering youths in this regard to develop sense of social responsibility.

I hope you can approve my request of conducting my study in your school, while assuring you of complete confidentiality of any information conveyed and anonymity of school and participants' names, which is in line with the British University in Dubai (BUID) ethical code of conduct. I am also attaching a letter from BUID requesting your permission for conducting the research study in the school. Please see below the requirements of the study, and the interview protocol.

Best Regards

Roeia Thabet

Mobile: 0504514717

Email:Roya95@gmail.com

Requirements for the study:

- a. Interview with Principal.
- b. Interview with teachers, coordinators and students.
- c. Class and field observations.
- d. Collecting documents related to the program.

2. Interview Protocol

- a) Appointments will be requested ahead of time.
- b) Participants will be briefed prior to interaction with the study purpose and objectives explaining the following:
 - Anonymity (names will be coded if there is a need to mention them).
 - Privacy of answers (negative points will not be conveyed to administration).
 - Right to refrain or withdraw without any negative consequences.

- c) Permission for recording the interview will be requested at the beginning of the interview.
- d) Notes will also be taken during the interviews.
- e) Interviewees will be given the chance to check the data collected for authentication.
- f) All data collected throughout the study will be safely kept in a private locked cupboard until the end of the project and the dissemination of the results. Later all electronic files and recordings will be deleted.

If accepted, please sign below

Name:

Position:

Date:

APPENDIX 2: PARTICIPANTS' CONSENT FORM

Thank you for agreeing to participate in my research study that investigates school-based community service and voluntary programs. I am doing this research as part of Doctorate thesis in Education in The British University in Dubai.

Before we begin the interview itself, I appreciate your time. The purpose of this conversation is to explore how schools are carrying out community service programs and how it is empowering youths in this regard to develop sense of social responsibility. I would like to confirm that you have read and signed the informed consent form, that you understand that your participation in this study is voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime. In addition, you may request that the entire transcript of your interview be destroyed.

I would like to ask for your permission to record our conversation. This will help me to concentrate more on our conversation and then retrieve it once I start transcribing the interview. This will help me to be more accurate and use your exact words and answers. The recorded interview is confidential, and only I will have access to this recording, and it will be deleted immediately after finishing the study. The study will protect your identity and will preserve your anonymity by using alternative names.

Thank you very much for your help.
Sincerely,

Roeia Thabet

Participant's name and signature _____

Title: _____

Date: _____

APPENDIX 3 :ETHICS FORM

NAME OF RESEARCHER: Roeia Thabet

CONTACT TELEPHONE NUMBER: 0504514717

EMAIL ADDRESS: Roya95@gmail.com

DATE: 19/11/2014

PROJECT TITLE: ‘Youth empowerment towards social responsibility through Service-learning

Program: An exploratory analysis of a private High school in Dubai, United Arab of Emirates.

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):

This project is being conducted in partial fulfillment of the requirements for the degree of Doctorate of Education (International Management and Policy). The main research objective is to explore how private schools are carrying out community service programs and how it is empowering youths in this regard to develop sense of social responsibility.

The research study will be based on qualitative research methodology where data will be collected using qualitative data collection methods of semi structured interviews, observations and document analysis. Research participants will include all concerned stakeholders on three levels; school management, teachers, and students. All observation accounts will take place in natural settings of the class rooms and possible external activities such as school trips. Moreover, all the available documents such as school policies, students’ journals, lesson plans if available, school reports and corresponding letters will be collected and analyzed to support the arguments which will be discussed in related literature. This study aims to bridge the gap of absence of research studies for this program in UAE private schools. It is expected that this study will contribute to the knowledge and best practices of school-based community service program field not only in the UAE but also worldwide.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

DURATION OF PROPOSED PROJECT (please provide dates as month/year):

From June 2014- August 2015

DATE YOU WISH TO START DATA COLLECTION:

December 2014

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (100-250 words) the methods of data collection with each group of research participants.

For the purpose of this study purposeful sampling will be adopted in order to select two private High Schools in Dubai ages (14 to 18 years old), as multiple case studies. This is the reason for choosing private schools, as this study aims to investigate the extent of impact of the program on High School students in general; both Emirati and expatriate students as the majority are attending private schools in Dubai. However further criteria will be taken under consideration while selecting the two schools. The main criteria will focus on schools that provide ‘school-based community service program’ which means that they should have an organized and structured community service program that provides the opportunity for its students to be involved in various acts of service in the community. Therefore, schools that offer community service program by asking students to collect community service hours on their own without a structured program by their schools will not be included in this study. The other criterion is the number of students in each school should be above 800 students.

The participants will include minimum 20 students and total 4 teachers, coordinators and administrators in each school.

Semi-structured interviews will be used which will take approximately one hour each. I will be taking notes and interviews will be recorded following participant voluntary consent. The 'informed consent' for this study will include information about the overall purpose of the study, and benefits from participating in the research project.

I will be granting anonymity and assurance of withdrawal anytime during the process to all participants and will ask them to agree to release interview transcripts, personal documents and pictures in the final research. The ethical consideration will include voluntary participation, the right to withdraw, protecting research participants, evaluating of potential risks and benefits and obtaining informed consent from all participants in the proposed study.

Moreover, class and field observation will be used as well as document analysis. Semi-structured interviews will be used also which will take approximately one hour each. I will be taking notes and interviews will be recorded following participant voluntary consent.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?

Throughout the data collection period, and before carrying out any interviews or observations, participants will be informed about the objectives of the study, and informed consents will be obtained which emphasise the following points:

Anonymity. Participants' names and identities will not be conveyed, alternative names will be used across all the study, and key to these names will be locked for researcher's use only in cupboard secure environment. In addition, while the context of the schools will be adequately described, care will be taken so that identification of the school or any participant will not be possible.

Confidentiality. Participants' responses will not be conveyed to the administration in any manner that could be harmful to job security or position at the school.

Freedom. Participants have the right to refrain from answering any question and even to withdraw at any stage, without any negative consequences.

3. How will you make sure that participants clearly understand their right to withdraw from the study?

It will be clearly explained to them and also stated in the consent form which they will need to sign if they agree to participate. I will guarantee them anonymity and assurance that they could withdraw at any time during the process and will make it clear that they can withdraw consent at any time and there will be no consequences for their withdrawal.

4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

I will make sure that private information that could identify the participants will not be disclosed. If any information gathered from participants will be included in the thesis that could potentially be recognizable to others, I will ask them to agree to the release of identifiable information.

The study will protect participants' identity and will preserve their anonymity by using alternative names thus assuring all participants that all that they will say will be confidential.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

All participants will be assured that the aim of the proposed study is not to evaluate the schools or participants in any way. On the contrary, I will be truthful and straightforward about the study objectives and inform them verbally and formally. Their recommendations and experiences in this area will be value-laden and will be used to enhance the program in UAE schools. However, if any participant decides to withdraw at anytime, the study will not disclose any information related to their identities.

6. How will you ensure the safe and appropriate storage and handling of data?

All collected data will be held in a locked closet in my house where the key to the records will be kept only with me. The interviewees will be informed that the recorded tapes will be securely stored for a number of years in the researcher's computer where only the researcher will have access to the tapes and then they will be destroyed after the completion of the thesis.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information (you may wish to refer to the BERA Revised Ethical Guidelines for Educational Research, 2004; paragraphs 27 & 28, p.8 for more information about this issue)?

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this?
Not applicable

9. How do you intend to disseminate your research findings to participants?
A summary of the research study will be shared with the school leadership.

Declaration by the researcher

I have read the University's policies for Research and the information contained herein, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Research Policy (9.3 Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Roeia

Signature:

Date: 20/11/2014

APPENDIX 4: REQUEST TO THE SCHOOL

الجامعة
البريطانية في
دبي



The
British University
in Dubai

27 May 2014

To whom it may concern

This is to certify that **Ms Roeia Heshmat Allah Thabet** Student ID No. 90010 is a registered part-time student on the **Doctor of Education** programme in The **British University in Dubai**, from September 2009.

Ms Thabet is currently in the stage of conducting the doctorate thesis on 'Investigating school-based community service and volunteer program' as part of her course requirements. In this regard she has to collect data by conducting interviews with relevant participants to her study. We request you to grant her permission to meet the concerned persons accordingly.

This letter is issued on Ms Thabet's request.

Yours sincerely,

Nandini Uchil
Head of Student Administration



Prof Eman Gaad
Dean
Faculty of Education

APPENDIX 5: INTERVIEW GUIDES

a. Interview guide for (School Principal)

Date:

Duration:

Location:

Interviewee background information:

Qualifications:

Years of experience:

Questions:

1. Can you please explain why you applied the service-learning program in your school?
(**Process, policy, historical background**)
2. How did you apply the program? Please explain in detail. (**Process and strategies**)
3. How many students or classes participated in the program? (**Process, policy**)
4. Did you face any challenges during the application of the program? (**Process, policy**)
5. Did the program have any impact on students' personal development and sense of social responsibility? (**Impact**)
6. How did you evaluate the program in general? (**Process, policy**)
7. What are your suggestions to enhance the program further? (**Recommendations**)

b. Interview guide for (Teachers)

Date:

Duration:

Location:

Interviewee background information:

Position:

Qualifications:

Years of experience:

Questions

1. Can you explain the subject you are teaching? What is the title of the lesson?
2. How did you relate curriculum lessons with service-learning? Please describe. **(Process and strategies)**
3. How long did it take to plan and apply the service-learning projects? **(Process, duration)**
4. Have you seen any changes on your students? Did the program have any impact on their personal development and sense of social responsibility? **(Impact)**
5. Did you face any challenges while applying the service-learning program? **(Process and strategies)**
6. Did service-learning program affect your relationship with your students? **(Impact)**
7. Describe the nature of the work between you and the service-learning coordinators? **(Process and strategies)**.
8. Who suggested, planned and applied the service-learning projects? **(Process)**
9. How did you evaluate the program in general? **(Process and evaluation)**
10. How did you evaluate the students? **(Process and evaluation)**
11. Did you reflect with your students on their service-learning project? **(Process and impact)**
12. What are your suggestions to enhance the program further? **(Recommendations)**
13. How effective was the teacher training for service-learning? **(Process and impact)**
14. What is your opinion regarding service-learning program? **(Program Evaluation)**
15. Did the service projects have any impact on the community or the recipients of service? Please explain. **(Impact)**

c. Interview guide for (Service learning team leader)

Date:

Duration:

Location:

Interviewee background information:

Qualifications:

Years of experience:

Questions:

1. Can you please explain in detail why and how you started service-learning program in the school? **(Historical background & process)**.
2. What was the role of the school management and leadership in applying service-learning program? **(Process and strategies)**
3. How did you relate curriculum lessons with service-learning? Please describe. **(Process and strategies)**
4. What was your role in the program in particular and in the school in general? **(Process and strategies)**
5. How did you involve community partners in the service-learning program? **(Process and strategies)**
6. How long did it take to plan and apply the service-learning projects? **(Process, duration)**
7. How did you evaluate the students? **(Process and impact)**
8. How did you evaluate the program as a whole? **(Process and evaluation)**
9. Did the service projects have any impact on the community or the recipients of service? Please explain. **(Impact)**
10. Did you face any challenges during the program? **(Process, evaluation, recommendation)**
11. Did you reflect with the students on their service-learning projects? **(Process and impact)**
12. How effective was the teacher training for service-learning program? **(Process and impact)**
13. What are your suggestions to enhance the program further? **(Recommendations)**

d. Interview guide for (Students' focus groups)

Date:

Duration:

Location:

Interviewee background information:

Names, Ages, Grades

Questions:

Questions to elicit the level of students' involvement in the program:

1. Describe in detail how you applied service-learning program. **(Process)**
2. How did you link your lesson to a community service project? **(Process)**
3. Were you involved in deciding or suggesting what service projects are needed for the community? **(Process, students' voice)**
4. Were you involved in planning the project? If yes, please tell us what you did? **(Process, students' voice)**
5. Were you involved in executing the project? If yes, please tell us what you did? **(Process, students' voice)**
6. Were you involved in reviewing and reflecting on the project after carrying it out? If yes, please describe how you did it. **(Process, reflection, impact)**

Questions to elicit the extent of personal development (skills & knowledge) and sense of social responsibility as a result of working on service-learning projects:

7. To what extent did the service-learning projects help you in: **(Impact)**
 - a. Learning about your community.
 - b. Understanding the needs of others in your community.
 - c. Your relationship with your peers in class.
8. What did you learn as a whole from this experience? Please describe in detail. **(Impact)**

Questions to elicit the quality of the service-learning program:

9. Did you face any challenges in carrying out the project? If yes, please describe. **(Process, recommendations)**
10. Do you think that the service projects that you conducted for the community met its objectives? **(Impact)**
11. Do you think this project helped your community? If yes, how? **(Impact)**
12. What do you think of the service-learning program? **((Impact, evaluation)**
13. What are your suggestions to enhance the program further? **(Recommendations)**

APPENDIX 6: OBSERVATION GUIDES

Class and field observation guide

Date	
Grade/ Gender	
Subject	
Number of participants in the class:	
Type	
Purpose of observation	
Role of observer:	

Type	Description	General Themes

APPENDIX 7: (INTERVIEWS)

Appendix 7.A: Interview with the School Principal

Date	7/4/2014
Number of participants	The school principal and the Researcher
Duration	Approximately 30 minutes
Location	Principal's office
Introduction: I first introduced myself and the objective of my study, and explained the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also got their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.	

Questions	Interviewee Answers	General Themes
1. Can you please explain in detail why and how you started the service-learning program in your school?	<p>a. First of all, I would like to tell you something about the concept of voluntary work for the community. We have to first believe in this concept before we apply it as a regular activity. This term has tremendous ethical value for us human beings. I truly believe that service to the community is a fundamental element that we should focus on developing in our youth and children as I always say that this important element shapes their identity and personality. I hoped that through the community service program, we could develop this sense of identity, and that students would reach the level where they feel that something is missing in their lives if they were not engaged in serving their community. Through direct engagement in community service, not only youth but us as adults will develop values and moral behavior, because this path teaches nothing but how to be a good person. That is why I thought of applying this program in my school for my students in a structured way that could affect their personality and not to be regarded as merely an activity to be ticked. I consider these students as my children. I always think about how I can guide them to be good citizens and good human beings. I worked as a teacher for years and held many positions in the school management; therefore, I understand the challenges and needs of our students, especially the younger ones.</p> <p>b. As I was thinking about how to apply this program in the school, on that particular day, I met <i>Ms. Leila</i> through the school management. She had previously helped in some of the voluntary activities for the school. The first question I asked her was, "Who pays your salary? Do you get any pay for your service activities for the community? Do you get any kind of</p>	<ul style="list-style-type: none"> - Serving the community shapes individuals' identity. - Strong belief by the Principal - Principal's admiration of SL team leader

	<p>benefits in return?” She replied, “No, I am doing all those activities in the community as a volunteer.” I was really surprised how there are still people who believe in genuine volunteering to benefit the community. At that time the school management and I were trying to find the right person to handle this program for the high school section to be integrated in their service hours for their graduation certificate. We couldn’t find the right person who have experience in this field and have the characteristics required to take over the responsibility of this program. Hence, once I got to know <i>Ms. Leila</i>, I requested for her help to handle this program for the high school section. I couldn’t believe that I found the right person for this task.</p> <p>c. Words do not suffice to thank her efforts in helping the school and the youth. May Allah (God) bless her (الله يبارك فيها).</p> <p>d. These youth are our children (هؤلاء الشباب عيالنا) and we are responsible in helping them develop this sense of commitment to their community to become good citizens for their country. However, it is not an easy task at this time as they are surrounded by all types of distractions, self-interest and thinking of various kinds of entertainment.</p> <p>e. Then, <i>Ms. Leila</i> and I decided to meet regularly to discuss how to apply the community service program. She helped us a lot as she arranged contacts with many social organizations and institutions to collaborate with the school. Also, she prepared an action plan for one whole year for four classes [grade 11-12] for girls in order to pilot the program. The students then started their service projects in those organizations as we planned. I was involved in the details of the program. I liked how <i>Ms. Leila</i> encouraged the students to prepare service activities for people in those organizations and not just visiting them like during field trips. I have to tell you that one of the directors of the elderly center came to my office and told me that he appreciated what the students did in his center for the elderly. He added that “Many schools and organizations come to our center, but we have never seen such impact on the elderly as by your students. We noticed that they really were engaged in socializing with the elderly, and spent quality time, to the extent that although many of them barely remember their own children’s names, yet they recalled your students’ names for days after they left”. He gave us a certificate of appreciation and told me, “Your students brought joy and happiness to the</p>	<ul style="list-style-type: none"> - Appreciation of SL team leader’s efforts. - Challenges of youth in this century. - Principal’s concern in helping the students building moral characteristics. - Consultation and discussions. - Process of school-based community service. - Effect of the program on the recipients of service
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	people there, as some of them were expressing their happiness by meeting your students and were asking me when your students will come again”.	
2. Did you face any challenges when applying the program?	<p>a. Well....after applying this community service program for a year with the help of <i>Ms. Leila</i>, we discussed together at the end of the year that not all students had the chance to experience this program. Those who did started talking about their projects in the school which made other students from different grades complain why they couldn't join. I was glad to see some parents coming to me thanking us for providing the opportunity for their children to do good acts in the community. We observed many changes in the participating students' behavior. However, <i>Ms. Leila</i> told us that it would be difficult for her to handle all the sections on her own as it consumes time and energy. Then, she asked if we could ask a few teachers or anyone who could commit and help. It was a bit difficult as all the teachers have classes, and we found it challenging to find committed people with experience to help in this program. Then, we thought about further systematizing the programs to provide a chance for more classes to participate.</p> <p>b. The second point is not a challenge but rather an issue that we discussed together to be prepared for the next year. We thought that the four places or social organizations that the students went to serve, despite their positive impact on the students, limited the program. We talked about how to expand the program to explore more dimensions and elements of the community so the students don't think that community service is only about these four social places [special needs center, elderly center and thalassemia center.</p>	<ul style="list-style-type: none"> - Not all classes participated. - Parents' appreciation for the program. - Lack of committed and qualified human resources. - Teachers' workload. - Limited exposure to social organization for community centers. - Consultation and reflection
3. How did you start the service-learning program for the next academic year?	<p>a. Before the beginning of the first semester of this year, <i>Ms. Leila</i> introduced us to a new program called <i>service-learning</i> which links curriculum lessons to community service. I actually liked it a lot as it sounded like the best solution to our challenges last year. Then, she also introduced to us her team to help her in the program and luckily her team members were active in community service also. This means that we have a team with community service background.</p> <p>b. Then, we consulted together and met again to review the action plan and see how we could fit it in the school schedule. We consulted together about every single detail in this program. For example, teachers' challenges and how to motivate them, non-active</p>	<ul style="list-style-type: none"> - Introducing service-learning program. - Adding SL team members. - Meeting and consulting for action plan. - Principal's support & personal follow-ups of the

	<p>students in the program, changing teachers' timetables, and we modified many elements in the action plan after each meeting together. We analyzed the reality in our school context and in our community in general in which we tried to find solutions for every obstacle we faced in this program. We didn't give up and I will never leave my responsibility towards these youth. Despite their reckless behavior, I believe that they are good youth but are misguided and we need to provide opportunities for them to learn ethics, values and maturity to be active human beings in the society.</p> <p>c. In this matter, I wish to attribute the success of the program to the genuine dedication and hard work of the SL team. They really spent time and energy with the teachers, students and encouraged students to be involved in serving their community.</p>	<p>program.</p> <ul style="list-style-type: none"> - Principal's perseverance to apply the program & belief of youth's capacity. - Principal's appreciation to SL team.
4. How did you evaluate the program in general?	<p>a. We decided to add service hours for all students who participated in the session and application of service projects. However, I think that they needed more motivation to be actively involved. We need to prepare evaluation forms for teachers and students by the end of the year as well in order to see their feedback of the program.</p>	
5. What are your suggestions to enhance the program further?	<p>a. We need to add the primary and elementary levels as they didn't have the opportunity to participate in the program. We also need to develop more partnerships with social agencies and other government and non-government institutions to expand the program.</p> <p>b. We also need to find ways to increase parents' engagement in the program.</p>	

Researcher's observational notes

- a. Due to the principal's tight schedule, I was not able to spend enough time asking her all the research questions. However, she agreed to meet me between her meetings to answer a few questions in brief. This interview was very brief. I arranged the interview answers into categories to answer the research questions. As I was listening to the Principal, I realized that she somehow answered some of the research questions as she integrated them while answering one of the questions. Due to time limitations, I didn't interrupt her while she was talking and let her express whatever was on her mind. Thereafter, I divided the answers into themes during the analysis. Before we started the interview I told her all the questions that I

need answers for and let her speak the way she felt comfortable to start. It sounded to me that she wanted to start from her beliefs in life.

- b. She was very welcoming and sounded very comfortable talking to me. I felt that the interview took the form of casual talk and she didn't mind the recording of her voice too. She offered me Arabic coffee and sweets that were made with dates before starting the interview (traditional Emirati hospitality).
- c. At the end of the interview, I asked again verbally for her permission to interview teachers, participants and all who participated in the program for my study thesis. She immediately agreed, signed the consent form and referred me to the students' department coordinator to assist me.

Appendix 7.B: Interview with the Service-learning Team Leader

Date	13/5/2015
Number of participants	The SL Team leader and the Researcher
Duration	Approximately 90 minutes
Place	School's meeting room
Introduction: I first explained the objective of my study and the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.	

Interviewer Questions	Interviewee Answers	General Themes
1. Can you please tell about yourself, years of experience, etc? 2. Can you please explain in detail how you started service-learning program in the school?	<p>a. I have a degree in education and taught Character Education in other schools and this school as well for the past two years. I am also engaged in many voluntary community service programs for more than 6 years and in working with youth and junior youth empowerment programs.</p> <p><u>Phase A: School-based community service</u></p> <p>a. First, let me tell you the history behind the service-learning program. Last year in 2013, the school principal called me to consult about a new program that they wanted to implement that year. In that meeting, the school principal also invited the head of activities department to consult. They said that that this year they want to apply community service hours for grade 11 and 12 students (girls section), a structured one, in which the school wants to help the students to be involved in community service and acquire hours to be include in their graduation certificate. However, they didn't have any plans and they asked me if I could be responsible for holding and applying this program because I am a member of many volunteering organizations in the UAE and engaged in community service programs as well. Additionally, I have a degree in education which will help in linking school programs to community service activities.</p> <p>b. Immediately, I gladly agreed as you know I am so passionate about any program that includes students and community service. Then, I went and met several social organizations, both government and non-government institutions to collaborate with the school. Most of them agreed gladly, and we discussed on how to arrange for the students to apply community service activities with them. For example, I collaborated with the elderly center in Dubai, Thalassemia center in Dubai and two special needs</p>	<ul style="list-style-type: none"> - Consultation - Structured and school-based community service program. - Establishing collaboration with organization. - SL team leader as a catalyst.

	centers.	
3. How did you establish this collaboration, what did you tell them and what was the agreement about?	<p>a. When I met with the organizations, I told them that the school has launched community service program hours for grade 11 and 12 students with the aim of reinforcing the concept of voluntary service acts for the community. Therefore, I told them that we don't want to have a superficial program in which students would just visit those places as tourists and take pictures and consider themselves to have fulfilled their community service hours. Instead, I discussed with them ways that they would carry out service activities for the people and children in their centers in order for them to experience meaningful service.</p> <p>b. After intensive consultation and discussions, we decided to arrange for each group of students in each class to visit one of the centers and perform certain services that is needed by the people there for a few weeks. This means that I will accompany each group who will visit the same people and place 4 times in four weeks to ensure sustainability. The aim for this was to allow the students opportunities to reflect and develop their service activities after each visit. After that, I will move to another group following the same procedure.</p> <p>c. After that, I went to the school principal to update her on the plan and the arrangements with those organizations. I also told her before we directly engaged the students and divide them into groups that I want to have a meeting with all the students in grade 11 and 12 (the ones who would participate in volunteering acts for our community). The reason for my meeting was that I wanted to prepare them first and investigate the level of their understanding about community service. On the same day, the management arranged the meeting that included 4 classes (grade 11 and 12) where approximately 60 students attended. Also, the school principal instructed the head coordinator of the secondary department to rearrange their schedule based on my plan for the classes. In addition, they arranged the meeting with the students in the same time that I requested.</p> <p>d. I talked to the students about the meaning of volunteerism, community service, the needs of the community, why we have to serve our community, and what are the benefits of being engaged in these acts of service. I can say that the students' knowledge about community service varied. Some of them were able to</p>	<ul style="list-style-type: none"> - Process - Reflection - Preparing the students, evaluating students' knowledge and understanding - Principal's support - Modification of students' timetable. - Students' interests in being engaged in community service.

	<p>talk about the moral and spiritual qualities that they would acquire while performing any act of kindness for others, others expressed their enthusiasm to be involved in community service activities this year and some students expressed their appreciation to the school which provided them with chances to be involved in the community. For example, those students kept asking, “Do you mean that these service activities that we will start doing are arranged by our school for us? So the school will allow us to go out of school and visit many social organizations during school time?”</p> <p>e. I told them that filling community service hours in the school form for your graduating certificate will not benefit you, we should commit to serving our community genuinely with pure intention and not to expect anything in return. If we reached this level of understanding, then you can say that you were truly transformed internally. We hope that this program would only be the starting point in your life to be engaged in building your community and you would continue this path even after you graduate from this school.</p> <p>f. In general, most of the students were very happy and excited to start the program.</p>	
4. Why did you choose those social organizations in particular?	<p>A. The project started in January 2013 with grade 11 and 12 female students only, which included three classes with a total of 65 students to pilot the program. The reasons for choosing mainly these three social agencies were because among the many social agencies that I visited to collaborate with, these three responded positively.</p> <p>a. Actually, I know that community service is more than just performing voluntary activities for people who are in need, such as, elderly people, children with special needs, and sick people, etc. Community service also includes empowering members of the community to develop their capacities to enhance their lives in various areas such as education, agriculture, and economy. It also includes analyzing issues in the society and trying to meet the needs of the various sections of the community. When individuals are engaged in this kind of service, they develop moral qualities and learn how to use their knowledge and skills for the benefit of all.</p> <p>b. However, in the beginning when the school asked me to help them in this program, I was alone and had to handle a large number of students. In addition, these students had never participated in any community service program before. Therefore, I thought of involving them in this</p>	<p>- Wider understanding of the community service concept.</p> <p>- Challenges</p> <p>- Gradual development of the concept.</p>

	<p>path bit by bit (gradually), to arrange simple service tasks, and then gradually I hope that their projects will become much more complex as their understanding of service to the community evolves over time by learning in the field.</p>	
<p>4. What did the students do in their service hours?</p>	<p>a. After we divided the classes into groups to carry out the service activities in one of the social organizations, each group had to consult together to prepare the activities according to the needs of that place as conveyed to them by the director. Then, the students organized programs and delegated tasks among themselves.</p> <p>c. For example, a group had to go to the thalassemia center 4 times, and their director told us that since children come to this center 3 times each week to change their blood where this process is painful and takes 4 hours each time, those children get depressed and bored. She added that it would be very helpful if the students prepared joyful activities for these children to engage in while they are in this painful process. Therefore, after consulting this request with the students, they prepared coloring activities, face painting, stories and played board games with them in the four visits.</p> <p>d. Another group had to visit the students with special needs, help the teachers in conducting their various workshops and socially interact with them. A third group had to visit the elderly center, socialize with the elderly people there, read newspapers for them, help in arranging their lunch as they usually eat lunch together, and socialized by sitting with them listening to their stories, and walking them out in the garden. These activities were requested by the people responsible there as they told me that the elderly people don't need any material things--they have everything. Instead, they only need someone to visit them, listen to their stories, read the newspaper to them, and eat lunch or dinner with them. They need love and care.</p>	<ul style="list-style-type: none"> - Consultation and discussion - Arranging service activities based on the needs of the people. - Examples of the projects.
<p>5. How did you evaluate the program, did you use any specific approach?</p>	<p>a. After each group finished their project, I would have a session of reflection with them to discuss what they learned, and listen to their feedback. Additionally, I gave them papers with some questions to write their feedback of their learning experiences from their projects.</p>	<ul style="list-style-type: none"> - Reflection in class. - Written feedback - Evaluation.
<p>6. Did the program have outcomes or impacted the students on the personal and social level?</p>	<p>a. When I read the students' reflective feedback after each project, I was very pleased to see how their understanding of the service concept to society has developed. For example, some expressed that they learned that they could bring joy and happiness people's hearts by carrying out simple service activities. Some said</p>	<ul style="list-style-type: none"> - Examples of activities (Process). - Development of the concept

	<p>that they learned more about the various categories of people in their society whom they had never paid attention to. Consequently, they said that they had preconceptions about them (for example, elderly people) that they are miserable people, don't understand anything as they are old and they can't do anything) but they changed their thoughts as they saw them joyful, telling jokes, responding positively to the students' simple acts of service. Other groups emphasized on this point as well after finishing their project with children with special needs. For example, the group that was responsible for the thalassemia center said that they didn't know about this disease in detail, but have gained important information about it that changed their thoughts forever. Some said that they never realized how painful the process of treatment was and how these children are so patient and brave compared to them in dealing with this difficult issue. Others said that they were so glad that they brought joy to their hearts just by spending quality time with them through simple activities that they prepared.</p> <p>b. Some groups expanded their projects and developed it further on their own. For example, the group who went to the elderly center suggested inviting them to their school and preparing a special program for them as they noticed that those people liked to be surrounded by others and enjoyed a joyful atmosphere. They planned the entire program by preparing a comedy sketch about the past and future. Everyone wore traditional Emirati clothes and prepared Emirati traditional food to serve them. Then, they asked the elderly to talk about life in the past in the UAE, and also prepared some traditional quotations that had comedy connotations in them. The school principal, teachers and some parents attended the event. The whole atmosphere of that event was very joyous; they laughed and enjoyed themselves. I saw smiles on the faces of the elderly and how pleased they were.</p> <p>c. Their words indicated that they became more committed to community service.</p> <p>d. Sometimes, after each visit I reflected with the students in the bus. I noticed how some of them got emotional and felt empathy towards those with whom they interacted.</p> <p>e. I noticed that some of the students would ask the directors in those centers about the procedures if they want to continue coming to their centers after school time.</p> <p>f. In addition, the directors of those centers were very pleased and happy by the students' service activities.</p>	<p>of service through actions.</p> <ul style="list-style-type: none"> - Impact on students. <p>7. Students developed understanding of social responsibility.</p> <ul style="list-style-type: none"> - Change in preconception thoughts. - Gaining knowledge about their society. - Students expanding their service project. - Joy and happiness. - Respect. - Empathy and care for others. - Service providers were happy and pleased by the program. (Benefits for the receivers of service). - Teachers' change in perception of their students.
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	<p>g. Some of the teachers who joined us in the field told me that they were so surprised to see this other side of their students. They said that they couldn't believe that the same students who were careless, irresponsible, and troublemakers in the class, are acting so differently in the field. For example, two teachers came to me and told me "You are doing such a great job with this project. I have seen changes in my students' behavior since they started this project. "I was surprised to see them calm, polite, mature and showing acts of caring to others in the field. I never saw this part of their personality in my classroom". Those teachers added that we tend to judge them in school and don't provide them with spaces to show their other capacities.</p>	<ul style="list-style-type: none"> - Teachers admitted that they don't provide chances for students to show their social capacities.
8. Did you face any challenges in the program?	<p>a. One of the challenges that I faced that year was the lack of human resources to help me in this program. I was alone and had to accompany 4 classes for the entire year as teachers were busy with their classes and couldn't help me in the field visits. Therefore, students in each group had to carry out service only for four times and they were very upset about that. After finishing with each group they would come to me the week after complaining that I forgot about them, and they feel down for not doing more service projects after their fourth visit. They would follow me in the school, begging me to allow more chances for them to do more service projects.</p> <p>b. Another challenge was students' absence in which some students took advantage of knowing the day of the field visits so they didn't come to school.</p> <p>c. The principal asked that for each field visit, I should take one teacher so he/she could help in disciplining the students. However, some teachers were aligned with community service vision and would act on students in the field with kindness and support. Other teachers were the opposite; they lacked basic understanding of community service concepts, the characteristics of a person who carries out service to the community or knowing that they should deal differently with the students in the field of service to encourage them and not to instruct them. That was one of my main challenges as sometimes these teachers were destructive to the aims of this program and they imposed their own views on students, interfered, and used discouraging words.</p>	<ul style="list-style-type: none"> - Lack of committed human resources. - Students' enthusiasm to be engaged in community service. - Teachers' workload - Students' absences - Lack of teachers' knowledge and understanding of the vision of community service.

Phase B. Service-learning Program

Interviewer Questions	Interviewee Answers	General Themes
9. How did you introduce the service-learning program in the school?	<p>a. During the second semester, the Knowledge and Human Development Authority (KHDA) visited the school for their regular inspection. They evaluated the school program in the area of '<i>students' personal and social development</i>' and investigated the school-based community service program. One of the KHDA supervisors was very impressed with the systematic action plan of the program and was glad with the successful stories he heard from the students as they talked to the student participants of the project. After the meeting, the supervisor suggested to me to add to the service project components some values and qualities that students should develop in the field of service to the school curriculum. However, he didn't mention or suggest any particular strategy to develop it further. These remarks encouraged me to develop the program further.</p> <p>b. After the end of the second semester as we finished applying students' service projects, I met with the principal to reflect on this learning experience. The principal was very pleased with the outcome of the program as she talked to the students and the teachers who went to the field with us. I also gave her my feedback in terms of the challenges and obstacles as well as my observation of the students in the field.</p> <p>c. Then, the principal requested to expand the program, to cover more classes and not only four classes like the previous year. She also asked to include the primary and elementary levels. However, I told her that it will be extremely difficult to apply it on all the levels as the main issue was lack of human resources to help. I also told her that if she wants to see effective outcomes on students, close accompaniment should be provided to them and I cannot do it alone.</p> <p>d. Another point that we discussed was how to systematize and structure the community service program more so that it allows a larger number of students to be engaged in a systematic way. As it was summer time, I told her to let me do further research and I will meet with her again before the beginning of the year.</p> <p>e. As I was consulting with friends, doing research, I came across the '<i>service-learning</i>' program. I really liked it as it sounded like the answer to our questions</p>	<ul style="list-style-type: none"> - Action-reflection-consultation. - Principal was pleased with the program outcome. - Discussion of challenges. - Benefits of sService-learning program. - Consultation to modify the program. - Orientation for principal and teachers.

	<p>and to the challenges that we faced last year in the community service program. For example, since the program is linked to the curriculum and many teachers will be involved in applying it, many students will have the opportunity to engage in community service. Another important element that I liked about it was that it provided a clear framework to begin with, such as planning, application and reflection. Additionally, this program was exactly what I wanted to instill in students that service to community is more than charity work or simple service acts for the people who are in need. Rather, it opens the students' intellectual abilities to analyze the issues in their community. It also empowers them to try to find solutions and reflect on their learning experience.</p> <p style="text-align: center;"><u>Principal orientation</u></p> <p>f. Therefore, I arranged a presentation about the program and went to meet the school Principal before the beginning of the year and explained the program in detail. She liked it a lot and said lets apply it. Then we sat together and consulted on how to modify it to fit our school context as many of the teachers are overloaded with work. We then agreed to prepare a short orientation for all the teachers and ask who would like to volunteer in applying it.</p> <p style="text-align: center;"><u>Teachers orientation:</u></p> <p>g. Before the start of the academic year, and by the end of the semester, the nominated teachers and their coordinators were requested to attend a short orientation about service-learning program so that they would be prepared for the next academic year. The orientation consisted of the same presentation that SL team leader presented to the principal, followed by teacher training at the beginning of the academic year. The reason for holding the teachers' training at the beginning of the semester was because they believed that teachers will be more alert and fresh during that time.</p> <p>h. Then, the principal, the head of the administration for the high school section and I sat together again and prepared a schedule for the teachers who agreed to join. Around 19 teachers joined the program and we agreed to pilot the program for one year starting with grades 9 to 12 (high school level) for both boys and girls.</p>	<ul style="list-style-type: none"> - Most teachers showed interest in joining the program. - Principal support throughout the program
10. How did you start the program?	<p>a. I told the principal that it is better to allocate one to two sessions for service-learning each week for each class, so that the teachers allocate enough time to discuss,</p>	<ul style="list-style-type: none"> - Allocating time for the SL sessions.

	<p>plan, apply and reflect on their service projects. Otherwise they will not cover all its elements since they are obliged to finish their curriculum on time in their sessions. The principal agreed immediately and asked the management to rearrange the teachers' schedule based on their service-learning sessions.</p> <p>b. After that, as the number of classes had increased, I thought that I will not be able to help all the teachers on my own as they complained of their workload and will not be able to make arrangements with the organizations or take students out. Therefore, I tried to seek help first from the school, but unfortunately, no one agreed to dedicate fulltime work with me as they all had responsibilities. Hence, I told the Principal that I will ask some of my friends who are in the field of community service and she agreed.</p> <p>c. Luckily two of my friends who are engaged in many voluntary service programs in the community agreed to dedicate two full days in the week to help me in the program. Basically, the role and responsibility of the team was to accompany the teachers in their service-learning classes, support them in their projects, help them to make the required arrangements with the organizations and empower them so that by the end of the year, they are able run the program on their own.</p> <p>d. Hence, We applied service-learning program for the academic year of 2014-2015 for grades 9-12, girls and boys with a total of 19 classes, involving around 350 students aged between 14-18. These are only from the American curriculum section and not the Ministry of Education section since the school offers two curricula for students to choose.</p> <p style="text-align: center;"><u>Teachers' training</u></p> <p>e. Before the beginning of the academic year, I informed the principal that I prepared a four day training for teachers to prepare them for the program and align them with its vision. She read the training material and approved it, asking me to go ahead and hold the training. However, when I informed the management of the four days of training, she said that all the teachers are assigned to attend their own regular subject trainings by their subject coordinators for a week. I informed the Principal about this and she immediately sent a note to the management to ask these participant teachers in service-learning program to attend the training and postpone their own trainings.</p>	<ul style="list-style-type: none"> - Principal's support of the program (regarding it as a priority). - Teachers' workload. - The need for a dedicated SL team. - Role and responsibilities of the SL team. - Service-learning training was a priority
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	<p>f. I told the principal that subject teachers must be nominated by the department coordinators as they are more familiar with their teachers' capacities. However, we should inform teachers that participation in service-learning program is voluntarily and teachers should not be forced to apply the program. I believe that if individuals do not have the willingness or the belief of the concept of service to the community as a voluntary act, they would not be able to transfer this vision to their students and will not produce positive outcomes.</p>	
11. How did your team work in the school?	<p>a. The team and I consulted on every single matter or issue throughout the year. For example, we consulted on dividing the teachers among us so we could provide help and support to each one of them. We consulted on how to accompany them, such as meeting individual teachers on their breaks to discuss about their challenges, achieving, choosing the right lessons, planning, and helping the students to suggest and apply their projects.</p> <p>b. The team and I would meet at least twice a week in our homes or coffee shops to reflect together, share our experiences, challenges, what worked, what didn't, and modify accordingly. Additionally, we would also consult and ask each other's opinions if we had the chance to meet in the school hallways or in the reception area as we had classes with teachers at different timings.</p>	<ul style="list-style-type: none"> - Consultation and reflection among SL team. - SL team supports the teachers. - SL team meets regularly.
12. Did you face any challenges?	<p>a. One of the challenges that we faced in this program was the lack of support from some (not all) department coordinators in the school. For example, some of the subject coordinators complained to me that we are wasting students' time and teachers have to focus more on their subjects rather than on service-learning and going to the field. Also, they would occasionally prevent their subject teachers who participated in the service-learning program to accompany their students outside the school for their projects. However, most of the time I managed to get the principal's help in allowing them to join their students. Although I explained to them the vision of the program and how the students will benefit from it, yet some coordinators were not convinced and they would tell me that I am wasting the students' and teachers' time. One of them was very upset once because one of the classes went out for their project and he expected them to take extra lessons to prepare them for their exams for the following week.</p>	<ul style="list-style-type: none"> - Some department coordinators were not supportive. - Principal's support. - Teachers' workload

	<p>b. Another challenge was teachers' workload. I noticed how they are engaged in so many activities apart from teaching their lessons and preparing for exams. In general, most teachers had to teach 5-7 classes a day, with 20 to 23 students in each class, and most of them had to teach various levels (grades 8-12). This means that they had to prepare lessons for different grades. Additionally, they were responsible for other activities in the school as well. That is why I think that the SL team was needed in this particular school that has a high number of students. We tried our best to help them in corresponding with the members of the community, agencies and facilitated students' service projects.</p>	<ul style="list-style-type: none"> - Curriculum challenges.
	<p>c. Another challenge was the curriculum. Some subject teachers faced challenges in linking service projects to their lessons, in particular, math, and biology. However, the teachers tried their best to elicit questions, bringing extra materials to relate them to their lessons. This consumed more energy and time from teachers and the SL team as well. For example, in a math lesson for '<i>Probability and percentages</i>', the teacher tried to think of how to inspire students to link it to community service. After long consultation with one of the SL teams, they decided to divide students into groups to choose one issue that they observed in their society, do a field survey, calculate the percentages and present it in the class. Then, they could choose one of the issues and plan for a service project. One group chose to do a survey about reliance on maids in the UAE society, others chose to know about reckless driving by youth under the age of 18, and others decided to see the percentage of students using mobile phones in schools. However, due to time, the class couldn't finish their project by choosing one of the issues to plan for their community service project.</p>	<ul style="list-style-type: none"> - Lack of students' engagement in the society - De-motivated because of marks. - Consultation/ reflection with teachers.
	<p>d. The math teacher found difficulty in linking his lesson to community service, but he said that this experience opened other ways for him to think of how to link it further.</p>	
	<p>e. I also noticed through consultation and reflection with the teachers and the SL team that some students are not motivated to participate in the service-learning program, for example, some teachers complained that certain students constantly distracted the class, didn't get engaged in the discussion or in the planning. They would also play truant on the day of</p>	<ul style="list-style-type: none"> - Lack of students' involvement in community affairs. - Teacher turnover.

	<p>the application in the field. And when we discussed about this challenge in the '<i>Teacher's reflection meeting</i>' some teachers commented that it is because this program doesn't provide them with extra marks, and since they are used to getting marks for any work they do in the school, they are discouraged to participate actively in the program.</p> <p>f. Other teachers noted that it might be because the majority of them were never engaged in any kind of community service or interacted in the society. Hence they are not aware of its needs, issues and the structure of its institutions. Consequently, they don't relate to the program. In other words, that teacher meant that those students are isolated from real community life and live in their own bubble of self interest.</p> <p>g. Another unexpected challenge that we faced was teacher turnover in the school. We were shocked to hear that after all the trainings and accompaniment some teachers would leave the school in the middle of the year. This issue caused stress and overwhelmed the SL team. Some of the SL team had to cover for those teachers' lessons which added extra responsibility on them. On some occasions, the school management had to ask other teachers to replace those participant teachers in the service-learning program. This caused some stress at the beginning as those new teachers did not go through the teacher training in order to be aligned with the program's vision and framework. They also had to change their own schedule in the middle of the academic year to fit the new timetable. This sudden change added more tasks on me in which I had to hold special intensive trainings for the new teachers in the midst of their work and in my other responsibilities supporting other teachers. I had no choice but to hold an intensive training which was supported by the school principal as well. However, this issue continued during the year, until at one point I couldn't keep holding trainings for the new teachers and just accepted to have them run their classes by asking some of the SL team members to have close accompaniment and one-to-one meetings with them. Again, this situation consumed more time and energy by the SL team.</p> <p>h. In general, after the team and I reflected at the end of the year, we noticed that for the new teachers who didn't go through teachers' training materials nor participated in the teachers' reflection meeting, their</p>	<p>- Constant support by the principal in solving the challenges.</p> <p>- The importance of the teacher training program.</p>
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	<p>students did not apply service projects, and the teachers complained all the time that they had challenges working with their classes.</p> <p>i. Applying projects outside the school in the community was not an easy task. Many detailed arrangements had to be made that included personal calls to the community members or agencies, followed by formal letters that again required many phone calls to follow up, arranging of dates so they don't conflict with students' exams or school activities or teachers' schedules. In some projects, the school and the SL team had to ensure students' security in the service sites by exploring the sites prior to sending the students to carry out their projects.</p>	
13. What was the role of the school management and leadership in applying service-learning program?	<p>a. As I told you earlier, in every step that we took in applying the program, the school principal was supporting us and trying to solve all the challenges throughout the year. Her support included changing teachers' schedules, requesting teachers to attend our training although they were already engaged in other trainings. She also supported us by supervising every step of the program herself. For example, once I was in one of the classes in the boys section with their teacher, and some of the students were causing distractions in the class. Suddenly, I saw her entering the class and talking to the students. She told them "The SL team leader is a volunteer in this school and she is helping you, the students, to become better people to serve your community, so you should respect her and respect your teacher as he is also doing extra work for you". She also told them to take this program seriously as it will be added to their graduation certificates and it will help them in the future.</p> <p>b. I also saw her (the principal) many times talking to students in the school hallways and asking them about their service-learning projects, what they did and what are their roles.</p> <p>c. She and I met regularly for long hours, despite her other responsibilities, to consult and reflect on my updates of the program. I also, sent her reports by the end of each semester after which we would meet to discuss about it. For example, we informed her that the session for the service-learning in the first semester was not fully effective, because it was from 7:45 till 8:30 which the school management allocated to be used for students to discuss any matters or hold activities. Many students showed up very late to this session and missed most of the program component.</p>	<p>Principal's constant support.</p> <p>- SL team leader updating the principal.</p>

	<p>In addition, teachers were not able to apply all the program's components in 30 minutes. Therefore, after we consulted, the principal decided to allocate two sessions per week for each class in the middle of the school day. This modification contributed positively in the application of the program.</p> <p>d. She also supported the program financially. For example, during our preparation for the celebration, she asked us not to worry about any expenses, and that she will cover everything. We had to prepare invitation cards, decorate the hall, and order refreshments and tables, as we invited many officials and directors from the organizations that collaborated with us in the program. We also distributed trophies and certificates of appreciation to all the participants in the program including members of the community, officials, teachers, school management, parents who collaborated as well as the students.</p> <p>e. Additionally, she dedicated the entrance wall to display all the students' posters that they prepared demonstrating their service projects with pictures. She asked the management to customize a new wooden display with a glass cover to be dedicated for the service-learning projects. As I was busy hanging the posters in the display, she came to help me, and we discussed on how to design the display.</p> <p>f. As for the management support, basically they helped us because the principal asked them to support us in whatever the SL team needs. For example, during the celebration, the IT teachers played a vital role in fixing the computers, the projector, etc. The administrator also helped in changing and modifying teachers' schedules.</p>	
14. Did the program have any impact on students' personal and social development?	<p>a. Despite the many challenges that we faced throughout the program, we were able to see positive outcomes on many students. Of course these positive outcomes were the result of teamwork and hard work by the school principal, teachers, the SL team and community members. The outcomes that I will be briefing you with are based on my observation and close accompaniment of teachers, students and through teachers' feedback as well.</p> <p>b. Many students gained confidence after participating in the program and developed higher self-esteem. For example, One of the students who was known as a trouble maker in the school, used to run away from his classes and failed many years. He ended up playing a great role applying his class project. He also directed</p>	<p>- Teamwork of the school team.</p> <p>Confidence and self-esteem.</p> <p>- Change in students' behavior.</p>

	<p>and helped his classmates to prepare their play in the celebration. Can you imagine that he presented the whole celebration program to the audience with confidence? The principal could not believe her eyes and told me, “I can’t believe that this boy is standing in front of the audience and presenting the program. He never showed that he had that potential.”</p>	<ul style="list-style-type: none"> - Commitment
	<p>c. Many students didn’t have opportunities to be engaged in community service activities before, but throughout the program, I saw how they were serious and committed in their tasks. For example, in the Geography class, the students went to the middle calls area in Dubai as part of their lesson and talked with the residents there about their issues. Then they brought their feedback to the municipality with the hope that changes will occur. I accompanied the teacher and this group from the beginning of the year, and joined them in the field. I was surprised by the difference in behavior in the field and in class. When we went into the field, they were all quiet, listening to each other, consulting on how to divide themselves in groups. In the bus, once they were sharing with us their feedback, some of them showed empathy towards the residents of that area and were eager to do something about them.</p>	<ul style="list-style-type: none"> - Empathy & care. - Interest to do more service projects. - Care for the community.
	<p>d. I can assure you that they did not show these behaviors in the class before the field experience. However, after that they came to me and asked, “When will we plan for the next service project?”</p>	
	<p>e. In another class where I was assisting, we decided to take only the students who actively participated in the class to the service field and the ones who caused distraction would remain in the class. On the day of the field visit, those students came and begged me and the teachers to allow them to join us. We wanted to be so strict by not allowing them to come as we said, but the teacher and I decided to allow them eventually to give them another chance. Their project was about visiting the primary section in the school and talking to them about healthy eating, so they made posters, activities, games and discussion questions for the children. Surprisingly, those two students who wanted to join later were the most active students in the project. They were very polite, taking charge in talking to students and organizing the children, helping their friends in the activities. By the end of the project, the teacher and I laughed a lot and were surprised by how some students have two personalities in which we cannot see the good part of them until they</p>	<ul style="list-style-type: none"> - Change in students’ behavior. - Not all students participated at the same level.

	<p>are put in the situation where they can show their hidden capacities. After that day, those two students changed and took the program more seriously. They stopped distracting the class and asked us constantly about the next project.</p> <p>C. What I realize was that not all students engaged in this program equally. Some of them showed active participation in the discussion and planning phase, others in the application and others in preparing for the celebration.</p>	
15. How did you evaluate the service-learning program?	<p>a. We evaluated the program via various methods. For students' evaluation, we asked students to provide us with written reflective feedback by asking them a few main questions. The questions include what they did, how and what did they learn from this experience. Another method was asking them to present their learning experiences through posters or via any artistic work or by using media. The main aim of these approaches was to analyze students' progress, and whether this program had positive impact on students.</p> <p>b. In their posters, students were asked to include a brief description of the service-learning project, lessons learned and some pictures of activities which students had to work on on their own in groups. Moreover, it was recommended to teachers to allocate several sessions for students to design their posters on their own in the class as group work.</p> <p>c. We also asked teachers in the teacher training session to allocate a couple of sessions to reflect with their students in the class during and after carrying out their service projects. They should develop critical reflection skills in their students through class discussions. Accordingly, students were assessed and evaluated through the following criteria: their participation in class discussions, planning and execution of the service projects, preparation of the project poster and active participation the preparation for the service-learning celebration.</p> <p>d. As for the program evaluation as a whole, I mainly talked to the participant teachers on a regular basis, consulted with the SL team and listened to their feedback. As most of the feedbacks were verbal, I am working now on designing a written questionnaire to distribute to all the participating teachers asking them if they benefitted from this program. I will ask them if they noticed changes in students' behavior or an increase in knowledge of the community's needs after participating in the program. I think I will also add if</p>	<p>e. Evaluation.</p> <p>f. students' written reflective feedback</p> <p>g. Presentations.</p> <p>h. Class reflection discussion</p>

	<p>they would like to continue in the program next year. I haven't prepared the questionnaire, but will finish it before they go on their summer vacation. Then, I will prepare a report as I always do by the end of each semester and share it with the Principal.</p>	
<p>16. Why did you choose to volunteer in applying this program in the school?</p>	<p>a. Well, first of all I am always involved in community service projects in the UAE and am a member in several volunteering organizations for many years. I also initiate my own activities in my neighborhood. I have been volunteering for 6 years in various volunteering programs in the UAE community such as participating in junior youth empowering programs for the ages of 12 to 15 years to prepare and carry out community service programs in neighborhoods and making connections with social agencies in the UAE. In addition, I also taught the 'Character Education' program and 'communication skills' classes in some schools and added the community service component to the program for grades 7 to 12 in those schools.</p> <p>b. I always wanted to expand my work to help schools and students, mainly youth, in building their community. Hence, when this school approached me to assist them in applying community service program, I tried my best to build this concept in students and encourage them to think about helping their society. I feel so happy when I help in making our community a better place where every individual is contributing to and addressing its needs. I wanted to serve my community as well by helping the youth in their early ages to walk them through this path of service to their society in the short term and to develop a global perspective in the long term.</p> <p>c. I also learned a lot from this experience, in which the theory of the program is different from its reality. Each context is different and each class was a different context by itself. I learned that through consultation with the principal and teachers we were able to progress, analyze, and modify according to the new realities we were facing in the field. I also learned that change is a process and it varies from person to person, as it deals with the personal aspect of human beings.</p>	<p>i. Commitment to society.</p> <p>j. Empowering youth to serve the society.</p> <p>k. SL team leader learned also from the program</p>

Appendix 7.C: Interview with Teacher 1

Date	27/4/2015
Number of participants	The subject teacher (Social studies & Geography) and the Researcher
Grade	10B boys
Duration	Approximately 49 minutes
Place	An empty classroom, in the boys' section
Introduction: At first, I introduced myself and the objective of my study and explained the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.	

Interviewer Questions	Interviewee Answers	General Themes
1. Tell me about yourself, teaching experience, your subject and your experience in teaching service-learning program in the school?	<p>a. I have been teaching for 12 years, out of which 4 years were in this school. I teach Social studies and Geography.</p> <p>b. As for the service-learning program, I believe that it is not a new concept for me. I was involved in many community service programs in my own country. As an individual, I dedicated part of my time to be engaged in community service. For example, I used to go to remote areas (underdeveloped villages) in my country, try to understand their needs and find out ways to help them as well as reaching out to the officials to address their issues. That is why when the service-learning program was introduced this year to the school, I liked it as it reminded me of the work that I was involved in previously and enjoyed a lot in my own country. Although I have many responsibilities, as a teacher and academic supervisor, I was so excited to apply the program. I know it was voluntary and no extra material benefits would come out of it, yet as I told you community service is part of life and I think that I tried my best this year to apply the program. I felt as a teacher that I have the responsibility to direct the conversations in the class to be linked to our lesson, so they can relate their service project to what we studied in theory.</p> <p>c. I also, developed my action plan and integrated into the lesson plan. This means that the objective outcome for my lesson should be linked to the outcome of the service-learning project.</p> <p>d. I am very proud of the first service-learning project that my students carried out in the first semester. They really</p>	<ul style="list-style-type: none"> - Teacher's prior engagement in community service. - His excitement to apply SL program. - Teacher's satisfaction of his work in the program. - Process of application. - Process of application. - Change of expectation by the teacher.

	<p>surprised everyone, not only me.</p> <p>e. Our lesson was about ‘<i>Urban Sprawl</i>’. After I explained the lesson to them, and in order to prepare them for the service project, I prepared a series of videos about how youth are consulting and contributing in building their society. The videos presented youth similar to their age from around the world. In each lesson, I turned on one of the videos and we discussed about it. For example, we discussed about how most of the youth around the world had similar thoughts and expressions when talking about their role in building their society.</p> <p>f. We took a couple of sessions to discuss again about the objectives of the lesson ‘<i>Urban Sprawl</i>’ in more depth, then in the service-learning sessions, I asked the students to think of a project that we can relate our lesson in a similar area in UAE-Dubai, then plan for a service project. At first it was very challenging for the students to think of something, as they were not used it. So I told them that this is a voluntary task, just try to give suggestions and let’s consult, then we will reach a decision together.</p> <p>g. The students decided to go to the ‘<i>Nayef</i>’ area to understand the structure of life there and its effect on the residents to link it to their lesson. So they prepared a questionnaire to ask the people there, shopkeepers, and wrote their observation notes. Then, they were divided into groups, each responsible for certain tasks. After a few hours, we met in the bus and reflected on their findings. It was very interesting to see each group analyzing the realiy there after observing and talking to people. Thereafter, they prepared a short report or a list of what they saw there which they wished to share with the municipality in Dubai.</p> <p>h. The official in the municipality welcomed the students and asked them about the reason for their visit. After the students explained the objective of their visit, he said, “You are doing a fantastic job. I am very surprised by your initiative to come to the municipality and address some of the issues in our community. I will try my best to note down your remarks and work to make the required changes”.</p> <p>i. I myself went to that area many times and saw some changes happening there related to the points that we</p>	<p>- Process of application.</p> <p>- Consultation in the class.</p> <p>- Challenges in giving suggestions.</p> <p>- Students’ voice</p> <p>- Reflection Joy and happiness</p> <p>- Students taking action after analyzing their work.</p> <p>- Official’s encouragement to students and his surprise.</p>
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	<p>raised, such as the parking areas. I am glad that our project really made a difference. The official really respected the students' initiative to the extent that he brought the city map and explained to them the five and ten year plan for that particular area. He also showed them the development plan related to the students' remarks which made them feel that they were aligned with the municipality plans.</p>	
<p>2. Can you describe the second service-learning project?</p>	<p>a. Our lesson was about '<i>Multiculturalism</i>'. I thought that this is a very important lesson that I should not just teach it theoretically. As you know, in the UAE there are many different nationalities, religions, ethnicity, and social classes. I spent enough time discussing about this lesson for a couple of sessions, and enriching the lesson with practical examples to prepare the students for the service projects. If they didn't spend time understanding all its dimensions, I think they would not be able to plan for a project. Therefore, we analyzed the UAE society in terms of social structure and variety of people that live here. I realized that most of the students were aware of diversity in the population, but were not conscious of the common practices by many people towards others.</p> <p>b. We discussed a lot about positive and negative attitudes among people in our society, but mostly I emphasized on the positive attitudes that we need to develop towards different people and not to follow common behaviors blindly. Students were so engaged in the discussion in the service-learning sessions as we had time to discuss before planning. Therefore, the topic for service-learning project was about planning a project that brings harmony and unity among various people in our society despite their nationality and religion.</p> <p>c. In the planning session, I just gave the students some hints that we have many non-Arab students in our school, and many workers who come from different religions and nationalities. I tried to show them that even in our school we have a sample of the society that we live in.</p> <p>d. Then, the students suggested arranging a football match between them, the non-Arab students and all the workers including the security guards and cleaners. They said that through this football match we will tell them that the aim of it is to get to know each other, spread unity and tell them that we are all one despite our differences.</p> <p>e. When I informed the workers and security guards to be prepared for the football match with the students as part of their service-learning project, they were so excited and thrilled. For a whole week they would come and ask me</p>	<ul style="list-style-type: none"> - Allocating time and sessions to further expand on the topic of the lesson. - Process of application. - Discussion about the second SL project. - Process of application. - Moral virtues & care of others. - Relatedness to society. - Effect of the project on others.

	<p>“When is the match?” although we have informed everyone many times that it will be on Thursday. They were so happy waiting for the match. Till now they remember the match as they all had a joyful day. They all took pictures and videos as they shared them with each other after the match.</p> <p>g. I reflected on this project with my students after the match. I told them that although it was a small simple initiative, but you transferred the message to everyone including the participants from diverse backgrounds that we are all one, and we should respect and care for each other. I told them, “Although you will not be able to see the immediate results in-front of your eyes, but the people whom you played with were surely affected by your project. You saw how happy and joyous they were. I am sure that they will tell their friends about what you did and spread the word”. I also told them that I am sure that they have conveyed to them by action, not by words that we should respect people despite our differences. Additionally, these people [workers] will do the same in their own community, and by this they are spreading this awareness in their own way.</p>	<ul style="list-style-type: none"> - Reflection.
3. Did the service-learning program have any impact on the students?	<p>a. I feel that these service projects affected my relationship with them too. Before, I would not see my students after I finish my lessons and exams. They never showed up in my office or converse with me. Now, after the service-learning projects, I feel that we bonded further than the regular student-teacher relationship.</p> <p>b. As for the first service project, all the questions to be asked to the municipality were prepared by the students themselves, as they reflected on what they saw and heard in that area that they went to.</p> <p>c. They also developed critical thinking skills. For example, during and after each project, they had to reflect critically and analyze what they saw, applied and discuss thoroughly about it.</p> <p>d. I also noticed that some of the students became more courageous and confident. For example, in the area that we went, I saw two of the students approaching one policeman who was standing there, asked him questions about the parking issues, and why they are not doing something about it. I saw the policeman politely replying to their questions and felt very proud of them.</p> <p>e. As we reflected in the bus and in the class after the project, the students said that they realized that they should have planned for their project in a more systematic way. They learned that systematic and proper planning lead to a successful project. Some of the</p>	<ul style="list-style-type: none"> - Teachers and students bonded. - Research skills. - Critical thinking skills. - Confidence. - Courage, care. - Feeling proud of students. - Reflection. - Learned about proper planning. - Critical reflection and linking learning to other

	<p>students started to relate what they saw in that area to their own neighborhoods, and analyzed what is needed in their area too.</p> <p>f. I really saw how happy the students were after applying the first project. Some of them came to me and asked many times, “When will we do a second project? We want to do more”. I really was glad to see them eager to plan for projects for the community.</p> <p>g. I also realized that they changed the way they perceive me, as I am not a local citizen in this country but they saw how I am participating joyfully in addressing the needs of this community. I hope they realized that as human beings we have to care for each other despite coming from different countries.</p> <p>h. I note also how they were very committed to this project and were seriously engaged in it. For example, most of these students don’t like to walk under high temperatures, and they are used to sitting in air-conditioned places, but I was surprised to see them walking for long distances in this hot weather, talking to people, writing their observations. They were really sweating but none of them said lets finish the project fast and leave the area.</p> <p>i. I think not only were the students happy with their initiative, so were the residents. I saw them thanking the students, praising them for caring for their issues in their area, and listening to their problems.</p> <p>j. As I always observe them on a daily basis, many of the students were not active and usually don’t participate in any activities. However, they were so energetic and active in the projects. I was surprised seeing them excited. For example, I didn’t see them playing matches before in the school, but this time they were so excited as they took charge of everything including dividing the teams and organizing the event. They showed so much respect to the workers that they played with, laughed, exchanged videos and took many pictures together.</p> <p>k. I had a very shy student who never participated in any activity, and during the match he told me that he will not join the team. However, during the game, he was begging me to allow him to play. He was also asking some of the players to come out and allow him to play instead.</p>	<p>contexts.</p> <ul style="list-style-type: none"> - Commitment to community service. - Seriousness and commitment to project. - Teacher was surprised. - Praise and appreciation by people. - Students were energetic and excited. - Change in behaviour. - Joy and happiness.
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	<p>l. I also saw that by the end of the football match, they became so friendly with the other participants (workers and non-Arab players) to the extent that at the end of the game, they hugged each other, shook hands and took many pictures with each other.</p> <p>m. Another change that I saw in my students was that while some of them were very lackadaisical and I couldn't get them to even write one line, but when I asked the class to write their reflective feedback about the service project, those students were the first ones who gave me their papers without asking.</p>	<p>- Reflection.</p>
4. Were there any challenges that you faced while applying service-learning program?	<p>a. Some of the teachers couldn't manage their time to handle service-learning program due to their workload. Since I like this program, I ended up taking two classes instead of one, as I felt sorry for those students who didn't get the chance to have service-learning program.</p> <p>b. I also realized in the <i>teacher reflection meeting</i> that some teachers were overwhelmed by the program as they felt it adds extra work on their already full schedule. I personally think that if any teacher is not convinced on the objectives of the program, they should not join it, because it is not about the quantity of projects, but about the quality.</p>	<p>- Teachers' workload.</p> <p>- Teacher turnover.</p>
5. How long did it take to plan and apply the service-learning projects?	<p>a. The first project took 13 weeks. It was really time-consuming to plan, consult, and gather information, then apply and reflect afterwards. It is not only about applying a project, it is about changing perceptions, taking time to analyze the issues, discuss solutions, then plan for a project which by itself consumes time as various suggestions will be raised. I have to provide time for all those elements, in order to develop consultation skills, commitment to society by reflecting on its issues, then respecting each other's suggestions. Reflection took time as well in my sessions, as I really wanted them to reflect on each detail that happened during the application so we could develop further.</p> <p>b. We spent 12 weeks on the second project.</p>	<p>- Long duration.</p> <p>- Density and complexity.</p> <p>- Process.</p>
6. What is your opinion regarding service-learning training for teachers' preparation?	<p>a. It was very useful for all of us as the vision, program outline and its objectives were illustrated clearly. If a teacher did not understand these main objectives and framework of the program, he/she will not be able to achieve the expected outcomes. In another meaning, if I as a teacher did not understand the goals of the programs, I will not be able to transfer them to my students.</p>	<p>- Clear illustration of the vision and objectives of the program.</p> <p>- Teacher's</p>

	b. I feel confident now conducting the program on my own after conducting two service-learning projects in one year. Mainly, because I am more familiar with my subject than anyone else, and would be able to choose the lessons that can be linked to service projects. I also researched a lot to prepare more materials related to the lessons to help the students link the lessons with community service projects.	confidence to conduct SL program on his own.
7. What is your opinion regarding teachers' reflection meetings?	<p>a. Due to teachers' timetable and workload, we couldn't meet together to share our learning experiences with each other. Somehow each one of us seemed to be working in isolation from others in this program. Hence, once we had our first teachers' reflection meeting by the SL team leader, I personally learned a lot from other teachers' experiences. We shared our challenges and concerns, as well as pictures and videos of our projects. I hope that we can arrange this kind of teachers' reflection meetings every two weeks so we could communicate with each other and work as one big team in the school.</p> <p>b. Sometimes we face similar challenges, but we think that we are the only one who is facing them, but in these meetings we realize that many other teachers are facing the same challenges, so we end up consulting together to find solutions. We need to support each other to develop and enhance our capacities.</p> <p>End of interview</p>	<ul style="list-style-type: none"> - Consultation. - Sharing of achievements, challenges, and concerns. - Communication.

Researchers' observational notes

- a. Prior to the interview, I explained to the teacher the purpose of my study and read the interview questions so he could be prepared before recording the interview.
- b. The teacher sounded very comfortable and welcomed me although he was very busy working in his office as I approached him to make an appointment to hold the interview.
- c. I tried not to interrupt him while talking as he was enjoying telling the story of his students' projects. His facial expressions changes while he was recalling the events. For example, he laughed when he remembered some incidents carried out by the students, smiled when he was talking about how some of his students gained confidence and sometimes he had a serious face while describing the process of application of the program.
- d. However, occasionally, I asked questions to illustrate the points that he covered during the interview.

Appendix 7. D: Interview with Teacher 2

Date	28/4/2015
Number of participants	The subject teacher (Islamic) and the Researcher
Grade	9 D Girls
Duration	Approximately 40 minutes
Place	An empty classroom, in the boys' section
Introduction: At first, I introduced myself and the objective of my study and explained the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.	

Questions	Interviewee Answers	General Themes
1. Tell me about yourself, teaching experience, your subject and your experience in teaching service-learning program in the school?	<p>a. I have been teaching for 18 years. I teach Islamic studies to Grade 9D in the girls section.</p> <p>b. As for the service-learning program, at first, the school management invited us for an orientation about it as the school decided to introduce it this year. It was a new program for me and at the beginning I wasn't very clear on how to apply it. However, I was so eager to join the program and volunteered to apply it in my subject despite my workload as a teacher. Then, a four day training was prepared for us by the SL team leader and things became clearer for me. The training was very useful, as I and the other teachers reached same level of understanding of the nature of the sService-learning program and how to apply it.</p> <p>c. I want to say something, despite the terminology 'service-learning', I always liked community service programs and believe that every individual should do good things for the members of the society. You see, I come from a small village where everyone cares for each other, support and cooperate with each other. Helping members in our community was not something heroic or something we would consider doing or not, it was a lifestyle, a way of living, and everyone expected to raise their children to make a change in the community. Can you believe that when I was a child I used to think that the entire population in our village were relatives and come from one family because they would care for each other, [moments of laughter...]? Unfortunately, now in this century, particularly in cities, people don't care about each other anymore, they care only about their own interests. Many became selfish, greedy, and materialistic. Most of the moral foundation that used to shape the nature of our society is destroyed among many people. The youth became so isolated from real life; they care about their material lifestyle, or social media that created a</p>	<ul style="list-style-type: none"> - The importance of sService-learning orientation. - Teachers' workload - Teacher's belief of the importance of being involved in community service. - Teacher analyzing city life compared to a village. - Issues that today's youth are

	<p>false reality for them. Unfortunately, most of them suffer from family issues, parents become disconnected from them, they barely talk to each other. Hence, the youth became self-indulgent and did not engage in their community, nor are they aware of the needs of their society.</p> <p>d. Of course, this doesn't mean that they are not good youth. On the contrary, you can see the good in everyone, but the issue is that they don't have a platform or opportunities to allow them to manifest their good characteristics. That is why I was so pleased to apply service-learning program as I believe that it can be one of the ways that we can integrate the students into their community further and provide them with the chance to get the taste of doing something good for their society. You know that at this age they shape their personality, and it is important to help them at this challenging time of this century which promotes for self-interest, materialism, and entertainment.</p>	<p>facing.</p> <p>- Recognizing the need for a structured platform for students.</p>
<p>2. Can you explain how you applied your two service-learning projects?</p>	<p>a. The first project was related to our lesson which was about '<i>Sheikh Zaid Humanitarian Foundation</i>'. Then, after we finished the lesson, I asked the students in the service-learning sessions to suggest a service project for this semester to be related to the topic of our lesson. They suggested many ideas, discussed and consulted about them for more than 3 sessions until one of the students suggested to organize a program for orphan children and she said that she will ask her mother to help as she is a volunteer in that organization.</p> <p>b. Then, the service-learning coordinator who was helping me in the program arranged with the student and talked to the mother, and arranged for the day that she would visit the class to consult with them. Then, on the day of the meeting, the volunteer mother came and we had a very nice meeting with her. At first she talked about orphans in the UAE, how they are being taken care of by the government, what are their needs. All the students were first listening attentively, and then she said that the government provides them with everything, so they don't need money or material things. They just want to feel loved by others, feel the family environment and spend joyful times with friends exactly like you.</p> <p>c. Then, at that moment the students started giving suggestions, and she would discuss with them. For example, some suggested taking them out on a desert safari, others suggested inviting them to their homes for two days, and one student suggested arranging a program for them on her farm after asking her father's permission. They discussed until the session ended. They didn't agree on one thing, so I told them that we will continue discussing in our class and will update the volunteer mother so she could help with the arrangements.</p> <p>d. Finally, the students agreed to organize a joyful day for</p>	<p>- Linking lesson to community service project.</p> <p>- Consultation, discussion.</p> <p>- Student's voice.</p> <p>- Students give many suggestions.</p> <p>- SL coordinator supports the teacher.</p> <p>- Process and steps.</p>

	<p>the children in the neighborhood park on Saturday morning, so they started preparing activities, such as face painting, games, and refreshments. They also prepared a welcoming speech as well as a big poster so they could write some words to remind them of this day.</p> <p>e. Honestly, I didn't expect that the students will come on their weekend. On the contrary, the majority of them showed up well- prepared for everything as they planned.</p> <p>f. As for the second project, after we studied the lesson which was about drug addiction and its harmful effects on us, the students wanted to plan a project about drugs. They suggested visiting a drug rehabilitation center first, talk to the officials there and to see how to plan a service project for the juvenile drug addicts. However, I told them that it will be difficult to visit this place, so they said since the lesson is about addiction, smoking is also considered addiction. Hence, they all agreed to organize a program to raise awareness, and they started giving many suggestions until they agreed, with the help of the SL coordinator to get a booth in a neighborhood coop union where many local people shop there. They divided themselves into groups, some prepared the boxes of fruits and juices, some prepared a banner with the name of their campaign on it and others researched information about health and smoking in the world and UAE.</p>	<ul style="list-style-type: none"> - Preparation for the project. (process) - Teacher's surprise, change in perception. - Students' commitment and preparation. - Students' teamwork.
3. Did the service-learning program have any impact on the students?	<p>a. The service-learning projects helped the students to understand the lesson better as they applied a project related to the topic of the lesson on their own.</p> <p>b. I realized how they developed many skills. At first they were so hesitant, scared, and felt shy to carry out the project. After carrying it out, they became more confident, were able to deal with different reactions, and most importantly they broke the fear element in their personality as they overcame their hesitation to interact with members in their community.</p> <p>c. I also feel that the students got the taste of community service, as they carried out two service projects in the community addressing important issues. I believe that they will continue volunteering in the community as they had gained some knowledge on getting engaged in society's affairs.</p> <p>d. At first the students did not believe that their projects would have any impact on the community, nor will it change anything. They even believed that no one would even care about their project and would consider it a waste of time. However, after applying two service projects, I was able to see changes in them. They began to realize the importance of their</p>	<ul style="list-style-type: none"> - More understanding of the lesson. - Confidence and self-esteem. - Teacher's belief in students' long-term commitment to service. - Change in students' preconception.

	<p>projects as people supported them, and praised their noble work. They discovered that the world will be a better place if each one of them contributes in doing something good for the community. The students also realized that all their efforts in planning and applying the projects, lead to positive results, where they saw how they benefited others, and brought joy to them as they felt the importance of their actions.</p> <p>e. Most of my students have changed after these service-learning projects, they are no longer the same students that I knew before. They started looking at the curriculum lessons from a deeper perspective, and analyzing from various dimensions, rather than from a very limited perspective.</p> <p>f. I was also surprised how people were supportive and encouraged the students in their projects. People kept telling the students that their project was interesting, it was a very good and creative idea, and how courageous they were to stand in public to talk to random people and spread awareness in a creative way. For example, one woman came to our booth and listened to the students talking, and said, “I wish my husband was with me to meet you all and listen to this beautiful campaign. He is a smoker and I couldn’t convince him to quit”. This means that the students’ project had a positive impact on people.</p> <p>g. I’m glad that the students learned that a small act of service has a positive impact on others even if they didn’t realize it then. These simple acts have a big impact. It changes the one who performs it and the receiver as well. The important thing is that it should become a way of life and grow to more complex service projects.</p> <p>h. Through interaction with members in the society, the students also learned how to communicate with various kinds of people. They also realized that many people have different points of view in life, and they don’t necessarily have to agree on one thing. I also noticed in the field that the students changed the way they spoke with different people they approached. For example, the way they talked to young people was totally different from elderly ones. I noticed how immediately the tone of their voices change and the method of presentation varied over time as they met more people in that day.</p> <p>i. They learned the art of communication and choosing their words when talking to people, as in the beginning they were confused how to convince people to hand-in their cigarette packs to receive the healthy gift boxes in return. Then, over time they realized that they have to learn how to convince people and start a dialogue with them. They really</p>	<ul style="list-style-type: none"> - Impact on community members. - Critical analysis. - Effect on curriculum. - Encouragement and praise by people. - Community members’ support and encouragement. - Learning to interact and communicate with various people. - skills - Art of communication
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	<p>did a good job in talking to people. Through their kindly words, constant smile and logical discussions they made people listen to them joyfully.</p> <p>j. I observed how they learned to control their anger, and not to argue with others as they came across people with negative opinions.</p>	
4. Were there any challenges that you faced while applying service-learning program?	<p>a. Not all the students in my class participated actively in the projects. I wished that all of them have participated. Additionally, not all contributed equally in the projects. Some were very active in the preparation, but didn't come to the field to apply, others contributed only in providing the materials, but didn't participate in the class discussion nor in planning. Others were so active in the field and others just supported the group by organizing for the campaign.</p> <p>b. Moreover, I realized that many students who did not participate in the field project are still facing hesitation and are shy. Some of the challenges were because of the parents, due to tradition, who didn't allow their daughters to go outside the school and talk to people.</p>	<p>- Students' absence during the projects.</p> <p>- Various levels of participation.</p> <p>- Parents and traditions.</p> <p>- Comparing non-active and active students in SL program.</p>

Researchers' observational notes

- a. The teacher accepted to hold the interview immediately after I asked her permission. Luckily she had a break when I talked to her.
- b. Prior to the interview, I explained to the teacher the purpose of my study and read the interview questions so she could be prepared before recording the interview.
- c. The conversation sounded very friendly and humble. She also sounded very comfortable during the interview as she used to see me around the school during the year. In general, as I was listening to her speak, I noticed how she critically analyzed every single process in the program, and how she was very close to her students as she described each one of them as they changed through the process.

Appendix 7. E: Interview with Teacher 3

Date	28/4/2015
Number of participants	The subject teacher (English) and the Researcher
Grade	11 D Girls
Duration	Approximately 50 minutes
Place	Teacher's class

Introduction: At first, I introduced myself and the objective of my study and explained the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.

Questions	Interviewee Answers	General Themes
1. Tell me about yourself, teaching experience, your subject and your experience in teaching service-learning program in the school?	<p>a. I have been teaching for almost 10 years. I teach English to grades 10 & 11 in the girls section.</p> <p>b. Before we started our first service-learning project, I taught one of the lessons in English Literature regarding a woman whose freedom was restricted by her father first and then, by her husband, because of the traditions during the time where women were not considered an independent human being with rights to develop and progress. At the end of the story, this woman dies from sorrow as she realized that she wasted her whole life and didn't achieve anything she wished for.</p> <p>c. After we finished this lesson, the students were affected by this story and discussed about it in class. They said that this is not fair; women should have the right to develop and progress. Then, some students said that in this present society we have to have rights, we have to be given options to choose our lives and what we want to achieve.</p> <p>d. In our service-learning sessions, I allowed time for students first to discuss about this topic further and related it to our UAE context in which I told them that discussions should lead to planning for a service project. They started talking about many related issues in our society regarding women's rights and their freedom. We almost took three sessions just brainstorming the topic. They were so passionate about this topic and after the third session, they decided to narrow down their suggestions so they could focus on one to start planning. They all chose to talk about women's rights in the UAE society.</p> <p>e. After that, they did research about this topic in the UAE. They researched the nature of the UAE culture, how it</p>	<ul style="list-style-type: none"> - Process of application (describing the lesson). - Expanding discussions on the lesson topic. - Research skills. - Presentations.

	<p>relates to women's rights and their contribution in the society, then they read surveys and documents issued by the United Nations on women's rights and researched on this topic in various parts of the world. After gathering information on this topic, they presented it in class and discussed their findings. They decided to arrange for an awareness campaign to educate women and mothers in our society about women's rights.</p> <p>f. I want to mention something very interesting that I really enjoyed observing. During the students' preparation for the campaign, the girls were so excited talking and discussing to the extent that they said they learned a lot just by researching and preparing for the campaign. Some said, "I personally want to apply this campaign as I want to know what my rights are as a woman, and then, I want everyone else to acknowledge my rights and not to prevent me from acquiring them". Then, the students started talking about their expectation after they get married, as they were afraid that their husbands would not be aware of their rights and would put many restrictions on their progress. The discussion took another direction as they were preparing for the campaign. Some students said that we really need to address this topic in our campaign very seriously and we hope that we could defend the rights of all girls in our society and raise awareness to people.</p> <p>g. As for the campaign, with the help of the SL coordinator, we arranged to have the campaign in the school hall, and sent invitations to all mothers, as well as other women from the community. Many attended the event, and the students prepared the whole program on their own. They started with ice-breaking games, then one of the students prepared a video about the present condition of women in many parts of the world related to their rights and how in some countries they are deprived from basic human rights just because they are women.</p> <p>h. Then, the students talked with parents in an open discussion, about women's rights in general and related it to their rights in the UAE culture. They spoke frankly. All the women participated in the discussion including the school principal and some members from the management as regular participants. For example, I will tell you some of the main points that the students raised in the discussion: issues such as some husbands even now who don't allow their wives to work, and if they did, it had to be certain limited jobs. Another topic was that some parents don't allow their daughters to go out, practice sports, or various kinds of activities because of tradition. At first, I felt that some participant women got annoyed by those raised points and tried to argue. However, I noticed that the students though at first overwhelmed, but later they talked frankly</p>	<ul style="list-style-type: none"> - Joy, excitement, and learning from the experience. - Consultation and discussions. - Support of the SL coordinator. - Students' ownership and voice. - Process - Principal's support. - Confidence and self-esteem. - Moral behavior - Success of the project.
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	<p>with confidence. After a while, they all softened up and listened to each other's points of view without arguing.</p> <p>i. I noticed that as the students asked questions to the women they listened attentively, talked in a respectful manner and then, commented back their point of view with confidence. I was really proud of them.</p> <p>j. This project went so well, I personally enjoyed it as much as the students. After the event, as we reflected the students said to me that they learned many things from the campaign. They admitted that they initially had a fixed set of beliefs about women's rights and now they learned new perspectives on this topic. One student said that she learned from the participants' points that the UAE government supports women and in fact it encourages women to participate in all aspects of society, but some people in the community are still not providing those rights to their daughters and wives. Therefore, she said that "We have to differentiate between government and society members, in which as a policy they provide all the rights to us but on the society level, others still don't and here is the issue that we need to address". Another student said, "I realized after listening to those women's points that freedom doesn't mean to do whatever we want, anytime we want, it is about practicing our rights within a framework of traditions. We need to also take our traditional practices into consideration and respect them". They said that they really enjoyed this lesson and carrying out the project.</p> <p>k. I want to tell you that personally I learned more deeply about this topic as I joined the students throughout their preparation and application of the awareness campaign. Additionally, because of the service-learning program, I developed a closer relationship with every girl in my class. I became so close to them that I know their personal character, how to get each one of them to achieve a certain task. I learned it through deep discussion, consultation, preparing and application of the service-learning projects. I want to say that truly this program provided me the opportunity to become closer to my students and work towards preparing useful projects for society.</p> <p>Now, whenever the students see me in school, they talk about their next service project to plan with me. I am very happy that they are starting to think of doing something useful in their life.</p> <p>l. I also added another element to the service-learning program. I told my students that in each week, I expect every student to carry out at least one act of service during</p>	<ul style="list-style-type: none"> - Reflection. - Change in preconceived views. - Gaining knowledge - Enjoying the lesson (impact of linking curriculum with community service). - Students and teacher close relationship. - Impact of the program on students (Service lifestyle). - Teacher adding additional elements. - Effect of training materials/topics.
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	<p>the week and share it in the service-learning sessions. I really didn't expect that my students would do anything, but surprisingly, every student shared something every week. Some said, "I helped my mother with the groceries", "Helping my brother in his homework", and "Picking up garbage in our neighborhood". I really wanted to bring change in their life through service-learning program not only in school, but to continue in their life after school.</p> <p>m. During the first sessions in service-learning, we studied some materials with the students to prepare them for the program. One of the topics was about <i>human nobility</i> in which each person possesses noble virtues. Then, I asked that students what virtues do you think you possess? Surprisingly, most of them said that they don't posses any noble virtues. Then, I told them to write on a piece of paper their negative and positive points in their personality and they don't have to share them in front of the class. They started writing, and then we made a game that one by one would describe some good qualities of some of the students in the class and they should guess who that person is. With that, they realized that there is good in us, we all have noble virtues even if we do not recognize it.</p>	
2. Did the service-learning program have any impact on the students	<p>a. For a while after finishing the project, the students kept talking about women's rights, their experience in that campaign, and started to reflect upon it again by linking it to their society context. Their capacity to analyze has widened tremendously.</p> <p>b. I can't say for sure that all the students changed at the same level, but one thing I am certain about is that all of them have changed positively. For example, I had three students in particular who were very negative in everything, including their thoughts, attitudes, and their relationship with their peers. Now, after a year of applying service-learning program, they changed to positive students. I mean, they participated actively in the projects, worked in the groups with their friends, and the negativity in them changed to positivity. I was happy to see this change, to be able to change their negative attitudes and ways of thinking to a positive lifestyle.</p> <p>c. Another example of this change is in a student who was not motivated to study at all. She used to complain that "my mother doesn't encourage me to study, and my father doesn't allow me to do anything, so actually I don't care about anything in life. I will simply get married after high school and live a normal life". But now after she participated in preparing for the women's rights campaign, researched, worked in a team, joined the discussions in the campaign; she came and told me that she decided to develop her capacity and wanted to study hard, go to university and get a qualified degree.</p>	<ul style="list-style-type: none"> - Reflection and critical analysis. - Positive change. - Teamwork, active participation. - Example of effect of the project on a student.

	d. I as a teacher who have taught her for over a year, was so happy to see that she changed and reflected on her life. Whenever I see her, I get so happy that I made this change in one my student's life.	
3. Can you please describe the second service-learning project, how did you plan and apply?	<p>a. As for the second project, our lesson was about 'problems and solutions'. We read an article about the cretin species of animals becoming instinct in a particular country and how the government and their scientists are trying to solve this problem. Then, in the service-learning sessions, I told them that we studied about a problem, and how their scientists tried to find solutions for that problem. Now, let's think of some problems in our society and try to find possible solutions. The students started raising many issues and problems, I really did not tell them anything; I was just listening and facilitating the discussions. They raised so many topics in a few sessions, and were discussing whether they could generate a meaningful service activity out of those issues. They would reply to each other, negotiate and convince each other that some of the issues cannot generate projects. Others would comment on the priority and severity of the issues. For example, some talked about the problems of raising pets in houses in the UAE society, but other students commented that this is not a very important issue to be discussed and develop a project for it. They kept on brainstorming until they all agreed on one issue in the UAE which was the careless attitude in preserving water in the our society which will create a critical situation in the future if they did not change their lifestyle. They said that preservation of water is not only a local issue but also a global problem that we need to do something about.</p> <p>b. The students got very encouraged and excited about this project. I did not tell them anything, they themselves decided to prepare a project to raise awareness in our society about this problem and how to expand people's minds to develop a global perspective and realize the consequences of their actions on future generations. They divided themselves into groups, chose their groups and delegated responsibilities. For example, some said that they will do research about this topic including the water campaign in the UAE, and water issues research studies as well as articles in the UAE. They prepared a presentation to share it with the class. I did not help them in any way to prepare for this project. The other group was responsible to choose the water company in the UAE so they could visit and learn more about this topic in the UAE context. The third group was responsible to plan for the campaign and think of other acts of service they could provide after the research and the field visits.</p>	<ul style="list-style-type: none"> - Process. - Environment issue. - Students' voice. - Consultation, dissections. - Local and global perspectives. - Students' voice - Consultation, dissections. - Research and presentation. - Process

	<p>c. The students said that they will talk to the workers in the water company and interview them. Then, they will start their awareness project from there by talking about the aims of the projects. After that, they will go to a park to distribute leaflets to people about the importance of preserving water in our community. They wanted to do more, so they decided to collect money to buy a water cooler for the workers in our school.</p> <p>d. I swear by God that I did not give them any idea nor directed them to do these initiatives. I was surprised myself by how they are planning on their own.</p> <p>e. They also did a collage about this topic. They brought nearly a hundred quotations on this topic and made a beautiful art piece. They worked as one team for this (let me show you their work).</p> <p>f. Last week, the inspector visited our class while the students were preparing the project and the artwork. When the inspector came, the students were busy working, so I assumed that he would not understand the project if we didn't explain to him from the beginning. The students told the inspector about their lesson, how they thought of the water project and explained to him all the details. He asked them many questions about the planning phase of the project, and the students answered confidently. I myself was amazed by the students' replies; they really showed confidence and knowledge. They talked with excitement and expressed their personal feelings.</p> <p>g. Let me tell you something I learned, I was totally amazed by the development of students and I realized that when we give them a chance to plan and carry out projects, creativity will flourish from them. On the other hand, if I had imposed everything on them and instructed them throughout the service projects, they would not have gained this confidence or creativity that I saw.</p>	<ul style="list-style-type: none"> - Students' ownership of the project. - Artwork. - Teamwork. - Inspector's positive feedback. - Student's confidence. Teacher's surprise. - Believing in students potential once given opportunities.
4. Did the service-learning program have other impact on the students?	<p>a. They developed a <i>character of service</i> because of the service-learning program, in which the students continued talking about the next projects in class even after finishing the projects. They also would say phrases like, 'I want to help, I want to make a change, or I want to give time to volunteer, I want to do something for the society. I really felt so happy to hear them talking like this.</p> <p>b. Do you know that change starts from one person? Now my students have started feeling committed towards doing</p>	<ul style="list-style-type: none"> - Commitment to become engaged in the community. - Long-term engagement - Impact on the

	<p>good service for their community. They will go home and talk about it, their parents will get affected by their change and then, they will join this process. Hence, we are creating a good society that aims to contribute to the good of its people. I am so glad to be part of creating this first change in the chain.</p> <p>c. They started a committee on their own and delegated work among each other so seriously. They were so organized in distributing responsibilities and following up on each other's tasks. I was very surprised by the committee they developed; they gave names to each team as well. For example, they called one group 'receptionist team' in which they had to welcome the guests. Another team was called 'directors', in which they had the responsibility to run the discussion and present the topic. The funniest thing was that they even called a team 'finance team' in which they were responsible to collect money, make a budget and be responsible for the expenditure. Can you believe that they spent their weekend preparing for the projects, meeting at each other's houses to finish their preparation? They were so creative; they cared for every small detail for the two projects and made sure that they have covered all aspects of the projects. They decorated the place in only two days. I had no clue that these students had so much potential and creativity. I wish you could have seen the hall and their work.</p> <p>d. I was also glad seeing them working as a team. During one of our reflections, they said that they learned the spirit of teamwork.</p>	<p>teacher.</p> <ul style="list-style-type: none"> - Teamwork. - Active participation, excitement. - Teamwork.
5. Do you have any suggestions to further develop this program?	<p>e. I want to say that I learned a lot from the teachers' reflection meeting, in which we shared various experiences and problems that we faced during the program. It was also helpful to see what other teachers are doing in their classes for this program. I felt so happy knowing about others' projects, and really learned from them too.</p>	<ul style="list-style-type: none"> - Effect of teachers' reflection meeting. - Sharing experiences and challenges.
6. Did you face any challenges during the program?	<p>a. I noticed that many students wished to apply their first project outside the school, so they wanted to rent a hall to hold their seminar with women in the community but the rent for the hall was very expensive. I mean, it is not a real challenge, but I realized that students like to apply their projects outside the school although it is not easy to afford extra expenses.</p> <p>b. For the second project, it was a challenge to get fast permission from the companies to visit them. We waited</p>	<ul style="list-style-type: none"> - Logistics issues. - Wishing to hold projects outside school. - Delay in getting

	<p>for long time until we got the permission. It was a hassle and a waste of our time to wait for weeks.</p> <p>End of interview</p>	permissions.
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Researcher's observational notes

- a. I held the interview in the teacher's class as it was her permanent English class. The students had another session so she had a break. I thanked her for allowing me to take her precious time for the interview during her break as she had back-to back sessions.
- b. Prior to the interview, I explained to the teacher the purpose of my study and read the interview questions so she could be prepared before recording the interview.
- c. I noticed that the teacher was feeling very excited and joyful during the interview. She felt very confident and had many stories to tell. Hence, I tried not to interrupt her at all while speaking. Occasionally, I asked some illustrative questions regarding her answers.
- d. She sounded very comfortable talking and expressed her feelings very frankly. While she was talking, she showed me pictures of the projects from her mobile phone, and posters the students posted on the class wall. I sensed that she had a very close relationship with her students.

Appendix 7.F: Interview with Teacher 4

Date	22/4/2015
Number of participants	The subject teacher (English) and the Researcher
Grade	10 D Girls
Duration	Approximately 35 minutes
Place	An empty classroom.
Introduction: At first, I introduced myself and the objective of my study and explained the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from this study, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured the interviewee that the recorded voice will be erased once I transcribe the interview and after I finish this study.	

Interviewer Questions	Interviewee Answers	General Themes
1. For how many years have you been teaching?	a. Overall I have been working for 15 years as a teacher and a trainer as well.	
2. Tell me about your experience in teaching service-learning program in the school.	<p>a. Our first project was about ‘bridging the gap between the two generations: parents and youth.’ We first read the lesson in our regular class and discussed about it. Then, in the service-learning sessions, we had enough time to discuss further and get deeper about this topic to relate it to our society. For a few sessions, we discussed issues related to the gap between the two generations in the UAE context. Through discussions some students said that some of their parents don’t really understand what the youth are currently facing, while others said that their parents are still thinking in the traditional way that doesn’t adapt to this century’s needs. Others raised issues of trust as parents are limiting their freedom in certain contexts.</p> <p>b. Then, some of them emphasized the role of parents in their lives and the importance of respect. Throughout the discussion, the students suggested organizing a seminar event with the parents as part of their service-learning projects. The aim of the project was to start a dialogue with parents about the gap and discuss frankly about the differences of the two generations in order to raise awareness in the society about the nature of this gap and how to bridge it. Additionally, they wanted to send a message to the youth in the society about the importance of respecting parents despite the generation gap. Therefore, the students divided themselves into groups, some prepared a presentation about this topic, others prepared a short sketch, while other groups prepared discussion questions to start the dialogue and allow both parties to speak frankly. Other students were responsible for preparing the refreshments and the seating in the school theatre.</p>	<ul style="list-style-type: none"> - Process. - Allocating time for decisions. - Discussions. - Linking lesson to community service project. - Students’ voice. - Research & presentation. - Students’ ownership.

	c. The students did very a good job preparing for the project themselves.	
3. Please describe the second service-learning project. How did you plan and apply it?	<p>a. The second project was related to our lesson '<i>the teacher who changed my life</i>'. The focus of the lesson was on the effect of teachers on the lives of students, where the author appreciates his teachers' efforts and belief in him which led to him becoming a very successful author. With the help of the SL coordinator, we were able to brainstorm this topic in class with the students to develop a project as part of service-learning requirements. The students suggested trying the teachers' job for one whole day and then reflecting on this experience by linking it to their lesson. Moreover, we decided to arrange for the students to experience the teaching profession as a service activity towards the children in our school. The students suggested teaching the KG students in our school for one full school day.</p> <p>b. As for the preparation with the administration, I was so lucky to have the SL coordinator's constant assistance in this program. She talked to the KG department coordinators and the administrator to modify the KG timetables so the students could apply their project that day. She coordinated with everyone including getting permission from the higher management and from our high school coordinator, etc.</p> <p>c. I also want to mention that the KG department coordinator was very supportive of us and truly helped in facilitating the whole KG section for the students to apply their project. I can say that because of her kindness and cooperation we succeeded.</p> <p>d. As for the role of the students, they chose this topic on their own and planned for it in class through consultation. I expected that through this project they will understand the important role of teachers in their lives.</p>	<ul style="list-style-type: none"> - SL coordinator's support to the teacher. - Process. - Students' active participation. - Support of the SL coordinator. - Support of the other coordinators. - Students' voice. - Consultation.
4. Did the service-learning program have any impact on the students?	<p>a. I really expected that the students would not take this project seriously and that they would just walk around showing immature behavior towards children. On the contrary, my expectation changed totally during the project. I was surprised seeing the students acting seriously, came well-prepared, and treated children with kindness and patience. I noticed that they were praising the children. What I observed was beyond my expectations.</p> <p>b. The students also developed a deeper understanding of life, and listened attentively to other's perspectives.</p> <p>c. They realized the hard work of a teacher and the efforts they make to teach students, which they experienced in the field. For</p>	<ul style="list-style-type: none"> - Teacher changed his expectation towards his students. - New learning objectives beyond the curriculum objectives (new insights by

	<p>example, they took weeks to prepare one 40 minute lesson. During reflection, they told me how teachers consume time and energy to prepare for their class and acknowledge this reality now.</p> <p>d. For the first project, as they talked to many mothers who had various perspectives and points of view, they learned social interaction. I really saw how in the beginning they were hesitant to run the discussions and felt intimidated, but after a while they became engaged in the discussion, sometimes objecting, and would share their opinions confidently.</p> <p>e. In the first project, we did not expect high participation by parents, but were surprised to see many mothers attend. In addition, the school principal and the management attended as well. It was nice seeing the school leadership joining in the discussion as a regular participant, and at the end she praised the students for their project. Some parents came to me after the seminar and said that they are pleased to see their daughters conducting projects and talking in front of people.</p> <p>f. The project was a success and everyone liked it, including the parents and the school management.</p>	<p>students).</p> <ul style="list-style-type: none"> - Social interaction and communication. - Self esteem-confidence. - Principal's support.
5. Were there any challenges that you faced while applying service-learning program?	<p>a. Yes, one of the challenges that I faced in applying service-learning projects was that students had many exams, homework, and other activities that they were involved in with other teachers. Therefore, it was challenging to arrange a time that suits everyone's schedule in the school for the same class.</p> <p>b. Another important challenge is my workload as I have my classes to teach and have to prepare many different lessons for various grades. Also, at the same time I had to facilitate service-learning program within my lesson. In addition, my students couldn't differentiate between English class and service-learning sessions. Hence, they would come to me several times in a day discussing about the service-learning projects and updating me with their preparations. This was very hectic as I was very busy with my own classes. I had to meet students for their preparation of their other projects as well.</p> <p>c. However, despite my exhausting workload in the school, I noticed that the reason that my students started coming to me during the breaks and between the sessions to update me with their projects, was because they trusted me and wanted to ask my opinion about their preparation. I feel that we became closer than before. We somehow developed a friendship and I became more than a subject teacher to them.</p> <p>d. For example, the students used to perceive me as a regular</p>	<ul style="list-style-type: none"> - Students' engagements in various activities and exams. - Teacher's workload. - Bonding relationship between the teacher and students. - Commitment to be engaged in the community's affairs.

	English teacher and would talk to me only if they have questions about exams. However, after service-learning program projects, we started discussing about society and community as a result of linking the lessons to community service.	
At the end, thank you for your precious time. I wish you all the best in your career.	e. Thank you, I wish you all the best as well. End of interview	

Researcher's observational notes

- a. Prior to the interview, I explained to the teacher the purpose of my study and read the interview questions so she could be prepared before recording the interview.
- b. Before starting the tape recording, the teacher expressed his gratitude to hold the interview with him and considering his work in service-learning program as valuable to be included in my thesis.
- c. This interview was relatively short compared to other teachers since he was very busy with his classes and other responsibilities. However, he agreed to talk to me during his break time.

APPENDIX 8: FOCUS GROUPS TRANSCRIPTS

Appendix 8. A: Transcripts of focus group 1

Date	29/4/2015
Grade/ Gender	11 D Girls
Subject	English
Number of participants in the class:	15 Students
Number of participated students in discussions	8 Students
Number of projects	2 projects
Students' names are coded with numbers (S1, S2, etc.) and the students whose names were not recognized are coded in alphabets (a, b, etc).	
Introduction: At first, I introduced myself and the objective of my study and told them the ethical protocols of the interview which included insurance of their anonymity and freedom to withdraw from interview, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured them that once I transcribe and after I finish this study the recorded voices will be erased. I also told them that it is my honor to be in their class and listen to their experiences during their one year of service-learning program.	

Researcher	Students answers	General Themes
1. I heard from your teacher that you conducted service-learning projects. Can you please describe your service-learning projects? And what steps you took in applying them?	<p>S1. Yes, we did. At first, we studied a lesson which was a poem about a woman who was restricted by the traditions in her society and as a result of this lesson, we did a project about women's rights. The project aimed to raise awareness in our society about women's rights and how they have rights to develop and progress.</p> <p>S2. In order to prepare for our project, we had to first learn about the background of women's rights, how it started, and what their rights are. After we took time in researching the topic, we shared our research findings in the service-learning sessions and divided ourselves into groups. We called this project, 'women's rights seminar'.</p>	<ul style="list-style-type: none"> - Consultation. - Research skills and discussions. - Group, teamwork. - Students' voice. - Presentation skills.
2. Why did you invite the mothers of students in particular?	<p>S3. We invited the teachers in the school, mothers and school management to join in this campaign/seminar.</p> <p>S4. The reason that we chose to carry out this project was because we wanted to address women's rights in the UE society, and talk about it frankly to raise awareness.</p>	<ul style="list-style-type: none"> - Analyzing issues in society.
3. Can you	S5. and S1.(answered interchangeably). Once everyone	<ul style="list-style-type: none"> - Process.

describe the program of the seminar?	gathered in the hall, we started a presentation about women's rights, and then we talked about this topic in relation to the UAE context. Then, we showed some videos that we prepared and started asking questions to the audience to start the discussions.	
4. What were the results of your project?	S5. It went well, even the school principal praised us and said it was one of the best programs. I think that everyone liked it.	- School principal's participation, support, and encouragement.
5. Does anyone have another reply or opinion?	S2. Yes, I think that even the parents were impressed by the program and they actively engaged in the discussions including the school principal. <i>(Most of students nodded indicating that they agreed with their friends' statements and expressed comments such as: "yes, true, that's right, exactly, etc).</i>	
6. What did you learn from your projects?	S2. Through our research and discussion with many women in our seminar, we realized that there are two parts of this issue. The first is that the government provides all the rights to women in the UAE to progress and participate in all kinds of jobs. It also encourages women to contribute in everything related to the community. The other part is that some families still don't recognize these rights. Of course I don't mean all families, but some of them. They would not allow women to practice many of their rights in the society. S3. We learned more about women's rights in reality as we talked to women (mothers) in our society and listened to their perspectives. S4. I learned about the importance of team work , as I think that it doesn't matter how big or complex your project is, the important thing is how you work together in one team . S6. I learned that service to others is service to me, as I gained knowledge by raising awareness in my community about women's rights.	- Gained knowledge from social interaction. - Critical analysis. - Commitment to society. - Making a change. - Deeper understanding of the lesson. - Gained knowledge.
7. Can you explain how you gained knowledge by raising awareness?	S6. Our lesson was about a woman who was restricted from doing anything for her life because of traditions in which her father and husband did not allow her to develop nor to have any kind of freedom. By preparing an awareness campaign which included a seminar and a dialogue with women in our society, I felt that I was part of a campaign that aims to prevent this injustice from happening in our society . Through this project we learned how to raise awareness in our society about women's rights and not to allow anyone to prevent them from their rights to progress. I felt that I made a change in my community.	- Making a change.

<p>8. What about other students?</p>	<p>S7. I learned that we as women are unique; we are the creation of God and have rights to develop and progress.</p> <p>S8. We learned more about teamwork, as we really cooperated and worked in teams to finish all our tasks. We accomplished a lot in a short span of time.</p> <p><i>(Many students commented together that they had good teamwork, and cooperation)</i></p>	<ul style="list-style-type: none"> - Increased knowledge. - Teamwork and cooperation.
<p>9. What was your second project about and how did you apply it?</p>	<p>S1. Our lesson was about ‘problems and solutions’. We discussed about problems in the UAE and tried to find a solution for at least one of the issues to link it to the objective of our lesson.</p> <p>S4. Through discussions, we realized that one of the most important problems that we have in the UAE is the water issue. The UAE does not have water resources, yet most people waste a lot of water and are not aware of the consequences of wasting water.</p> <p>S6. So, we decided to raise people’s awareness in our community about the value of water and not to waste it.</p> <p>S1. Yes, after that we divided ourselves into groups. The first group had to do research about this topic including gathering information from a global and local perspective. The other group made a big poster that included many artworks as she is an artist. She designed the project logo as well.</p> <p>S3. Then, we wanted to name our project, so we wrote six to seven names and slogans, and then we all agreed on one. We called our project ‘drops of life’. This slogan means that in saving every drop of water, we are saving lives.</p> <p>a. We chose to prepare a project about water conservation. As usual, we first did research about this topic as we realized that we need to know how water reaches us in the UAE. Therefore, we suggested visiting a water company in Dubai to learn about the process of purifying water to give us clean drinking water.</p>	<ul style="list-style-type: none"> - Research skills. - Students’ voice. - Investigation skills.
<p>10. What did you learn from your service-learning project?</p>	<p>S4. We were so amazed to see the amount of processing that water goes through to reach us in drinking bottles. Then, we really understood the value of one small bottle of water. I am sure that most of the people in our community don’t know about this. Therefore, after our field visit, we decided to transfer what we learned to the people to raise</p>	<ul style="list-style-type: none"> - Developing moral understanding. - Developing new insights

	<p>awareness.</p> <p>S1. Additionally, we decided to extend this project and collect money from the students in our section, and we bought a water cooler so the workers in our school could get free drinking water. We are also planning to take this further by putting a box in our school and explaining to them about our project to collect money to be sent to the agencies that help people in other countries by providing them with clean drinking water.</p> <p>S8. In this project, I learned that it is not just about saving water; it is about our understanding that not everyone is blessed to have clean water. This means that we need to be appreciative of what we have and not waste it. I mean, this understanding involves moral behavior also. For example, we need to be content, appreciative, considerate, and becoming responsible people.</p> <p>S7. We really liked the topic that we chose, and enjoyed planning and applying it. We also gained knowledge as we did research, investigated through field visits and applied it in our life.</p> <p>S1. I realized that as we help others in this service project, we gained knowledge throughout the whole process.</p> <p>S4. This project made us more aware that we are indeed wasting water in our community, but through this project, we learned that we need to change ourselves, then changing the society. This means that this project affected me as an individual, in which I am more aware of my behavior, and that I have to change my lifestyle to preserve water.</p> <p>S1. In general, I feel that although we carried out a simple project, and were not able to approach many members in the community to make the change, yet, I believe that this awareness campaign will continue having impact in the long term. For example, once students go home and tell their parents the details of our project and what we did, they in turn will meet their friends in social gatherings and talk about their children's activities and transfer the message to others. Hence, those people will spread the message to others in their social gatherings and in this way, we might have the whole community becoming aware of our service project that aims to address issues that we are facing in the society.</p> <p>a. We also learned how to respect each other's opinions during project preparation and application as we had to work in teams. Each one has a different personality and different opinion, but we had to work towards one goal, and</p>	<p>beyond lesson objectives.</p> <ul style="list-style-type: none"> - Empathy, helping and caring for others. - Commitment to long term service. - Thinking globally. - Contentment and appreciation. - Joy. - Gained knowledge. - Dual purpose. [learning through service] - Critical reflection. - Belief to make a change. - Critical reflection. - Change in behavior, attitudes - Consultation and respect - Self esteem and confidence.
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	<p>listen to each other.</p> <p>b. Yes, I agree. The success of our projects were mainly because of the strong teamwork, we respected each other's suggestions and learned to consult about everything.</p> <p>S2. We realized that some students who usually don't participate in class discussions were really engaged and gave many suggestions during the project.</p>	
11. Thank you for your cooperation and time. The information obtained is of much value to this study and would be extremely useful for others.	Thank you.	

Researchers' observational notes

Before focus group interview:

- a. After this class finished carrying out two service projects in two semesters, I took permission from the department coordinator to conduct a focus group interview with grade 11D students. The coordinator welcomed me and asked me to coordinate with the class teacher. Hence, I went at the same time to meet the class teacher, and informed her of my request to choose **6 to 8** students for the focus group and told her the criteria to select the students. However, she insisted to conduct the interview with all the students in her class as she commented that all of them participated actively in service-learning projects and she doesn't want to exclude anyone from the interview. I accepted her request and then she suggested conducting the interview in the next session as it is her service-learning session and she can allocate it for my interview. I accepted and got prepared for the interview in a few minutes.
- b. During the session, I went with the teacher to her class. She introduced me to the class and told the students to talk about their service-learning projects. Then, she left the class.
- c. I introduced myself again and the objective of my study, and told them the ethical elements of the interview which included insurance of their anonymity and freedom to withdraw from interview,

etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I also ensured them that once I transcribe them and after I finish this study, the recorded voices will be erased. I told them that it is my honor to be in their class and listen to their experiences during the year in service-learning program.

During the interview:

- d. As for the seating design, I initially wanted to make them sit in a circle to conduct a casual interview, unfortunately due to high number of students and the small size of the class, it was very challenging to change the seating design. The students sat in their own seats in three long rows. I had to walk along the rows while talking to the students with my tape recorder in my hand, walking towards students to make sure that their voices are recorded. I also, felt that the interview was not as friendly and causal like the other ones, due to the high number of students and the environment of seating. However, rich data was collected as most of the students added more info as they got encouraged by each other's comments.
- e. I encouraged every student to talk and participate in the discussions as I made eye contact, asking their opinions, whether they have different or similar viewpoints. I took care not to intervene to maintain the flow of conversation. I also observed the dynamics of interaction as a group, how they build on each other's viewpoints, and allowed the opportunity for them to talk freely among each other as long as their discussion induced answers for the research questions rather than developing a robotic attitude in asking questions.
- f. Although 20 students were present in the class, it was noticed that only **7 to 8** students were engaged actively in the discussions while the rest occasionally nodded at other students' comments or just replied with the word 'I agree'.
- g. At the beginning of the interview, the students felt shy and were quiet, without enthusiasm to participate in the discussion as only a few students were replying to the questions. Hence, I as a researcher felt a bit discouraged. However, after 10 to 15 minutes the dynamic of interaction changed, students started to tell stories, interrupting each other to tell the missing points, showing me their artwork related to their projects, and pictures of their projects. By the end of the session, they almost gathered around me talking about their posters, presentations that they prepared for the seminar and art activities.
- h. The students were excited and proud of their projects. They kept showing me their posters, pictures of their projects, and demonstrating their work. They also gave me a sample of leaflets that they prepared for their campaigns and allowed me to take pictures of their artworks. I asked their permission to include them in my study and promised to respect their anonymity by using Photoshop software to cover their identities. They accepted.

- i. During the interview, the students started answering the research questions by telling stories of the program from their perspective. I realized how they were engaged in telling the details of their story, and would laugh, get excited, and the tone of their voice would change as they spoke.
- j. I strived to ensure active participation from all members of the group, as I would look into their eyes, asking them if they have an opinion regarding the question, or comments. I was alert at all times to see if any students were nodding in agreement, or had different facial expressions or side talks once a particular comment was raised and took the chance to ask if they had other opinions.
- k. To some extent, a few students dominated answering the interview questions as they seemed very confident in replying on behalf of the other students.

Appendix 8. B: Transcripts of focus group 2

Date	28/4/2014
Grade/ Gender	10B Boys
Subject	Geography
Number of participants in the focus group:	10 Students
Number of participated students in discussions	6 Students
Number of projects	2 projects
Students' names are coded with numbers (S1, S2, etc.) and the students whose names were not recognized are coded in alphabets (a, b, etc).	
Introduction: At first, I introduced myself and the objective of my study and told them the ethical protocols of the interview which included insurance of their anonymity and freedom to withdraw from interview, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured them that once I transcribe and after I finish this study the recorded voices will be erased. I also told them that it is my honor to be in their class and listen to their experiences during their one year of service-learning program.service-learning	

Researcher	Students answers	General Themes
2. Can you please describe your service-learning project?	<p>S1. First, our teacher explained about service-learning program. Then, we studied about <i>Urban Sprawl</i> (Project 1) and how it affects people's lives.</p> <p>S2. Then the teacher asked us to apply this lesson in an area in our city. We chose a small area in (<i>Deria</i>) in Dubai. We also prepared a survey in class and went to that area. We asked the residents there about their life, some of them talked about how small their apartments are which couldn't fit all members of their families.</p> <p>S3. We also observed that some of the apartments were very old, dirty, and people told us that they don't have electricity as well. Some shopkeepers complained that there are not enough parking spaces in this area so people park in-front of their shops which affects their business.</p> <p>S4. We also noticed that there were not any playgrounds for children to play.</p> <p>S5. We divided ourselves into 3 groups, one group to collect information about the traffic in that area, the other group was responsible to talk to residents in their houses, and the third group to talk to the shopkeepers.</p> <p>S1. We realized that residents in that area complained about many issues due to the structure of that area. We didn't expect to find this situation in the UAE.</p>	<ul style="list-style-type: none"> - Process. - Ownership of the project. - Developing research skills and observation. - Reflection. - Teamwork. - Change in preconceived thoughts.

	S.3 We were shocked to find out that there are many people who live like this and have many social issues. (many students nodded and agreed on this point)	
3. So what did you do after you collected the information?	<p>S1. We talked about it with our teacher in the bus and in class.</p> <p>S3. We decided to help them and solve their problems.</p> <p>S8. We told the teacher that we want to go to the municipality to inform them of the results of our survey and to give them ideas to find solutions for the residents in that area.</p> <p>S6. At first we explained to him exactly what we saw and shared with him their complaints. Then the municipality official thanked us for our initiative and said that he didn't expect that students would do this to help their community.</p> <p>S1. He then showed us a map and said that there are many development programs planned for this area and they are trying to solve the same issues that we have informed them of.</p> <p>S3. He was right, as I noticed that they are working on making changes in that area. I can see the construction work.</p>	<ul style="list-style-type: none"> - Reflection and consultation. - Taking action. - Commitment to serve the community. - Encouragement by officials. - Observation and follow up.
4. What did you learn from your service-learning project?	<p>S1. I understood the feelings of people who have problems and tried to help them by finding solutions for them.</p> <p>S8. I learned to respect people.</p> <p>S5. Developed self-esteem and confidence.</p> <p>S3. We got the knowledge of how we can start helping people, and how we can make a change. We learned that we cannot do this on our own; we need to gather everyone to help (team work).</p> <p>S1. We are the citizens of this country and it's our responsibility to help people and give ideas to build our society.</p> <p>S2. We also learned to cooperate and work in a team.</p> <p>S1. We divided ourselves into groups, and we consulted and gave various ideas and then agreed to choose one or two ideas. We also consulted in the field and chose three locations ourselves to carry out the survey.</p> <p>S4. I thought that this project will be very hard for us to apply, but when went out and tried to analyze the people's</p>	<ul style="list-style-type: none"> - Caring for people. - Teamwork. - Consultation. - Helping people. - Empathy. - Commitment to society. - Civic responsibility. - Students' voice, consultation. - Self-esteem and confidence.

	issues in that area, we became more encouraged to try and solve their problems. It was easy and nice.	
5. What is your opinion about service-learning program?	<p>S2. It helps us in our future, to decide what to do for our career.</p> <p>S8. It teaches us how to help people and when we are doing this we have fun as well.</p> <p>S1. We learned a lot about true friendship.</p> <p>S4. I learned how to help others through this program.</p> <p><i>(Most of the students nodded indicating that they agreed with their friends' statements and expressed comments such as: "yes, true, that's right, exactly, etc)."</i></p>	<ul style="list-style-type: none"> - Knowledge. - Friendship. - Caring for others. - Joy and fun.
6. Can you describe your second project?	<p>S3. Our lesson was about multiculturalism (Project 2). We learned that we should consider all people as one despite their nationality, ethnicity and religion. We are all human beings.</p> <p>S1. As we discussed how to link the lesson to a service project, at first we suggested making a movie about this topic and talking to all the workers in our school as they come from different backgrounds and religions.</p> <p>S2. But then we realized that the movie will consume time and the workers cannot leave their job in our school to make a movie with us.</p> <p>S5. Then we decided to play a football match with them and we agreed to apply it on Thursday.</p> <p>S8. We made two teams and mixed the students with the school workers to show that we are one. We wanted also to make them realize that we care for and respect them.</p> <p>S5. We really played a very exciting and fun game. Some of them were good players too.</p> <p>S4. We saw how happy they were, they took pictures, and we took pictures as one team. We felt that they really enjoyed and had great time.</p> <p><i>(Most of the students nodded indicating that they agreed with their friends' statements and expressed comments such as: "yes, true, that's right, exactly, etc)."</i></p>	<ul style="list-style-type: none"> - Understanding the goal of their projects. - Consultation. - Process. - Showing care, respect. - Joy and fun.
7. What did you learn from this project?	S1. We look at them differently now. I consider them as friends, not just our school's security guard or cleaners.	<ul style="list-style-type: none"> - Change in preconceived thoughts.

	<p>S5. It was a very nice experience for us.</p> <p><i>(Most of the students nodded indicating they agreed with their friends' statements and expressed comments such as: "yes, true, that's right, exactly, etc)</i></p>	- Feelings of respect and friendship.
8. (The bell rang indicating the end of the session)	<p><i>All students replied welcome, and said goodbye as they left the class.</i></p>	

Researcher's observational notes

Before focus group interview:

- a. Prior to the focus group interview, I went to the department coordinator to obtain permission to conduct a focus group interview with grade 11B. He accepted immediately and suggested to consult with the class teacher about the timing. I went to meet the related class teacher for service-learning for grade 11B, and asked him to nominate 6 to 7 students for the focus group and informed him of the criteria to select the students. Immediately without hesitation or thinking, he said, *"Wait for 5 minutes and I will bring them to you now. Go to that empty classroom next to the coordinator's office and wait there, I will send the students to you right away"*. I was surprised and happy for the fast and welcoming response. Thus, I went there and as soon as I got there, the students were entering the room.
- b. As I entered the room, the students stood next to each other in a row. Then, I greeted them, introduced myself and explained to them in detail about the purpose of this group and the objective of the study. They listened attentively, and did not comment. After I explained the ethical protocols of my study, I asked them if they would like to participate in this interview. They all replied, "Sure" without any further comments.
- c. Before starting the interview, I was not comfortable seeing them standing, as there were only a few chairs. I asked them, *"Can someone go and bring more chairs for everyone?"* The majority replied, *"It's not a problem, we like standing. You just sit on the chair"*. I said: *"But you will get tired from standing up. It would be better to bring more chairs"*. Then, I noticed that 4 students sat on the floor and the rest kept standing, then they said: *"It's really fine with us, we don't feel tired standing"*. Then, I realized that I am wasting time discussing about the chairs, so I decided to start the interview.

During the interview:

- d. During the interview in the group, I often noticed that once students got excited by remembering any incident, they interrupted each other. In this situation, I made sure to go back to those students who were interrupted to continue their comments after the other ones have finished their replies.
- e. Students were completing each other's sentences, and sometimes many students talked at the same time. They also reminded each other of forgotten information.
- f. Once I asked about other opinions, I noticed that they were poking each other to answer and occasionally told each other: *"say something"*, *"why are you not replying"*, *"say your opinion"*, etc.
- g. I strived to ensure active participation from all members of the group as I made eye contact, asking them if they had any opinion regarding the question, or comments. I was alert at all times to see if any students nodded in agreement, or had different facial expressions or side talks once a particular comment was raised and took the chance to ask if they had other opinions.

- h. In general, the students were very polite and shy to some extent during the interview. However, as they started talking, I noticed that the more I don't interrupt them by asking too many questions the more they talked. They were encouraged by each other to continue telling the story of their projects and asked each other to remind them of the sequence of their projects.
- i. I constantly summarized their points, repeated them aloud and asked them to confirm what I said in order to verify their statements.
- j. Some students suggested offering service-learning program as an optional activity as they suffered from disruptive attitudes by their non-interested classmates.

Appendix 8. C: Transcripts of focus group 3

Date	5/3/2015
Grade/ Gender	12 D Girls
Subject	Arabic
Number of participants in the focus group:	16 Students
Number of participated students in discussions	7 Students
Number of projects	2 projects
Students' names are coded with numbers (S1, S2, etc.) and the students whose names were not recognized are coded in alphabets (a, b, etc).	
Introduction: At first, I introduced myself and the objective of my study and told them the ethical protocols of the interview which included insurance of their anonymity and freedom to withdraw from interview, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured them that once I transcribe and after I finish this study the recorded voices will be erased. I also told them that it is my honor to be in their class and listen to their experiences during their one year of service-learning program.service-learning	

Researcher	Students answers	General Themes
1. Can you please describe your service-learning project? And what steps you took in applying it?	<p>Project 1(Children's rights)</p> <p>S1. Our lesson was about child labor and abuse, and after we finished the lesson, we were supposed to plan for a service project in the service-learning session. Since we don't face the problem of child labor in the UAE, we consulted on issues related to children, so we decided eventually to prepare an awareness campaign on children's rights in the UAE.</p> <p>S2. Yes, because we thought that children in the UAE are not aware of their rights.</p> <p>S3. We consulted for a long time in our service-learning sessions as it was difficult to plan for a project related to our lesson.</p> <p>S4. After we decided on the 'children's rights' project, we first did research about this topic, and collected as much information as possible about it.</p> <p>S1. We divided the class into groups, and each was responsible to prepare for a topic for the 'children's rights' campaign to be shared with children. For example, the points that we researched on was about respect, rights for health care, rights for play and learn, etc. Then we prepared the program and arranged with our teacher to visit the children in kindergarten ages (4-5) in our school.</p>	<ul style="list-style-type: none"> - Process. - Ownership of the program. - Students' voice. - Consultation. - Research skills. - Group work, team work. - Reflection and immediate action.

	<p>S5. We faced challenges in the beginning as we realized that the material we prepared about children's rights and the language of presentation doesn't suit the children's ages. Then we immediately tried to talk to the level of children and changed the way we talk to them in order to make them understand their rights.</p> <p>S6. We also faced another challenge in the beginning as we noticed that children don't like to sit for a long time and just listen. They like to walk, play and do activities. Hence, it was very hard for us to make them sit and listen. Therefore, we consulted there and immediately decided to change our approach in which we asked their teacher to allow us to take the children to the play ground. At first we played there with them, and in the playground we talked to them about their rights.</p> <p>S7. Yes, it was amazing how they were listening and interacting with us. We also added new techniques to our program, as we used role-play to illustrate further the points in action. For example, we asked each child in the group to stop playing while he was playing. Then we asked him how he felt about this action. We explained to them the meaning of playing and that they have the right to play once they are permitted. We explained that every child has the right to play. (<i>Moments of laughter among the students</i>)</p> <p>S5. Later after we finished, we realized that all the children understood their project and their rights, which was amazing.</p> <p>S1. We tested them as we asked questions about the topic, and all of them answered correctly which means that they understood what we told them. (<i>Moments of laughter among the students</i>)</p> <p>S4. I noticed in my group that not all children engaged in our program and other children in other classes were active and benefited from our project. I think it was because of their age. The older ones were able to comprehend the topic better than the younger ones.</p>	<ul style="list-style-type: none"> - Modification of prepared materials. - Joy in applying the project outside the school. - Reflection on their challenges. - Reflection and observation.
2. What about others, can you describe your experience?	<p>S1. After the first project in school, we learned a lot of things from this experience, and modified our project. Then, we asked our teacher to allow us to extend the project to other schools too. We applied a series of campaigns in two other schools in our neighbourhood.</p> <p>S7. We also noticed different reactions by the children in</p>	<ul style="list-style-type: none"> - Change, modification in their projects. - Continued

	<p>the three schools including our school. For example, some children in our school were shy to interact with us, but the children in other schools were more engaged and interactive.</p> <p>S5. We enjoyed more applying the project outside the school as we were more serious outside the school than in our school. We felt that we were representing our school, so we were very careful with our actions.</p> <p><i>(Most of students nodded indicating they enjoyed conducting their service projects outside the school, and expressed comments such as: “yes, true, that’s right, exactly, etc”).</i></p> <p>S2. The teachers in the other schools were very supportive of us and praised us for our project. They really liked our project.</p>	<p>commitment to service.</p> <ul style="list-style-type: none"> - Sense of social responsibility. - Students preferred applying outside the school. - Students’ voice. - Joy. - Encouragement by teachers.
3. What did you learn from your project?	<p>S3. I feel that we did something very useful for the children.</p> <p>S1. As for me, before this project, I did not know much about children’s rights, I considered children as people who don’t understand anything in life and once they grow up they will have rights as their understanding develops. However, I was wrong and was surprised when I found them to be smart and articulate. For example, I came across children who amazed me by their strong personality and intelligence as they were taking to us. I really imagined them to hold important positions in the future. I can now say that my perspective totally changed about children. Now I am certain that they have rights, and they actually make up an important part of our society.</p> <p>S5. I also changed my perspective about them, as I always thought that it is very difficult to deal with children and make them listen to you. However, after this experience, I realized how easy it was as they were attentive, engaged and were eager to learn.</p> <p>S2. Yes, I agree. I also want to add that I used to think that children don’t understand, and they are in their own world, but surprisingly, they were so smart and participated in the discussion like adults. For example, when I showed them pictures of various actions related to children’s rights, they were able to describe the difference and express their thoughts eloquently.</p> <p><i>(Many students nodded in agreement to this statement)</i></p>	<ul style="list-style-type: none"> - Feeling proud. - Change in preconceived thought. - Developed moral attitudes, such as respect, patience. - Feeling proud for carrying our service projects. - Change in preconceived thought - Teamwork and cooperation. - Moral and ethical development.

	<p>S1. I learned after this experience that we need to be patient with children as you have to explain many times to them, and try different approaches to attract their attention. I learned how to be patient.</p> <p>S4. I really feel proud of myself that we carried out this service project. I feel that I did something good for children and for my society. We prepared a useful project for children, because at this young age they are not aware of their rights, and by raising their awareness, I think that we helped them and I am sure it will change their lives.</p> <p>S2. This project added a lot to our lives too. We discovered that we can do many things that we never thought we have the capacity to do. It really helped us learn many new things and meet different people.</p> <p>S6. We enjoyed working in our groups, as we all cooperated together to prepare for the project. Even in the field, we divided work among each other so all of us could do something. For example, one of the students was responsible to present the PowerPoint, and other students were observing the children to see if they understood or not as we can tell from their faces. If we felt that some children did not understand, we would give the presenter a sign to stop and then help her in explaining further the points to the children. I can say that we completed each other's work.</p>	<p>Feeling good, happy, for serving others.</p> <p>- Increase in knowledge and skills.</p> <p>- Teamwork.</p>
4. What is your opinion about service-learning program in your school?	<p>S1. The service-learning program added a lot to us. It helped us building our personality. I think it is a very important program for all students to be engaged in. It also prepares us for university because through it we learned to interact with people and adults in the society, plan and execute projects, and do something useful for our society.</p> <p><i>(Many students nodded in agreement to this statement)</i></p> <p>S7. I agree it is a very useful program for students; we really developed many skills and gained knowledge.</p> <p><i>(Many students nodded in agreement to this statement)</i></p> <p>S4. Through this program we developed self-esteem and became more confident.</p> <p><i>(Many students nodded in agreement to this statement, and said, yes its right)</i></p>	<p>- Identity development.</p> <p>- Increase in knowledge and skills.</p> <p>- Self-esteem and confidence.</p>

5. What about other students?	<i>Most of students said, "We agree with the same replies, our answers are the same as our friends".</i>	
6. (The bell rang indicating the end of the session) Thank you for your cooperation and time. The information obtained is of much value to this study and would be extremely useful for others.	<i>All students replied welcome, and said goodbye as they left the class.</i>	

Researcher's observational notes

Before focus group interview:

- a. I was informed by the service-learning team leader that grade 12D students have finished their service projects a few days ago. Hence, I asked her to arrange the interview day with the focus group for me. She suggested for me to consult with their class teacher as she is more aware of the students' schedule. The next day, I went to the school and asked the teacher responsible for the service-learning program to nominate 6 to 7 students for the focus group and informed her of the criteria to select the students. Immediately, she accepted and asked me to wait for 20 minutes as the students were on their break. Then, she said, come with me to search for an empty classroom so you can conduct your interview. She pointed to an empty classroom and asked me to wait there and she sent some students for the interview. As I entered the classroom, immediately, I arranged the chairs in a circle and prepared the interview questions.
- b. After a while, a few students entered the classroom and sat on the arranged chairs quietly. A total of 12 students entered the classroom one after the other. Then, their teacher told them the reason for their meeting and asked them to cooperate with me. She then closed the door and left.
- c. I smiled and greeted them as I introduced myself. I also explained the purpose of the study, the importance of their input to this study, and explained in detail the ethical protocol. I also informed them that I will be using the tape-recorder so I could concentrate on the discussions and cite their own words in the study. They agreed after I ensured them that I would erase the tape after finishing this study research. We all sat in circle and the voice recorder was in the middle. I asked them to introduce their names and then briefed them with the interview questions before starting the recording. They were listening and seemed quiet as they did not comment.

During focus group interview:

1. Most of the students participated in the interview, while a few dominated the conversation occasionally.
2. Most students agreed with each other's points through body gestures like nodding or by repeating the same point. They also reminded each other of forgotten points as they were telling stories of their service projects.
3. I strived to ensure active participation from all members of the group as I made eye contact, asking them if they had any opinion regarding the question, or comments. I was alert at all times to see if any students nodded in agreement, or had different facial expressions or side talks once a particular comment was raised and took the chance to ask if they had other opinions.
4. I noticed that as students were recalling incidents from their projects they laughed out loud, giggled and sometimes, role-played some of those events.
5. At first, the students sounded very shy to talk. They looked at each other before replying, or sometimes, pushed one another to start talking. However, after a while, most students started

telling their stories about the project, interrupting each other's talk, and explaining with enthusiasm.

Appendix 8. D: Transcripts of focus group 4

Date	28/4/2015
Grade/ Gender	9 D Girls
Subject	Arabic
Number of participants in the focus group:	4 Students
Number of participated students in discussions	4 Students
Number of projects	2 projects
Students' names are coded with numbers (S1, S2, etc.) and the students whose names were not recognized are coded in alphabets (a, b, etc).	
Introduction: At first, I introduced myself and the objective of my study and told them the ethical protocols of the interview which included insurance of their anonymity and freedom to withdraw from interview, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured them that once I transcribe and after I finish this study the recorded voices will be erased. I also told them that it is my honor to be in their class and listen to their experiences during their one year of service-learning program.service-learning	

Researcher	Students answers	General Themes
1. Can you please describe your service-learning project?	<p>Project 1(Addiction)</p> <p>S1. Our lesson was on addiction, so during the service-learning session we decided to do a project about addiction. At first, we wanted to plan for a project on drug addiction, but after we consulted together we realized the difficulty of applying it as we intended to approach drug addicts in the rehabilitation center and talk to them, see their needs, and discuss with the responsible people there to plan for a service project for them.</p> <p>S2. Yes, but then we decided to prepare a project about smoking because it is another kind of addiction.</p> <p>S1. We spent a long time planning for this project.</p> <p>S2. We decided with our teacher and SL coordinator to prepare a campaign regarding smoking in our community.</p> <p>S2. We decided to choose a community center in our neighborhood like (<i>Cope union center</i>) where most of the locals in our community do their shopping. So we asked the management to provide us with a table or booth for our campaign, and we prepared nice gift boxes and put healthy foods, like fruits, inside them. Our project involved talking to</p>	<ul style="list-style-type: none"> - Consultation and discussion. - Ownership. - Students' voice. - Process.

	<p>people there about the harmful effects of smoking, with healthy fruits to encourage them to quit smoking.</p> <p>S3. Then, we delegated the tasks among ourselves and broke ourselves into groups. Some of us were responsible for making the gift boxes and fruits, some prepared a roll-up banner and we made a slogan for our campaign.</p> <p>Another group was responsible for talking with people, so they had to prepare questions, information and sentences to converse with people, while another group prepared the leaflets to be distributed to people there.</p>	- Teamwork.
2. What happened during the project?	<p>S1. We had many interesting incidents; we heard stories in life told by people there. For example, we approached an old man and started talking to him about our service project, then he praised us for our good effort and said, “I was a smoker when I was young, but recently I quit smoking after I got health problems. However, now it’s too late, I am very sick because of smoking”. This story affected us.</p> <p>S4. We met a variety of people and we received different reactions.</p>	- Empathy, getting affected by people’s stories.
3. Can you please give some examples?	<p>S3. For example, some people thanked us and took the boxes, but told us that we will not lie to you and say we will stop smoking, we just can’t.</p> <p>S1. Yes, others were so cooperative and supportive of us. They would tell us to approach those people who stand in that corner, they are smokers too (<i>moments of laughter among students as they recall their stories</i>).</p> <p>S2. Yes, some people had positive reactions and others negative. For example, some encouraged us, and said, “Thank you for this campaign, you really are helping the community, and helping us”. Others said that “This doesn’t change anything, I will give you my pack, but then I will buy another one on my way out”. Then, we replied to him that our project is not to convince people to stop smoking. We want people to start first by cutting down gradually the number of cigarettes until they stop smoking.</p> <p>S4. We were surprised to see some women who were smokers. We just approached them and they were so supportive and exchanged their smoking packs with our healthy gift boxes.</p> <p>S1. We collected a total of 18 cigarette packs, as some agreed to hand them over to us and others refused. (<i>Moments of laughter</i>)</p>	<p>- Meeting various people, understanding different realities.</p> <p>- Change in preconceived thoughts.</p>

	<p>S3. However, we did not expect to collect any cigarette packs. We expected people to feel offended and refuse to cooperate with us. We were really surprised by the reaction of people.</p>	
4. What were your expectations from this project?	<p>S4. We definitely thought that no one would even look at us or listen to our project. (<i>Moments of laughter</i>)</p> <p>S1. Yes, I thought that we will be embarrassed and no one would care, but then we were surprised how people liked the project and were so supportive of us.</p>	<ul style="list-style-type: none"> - Surprise, change in preconceived thoughts.
5. What did you learn from your service-learning project?	<p>S1. I learned how to convince people.</p> <p>S3. I learned how to talk to people. I mean, learned how to interact with people in public and talk.</p> <p>S2. I learned how to be a social person and not to be shy.</p> <p>S4. We learned that there are different kinds of people; some are negative and some positive. We really enjoyed the project and had great fun.</p> <p><i>S1. Yes, we all agree that we had fun.</i></p> <p>S4. And, we laughed a lot in some of the incidents. For example, one youth told us that he doesn't smoke, but we suspected, so one of us followed him out and we saw him smoking (we laughed about how he lied to us and got one of the gift boxes and didn't give us his cigarette pack in return). (<i>Moments of laughter</i>)</p> <p>S1. Yes, we had many embarrassing situations too, like some people refusing to give us their packs and we felt embarrassed, but later we laughed a lot.</p> <p>S3. We enjoyed this service project because it was outside the school, and we had a change in the school routine.</p> <p>S4. And we met people outside our school, interacted with them, and it was a great change in our school day. We liked how we linked these service projects to our lesson, as we learned about its objectives better.</p> <p>S2. And added other perspectives to the lesson from real life. It added meaning to the lesson.</p> <p>S1. At first we were so afraid and shy to enter the center and</p>	<ul style="list-style-type: none"> - Personal skills. - Social interaction and communication. - Reflection on people's behaviour. - Joy and fun. - Joy to carry out projects outside the school. - Self-esteem. - Enriching the curriculum, adding

	<p>talk to people, but after a while we became courageous and confident. We also realized that because we were in one team, we felt comfortable as we depended on each other, and supported each other in the project.</p>	<p>various perspectives to the lesson from real life context.</p> <ul style="list-style-type: none"> - Self-confidence. - Critical analysis. - Team work.
<p>6. What was your second project? Please describe in detail.</p>	<p>Project 2 (Humanitarian actions)</p> <p>S1. Our lesson was about ‘Humanitarian actions’ and we studied many examples of humanitarian actions that are carried out by social agencies in the UAE. Therefore, we decided to plan a humanitarian service project in our service-learning session.</p> <p>S4. We consulted for many sessions because we couldn’t agree on one project. Some suggested planning a program for the laborers, others suggested service actions for children with special needs, others wanted to visit the elderly center, and others suggested preparing a joyful program for patients with cancer in a UAE hospital.</p> <p>S2. Until, one of the students in our class suggested planning a service program for orphan children because her mother is a volunteer in that social organization. Then, all the students consulted and reached a unanimous agreement to plan a project for them. However, we didn’t know what to do, so the teacher asked the students to invite her mother to the school and meet the students to explain first about the nature of the organization, and the needs of the children.</p> <p>S3. The following week during the service-learning session, the mother came and she explained about those children and how they feel. She emphasized on their feelings as the government supports them materially so they actually don’t need any material things. They just need to feel loved and accepted by others; they just want to spend a good time out with others to feel that they are part of a big family.</p> <p>S5. So, we decided to plan a quality joyful day with them in our neighborhood park.</p>	<ul style="list-style-type: none"> - Consultation. - Students’ voice.
<p>7. Can you explain how you planned in</p>	<p>S4. We divided work among us, some groups were responsible to bring food and refreshments, others organized games and activities, and others brought a big poster for all of us to write</p>	<ul style="list-style-type: none"> - Teamwork.

detail?	<p>something for them to remember this day.</p> <p>S2. We really had a joyful and fun day. The children enjoyed the program and our activities a lot, they were laughing and happy.</p> <p><i>(Many students nodded in agreement to this statement)</i></p>	<ul style="list-style-type: none"> - Joy and fun.
8. What did you learn from these two service projects?	<p>a. I felt that I am being a useful person; I feel that I added something positive to the world.</p> <p>S1. I feel that I left my mark in my country by helping others.</p> <p>S4. I feel that I did something useful for the community. It was something useful and fun. We enjoyed carrying out these service projects.</p> <p>S2. I learned that I might not be able to change the whole society, but I can do small service acts that help others, like bringing smiles and joy to one or two people. It is considered a good service. This means that I contributed to my society.</p> <p>S3. Yes, I agree. Even a small and simple act of service will bring a change.</p> <p><i>(all students nodded to in agreement to this statement, and said, yes that's right)</i></p>	<ul style="list-style-type: none"> - Self-satisfaction for performing acts of service. - Fun and joy. - Useful and fun. - Importance of contributing to society. - Make a change.
9. What do you think of the service-learning program?	<p>S4. It is different from any other session.</p> <p>S2. It's exciting and fun, because....Because we plan, talk, consult and do projects.</p> <p>S4. The service-learning program is a great idea. It added a lot to our school, and we applied new things.</p> <p>S1. We really like it. Instead of taking a boring theoretical lesson, we apply the lesson and prepare projects to relate the boring lesson to real life in the community.</p> <p><i>(Moments of laughter)</i></p> <p>S3. We want to apply service-learning more often. I mean to do more service projects, as we only carried out two this year. I wish we could do more projects.</p> <p><i>(All the students nodded indicating they agreed with their</i></p>	<ul style="list-style-type: none"> - Students' voice. - Ownership. - Enriching the curriculum. - Long-term commitment to society.

	<i>friends' statements)</i>	
10. (The bell rang indicating the end of the session) Thank you for your cooperation and time. The information obtained is of much value to this study and would be extremely useful for others.	<i>All students replied welcome, and said goodbye as I left the class.</i>	

Researchers' observational notes

Before focus group interview:

- a. As grade 9D finished their last service-learning project, I went to the Arabic teacher and discussed with her the possibility to arrange for a focus group interview in a few days. I asked her to nominate 6 to 7 students for the focus group and informed her of the criteria to select the students. She welcomed me and commented that it will be challenging to arrange for the interview in the same day as students will be having exams for the entire week. However, she suggested waiting for a while and she would try to arrange for the interview soon after the students finished their exams. I waited in the teachers' room for a while and after an hour, the teacher asked me to follow her to an empty classroom and told me that she arranged only 4 students to join the focus group. I thanked her and waited till the 4 students arrived and I greeted them.
1. Immediately, I asked them to help me arrange the seats in a circle so we could chat and see each other clearly. Then, after that, I introduced myself, and explained to them in detail the purpose of this group, and the objective of the study. They listened attentively, and did not comment. After I explained the ethical guidelines of my study, I asked them if they would like to participate in this interview. They all replied, "Yes". I asked for their permission to use the voice recorder and assured them that I will erase the recorded voices after transcribing the interview. Then, I asked them to introduce their names, and they did.
2. Compared to the other focus groups, this group was very dynamic, vibrant, and it seemed that they were friends as I realized how they were comfortable speaking in front of each other. They also talked spontaneously without hesitation and were not shy like the other groups. Once I asked a question, they talked-- telling stories, building on each other's points, and

laughing out loud as they recalled details of their service projects. They also, agreed on each other's points of view, either by nodding or saying "yes, true", etc.

3. I decided not to probe too often while they were speaking to ask them more details as they were already encouraged to speak by their peers. In this focus group in particular, I was more of a listener than a moderator compared to the other groups, probably because the group was smaller than others.
4. During the interview, I summarized their replies and asked for their confirmation to make sure that I understood their point of view correctly. In general, they listened to the brief points of their comments and agreed either by nodding their heads or saying, "that's right, yes", etc.

Appendix 8. E: Transcripts of focus group 5 &6

Date	22/4/2015
Grade/ Gender	10D Girls
Subject	English Literature
Number of participants in focus group 1	7 Students
Number of participated in focus group 1	4 Students
Number of projects	2 projects
Students' names are coded with numbers (S1, S2, etc.) and the students whose names were not recognized are coded in alphabets (a, b, etc).	
Note: Both focus groups were from the same class in which they applied the same projects. Due to the high number of students, the researcher was able to conduct 2 focus groups in the same day exactly after finishing their last service project that day. However, since both groups answered the same questions, this transcript combines them into one record.	
Introduction: At first, I introduced myself and the objective of my study and told them the ethical protocols of the interview which included insurance of their anonymity and freedom to withdraw from interview, etc. I also took their permission to use the tape-recorder to record the interview and explained that the main purpose of using it is to include their own actual comments in my study. I ensured them that once I transcribe and after I finish this study the recorded voices will be erased. I also told them that it is my honor to be in their class and listen to their experiences during their one year of service-learning program.service-learning	

Question	Answers	General Themes
1. Can you please describe your service-learning project?	<p>Project 1(parents are precious)</p> <p>S1. First we read a story in our lesson about a girl and how she changed as she grew older. The generation gap widened between her and the mother. She didn't respect her mother because she thought that her mother is an old-fashioned lady, who doesn't know anything about modern life.</p> <p>S2. So as part of our service-learning project, we thought of preparing a project about this issue that we also face (generation gap).</p> <p>S3. We decided to hold a seminar and invite all the mothers of the students in our school. We prepared presentations about the two generations, discussion questions, a role-play about a girl who doesn't respect her mother because she thinks that she is not modern and doesn't understand youth, but as she communicates with her mother she discovers that she was wrong. We also prepared refreshments as well.</p>	<p>- Process and strategies.</p> <p>- Students' voice.</p> <p>- Consultation.</p> <p>- Presentation skills.</p>

2. How many students participated in the seminar?	S4. All the students in the class participated in preparing the project. We divided ourselves into groups, and each was responsible for a certain task. Some prepared the play, others the presentations, another group prepared the questions for discussion, and others arranged for the refreshments, we all participated.	<ul style="list-style-type: none"> - Teamwork. - Process and strategies.
3. What happened in the event seminar?	<p>S1. Our expectations changed. We thought that they will not be friendly or open up to us. We thought that they will not participate in the discussion, but they enjoyed the seminar and they really opened up and shared their feelings and thoughts about how they feel about us as the new generation. This event was a success due to everyone's efforts and hard work.</p> <p><i>(Many students nodded in agreement to this statement, and said, yes it's right)</i></p>	<ul style="list-style-type: none"> - Change in preconceived thoughts.
4. What about other students? Do you have anything to add?	<i>(Some students replied, "No, it's the same answer").</i>	
5. What did you learn from your service-learning project?	<p>S5. We got to know how parents really think of the new generation in our context (in real life, not only through the story from our lesson).</p> <p>S6. We became closer to our parents as we accepted our differences, because you know that we are different and there is a gap. However we have to accept this fact.</p> <p>S7. I learned more through this project in the service-learning lesson than in our regular class.</p> <p>S8. Having more confidence to stand onstage and talk to an audience.</p> <p>S9. The project was fun <i>(Moments of laughter among students)</i></p> <p><i>(Many other students agreed on this point, that they had fun as they said: "yes, true").</i></p> <p>S10. As we worked together we got to know each other better, and we had fun. We also developed social skills, and learned how to interact and connect with others in the society.</p>	<ul style="list-style-type: none"> - Learning more through the project. - Fun and joy. - Teamwork. - Social interaction. - Confidence and self-esteem. - Learning from actions. - Consultation. - Developing presentation skills.

6. Did you face any challenges?	<i>a. Many students replied: “yes, we did”.</i>	
7. Can you give examples of the challenges?	S2. At first it was challenging to prepare questions to ask our parents as we were not sure if our questions will offend them. We consulted a lot and changed them many times until we decided on a few questions. However, the discussion part went fine and we learned now how to prepare for better seminars and what questions we should ask to start the discussion without offending anyone.	<ul style="list-style-type: none"> - Consultation. - Teamwork. - Increase in skills and knowledge.
8. Any other challenges?	<i>b. Many students pondered as they were thinking and others replied, “That was our main challenge”.</i>	
9. Can you please describe your second service-learning project?	<p>Project 2 (The teacher who changed your life)</p> <p>C. Our lesson was about ‘a teacher who changed your life’. In the service-learning session we had to prepare a project. At first we really didn’t know what to do, then we consulted to have another event, but some suggested doing something different this time. So we decided to play the role of the teacher for one day and teach the children in our school.</p> <p>S9. We divided ourselves into groups, with each group responsible to teach a class. However, this decision was made in consultation with the primary section coordinators. We went there with our teacher and they assigned us to the teachers of different classes.</p> <p>S10. Each group had to meet the class teacher for a couple of times. Then they gave us the topic of the lesson that we should teach the week after, and gave us some ideas on how to prepare for the lessons. However, after a while we became friendly with the children and enjoyed teaching them despite some of them making noises during class.</p>	<ul style="list-style-type: none"> - Process and strategies. - Teamwork. - Students’ voice. - Consultation. - Process and strategies. - Joy in teaching.
10. Did you all choose the same subject to teach?	<p>S2. No, each group chose a subject and arranged their groups according to the subject they liked to teach, some chose science, others English, etc. There were approximately three to four students in each group to teach one class for the whole day (5 sessions for each group). We prepared worksheets, videos, cards, and activities for each lesson.</p> <p><i>(Both focus groups replied the same)</i></p>	<ul style="list-style-type: none"> - Process and strategies.
11. How was your service	S4. My group spent a lot of time preparing many activities for our lessons and we thought that we were ready.	<ul style="list-style-type: none"> - Recalling detailed

<p>project, what did you learn?</p>	<p>However, on the day of the lesson, none of us in the group had the courage to enter the class. We were standing outside the class pushing each other to enter first (<i>moments of laughter among the students</i>).</p> <p>S5. After we entered the class, we stood still observing the children as they were jumping and talking, then their class teacher told us, “I will sit at the back of the class as you start your lesson, just tell me if you need any help”. Then the three of us (students) stood in front of the board telling each other ‘you start first’. We were very shy. (<i>Moments of laughter among the students</i>).</p> <p>S3. After ten minutes, we gathered our courage and started because the children were very supportive of us. Actually they are smarter than us and made us feel comfortable and confident to teach them.</p> <p>S2. Yes, this happened in our group too. At first we were very shy and frightened, but later we gained confidence. My expectations changed, I thought that these children will make noise, and will not listen to us, but they were polite and calm.</p> <p><i>C. (Most students nodded and agreed on the statement: “Yes, they were listening to us all the time”).</i></p> <p>S4. They were very smart and funny too, there was one student whom I cannot forget, as he told us funny jokes during the lesson and broke the ice and made us feel comfortable.</p> <p>S9. As for my group, we were exactly like the other groups, we were so afraid and shy to the extent that we went in the class and sat quietly on the chair. The small children were staring at us wondering what we are doing. Then, as we started to teach them, we panicked and forgot what we prepared for the lesson.</p> <p>(<i>Moments of laughter among students</i>)</p> <p>S8. Actually we remember all the students’ names as we bonded, they were so cute. I remember when we asked him what the meaning of quiz is, he replied “It’s homework”. We hugged them and kissed them at the end of the day. It was really fun.</p> <p>S7. At first I was very shy in the beginning because I am not an Arab, I just came from Europe, and we never did these kinds of projects in our country. At first I was very nervous, but after ten minutes, I became confident as the children were very nice and cute.</p>	<p>experiences.</p> <p>- Reflection on their experiences.</p> <p>- Self-esteem.</p> <p>- Challenges.</p> <p>- Self-esteem.</p> <p>- Change in preconceived views.</p> <p>- Fun and joy.</p>
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	<p>G. The children liked us a lot. They hugged us at the end, and some of them followed us to the school hall.</p> <p>H. They seemed very happy and enjoyed our classes. They would call us “teacher, don’t go teacher”. It felt good.</p> <p><i>(Moments of laughter among students)</i></p> <p>S11. As for my group, we had a different experience. The class that we prepared for had to go as suddenly they had to join another activity.</p>	
12. So what did you do?	<p>S11. At first we were very disappointed as we prepared worksheets, PowerPoint presentations and activities for the children, but then their class teacher asked us to help her in their activity which was about recycling.</p>	<p>- Challenges.</p> <p>- Disappointment.</p>
13. What about your friends, any other comments you want to add?	<p>S12. No, actually we didn’t do much; we just helped the students in their class with their teacher. It was ok.</p>	
14. What did you learn from this experience?	<p>S1. That teaching is very difficult and hard especially teaching small children because suddenly they would jump and walk around.</p> <p>S2. Yes, I agree. It is very difficult to teach small children. I remember that once during the lesson as I asked a child a question, he started crying. I didn’t know what to do, then I gave him some sweets and chocolate then he calmed down.</p> <p><i>(Many students nodded in agreement to this statement, and said, yes that’s right).</i></p> <p>S4. We realized that preparing for one lesson consumes a lot of time. For example, it took us one week, others two weeks to prepare for a lesson to teach only in one day.</p> <p>I. We developed teaching skills.</p> <p>J. We developed communications skills, as we had to communicate with children.</p> <p>S. 6. We learned how to be polite with children.</p> <p>S2. Yes, politeness with children is a very important matter that I learned in dealing with children in</p>	<p>- Developing teaching skills, communicating with others.</p> <p>- Respect, politeness.</p> <p>- Developed knowledge about the nature of</p>

	<p>particular.</p> <p>S.7. I learned to be a good listener, children like to talk.</p> <p>S.9. Before, I was a very shy girl and afraid of talking in front of anyone, but after this experience, I feel I became more confident to interact with others.</p>	<p>children and how to deal with them.</p> <p>- Confidence and self-esteem.</p> <p>- Love for children</p>
15. What about the others?	<p>S10. As for me, it was a very joyful experience and hard at the same time as we taught five periods in one day.</p> <p>S11. I learned the importance of listening to our teachers when they talk because they get tired if we make noise in class.</p> <p>S12. We learned how to work in groups as a team. We could not have succeeded if our group didn't work together as one team. We developed a good relationship with our teacher as before we used to regard him as a regular teacher, but now after these two service projects, we view him as a father or big brother. Similarly, we feel the same about our service-learning coordinator. She is as a big sister who helps us to do good things for ourselves and for the society.</p>	<p>- Joy in service. Challenging.</p> <p>- Lesson learned beyond curriculum objectives.</p> <p>- Teamwork.</p> <p>- Bonding between students, teachers and SL coordinator.</p>
16. What is your opinion about service-learning program in your school?	<p>S.1 It helped us to develop our personality.</p> <p>S2. We gained confidence through planning and carrying out projects. We developed social skills and teamwork.</p> <p>H. We got the opportunity to help the society through service-learning.</p> <p>S7. Yes, I agree also. I always wanted to do service projects for the community. I was searching for places to spend time doing community service but I really didn't know where and how to start. I know that many youth around the world are engaged in community service and they are doing it for free. I had always wanted to be like them. I wish we could know more about NGOs or places that we can engage in more community service.</p> <p>S8. We want to have more opportunities to carry out</p>	<p>- Confidence, increase in knowledge and skills.</p> <p>- Commitment to serve the community.</p> <p>- Desire to serve the community.</p>

	<p>service projects outside the school. We heard that many classes applied their service projects outside the school, but we did two projects in our school. It would be more fun if we had the chance to interact more with people outside our school. We want to meet other people, with different characters in the society.</p> <p><i>(Many students nodded indicating they agreed with their friends' statements and expressed comments such as: "yes, true, exactly, etc).</i></p>	- Suggestion to carry out service projects outside school.
17. Thank you for your cooperation and time, the information obtained is of much value to this study and would be extremely useful for others.		

Researcher's observational notes

Before focus group interview:

- a. This particular class decided to teach KG classes for the whole school day for their service project and was divided into smaller groups to teach in each class. Each group selected one subject to teach, such as Arabic, English and Math. I was able to observe one group while teaching, then I decided to meet with some of the groups who finished their tasks in order to interview them as information was fresh in their minds. Therefore, after finishing my observation, I talked to their teacher asking his permission to meet with the groups that finished their work and asked him to arrange another focus group after I finished interviewing the first group. He agreed, and suggested that we go to their classroom as it was empty, and he will send the first group there immediately. After finishing interviewing both focus groups, I listened to their tape recording to transcribe. Due to similar answers by both groups to the same questions, and because both groups conducted the same projects, it was decided to combine the transcripts into one record and add the answers of both groups under the same questions to avoid confusion.
- b. As I met with the first group, I explained the purpose of my study, and explained in detail the research ethical guidelines regarding their anonymity and regarding the tape recorder as well. Both groups agreed and signed the consent forms. The introduction included also my honest intention that I am there to learn from them, and listen to their experience and points of view as a researcher who intends to investigate this program from the perspective of its participants. We sat in a circle and I put the tape recorder in the middle to record all the replies clearly.

During the interview:

- c. In general, compared to other focus groups, these groups were very shy, and answered the questions very briefly, although I tried using many follow up questions. I also noticed that some students were dominating the conversation and others often agreed on other students' replies by nodding positively or by repeating the same answer.
- d. The students enjoyed talking about their second service project more than the previous one as they laughed a lot describing their experience with the children. Almost all the students participated in the interview and talked more frequently compared to the previous project.
- e. Most of the students were talking together at the same time as they described their experience with excitement and laughter. Almost all students shared the same reflections and feelings.
- f. During the interview, I often noticed that once students got excited to speak or remembered an incident, they interrupted each other. I made sure to go back to those students who were interrupted to continue their comments after the other ones finished their replies.
- g. I strived to ensure active participation of all members of the group. I maintained eye contact, asking them if they had an opinion regarding the question or comments. I was alert at all times to see if any students were nodding, or having different facial expressions or had side talks once a particular comment was raised and took the chance to ask if they had other opinions.

APPENDIX 9: STUDENTS' REFLECTIVE FEEDBACK MATRIX

Q1. What was the service project about?		
Grade	Reply	Code/theme
12A	<p>S1: We went to Dubai Hospital to plan how we could prepare a program for patients with 'Renal failure' as they spend long hours in hospital each time. We also visited the cancer section for children. We gave them flowers and talked to them.</p> <p><i>(Almost all students wrote similar description with different wording)</i></p>	Process
12D	<p>S1: It was an awareness program on children's rights. We conducted this service project in the KG in our school. We talked about children's rights to KG students, played a video about it and prepared coloring activities too.</p> <p><i>(Almost all students wrote similar description with different wording)</i></p>	Process
12B	<p>S1: Visiting the elderly center in order to investigate their needs to better plan for a service project. We met with the head of the elderly center and they welcomed us and provided us with information about their center and the needs of the elderly people there. They took us on a tour at the center. We met the elderly and conversed with them.</p> <p><i>(Almost all students wrote similar description with different wording)</i></p>	Process
11D	<p>Student 1: We did 2 projects, the first was about women's right, and we gather the principal, mothers and teachers in our theater hall. Then we prepared a presentation, seminar, and activities about this topic.</p> <p>The second one was about saving water under the title 'drops of life'. We went to a water factory and we saw how they worked hard to give us clean water. We should appreciate their work and then we deiced to spread this awareness in our society.</p> <p>Student 2: The first project we did was about 'women' rights', it was a discussion with mothers and teachers about the rights of women in our country. The second service project was about 'drops of life'. At first we decided to visit a water company and learn about saving water and then we decided to buy a water cooler to place for people in need to drink cold clean water..</p>	Process
10D	<p>S1: The generation gap. We prepared the program with our teacher as part of our service-learning project. We planned for the program through group consultation. We prepared a presentation, role-play and an open seminar with the parents in the school's theater hall.</p> <p><i>(Almost all students wrote similar description with different wording)</i></p>	Process
10B	<p>S1. Analyzing urban life and social issues in the Deria area. We went to Deria, prepared a questionnaire, talked to people about their opinions and issues with regard to the design of their area and its effect on their lives.</p> <p><i>(Some students left this questions empty, some wrote the title of their lesson, others wrote almost same answer)</i></p>	Process

10E	<p>S1: We went to a special needs center and went to see the students' exhibition, play and communicate with them. We helped them to sell stuff at their booth and we told them that we support them.</p> <p>Students 2: We helped people by bringing joy to their hearts, helped by caring for them. (Almost all students wrote similar description with different wording)</p>	Process
9D	<p>S 1: We took some orphan girls to a picnic and played with them, arranged games, face painting, refreshments, etc.</p> <p>(Almost all students wrote similar description with different wording)</p>	Process
9 E	<p>S1: we went to make sick children happy. We prepared activities, such as face painting, games, and brought refreshments and read stories to them.</p> <p>(Almost all students wrote similar description with different wording)</p>	
Q2. How did you choose this service project?		
12A	Similar reply by all students: "group consultation, then we agreed on one suggestion"	Consultation and ownership
12D	Similar reply by all students: "group consultation"	
12B	Similar reply by all students: "group consultation"	
10D	Similar reply by all students " we discussed, consulted, and agreed on one suggestion"	Students' voice
10B	Similar reply by all students: "group consultation"	
10E	Similar reply by all students: "group consultation"	
9D	Question was not included in their feedback form. N/A	
9 E	Question was not included in their feedback form. N/A	
Q 3. What were your expectations before you went to the field and did it change afterwards?		
12A	<p>S1: I realized how hard it is to deal with 'Renal failure' as the patient goes to the hospital 3 times a week.</p> <p>S2: I got very affected by seeing young children with cancer, as they so young but they are very sick at this age.</p> <p>S3: I expected that the patients will not be friendly, but they were so friendly.</p> <p>S4: I was expecting that we will not be able to do anything useful there, but then I realized how we brought joy and happiness in their hearts, that's when I realized the importance of visiting sick people.</p>	<ul style="list-style-type: none"> - Feelings of empathy - Change of preconceived thoughts - Caring for others - Self esteem
12D	<p>S1: All my expectations changed. At first I thought it will be a very difficult topic but it was easy and fun.</p> <p>S2: I thought that they will be annoying, running around and will not listen to us, but they were quiet listening to us. (Similar answer by 3 students).</p> <p>S3: I thought at first that the children would not know their rights, but I realized that they were aware of their rights when we asked them questions.</p> <p>S4: I thought that the children will not be able to understand this topic and will not interact with us. On the contrary, they understood everything and were responding positively to us.</p>	<ul style="list-style-type: none"> - Change of preconceived thoughts - Fun and Joy

12B	<p>S1: I expected that this place will be sad and gloomy, but it was not. My expectations changed". (Similar answer by 3 students).</p> <p>S2: I expected that the elderly will be sad, but I saw joy and happiness on their faces.</p> <p>S 3: I expected that the elderly people will not be aware of anything around them, and the place will be so sad, but I realized that this center sounded like a home for them and they were happy. My expectations changed.</p>	- Change of preconceived thoughts
10D	<p>S1: The experience was great for me as a teacher and the students enjoyed the activities. I expected it to be a nice experience for me.</p> <p>S2. I was expecting it to be quite good, but it turned out to be the best experience of my life.</p> <p>S3: I expected that teaching is so hard and the kids are noisy. But they were so amazing and it was fun to teach them.</p> <p>S4: I expected that children will not listen and will keep ignoring us, but it was the opposite.</p> <p>S5: It was more than what I expected. The students were respectful and kind. They liked us.</p> <p>S6. My expectations were true. The children were respectful and the process was easy.</p> <p>S7: I was optimistic and thanked God that everything went right. I was nervous at the beginning but then it was fine and easy.</p> <p>S8. I thought it would be hard to teach this age and grade at first, but also thought it was going to be fun and exciting. When I tried it, I loved the experience and it was really fun. The children are lovable and they really loved me.</p> <p>I was expecting that it will be negative and everything will be hard, but it was fun and good things happened. We had fun with the kids.</p>	<p>- Change of preconceived thoughts</p> <p>- Fun & Joy</p>
10B	<p>S1: I thought that it will be hard for us to do it but when we went and tried to solve the problems, it was very easy and nice.</p> <p>S2: I thought the place will be dirty and poor, but it was much cleaner than what I expected.</p> <p>S3: I expected it to be a crowded area and it was.</p> <p>S 4: I expected it to be easy, but it wasn't.</p> <p>S 5: I thought that it will be hard for us to do this project, but when we went and tried to analyze and solve people's problems, it was easy and nice.</p>	<p>- Change of preconceived thoughts</p> <p>- Self esteem</p> <p>- Fun</p> <p>- Change of preconceived thoughts</p> <p>- Self esteem</p> <p>- Joy</p>
10E	S1. I expected the event to be good, but it turned out to be the best ".	
9D	<p>S 1: I thought that the project will be boring but we enjoyed ourselves with the orphans.</p> <p>S 2: My expectation changed after my experience there with the children.</p>	<p>- Change of preconceived thoughts</p> <p>- Joy and</p>

	<p>S 3: I expected them to be sad, but they were happy and joyful.</p> <p>S 4: I expected that we will not have good time because the weather was very hot, but on the contrary we had a great time and the orphans were so happy too.</p>	happiness
9 E	N/A	
Q4. What did you learn from this service project?		
12A	<p>S1: "I learned that sick people become happy when people visit them. I was affected by their reaction".</p> <p>S 2: "I learned that we should not lose hope and give up, but to be patient".</p> <p>S 3: "I learned a lot from the Doctor's presentation about renal failure and how to take care of our health".</p> <p>S4: "I learned that if people who were in such pain but were happy, then I who am blessed with so many things should not complain about little things".</p> <p>S5: "We learned a lot about renal failure and cancer".</p> <p>S6: "I learned that if people with such disease can be happy, why can't I?"</p>	<ul style="list-style-type: none"> - Empathy - Lesson in life - Increase in knowledge - Appreciation of our blessings
12D	<p>S1: "I gained self-esteem". (<i>Same answer by 4 students</i>).</p> <p>S2: "I learned how to work with and handle small children, it was a positive effect". (<i>Similar answer by 3 students</i>).</p> <p>S3: "I learned how nice it is to be a teacher of children".</p> <p>S4: "I learned how to depend on myself and be considerate".</p> <p>S 5: "I learned more about children's rights and how to deal with them".</p> <p>S6: "I learned that children like to learn about their rights and I learned how to deal with and interact with them. This project increased my self-esteem".</p>	<ul style="list-style-type: none"> - Self-esteem - Increase in knowledge - Increase in skills - Moral virtues
12B	<p>S1: "I learned that the elderly need care and they are representing the history of our country".</p> <p>S2: "I learned that there is kindness and love in every elderly heart. We must care for them and treat them with kindness".</p> <p>S3: "That the elderly centre is not a normal center but rather a home for them".</p> <p>S 4: "I learned that elderly people need love and care more than medicine. They need a lot of support too".</p>	<ul style="list-style-type: none"> - Increase in knowledge - Care - Increase in knowledge - Care
11D	S 1: I learned to think of people in need before thinking of ourselves and I learned to be confident when talking to older people.	

	<p>S 2: I learned that we can help people by giving them new knowledge and information and that can change their lives”.</p> <p>S 3: I learned that we must save water.</p> <p>S 4: I learned a lot of things about saving water and decided not to waste any water in my daily life. I also learned that we should change anything wrong we see in our community and thank to God for what I have.</p> <p>S5: I learned the differences between women’s’ right in the past and the present time and the importance of knowing our rights.</p> <p>As for the second project, I learned the importance of water in our lives, and how hard people work to provide for us pure and clean water.</p> <p>S 6: We live in hot weather country, and mostly people don’t preserve water. After researching this topic we realized that many people die in other countries because of lack of water and that made me realize the importance of water to us. Therefore, we bought a water cooler to put in the school for the workers and we will allocate a charity box to collect donation to send to the countries that suffer from lack of water.</p> <p>S7: I learned to be grateful for what we are blessed with and help who are in need to have a chance to live a health life. We do service for other we don’t expect any returns. I also learned how to work in a group and share my ideas with them.</p> <p>S8: I learned our rights as women and that we should never underestimate ourselves. I learned about not compare ourselves to men and that gives us our uniqueness in life.</p> <p>S 9: We learned the importance of letting our community know that there are women treated badly and hence, we prepared this project to educate them about their right”. As for the second project, I learned that we are blessed with clean water, therefore, we should know how to preserve it and provide the opportunity for the people in needs to drink clean water”.</p> <p>S 10: For the ‘Women’s’ right” project, I learned how to communicate with other people. As for the ‘drop of life project, I learned working in t team, as we planned together and shared our ideas.</p> <p>S11: We learned that women have rights. As for the second project, we learned the importance of saving water and understand that there are many people around the world that don’t have access to clean water.</p> <p>S 12: We learned that people should respect women; give her own freedom and equal rights.</p> <p>S 13: For the ‘Women’s rights project’, I learned that we all have rights and unique. As for the second service project ‘Drops of life’, it made me be aware that of how much we waste water and if we preserved it properly, we can save the next generation.</p> <p>S 14: I learned that not everyone is blessed with pure, clean water and not to waste water. Our logo, ‘Drops of life’ means that every drop we waste can kill someone and every drop we save can help someone. By saving water we can help others and need to learn not to be selfish we should think of others’ situations.</p>	
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	<p>S 15: I learned how to work in a team and how to share my own opinion while respecting others. I also learned how to share topics to spread awareness to help our society.</p> <p>S 16: I learned that group work was the reason to succeed and I learned also that we should address every problem we face in our society despite of its consequences.</p> <p>S17: It made me realize how hard people should work on things in order to get valuable results.</p> <p>S 18: Service to others is service to oneself, it made me grow intellectually.</p>	
10D	<p>S1: "I learned more about how parents think and why they think that way".</p> <p>S2: "It was a successful project; my prior thoughts have changed. I also learned how to bridge this gap between the two generations".</p> <p>S3: "I understood that parents play a vital role and that they need to be obeyed no matter what".</p> <p>S4: "I learned a lot from the mothers and listened to their perspectives".</p> <p>S5: "I learned the importance of being closer to our parents".</p> <p><u>Second project</u></p> <p>S1: It really changed my attitude towards the teachers. I came to know that teaching isn't an easy job; therefore, we should listen to and obey our teachers.</p> <p>S2: I learned to be responsible towards students and know that teachers suffer from the students sometimes. They guide us, and play a role in our lives.</p> <p>S3: I felt how teachers feel when we talk in the class, how they suffer to make us quiet and pay attention. Now, I am less talkative in class.</p> <p>S4: I learned that teachers play a really big role in our lives. It changed my attitude towards my teachers, because they are so important to us and they teach us many things.</p> <p>S5: I learned how to treat children as a teacher and how it is very hard for a teacher to teach the same lesson to every class and to focus on everyone while teaching.</p> <p>S6: I felt what other teachers feel while teaching.</p> <p>S7: I learned that teaching is a hard and exhausting job. It made me realize that my teachers are working hard to give us the best education.</p> <p>S8: I learned how to be responsible towards students and to care about their education as well as using many different ways to keep the subject fun for kids to like.</p> <p>My attitude changed towards my teachers too.</p>	<ul style="list-style-type: none"> - Increase in knowledge - Care - Moral virtues
10B	<p>S1: "I learned about helping people and solving their problems".</p> <p>S2: "Caring for other people".</p> <p>S3: "I learned about how some people live and try to change it to make it a better place for them".</p>	<ul style="list-style-type: none"> - Caring for others - Empathy - Increase in

	<p>S4: "I learned that the residents of that area are underprivileged".</p> <p>S5: "Helping others and getting to know their problems".</p> <p>S6: "We learned how some poor people live and the importance for me to try and make that place a better place to live".</p>	<p>knowledge</p> <ul style="list-style-type: none"> - Engagement in solving community issues - Commitment to make a change
10E	<p>S1: "I learned that even if a person is not healthy or fit, he can still do a lot".</p> <p>S 2: "That no matter how disabled a person is, he/she is special and we need to thank God for what He gave/granted us".</p> <p>S3: "I leaned that all people are equal". (Similar answer by 4 students).</p> <p>S4: "I learned that even if you are not perfect, you have talents that make you special".</p>	<ul style="list-style-type: none"> - Increase in knowledge - Appreciation/gratitude - Equality of mankind
9D	<p>S1: "It made me more eager to help others and work in a team".</p> <p>S2: "I learned that nobody is different. If you are a poor person or an orphan or anyone, we are all people".</p> <p>S3 "I learned that even if orphans don't have parents or family, all of us should be their family and care for them".</p> <p>S4: "I learned that we are so lucky. I learned also that even if some children don't have a family, they are still happy and strong". I learned to be strong".</p> <p>S5: "I learned to appreciate what I have and to be a productive member of the community, in addition to being nice to people".</p> <p>S6: "I leaned that helping to bring a smile to peoples' faces is easy and doesn't require effort and the results are beautiful and full of joy".</p> <p>S7: "I learned that life is so wonderful and I should respect my family and my parents".</p> <p>S8: "I learned more about their life and how they are living".</p> <p>S9: "I learned to be part of the community and be happy".</p> <p>S10: "I learned to be cooperative and bring joy and happiness to other people".</p> <p>S11: "I learned many things and the importance of family".</p> <p>S12: "I felt how they feel, and at the moment I thanked God and I felt I should tell my mother and father how much I love them every day. I wish to do this service project again".</p> <p>S13: "I learned that there are many children who need to live in a family environment".</p>	<ul style="list-style-type: none"> - Teamwork - Excitement to help - Empathy and care - Appreciation/gratitude - Learning about moral virtues - Sense of social responsibility - Bringing joy through helping - Care - Being part of a community - Personal development - Cooperation - Empathy

		<ul style="list-style-type: none"> - Appreciation/gratitude
9 E	<p>S1: "I learned that we are not the only people in the world who need help, so when anyone needs help you should go and help and make them happy. Never forget people in need".</p> <p>S2: "I learned that we should help a person no matter what their condition and situation is and I learned that making people happy brings you lots of satisfaction".</p> <p>S3: "I learned that we can change a child's life and bring joy into his heart in 1 hour. Helping the kids, it made me realize that I am capable of everything".</p> <p>S4: "I learned that we have to thank God for everything because there are millions of people who don't have much in their lives".</p> <p>S5: "I learned that everyone in the society can help these children and that there is hope and we should not give up".</p> <p>S6: "I learned that no matter how hard life is, there is always a way to make someone happy in your own way. They said that their day is usually very boring, but we made it a happy and joyful day".</p> <p>S 7: "That helping each other is a nice thing to do. Who knows maybe I could be that sick person in the hospital and needed someone to make me happy. We taught the children how to share stuff, we showed them how to share and I believe that it affected them to learn about sharing and caring".</p> <p>S8: "To always be happy and try to be positive, help people, and try to be healthy". We were there to support the small sick children and whatever it takes to make them happy. People's happiness will result in world peace.</p> <p>S9: "I learned that nothing brings one more joy than being the cause of other person's happiness. We should try to bring happiness to those around us whenever we can".</p> <p>S10: "I learned that we should appreciate the good health we have. I learned that I will help more people in the future and the impact will be that I will be happy by helping them".</p> <p>S11: "I learned that it doesn't take a lot of money or time to make other people happy. Laughter is the best medicine. I see that I have an important role in the community and we need to help each other".</p> <p>S12: "If you behave well with children, they will like you".</p> <p>S13: "I learned that I could be a helpful person in the future". I understood that my role is important and so are the others and I am capable of helping anyone.</p>	<ul style="list-style-type: none"> - Care - Sense of social responsibility - Self-esteem - Appreciation/gratitude - Sense of social responsibility - Happiness through helping - Commitment to serving others - Increase in knowledge and personal development - Sense of social responsibility

		- Self-esteem
Q5. What was the best thing you liked from your service project?		
12A	<p>S1: "When we played with children from the cancer section in the hospital".</p> <p>S2: "The best part was playing with small children and talking to the elderly patients who were suffering from renal failure".</p> <p>S3: "By visiting the small children and playing with them to make them happy and forget their loneliness and pain".</p> <p>S4: "The best part was when I saw joy and happiness on their faces".</p>	<ul style="list-style-type: none"> - Helping others - Brining joy to others
12D	<p>S1: "The best part was when the children got interested in the topic and wanted to know more".</p> <p>S2: "Meeting the children".</p> <p>S3: "I enjoyed their interactions with us". (<i>Similar answer by 3 students</i>).</p> <p>S4: "The best thing was when I saw smiles on the children's faces and how happy they were when we gave them gifts too". (<i>Similar answer by 3 students</i>).</p>	The act of service was the best part of the service project for them and seeing the results of their actions.
12B	<p>S1: "We noticed how they were happy, joyful and like to tell stories and make us laugh".</p> <p>S2: "I enjoyed talking to one of the elderly who had a sense of humor and made us laugh".</p> <p>S3: "I enjoyed talking to them and reading the newspaper for them".</p> <p>S4: "I enjoyed most when we sat and talked to them".</p>	- Happiness and joy
10D	N/A	
10B	<p>S1: "Helping people and seeing them happy".</p> <p>S2: "I got to know about how other people live".</p> <p>S3: "Trying to solve the issues in the society".</p> <p>S4: "We brought joy and happiness to their hearts".</p> <p>S5: "Trying to make a change".</p> <p>S 6: "Getting to know people".</p>	<ul style="list-style-type: none"> - Increase in knowledge - Joy and happiness - Making a change
10E	<p>S1: "The best part was the discussion with parents". (<i>Similar answer by 4 students</i>).</p> <p>S2: "I expected the event to be good, but it turned out to be the best".</p>	
9D	<p>S1: "The fun activities with the children".</p> <p>S2: "Playing with the children".</p> <p>S3: "We brought smiles to the orphans' faces and joy to their hearts".</p>	Happiness in serving and helping

	<p>S 4: “The games and playing with them”.</p> <p>S5: “When we went out and met them, played and had a good time with them”.</p> <p>S 6: “Meeting the orphans, getting to know them and playing with them”.</p>	
9 E	<p>S1: “Making the kids happy, it made me happy too”.</p> <p>S2: “Meeting a little boy there and helping him”.</p> <p>S3: “Helping the children, I felt happy as they were happy”.</p> <p>S4: “Making the children laugh and have good time’.</p> <p>S5: “The best part of this service project was helping sick children in the hospital, and seeing them happy was just wonderful”.</p> <p>S6: “I felt happy that I had this opportunity to help”.</p>	Happiness
6. How did you feel while you were doing the service?		
12A	N/A	
12D	N/A	
12B	N/A	
10B	N/A	
11D	<p>S 1: I was feeling happy and satisfied that I was helping people in need and spreading awareness.</p> <p>S 2: I was excited, impressed and wanted to learn more about the two topics. I was happy that I gain new information and knowledge.</p> <p>S 3: I felt happy and I was so excited about the project.</p> <p>S 4: When we conducted the ‘women’s right’ project, I realized that a lot of women were treated badly and I felt sad about them. When we held the water saving project, I felt sorry for wasting water.</p> <p>S 5: I felt confident about myself and how the teamwork could make a big effect in the success of projects even if we had a lot of pressure.</p> <p>S 6: I felt great for being able to help people.</p> <p>S 7: I was impressed and proud of myself for what I did for my society and felt glad for helping people in need”.</p> <p>S 8: I felt really happy to have the chance to help others. I liked also working with other groups and other people to hear their opinions.</p> <p>S9: I felt so confident and unique. I also got aware of the blessings I have in life and thank God for them.</p> <p>S 10: “We felt proud of ourselves that we were able to change and help others in their life”.</p> <p>S 11: Regarding the water project, I felt sad because we researched and found out that there are many people who don’t have clean water to drink.</p> <p>S12: While doing this service, I had feelings of happiness and joy. I am not doing</p>	<p>Joy</p> <p>Teamwork</p> <p>Helpful</p> <p>Self-esteem</p> <p>Grateful</p>

	<p>something form myself, but for others.</p> <p>S 13: I am so proud of our teacher and our classmates. I feel so happy to gain new knowledge.</p> <p>S14: I felt that I became independent and much more confident.</p> <p>S 15: I felt the sense of unity and the tired to gain as much knowledge about the topic to present in the most accurate way.</p> <p>S 16: We had fun while doing the projects and felt how creative we were while planning for the two projects.</p> <p>S 17: Regarding the “Drops of life” project, I felt humble and happy that I was part of the project to help others.</p> <p>S18: I felt good about myself and I realized that when you do good things, you are also helping yourself to grow more.</p>	
10D	<p>S1: I felt good and confident.</p> <p>S2: I felt more responsible and that I need to take more care of the kids.</p> <p>S3: I felt that I want to repeat it every day.</p> <p>S4: First I felt a bit nervous and awkward but then I felt more confident.</p> <p>S5: I felt happy talking to the kids (students).</p>	
10E	<p>S1: “I felt honored and proud”.</p> <p>S2: “Happy and proud of myself”. (Similar answer by 3 students).</p> <p>S3: “I felt amazing”.</p> <p>S4: “We were happy and we thanked God for His blessings and providing us with good health”.</p>	<p>Feeling proud</p> <p>Self-esteem</p> <p>Appreciation/ gratitude</p>
9D	<p>S1: “It was a very nice feeling while helping orphans”.</p> <p>S2: “I felt happy and so grateful for helping others”. (Similar answer by 5 students”.</p> <p>S3: “I felt happy and thankful”.</p> <p>S 4: “I felt like I was part of the community and a productive person”.</p> <p>S5: “I was happy and filled with joy to help bring a smile to the orphans”.</p> <p>S6: “I felt so happy and I felt like these children were members of my family”.</p>	<p>Appreciation/ gratitude</p> <p>Sense of responsibility</p> <p>Joy in helping</p>
9 E	<p>S1: “Making the kids happy, it made me happy too”.</p> <p>S2: “Meeting a little boy there and helping him”.</p> <p>S3: “Helping the children, I felt happy as they were happy”.</p> <p>S4: “Making the children laugh and have good time”.</p>	<p>Joy in helping</p> <p>Happiness</p>

	<p>S5: “The best part of this service project was helping sick children in the hospital, and seeing them happy was just wonderful”.</p> <p>S6: “I felt happy that I had this opportunity to help”.</p>	Joy in helping
Q7. Do you think that your service project had an impact on the people you served? How?		
12A	<p>S1: “Yes, they were very happy by our visit to them”.</p> <p>S2: “Yes, because we supported them and brought hope into their life”.</p> <p>S3: “Yes, I got affected by this experience and was happy to see the good hearts of my friends and how they were keen to help people.”</p> <p>S4: “Yes, it gave a positive perspective to all of us”.</p> <p>S5: “Yes, it gave positive vibe to all of us”.</p>	<p>Assurance that their service projects had positive impact.</p> <p>Positive</p>
12D	<p>S1: “Yes, because it was clear that they understood their rights”.</p> <p>S2: “Yes, because this project told them what their rights are. I think it made an impact on them”.</p> <p>S3: “Yes, as the need to know their rights”.</p> <p>S4: “Yes, because after they learn about their rights they will be able to defend their rights”.</p>	<p>Assurance that their service projects had positive impact</p> <p>- Contributed in raising knowledge among children</p>
12B	<p>S1: “Yes, because they seemed very happy when we visited them”.</p> <p>S2: “Yes, definitely because they seemed happy and felt our care for them”.</p>	
10D	<p>S1: “Yes, because our parents saw how our play was related to today’s issues between parents and their children”.</p> <p>S2: “We learned how to bridge this gap”.</p> <p><u>Second project</u></p> <p>S1: Yes, the children will remember us.</p> <p>S2: yes, I guess I did inspire our little students and they would remember me as they spent such a good time with us playing so many games and telling them many other things.</p> <p>S3: Yes, as I discussed with the small children about kids’ channels and other activities that they could do at home which made them communicate with me. I also gave them advice such as respecting others.</p> <p>S4: Yes, I think they liked us and learned things that could help them in their lives.</p> <p>S5: Yes, of course they will remember me. They love the way I gave them the lessons. They kept calling me in their break times to stay with them and teach them.</p>	Increase in knowledge
10B	<p>S1: “Yes, it had an impact because I believe they need our help”.</p> <p>S2: “Yes, because we tried to understand their problems and solve them”.</p> <p>S3: “Yes, because we saw them happy”.</p>	Assurance that their service projects had positive impact

	S4: “Yes, because we were working in a team and trying to help them”.	Teamwork
	S5: “Yes, because they were happy after we met and talked to them”.	
10E	N/A	
9D	S1: Yes, it made them happier ”.	Assurance that their service projects had positive impact
	S2: “Yes, because at first they were so shy from us, but then they got used to us and mingled”.	
	S 3: “Yes, because I asked one of the children and she said she is very happy with us”.	
	(All the students said yes)	
9 E	N/A	
Q8. What do you suggest to better prepare for the service project?		
12A	S1: “ We as a group decided to visit the children again and this time we will prepare an entertaining program for them to bring a smile and joy to their life so they could forget their pain”.	- Ownership - Teamwork
	S2: “ We are ready to prepare a service project and work seriously ”.	Sense of social responsibility
	S3: I feel that we could’ve done better and hopefully the next time we visit, we will prepare better ”.	Long-term commitment
		Self-reflection and evaluation
12D	S1: “To prepare more ideas and topics for next time”.	Self-reflection and evaluation
	S2: “We need to better prepare for it next time with more ideas”.	
	S3: “To allocate more time for the project”.	Long-term commitment
	S4: “To prepare another service project for children about ‘Healthy food’.	
	S5: “I suggest visiting other KG classes outside our school and preparing more entertaining and educational programs for them”.	
12B	S1: “To have breakfast with them and bring more traditional food to share with them. We need to coordinate with their administrator”.	
	S2: “To plan on taking them out, like parks and having lunch with them”.	
10D	S1: “We need to better prepare for the project next time”.	Self-reflection and evaluation
10B	S1: “to prepare better on what to say and also prepare more information before we go”.	
	S2 “to prepare more questions so we can analyze more and be able help them to solve their problems”.	

	S3: "We need to know how others live and what the issues that they are facing are".	
	S4: "We will help them and try to solve their problems again and again".	
10E	N/A	
9D & 9F	S1: "To visit sick people in the hospital, the elderly, and those with special needs".	Long-term commitment Sense of social responsibility Commitment to society
9 E	N/A	
Q9. How did service-learning program change your perception about your role as an individual to participate in building the community in Dubai?		
9E	<p>S1: It changed the way I thought because I learned that one day I might need help and other people's assistance, so we need to make a difference and help everyone".</p> <p>S2: "Now I feel that even at this young age we can help others and make a difference. Age is not important if you are willing to help. With the school's support and encouragement we can achieve that".</p> <p>S3: "That we can help people by doing little things".</p> <p>S4: "I have to study to help our country and people".</p> <p>S5: "Now I feel that not only adults can help, I can too and I will continue helping in the future because if I were in their situation, I would want others to care for me".</p> <p>S6: "At first, I thought that I could never help a child, but this experience made me think that it is possible."</p> <p>S7: "I guess that this service project changed my perception because helping and observing other people's life, made me think more about my own life. I also did not know before how to make people smile, but now I know how".</p> <p>S8: "It changed me to be strong and try to communicate with them".</p> <p>S9: "Doing this program has definitely influenced me positively and it changed my perspective of the community and will have a positive impact on me in the future".</p> <p>S10: "It affected my personality and enables me to help people more often".</p> <p>S11: "I learned to have good behavior with everyone".</p> <p>S12: "This will affect my future and I would like to go visit them again".</p> <p>S1: "I understood that my role is important and so are the others and I am capable of helping anyone".</p> <p>S2: "I see that I have as important a role as others in the community and we need to help each other".</p> <p>S1: "That there are still people in our community that need help".</p>	<p>Change in preconceived views</p> <ul style="list-style-type: none"> - Making a difference - Commitment to society - Sense of social responsibility - Civic responsibility - Commitment to society - Long-term engagement - Self-esteem - Change of preconceived views - Change - Outcome of the program - Positive impact - Commitment

	<p>S2: “That no matter where you are, you need to ask if anyone needs help and help them in every possible way”.</p> <p>S3: “That the community is not thinking of others, they are careless and think of themselves only. They need to start caring for the community and think of others”.</p> <p>S 4: “By helping the community to make a difference”.</p> <p>S5: “It changed me and made me understand the importance of helping”.</p> <p>S6: “When I participated in this service project, I felt that I was part of the community, and they felt that they were not alone”.</p> <p>S7: “Perhaps it will have a big impact on my personality and it will change who I am going to be in the future”.</p>	<p>to society</p> <ul style="list-style-type: none"> - Sense of social responsibility - Moral attitudes - Care for others - Analyzing the community - Making a difference
10 D	<p>S1: Teaching is part of building community in our country. Our role in this is to be responsible as a teacher in a school, as a woman sharing knowledge among people of Dubai.</p> <p>S2: Service-learning taught me to be open-minded and feel for others. It is really a very good experience and it really changed my life.</p> <p>S3: We all should participate more and more to contribute towards the economy of Dubai.</p> <p>S4: Teaching is a very good job; they give the students motivation and provides them with information.</p>	
10E	<p>S1:”It made me realize how much we are underestimating our health”.</p> <p>S2: “Everything changed and made me want to participate more and more”.</p> <p>S3:” I want to participate more to help people and build the community”.</p> <p>S4: “It changed the way I think about the world”.</p> <p>S5: “I realized that we are all humans but God gave each one of us something special, so we should use it in the correct way, and we have to thank God for His granting us a healthy body”.</p> <p>S6: “I realized that all people are the same and some special needs people can do things that I can’t”.</p>	<ul style="list-style-type: none"> - Increase in knowledge - Change - Sense of social responsibility - Long-term commitment - Change of preconceived views - Appreciation/gratitude - Oneness of mankind
9D	<p>S 1: “I changed and I started doing good things for the community”.</p>	<ul style="list-style-type: none"> - Sense of social

	<p>S2: “It changed our personality in a good way, not to waste time in sleeping and playing; we should be helpful and do good things”.</p> <p>S3: “I have to be part of the building of my community and do more”.</p> <p>S4: “I learned that it’s your responsibility to make a good difference in the community and to help others so we can have a strong and peaceful community”.</p> <p>S5: “I love service-learning and I am sure that I want to be part of it”.</p>	<p>responsibility</p> <ul style="list-style-type: none"> - Commitment to the community - Change - Making a difference - Love service-learning
Q10. What has been the hardest part of the project? Why?		
9E	<p>S1: “Having to leave them. They didn’t want us to leave; they were so upset”.</p> <p>S2: “The difficult part was making the children feel comfortable with me so they could talk openly and not feel shy”.</p> <p>S3: “The hardest part was leaving them. They liked us and as we left, they were sad”.</p> <p>S4: “Nothing was difficult but seeing the kids’ smiles was very satisfying”.</p> <p>S5: “When I saw very young children suffering”.</p>	<ul style="list-style-type: none"> - Empathy - Engagement with people
Q11. How can you continue your involvement with this group or social issue?		
9E	<p>S1: “By caring for them and loving them”.</p> <p>S2: “By helping anyone who needs help”.</p> <p>S3: “That we are all one and we have to help each other”.</p> <p>S4: “I will keep visiting them on my behalf”.</p> <p>S5: I will continue volunteering and offering help to my community”.</p>	<ul style="list-style-type: none"> - Commitment to serve

APPENDIX 10: OBSERVATIONS

Appendix10. A: Teachers' training for Service-learning program

Date	
Type	Teachers' training sessions Total 16 hours in four days
Number of participants	19 subject teachers [Math, Arabic, English, Islamic Studies, Art, Social Studies, and Science]. 3 service-learning teams and the Researcher
Purpose of observation	To record details of teachers' preparation [procedure] for the program. It includes a summary of main notes discussed in the sessions as the researcher mainly focused on teachers' interaction and feedback of the training
Place of the training	School's meeting room
Note: Observation are recorded in the sequence of events and coded with alphabets. Permission was taken to record the field notes.	
The researcher was a non-participant observer.	

Event	Description	General Themes
1. Before starting the training	<p>a. I arrived at the training a bit earlier, and there were a couple of teachers waiting along with the SL team leader. I noticed that the chairs were arranged in rows. The service-learning team leader then asked the helpers to change the seating design and put all the chairs in a circle and remove the tables. The two teachers commented that the seating arrangement looks fine and there was no need to change. The SL team leader replied that the circle seating provides a friendlier atmosphere as everyone could see and listen to each other clearly as we learn from each other. She explained that this design aims to emphasize to all participants that it is not a regular training where the trainer is in charge of delivering the training materials and others are recipients of training. On the contrary, she explained, "this will be considered a joint learning program where everyone contributes to the discussion and learn from each other's opinions".</p> <p>b. The teachers started to join the training, greetings each other. After all of them gathered, the SL team leader introduced the team and herself. She said that the school management decided this year to introduce 'service-learning' program, and they will be the support team for teachers and students.</p> <p>c. She explained the main objectives of the program and its expected impact on students, where it will empower students to develop morally and contribute in building their society through linking the curriculum to community service activities. Additionally, she added that the aim of this training is to help teachers to reach a common background and unity of thought in order to be able to work with their students in the 'path of service'.</p> <p>d. Then, some teachers commented that four days of training is very long, and they have other responsibilities and this program will</p>	<p>- Emphasis on the seating arrangement.</p> <p>- Many teachers started the training with skepticism, confusion, and complaints.</p>

	<p>add more burden to their work.</p> <p>e. SL team leader replied that the school principal granted her permission as she was the one who wished to apply this program, and that she had granted permission for all teachers to free themselves from other trainings in order to attend this one. She also explained that this training is very crucial if they were to have a successful program because if teachers did not have a clear vision of the program's objectives, framework, and characteristics that they should develop in working with their students, they will not expect to see a change in their students.</p> <p>f. Another teacher commented, "It seems that you don't know our students. They are not as you think, and these concepts will not change them".</p> <p>g. SL team requested from them to be more patient and try to attend all the training days.</p> <p>h. Then, she explained that the way this training will be conducted is as follows:</p> <ul style="list-style-type: none"> - Each teacher will read the paragraphs out loud, and then everyone may share their thoughts and points of view freely without opposing others' points of view. She added, "We will try to reach to a common understanding and allow ourselves to be open to learning and listen". 	<ul style="list-style-type: none"> - Doubts in the effect of the program on students. - Teachers' complaint about their students' behavior.
2. During the training	<p>a. During the first three days of training, I noticed that almost all the teachers attended the training.</p> <p>b. They read, discussed, and shared their points of view on each concept they read.</p> <p>a. The concepts of the teacher training included several steps. For example, the concept '<i>Our Changing World</i>' was followed by reflection questions, and activities. Often, the teachers were divided into groups to answer the questions, activities, and then share their views with everyone. Sometimes in some workshops, activities were incorporated in order to clarify the concept further. For example, one of the training materials was about '<i>The reality of Man</i>'. Then the SL team leader brought a bucket, and a sand box in which she hid in it some precious stones. Then, she asked a teacher to fill the empty bucket with water by a spoon, and another teacher had to search in the sandbox and dig out the precious stones. After 10 minutes as all teachers were encouraging those two teachers to accomplish their tasks, they laughed and told jokes. Then, the SL team leader asked them to stop the activity and asked both teachers, "Which one of you enjoyed your task?" One of them said, "Of course my task was enjoyable because I had to find the precious stones" (she laughed), while the other teacher said, "My task was the most boring task ever" (again with laughter).</p> <p>b. Then, the SL team leader explained that these two tasks resemble us and the service-learning. In the first task, if we think that students don't have any capacities, or intellect, or moral capacity to achieve, when teachers think that they have to give them</p>	<ul style="list-style-type: none"> - Process of training: [self learning, collaborative learning, discussion, expressing their own understanding and points of view]. - Demonstrative activities. - Atmosphere of laughter, joy and seriousness.

	<p>information only, it would be one of the most boring jobs just like the bucket activity. Whereas if we regard our students as human beings that God has endowed with moral potential and different capacities, and your job is to find those capacities and reveal and polish them, then your job will be enjoyable.</p> <p>c. All teachers liked the activities and they agreed with the concept. One of the teachers said, “I never looked at my students in this way”.</p> <p style="text-align: center;"><u>Topics of the training material:</u></p> <p>d. The training course included several key concepts that helped the teachers develop a deeper understanding about the value of service and its importance to students. The service-learning team leader commented, “The training material prepares teachers intellectually and spiritually to enter the path of service with the students”.</p> <p>As a whole, the training material included other concepts such as ‘Habits of thought’, ‘The period of youth’, ‘Reading our society’, ‘Building mature relationships’, ‘Accompaniment’, ‘Empowering others’, ‘Building oneness’ and ‘Consultation’. The fourth day was about the framework of service-learning, evaluation and assessment, and action plan for each phase.</p>	<ul style="list-style-type: none"> - Teachers reaching a common understanding about service, and individual capacities. - Procedure and strategies for applying the program.
3. After the training	<p>a. On the fourth day, before the teachers started discussing the service-learning action plan, the team leader asked to review the main concepts that they covered. At this point, the teachers started expressing their feelings and what they learned throughout the training.</p> <p style="text-align: center;"><u>Comments on the training approach:</u></p> <p>b. One of the teachers said that he liked the training strategy in which everyone felt comfortable in sharing their own perspectives and consulting with each other. He added that it didn’t seem that the organizers of the program imposed the training material on them. Rather, they felt that their views were valued.</p> <p>c. Others commented on the activities that were incorporated into the training, such as role-play, art, and games. They said that these activities helped them understand the concept further and they enjoyed them.</p> <p style="text-align: center;"><u>Comments on the training material:</u></p> <p>d. Others expressed that they learned new things from the concepts they studied and they reflected on them even at home. Some teachers agreed with this point and said that they tried to adopt some of the concepts into their own lives, with their family members. For example, one teacher said, “I liked when we discussed about our habits of thought and how we judge things based on our culture and background which sometimes prevent us from understanding others’ thoughts or way of thinking. By doing this, we become judgmental in our attitude, so I am trying to change myself from this perspective”.</p>	<ul style="list-style-type: none"> - Change in

	<p>e. Another teacher commented that he realized that he had very limited understanding of the concept of service to the community after this training. He added that his understanding has deepened and broadened.</p> <p>f. Other teachers said that they enjoyed the training, and tried not to miss any day. They managed to finish their other responsibilities after school working hours or earlier in order to be able to attend them all.</p> <p>g. One teacher commented, “I never sat in any training for more than 2 hours, but here I am sitting for almost 4 hours for 4 days and attentive all the time. I wake up every morning with enthusiasm wondering about the next concept that we will be discussing about”.</p> <p>h. Another teacher added, “I realized that life is more than just a routine working place, and no matter how busy we are, every individual has the responsibility to be part of contributing to the society and trying positively to serve humanity as a whole”.</p> <p>i. Another teacher said, “We need to understand that our students are noble beings and have the potential to acquire and reflect moral virtues. We teachers should see our students as mines full of gems and not individuals with empty heads in which we have to fill with information”.</p> <p>j. Another teacher expressed her appreciation to the SL team and said that it was one of the most interesting trainings and was different from any other training that she has been to.</p> <p><u>Process of applying SL in classes</u></p> <p>k. By the end of the last training session, the teachers have covered the pedagogical aspect of the program, such as how to prepare the lesson plan, linking it to the curriculum, planning and applying service projects, assessment strategies, and the distribution of the timetable periods during the year. It was decided that each grade will have two classes dedicated for service-learning per week and teachers had to select at least one lesson from their curriculum that could trigger fruitful discussion and lead to planning for community service in the society.</p> <p>l. After the collective picture, many teachers requested to have separate meetings with the team in order to discuss further their proposed lesson plan. The SL team leader replied that the team will be available in the school for the entire week to prepare with the teachers.</p>	<p>teachers’ preconceived thoughts.</p> <p>- Gaining broader understanding of the concept of service to the community.</p> <p>- Interest in the training material.</p> <p>- Commitment to attend the training.</p> <p>- Teachers’ commitment and understanding their role in serving the society.</p> <p>- SL team support to teachers.</p> <p>- Action plan for SL application in classes.</p>
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Appendix10. B: Class observation 1

Grade/ Gender	Grade 11B/ Boys
Subject	Math
Number of participants in the class:	20 Students
Type	Preparation for service-learning project
Purpose of observation	To observe interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engage in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non-participant observer.	

Type	Description	General Themes
1. Students' preparation session	<p>a. As I entered the class, I greeted everyone and asked for permission to sit at the back of the class.</p> <p>b. The teacher told the students that today he will be showing them a video about youth like themselves from around the world and demonstrating how they are engaged in developing their society.</p> <p>c. The video was a bit long and was a documentary about youth from various parts of the world talking about their thoughts, aspirations and how they aim to play a vital part in developing their communities. The video also included some scenes from their service projects in small villages and cities carried out by the same youth ages [15-25] as some of them introduced themselves in the video. The youth in the video talked in many languages with English subtitles.</p> <p>d. After the video ended, the teacher turned towards the students and asked about their opinion of what they had watched. He asked, "So what did u understand from the video? What attracted your attention the most?"</p> <p>e. Students' were watching the video attentively.</p> <p>f. The teacher provided the chance for students to talk and reply to each other.</p> <p>g. At first, the students remained silent, but after a while one raised his hand and said: "I am very surprised to see how youth our age despite living in poverty and not having a luxurious life like we have, are so involved in helping others in their community".</p> <p>h. Then, another student pointed out the reasons why those youth were different from them where they were caring so much about their community rather than just enjoying life. He said, "I wonder why we are not thinking or acting like them. Maybe because we don't care about school or education, or maybe because our parents did not involve us in the community's affairs and they treat us like children".</p>	<ul style="list-style-type: none"> - Process and strategies. - Using media, such as video. - Topic: Role of youth in contributing to their society. - Sense of social responsibility among youth in other nations of the world. - Analyzing different realities. - Change in preconceived views. - Reflecting on their lives and personality.

	<p>i. The teacher asked another student to express his opinion. The student hesitated to reply but then he said, “Well, I don’t know but I think that youth in our society are actually destructive rather than constructive. They don’t care about anything, just about how to enjoy their life, finish school, work and make money”.</p> <p>j. Then, another student interrupted and said that he disagrees with him, and commented that “not all youth in their society are the same, some really are involved in many voluntary programs”.</p> <p>k. The teacher replied, “So do you think that youth in our community cannot do as the youth in the video? Do you think that you are different?” Then a student replied, “No, we are the same, but maybe we need to start thinking and caring about our community”.</p> <p>l. Then the teacher asked the student, “What makes these youth in the video become engaged in their society?”</p> <p>m. One of the students replied, “Maybe because they are poor and their government doesn’t provide them with anything so that is why they help people”. Another student said, “Because they are used to do community service since they were children and it became a habit”.</p> <p>n. Another student expressed his desire to do community service projects starting from this year. Another student said they didn’t know how to start, and they told their teacher, “Tell us what we can do”. Then, the teacher said, “We will discuss about this in our service-learning sessions”.</p> <p>o. Another student expressed his desire to be a useful person in the society and believe that he has potential to become an active member, “I wish to be an active member in my society and be helpful to the people in need”.</p> <p>p. Then, one student started suggesting visiting elderly people, or collecting charity, etc. After that the teacher told them that they will have enough time to plan for the projects after they finish the preparation sessions.</p> <p>The session ended.</p>	<ul style="list-style-type: none"> - Discussion among students. - Analyzing their objectives, lives, and youth in the society - Impact of the video on students. - Identity discovering. - Effect of the video on commitment to service. - Suggestion of services to community by students.
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Researcher’s observational notes

- q. I requested from the service-learning team leader to inform me of the day any teacher from the service-learning program was preparing for the service project. Thus, due to earlier notification, I was able to take leave from my work to attend this service-learning class. On the day of the session, I went to the class teacher to explain the objective of this study and asked his permission again to attend his class for observation. He welcomed me and I explained to him that I intend to explain to the students the objective of my thesis and why I am observing their class.

- r. As I entered the class, I greeted everyone and asked for permission **to sit at the back of the class. I explained to the students that I wish to observe their class as they discuss about their service-learning project and explained to them the topic and objective of my thesis.**
- s. At first, the students looked surprised and confused when the teacher told them that he will be playing a video for this session. They laughed, joked and asked about the topic of the video. The teacher sounded very serious and requested for the class to be calm, quiet and listen to the video and then he will ask questions. As he played the video, I noticed that the students became quiet and listened attentively.
- t. After the video ended, the students remained quiet, not commenting on anything, although the teacher asked them to express their thoughts about what they saw. Then, the teacher started asking questions, yet only a few answered. However, I noticed that once those few students started commenting, other students got encouraged and expressed their views as well.
- u. Their views varied as they were comparing themselves to other youth around the world. In time, many students got more engaged in the discussion, and interrupted each other. I realized that the teacher tried to control the class by asking the students to give their friends the chance to finish their talk. I also noticed that the teacher got engaged in the discussions with the students as they became interested in expressing their views. He also tried to change some of the negative views by other students in which they thought that their generation is not useful and destructive.
- v. After the session ended, I thanked the students and the teacher for allowing me to attend his session.

Appendix10. C: Class observation 2

Grade/ Gender	Grade 11B/ Boys
Subject	Math
Number of participants in the class:	20 Students
Type	Preparation for service-learning project
Purpose of observation	To observe interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engage in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non-participant observer.	

Type	Description	General Themes
1. Planning for the service project	<p>a. As I entered the class, I greeted everyone and asked for permission to sit at the back of the class. I explained to the students that I wished to observe their class as they discuss about their service-learning project and explained to them the topic and objective of my thesis.</p> <p>b. The teacher started reviewing the main concept of their last lesson which was about probability and percentages. He wrote a question on the board and asked the students to solve it. Some students raised their hands and went to the board to solve it.</p> <p>c. Then, the teacher said: "As you know, we have to link this lesson to community service in the service-learning session, so let's think of a project that we can benefit our society with".</p> <p>d. All students remained silent and were staring at their teacher. After a while, one student said, "I really don't understand how we could link this to service project, what can we do?"</p> <p>e. The teacher replied, "How about analyzing some of the issues that occur in our society? Try to think of any issue. For example, I can think of energy drink consumption among students." He then demonstrated on the board, and drew a chart. Then he said, "Let's assume that we did a survey in our school for ages (8-11), (12-15) and (16-17) to see how many consume energy drinks per day, or week, or month. We find out that if 40% of children 8-11years consume energy drinks it means that we have a severe issue in our community supported by evidence". He said that is only an example.</p> <p>f. He divided them into groups and asked them to find out and discuss about one issue in the community, then prepare a survey to start researching about it from our society. He added that after the groups</p>	<p>- Non-participative observer.</p> <p>- Students facing difficulty to suggest a project.</p> <p>- Teacher gives an example.</p> <p>- Developing research skills.</p>

	<p>m. I noticed that once a student presented his group's point, other students would reply as if the question was addressed to them and start discussing about it. For example, when the student said that they will investigate the issue of 'reliance on maids', many students started immediately interrupting him and expressing their opinions and commenting. Some disagreed with this topic and said that it is not an issue, while others agreed. Even the teacher got engaged and expressed his opinion. Before he expressed his point of view, he asked the students to give others a chance to talk and share their opinion as all of them were talking at the same time loudly. He said that, "It is not fair to judge people without understanding the reasons behind this issue. Maybe if both parents work and they need a nanny for their children, or they have other reasons, they have to have someone to take care of their children". Suddenly some students interrupted him and disagreed with him and commented that this could be a reason, but he said, "We are talking about families who leave their children with their maids most of the time, even when they are back from work".</p> <p>n. Another example was when another group said that they will investigate the time students spend on the internet and social media. All students started discussing about it. Some again said that they believe it is not an issue and that this generation communicates through social media. Other students replied that the majority of teenagers use social media all the time even during school and that is a problem. Then, the teacher asked them to narrow down the survey and choose a certain age group so they could focus on the results which could help them analyze the severity of the issue.</p> <p>O. Then, the session ended as the teacher told them to prepare the survey questions for the next session.</p> <p>After the session ended, I thanked the students, wishing them luck on the project, and thanked the teacher for allowing me to attend his session.</p>	<p>- Discussing about issues related to youth as well.</p> <p>- A platform for students to express their thoughts.</p>
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Researcher's observational notes

- p. I requested from the service-learning team leader to inform me of the day the students would prepare and discuss their service-learning project so I could observe. Thus, due to earlier notification, I was able to take leave from my work to attend this service leaning class.
- q. On the day of the session, I went to the class teacher and asked his permission again to attend his class to observe. He welcomed me and told me to feel free to attend any of his sessions at any time. I explained to him that I intend to explain to the students the objective of my thesis and why I was observing their class. He was very **welcoming** to whatever I suggested and told me to say whatever I need to tell the students.

- r. At first, I noticed that many students did not take the session seriously probably because it was their first time experiencing math in a different form. They had to suggest real community issues to relate to their lesson. Hence, most of them did not participate actively, which this made the teacher admonish them to take this subject seriously and get actively engaged. As a result of his short talk about the objective of life, and their role in society, I noticed students became quiet, calm and started working in their groups.
- s. As a researcher, I noticed the crucial shift in the atmosphere of the class, as it started very quiet, calm, and passive, with only the teacher was talking. Gradually, it became very lively, with increased number of participants in the discussion, and the class was filled with an atmosphere of laughter. The students started debating among each other, and citing evidence for their chosen topics. It seemed that the students enjoyed discussing real life issues.

Appendix10. D: Class observation 3

Grade/ Gender	Grade 9D girls
Subject	Arabic
Number of participants in the class:	25 Students
Type	Preparation for service-learning project
Attendees	2 Teachers, a student's mother (a volunteer in an orphanage), 25 students, the service-learning coordinator and the Researcher.
Purpose of observation	To observe interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engage in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non-participant observer.	

Type	Description	General Themes
1. Before the planning session	<p>a. The students decided to prepare a service project with orphans in previous sessions as informed by the teacher.</p> <p>b. I was informed by the teacher and SL coordinator that one of the students suggested this service project as her mother is a volunteer in the orphanage and she asked her to help in this project. The SL coordinator contacted the mother and explained to her the students' suggestion. Then she said that the students did not know what to do or plan as they don't know about the status and the needs of orphans in the UAE, yet they are so eager to prepare a service project for them.</p> <p>c. The class teacher informed me that volunteer mother offered to visit the school to talk to the students about her work, information about the orphans in UAE, their needs, and then she said that she will discuss with the students and decide on a plan together.</p>	<ul style="list-style-type: none"> - Process of planning. - Parents' engagement in service-learning program. - Consultation.
2. Planning for the service project in class	<p>a. In the service-learning session, the volunteer mother attended the session and was welcomed by the teacher and the coordinator. All the students sat quietly, while the teacher introduced her and asked her to start presenting.</p> <p>b. At first she asked them questions about what they think are the role of parents in their life and how do they spend time with their parents. Then she talked to them about the emotional aspect of the orphans and how much they love spending time with friends, in a family atmosphere. She said, "Fortunately, the government and organizations provide them with all material things that they need and also they are provided with</p>	<ul style="list-style-type: none"> - Students listen attentively. - Explaining the needs of the orphans in the UAE [background information].

	<p>caring foster homes. However, as you like to spend good time with your friends, hang out and do activities together, they really wish to do that as well, just like you”.</p> <p>c. As the volunteer mother was talking, the students raised their hands and asked many questions about the ages of the children, their needs, what they lack and what would make them happy.</p> <p>d. The volunteer mother replied by repeating what she said that they don’t want material things or charity, instead they need to spend good time with other children and hangout, do activities with other members in the society. They like to feel that they are like regular children.</p> <p>e. The students started giving suggestions such as going out to eat in a restaurant, and going to a park and play. One student suggested that each one of the students would invite one of the orphans to spend one full day at their houses so they would experience a family atmosphere. Another student said that they have a big farm and suggested to invite the orphan children and her classmates to her farm so they could spend a whole day together. All the students stood up from their chairs, surrounded the volunteer mother and bombarded her with suggestions. All were talking at the same time with a loud voice. The teacher asked the students to calm down, take turns to speak, and sit in their places.</p> <p>f. Then the teacher and the coordinator asked the volunteer mother which suggestion she thought was the most convenient for the orphans. The volunteer mother pondered and said that “all the suggestions are very valuable and indicate how kind the students are”. However, she said that since these children attend school, the program should be on weekends, and as most of them are small children, they might not feel comfortable staying a whole day in strangers’ homes. Therefore, she agreed with the suggestion of spending time in a park since the weather was good.</p> <p>g. Then the students started planning to prepare some activities for the children, and chose a neighborhood to carry out the project.</p> <p>h. As the students were talking, the session ended and the students gathered again around the volunteer mother talking to her about various suggestions all at once. I notice how she was trying to answer all the questions, think of their continuous suggestions and before she left she looked at all the students and said, “Ask your parents to join too, so it would look like family gatherings, and write down all your suggestions, what activities you will prepare and which park you will choose. Then, send me the letter so I can arrange for the program”.</p> <p>i. She thanked the students and said, “This is the beginning of our</p>	<ul style="list-style-type: none"> - Students’ engagement in the discussion, caring to ask about the needs of orphans. [Caring for others]. - Students’ voice [giving suggestions]. - Students’ excitement to plan for a project. - Deciding on one suggestion to proceed. - Students continue giving suggestions. - Community member excitement to collaborate with students for a longer term.
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	project. We shall remain in contact with each other and organize more programs together. May Allah (God) bless you all" الله يبارك فيكم جميعا"	
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Researcher's observational notes

- j. As I entered the class, I noticed that the students were sitting waiting for the volunteer mother to join the service-learning session. They were mostly quiet while few were talking. Their teacher told them to prepare questions for the volunteer mother once she comes. As the volunteer mother entered the classroom she apologized for being late. The teacher greeted her and introduced her to the class. The teacher also explained to her the purpose of the invitation, the objective of service-learning sessions and how the students suggested this service project.
- k. I noticed that the students were listening to the volunteer mother quietly before asking her questions. The mother was very emotional; she changed the tone of her voice gradually. She lowered her voice when she was getting emotional, and described in detail the feelings of orphan children as she dedicated her life to serve them and spends most of her time with them.
- l. I noticed how the students interacted with her as I observed their facial expressions, especially when she said that these children do not need any material things, or gifts, and that the best service for them is to make them feel that they are part of a bigger family in the community.
- m. At first, the atmosphere of the class was very quiet, calm and the volunteer mother did most of the talking. However, after she finished, the situation changed dramatically to the extent that both the teacher and the service-learning coordinator were not able to control the class. The students spoke aloud, giving many suggestions, stood at their seats and gathered around the volunteer mother in front of the class. As I was standing at the back of the class, I noticed that the volunteer mother was struggling to listen to various suggestions as students bombarded her with ideas and were asking her opinion. The teacher kept requesting for the students to return to their seats and discuss the questions in later sessions as the bell had rung a while ago.
- n. The volunteer mother, with utmost kindness and tolerance, listened to all the suggestions, commented on each of them, and encouraged the students with praise, such as, "May Allah bless you" or, "It sounds like a good suggestion, discuss it further with your teacher".
- o. **The volunteer mother sounded very happy** to be present in the class and being engaged in their service projects as she commented, "I am glad that I could do something for the students, I am happy to help the students carry out a good deed عمل خير and develop in them the sense of caring for other members in the society".

Appendix10. E: Class observation 4

Date	9/02/2014
Grade/ Gender	Grade 12A/ Boys
Subject	Science
Number of participants in the class:	The Teacher, 15 students, the Researcher.
Type	Preparation for service-learning project
Purpose of observation	Observing interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engaged in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets. The researcher was a participant observer.	

Type	Description	General Themes
1. Planning session in class (first semester)	<p>Project: Conducting a service project in a hospital in the kidney section (renal failure & children with cancer). This projected extended over two semesters.</p> <p>a. In previous service-learning sessions, the students and subject teacher discussed and decided to conduct a service project for the renal failure patients in Rashid Hospital as they have to go through the treatment for long hours every week. The teacher informed me that this suggestion was by one of the students whose uncle suffers from renal failure and he feels his loneliness and pain during the treatment procedure. The students wanted to plan an entertaining program for them, and “bring joy into their hearts” by spending quality time with them.</p> <p>b. The students started asking their teacher what they could do there as they have never done such a program before and have no idea what to prepare.</p> <p>c. They just felt sympathy towards those patients and wanted to do something. They said the following, “Oh we feel bad for them”, “I am sure that it seems a terrible life to have to go to the hospital many times per week for long hours for the rest of their lives”.</p> <p>d. Others gave other suggestions, such as visiting the elderly center. However, most students did not agree with this suggestion and commented, “Let’s do something new”.</p> <p>e. Some students sounded confused and asked about the tasks or the type of service that they could do there. Then, the student who suggested this service project said that they could consult with the hospital management to give them ideas of what they can carry out.</p>	<ul style="list-style-type: none"> - Empathy. - Consultation. - Students’ voice and decision. - Investigating the needs of community members. - Students were nervous and anxious to apply a service project outside the school. - Lack of service experience. - The students seemed unaware

	<p>f. Some of the students were not sure if the hospital administrator will allow them to hold their service project and suggested to have a prior visit to meet the patients and consult with their doctors about their needs. The class along with the teacher decided to select 1 or 2 representative students to go and meet the admin in the hospital. However, a total of 10 students eagerly decided to go for the initial visit, and the teacher agreed to go with them.</p> <p>g. The students kept asking the teacher about the day of the project, and she replied that it all depends on how fast they finish preparing for it. She gave them entire ownership and responsibility to accomplish this service project.</p> <p>End of the session. The researcher thanked the students for the opportunity to observe their preparation session for service-learning projects and wished them luck.</p>	<p>of the hospital procedures and how they could help.</p> <p>- The teacher gave them ownership and responsibility to accomplish this service project.</p>
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Researcher's observational notes

2. Researcher's reflection notes of the class observation:

- a. From the students' discussions, it seemed that in previous service-learning sessions, the students and the subject teacher discussed and decided to conduct a service project for the renal failure patients in Rashid Hospital as they have to go through treatment for long hours every week. The teacher informed me that this was suggested by one of the students whose uncle suffers from the disease and he feels loneliness and pain during the procedure. The students wanted to plan an entertaining program for them to lift their spirits.
- b. I noticed that most students were actively engaged in the discussion, giving suggestions, and seriously planning for the project. However, there were a few students (2 to 3) who sounded uninterested to participate in the discussion and would occasionally joke and distract the class.
- c. I realized that the teacher was trying to listen to all the suggestions, encouraging their ideas, and rarely did she interrupt them while they were discussing, even when they stood on their chairs, and gathered around each other as they were talking.
- d. From the atmosphere of discussion in the class, it sounded very obvious to me that the teacher had a close bond with the students. Once she asked the students to stop distracting the class or to give proper suggestions, they calmed down and started giving practical suggestions. Occasionally, I saw her joking with the students, laughing at their comments.
- e. Most of the students seemed very interested in applying the project more than planning it, as they kept asking the teacher with the date of the program was. She repeatedly answered that it depends on how fast they plan and get permission from the hospital.

After the class observation:

- f. After the session, I spoke to the teacher and asked her to explain how the service project was linked to the lesson. She said,

“Their lesson was about the organs of the body and how they depend on each other to function. Hence, in the first session of service-learning I brought pictures of the various human races in the world, and asked them to describe their differences and similarities. The students started discussing how humankind is different, yet we are the same and we all come from one human family. Then, we discussed about the importance of unity and what will happen if one member of our community gets neglected, what will be the effect on the entire community? After the discussion, I told them that we have to plan for a service project in the service-learning sessions. Many students started giving suggestions until the session ended. We decided to continue planning in this session”. I thanked her for her time and informed her that I will try to attend their service project in the field to record my observation.

Appendix10. F: Field observation

Date	
Grade/ Gender	Grade 11B/ Boys
Subject	Math
Number of participants	2 Students and the Researcher
Type	Field observation (Service-learning project application)
Purpose of observation	To observe interactions between students and the teacher during the application phase in the service-learning session. I mainly focused on students' sentences, their interactions, behavior during the application of the program.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a participant observer.	

Type	Description	General Themes
1. Students' preparation before applying their project.	<p>a. Background: With regard to this project, the students were divided into groups and had to choose a social issue in their community and develop a survey questionnaire to distribute among students in their school according to the age group that they chose. Then, they had to collect the information, find out the percentages to be discussed in the class and then plan for a project to address this issue.</p> <p>b. On the day of the application of the project, the teacher asked the students if they prepared and printed their questionnaire. I noticed that not all students were prepared and only a few groups (4 out of 6 groups) brought their questionnaires. The teacher sounded upset with the ones who were not ready and asked them the reasons for not being ready and why they didn't take it seriously. He also assured the ones who prepared the questionnaire that they will go to the field and will get marks for that.</p> <p>c. I decided to observe one group in their project. This group consisted of two students, one of whom was with special needs (sight impairment and speech difficulties, slow in speaking). The other reason for choosing this group was because they had prepared a questionnaire about 'the reliance on maids in the UAE', and printed out the questionnaire as well which they planned to distribute to grade 1 and 2 students (all students of the two grades).</p> <p>d. The teacher asked this group to go for their field research, and told them first to ask permission from the coordinator of the primary section to allow them to enter the classes, then, ask permission from the class teacher. He also asked them to explain the questions of the survey to the students after they distribute them because they were approaching children who may need explanations.</p>	<ul style="list-style-type: none"> - Teacher's response to the ones who didn't take the project seriously. - Reasons for choosing one group to observe. - The group was well prepared. - Teacher preparing the students.

	e. I asked the students' permission to join them and they politely agreed without any further comments.	
2. During the application	<p>a. The two students went down one floor and straight to the primary coordinator's room to explain and ask permission. As we were walking, they were reviewing the questions and what they should say to the primary section coordinator.</p> <p>b. I noticed that they were not smiling, and were very quiet compared to the previous two class observations.</p> <p>c. As we reached the coordinator's office, they looked more nervous and were poking each other to start talking. The student with special needs agreed to do the talking and explained to the coordinator with a shaking voice about the purpose of their project in service-learning session and asked for permission to distribute the questionnaire to grade 1 and 2 students. The coordinator kept quiet for a moment as he was listening to them, then said that their project sounded very interesting, however, he suggested to them to conduct their survey on grade two students as grade one students are still young and cannot read properly. The students agreed and then they followed the coordinator. I noticed the students were smiling and thanking the coordinator.</p> <p>d. The coordinator headed to a grade 2 class and then asked the permission from the class teacher to allow the students to distribute the questionnaires to the students and let them answer it immediately. Then, before he left, he told them to go to the next class and do the same. The teacher asked about the topic of the questionnaire before distributing.</p> <p>e. Again, I noticed that the two students were asking each other to do the talking, until again the same student with special needs agreed. He first introduced his name and his class, then explained the topic of the questionnaire, and asked the students to fill the questionnaire within 10 minutes so they don't take the class time. The teacher told the students not to rush and take their time as this was a good exercise for her students as well.</p> <p>(The student's voice was very low and shaking)</p> <p>f. The second student distributed the papers while the other student read each question and explained their meaning out loud.</p> <p>g. The students started writing the answers, (it seemed that they were facing difficulty in reading the questions as they were written in English while Arabic was their first language). I noticed that the students started raising their hands asking for help in reading the questions. Immediately, both students</p>	<p>- Students being nervous and not confident.</p> <p>- Students' lack of confidence.</p> <p>- Coordinator's encouragement.</p> <p>- Suggestions.</p> <p>- Teacher's encouragement.</p> <p>- Students' engagement.</p>

	<p>went close to the small students one by one sitting next to them, talking to them with kindness, and explaining the questions. I also noticed that they were often joking with them and laughing as they were answering the questions.</p> <p>h. Then after all students have finished answering the questions, the two students collected all the papers, thanking each of them for participating in this survey and thanked the teacher. Before they left the class, all the children waved to them, laughing, and saying: “Goodbye, come again”. The teacher also told them, “You made their day, it was really nice to see older students communicating with smaller ones and I really liked your topic of research. It is indeed an important issue that our society is facing, thank you for your visit”.</p> <p>i. The two students had a big smile on their faces and were laughing (out of joy).</p> <p>j. Then, they went straight to the second class and asked the teacher to interrupt their class for a few minutes. The teacher welcomed the students and asked the reason for their visit. This time the other student talked with confidence and introduced himself, his grade and the objective of their survey. The teacher allowed them and asked the students to answer the survey soon.</p> <p>k. I noticed that this time both students were more confident, their voices did not shake, and they followed the sequence of their work faster than before as they quickly distributed the papers, one read all the questions out loud and explained very quickly, and then without asking, they both went around and sat with each student helping them to answer the questions. Before leaving, they thanked the students loudly with a smile and said that they enjoyed visiting their class. The children waved to them and said “Goodbye”.</p>	<ul style="list-style-type: none"> - Teacher’s encouragement and appreciation. - Students’ reaction. - Feeling of confidence and satisfaction. - Confidence and self-esteem. - Showing courtesy to young children.
3. After the project	<p>c. As they finished collecting their papers, they sat on the stairs and started counting the papers together. As they were counting, I started conversing with them and asked them questions.</p> <p>a. I asked them to describe their experience. The first student with special needs said, “I was really nervous and afraid that I will not do a good job, I was afraid that children might make fun of us and not respond to our questionnaire. They respected us and listened carefully to our instructions”.</p> <p>b. Then, the other student interrupted and said, “They behaved</p>	<ul style="list-style-type: none"> - Researcher as a participant observer.

	<p>very well in the class, better than us older ones. We never sit quietly in our classes and it's always noisy (<i>moments of laughter among the two students and the researcher</i>).</p> <p>c. Then, they said that at first they felt very shy, not knowing what to say or to do. Although they were children, yet they had never done such a thing in their life. The other student commented, "In time I gained courage and confidence to talk to the whole class". They also said that they were surprised by the students' answers, as they accepted that they will not understand the social issue of 'reliance on maid' but the children understood the concept very well.</p> <p>d. After reviewing students' replies, they commented that it is interesting for them "to know how children are dependent on their maids. I also realized as they were answering the questions that I do the same" (<i>moments of laughter among the two students and the researcher</i>).</p> <p>e. I also observed and noticed the way these two students interacted with each other. They were constantly talking, consulting, making remarks, laughing and reflecting. This scene was not observed in the two sessions that I attended in the class. The student with sight impairment was always sitting in the front row as it appears that it was his permanent seat, while the other students changed seats on the two sessions that I observed. The second student in this project sat in the last row in both sessions and I did not see any interaction among them. As for paring them, the teacher took the decision in paring the students for the project.</p> <p>f. As we were heading to the class (the bell rang). I really thanked them for allowing me to be with them, and I told them that I enjoyed joining them as we had good time.</p>	<ul style="list-style-type: none"> - Self-confidence. - Change in preconceived views. - Reflection. - Researcher's observational remarks on students' interaction.
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Appendix10. G: Field observation

Grade/ Gender	Grade 9D girls
Subject	Arabic
Number of participants	2 Teachers, 20 students, 2 members from service-learning team, the Researcher, two volunteers from the orphanage center, out of which one was the mother of the student and 25 children ages 6-12 years old.
Type	Field observation (Service-learning project application)
Purpose of observation	Observing interactions between students and the teacher during the application phase of the service-learning program. The researcher was a participant observer, where she engaged in the activities and asked the participants questions for further clarification of their activities.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a participant observer.	

Type	Description	General Themes
1. Applying the service project	<p>a. Almost 20 students arrived by bus as they agreed to gather in the school and the bus took them to the neighborhood park. They arrived with their two teachers and the SL coordinators. Although the two teachers lived far away from the park in another city, yet both of them committed to attend the program on their day off (as they informed the Researcher). I arrived at the park at 10a.m. and saw only the teachers and SL team, while students hadn't arrived yet.</p> <p>b. The students arrived at 10.30a.m., and brought many things with them, including food, sweets, refreshments, games, toys, mats, and many other materials for their activities.</p> <p>c. I noticed that the students were busy prepreparing a big notice board and posting empty post-it-notes on the board. I asked them about the purpose of this board. They replied, "We are planning to ask the children to write notes of their experience of today's program and we will write some words for them to remember and they can take this board with them as a memory of this day".</p> <p>d. While they were waiting for the children to arrive, I noticed the teachers were walking around the park with the students, chatting and telling jokes. As I walked with them, I realized that they were discussing about their family issues, their concerns about what major to choose after they graduate, their hobbies and how they spend their days.</p>	<p>- Teachers' commitment to the program.</p> <p>- Researcher asks students for further clarification.</p> <p>- Teachers bonded with students.</p>

	<p>e. Then the orphanage facilitator contacted the service-learning coordinator and informed her that they had arrived at the gate and they don't know where the location of the gathering was. The teachers heard the conversation and asked all the students to go to the park gate and greet the children. All of them went together and brought the children (around 25 children, ages 6-12).</p> <p>f. At first it was very clear how the children were very shy and hesitant to interact with the students as they were standing still, not talking or smiling. The asked them many times not to be shy, and told them that they planned to spend a good time together in the park. I saw the students and the teachers were trying their best to talk to them and make them feel comfortable by holding their hands, and kneeling down when talking to them, so they could break the ice.</p> <p>g. After everyone reached the gathering area, they sat in a big circle, and one of the teachers asked a student to start the program that they planned. Thus, the student welcomed the children and told them how glad they are by meeting them. She also said that they all belong to one family in this community and it is each one's obligation to serve each other and live in a happy and peaceful society.</p> <p>h. Then, she said, "Lets introduce ourselves. Each will say her name, age, hobbies". Then the orphanage facilitator interrupted them and said, "Also mention what you want to become in the future". As I was standing next to her, she told me: "The reason I asked the students to say what they want to become when they grow up is because we face this challenge with most of our orphans as they dislike studying and don't like to think of their future career". The students started introducing themselves, some of them said that they want to become a doctor, some said a teacher, others engineer, etc. Interestingly, once it was the children's turn to talk, almost all of them repeated what the students said about their future career, such as becoming a doctor, teacher, and engineer. Only one child said that she wants to become a scientist. Then all the students clapped for her and the teachers said, "Well done, we will definitely be proud of you in the future".</p> <p>i. After they introduced themselves, I noticed how the children became more relaxed, as they were having side-talks, and laughing. Later, the students brought food and sweets to eat together, and as they were offering the food, the facilitator asked the children to help and distribute the food with the students. More talking and chatting happened during the meal time. They sat around each other, and then they all started to clean up the place and to prepare for the games. Both the children and the students cleaned up the place along</p>	<p>- Caring for children.</p> <p>- Developing moral values [personal development].</p> <p>- Joy and laughter</p> <p>- Teamwork</p> <p>- Generosity and caring.</p>
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	<p>with their teachers.</p> <p>j. After that, a group of students prepared some games for the children, such as decorating cupcakes and giving them to others to eat. As they had just finished eating, they suggested giving the cupcakes that they made to the children and families in the park. I noticed some students took the hands of two children and went around the park to distribute the cupcakes. As they were walking they talked and discussed to whom they should give the cakes.</p> <p>k. A group of students organized other games, such as racing, putting balls in two baskets, and other games. In those games, both the children and students were paired in various groups. Even the teachers participated in all the games. All the participants laughed as they encouraged their teachers throughout the games. I (the researcher) also participated in the games.</p> <p>l. After a few hours, their bus arrived and they started cleaning the park together, then the orphanage facilitator asked everyone to gather around as she wanted to say something. She thanked all the students on behalf of the children, and said how they really enjoyed their time and they felt true love among the students. Then she gave a gift to the teachers as a token of appreciation which included a holy book of Quran and a trophy. They all took many collective pictures and individual pictures with the children as they were laughing. After that, the bus arrived and the students accompanied them to the gate, hugged them and said goodbye.</p> <p>m. Then, the students collected their things and went to their bus with their teachers. I noticed that the teachers helped the students to carry their bags, chatting along the way to the gate, laughing and commenting on the events as well as praising the students for their organized preparation for their service project.</p> <p>n. As I was walking with the teachers, the students expressed how they enjoyed their day and how different it was from their regular weekend. The students were laughing, and some said that they really had a great time today and they didn't expect it to be successful. They were telling each other how the children were shy at first, not talking but then how they mingled, talked and how they were eager to participate in their games.</p>	<ul style="list-style-type: none"> - Joy and laughter. - Community partner appreciation. - Impact of the service project on orphans. - Showing empathy, care and love. - Teachers praising the students. - Feeling proud of their work. - Change in their expectations. - Joy.
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Appendix10. H: Field observation

Date	27/11/2014
Grade/ Gender	Grade 12A/ Boys
Subject	Science
Number of participants in the class:	The Teacher, 10 students, the Researcher.
Type	Application for service-learning project (field observation)
Purpose of observation	Observing interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engaged in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets. The researcher was a participant observer	

Type	Description	General Themes
1. Applying service-learning project in the field (first semester)	<p>a. After a few days, the teacher and ten of the students went to visit the hospital as had been decided to meet the administrator to consult about how they could help the patients of renal failure.</p> <p>b. At first, the hospital management was shocked and questioned if they had a prior meeting appointment. The teacher replied that they don't have an appointment and explained the reason for their visit. As the teacher was explaining how the students got the idea of holding this service in the hospital, one of the students interrupted and said, "We have a service-learning subject and we want to help our society".</p> <p>c. Then one by one started talking about what they suggested to do in the hospital. For example, playing board-games, reading books, newspaper, and chatting with patients.</p> <p>d. The administrator had a big smile on his face while he was attentively listening to the students and asked them to wait in his office while he called the head of social service in the hospital.</p> <p>e. After a few minutes, the social service head came, greeted the students warmly and told them, "You need to take an appointment for your service project. We admire your service intention and I will gladly arrange next week for you to visit and will take you first for a tour in the Kidney section to talk to the patients, then we will consult about your service project".</p>	<ul style="list-style-type: none"> - Students' understanding of the service-learning vision. - Students expressing commitment to serve society. - Collaboration and support by the hospital administrator.

	<p>f. Before leaving the hospital, the teacher apologized for not taking a prior appointment, but the admin replied, “Please don’t apologize. We are proud of our youth and their noble initiative. They are our sons and we need to support them”. In the local Arabic dialect هذيلا عيالنا و لازم نساعدهم</p> <p>g. After a week, I was informed that the teacher received a call for the date of the visit, so the students, the teacher and the Researcher went again by school bus.</p> <p><u>Atmosphere on the bus:</u></p> <p>h. In the bus, I observed a lot of laughter among the students and the teacher. They were telling jokes, playing their favorite songs, and discussing with the teacher about their life. Many personal concerns by the students were raised and they asked their teacher’s opinion. For example, some discussed about what to study in university, some expressed their fear of not succeeding in their university major, others complained about their relationships with their parents. The teacher was conversing with them.</p> <p>i. Among the students, one of them brought his guitar to play in the bus, and he played some of the songs that the other students asked him to play. Then the teacher told him how talented he was and encouraged him to bring his guitar to the hospital, so he could play for the patients. Despite his hesitation, the students encouraged him as well, so he agreed to bring it with him.</p> <p><u>In the Hospital:</u></p> <p>j. The admin and the social worker were waiting for the students and upon their arrival, they welcomed the students and distributed guest tags to them.</p> <p>k. The students decided to buy some flowers for the patient so they would not go empty handed.</p> <p>l. The social worker took the group to the Kidney section, and they met with the patients as they were attached to a machine and were mostly lying on beds. The students went to all the wards in that section, gave them flowers, talked with them, and asked some questions such as how often they should come to the hospital, how they feel about this procedure by spending 4 hours in hospital three times in a week, etc.</p>	<ul style="list-style-type: none"> - Bonding with the teacher. - Joy, laughter. - Showing care and love - Impact on the patients - Students gained knowledge - Collaboration - Excitement by students - Mixed
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	<p>m. Before leaving every patient, the students prayed for them, asking God’s to heal them and may they recover their health. While saying those prayers, the patients (who were mostly elderly men) got very pleased and had smiles on their faces and said, “May Allah bless you young men, may He grant you health and happiness, and may you be successful in your life, thank you for visiting us”.</p> <p>n. After the students visited all the patients in that section, the doctor invited them all to his office and prepared a presentation about ‘Renal failure’ for them. The students bombarded him with detailed questions. They reflected on their lifestyle as they realized how not living a healthy lifestyle could easily lead to renal failure. At the end, they thanked the Doctor for the presentation and asked if they could prepare entertaining games for the patients. They realized that the majority of them were elderly, so they suggested reading books, and playing traditional board games. The head of that section agreed and asked them to write an official letter with the program and date of the visit.</p> <p>o. As the group was leaving, the social worker suggested to visit the children’s section too (cancer section). They got excited and said, “Sounds like a great idea, we never saw this section”. As they made their way to that section, they commented on how they would react if they see a child with cancer, as they haven’t seen one before. Will they feel overwhelmed? Some said they don’t know what to say and what to do.</p> <p>p. Then the head of that section welcomed the students and gave a brief introduction about children with cancer. The students did not ask any question and kept silent. After that, the group was directed to the children’s playing area as they spend their time there after chemo treatments. The students along with the teacher went and saw some small children playing. At first the teacher started talking and playing with some of them.</p> <p>q. The students stood quietly observing and did not speak, and then gradually they started playing and talking to the children. Suddenly, one of the students started playing songs on his guitar and all the children gathered around him with joy and clapped. Then he got encouraged and played more songs for them. All the students were very engaged playing with the children. After a while some mothers with their children showed up and said, “We heard laughter and the sound of music. Can we join you?” The teacher welcomed them, and some of the nurses gathered too.</p> <p>r. The teacher had tears in her eyes and when the</p>	<p>feelings of anxiety, worry, empathy, curiosity.</p> <ul style="list-style-type: none"> - Confusion - Confidence - Joy - Impact on the members of the community - Change in teachers expectations - Care, love, kindness - Joy in service - Students enjoyed interacting with children. - Service project extended and modified - Joy that they made children happy. - Desire to continue the service.
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	<p>researcher asked her why, she said, “I did not expect that my students would behave with kindness and love. I never saw this personality in them. They acted totally differently in the classroom, and some of them are troublemakers. I thought that they never cared for anyone or have a purpose in life, but now I can’t believe my eyes at how they are so polite, caring, loving and I am amazed with their behavior. This proves that they really need the opportunity to bring out their true virtues”.</p> <p>s. As the school bus arrived to bring them back to school, the teacher asked them to thank the social worker and head to the bus, but the students refused and asked to spend more time with the children. So the teacher agreed and asked them to leave after 20 minutes.</p> <p><u>Reflection on the Bus:</u></p> <p>t. As we were on the school bus going back to school, the students and the teacher talked about their visit and reflected. The teacher asked them how they felt about the two visits. All the students unanimously said that they enjoyed the children’s section more, as they felt they brought joy and laughter to their hearts. For example, one student commented, “Did you see how they loved us and gathered around us?” Others said, “It seems that they love music. Did you see how the children were dancing and clapping, while their mothers were smiling as they saw their children happy?” Some said that they wish to visit them after the school time to meet them again.</p> <p>u. They consulted on the bus and planned for their next visit, but with more preparation this time. They asked their teacher to change the plan to prepare an entertaining program for the children in the cancer section instead of the patients with renal failure. The teacher praised their suggestions and all of them started planning for their project.</p>	<ul style="list-style-type: none"> - Consultation, planning. - Modification of service project. - Reflection on new realities. - Students’ voice.
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Appendix10. I: Field observation

Date	Second semester: 9/02/2014
Grade/ Gender	Grade 12A/ Boys
Subject	Science
Number of participants in the class:	The Teacher, 18 students, the Researcher.
Type	Application and Reflection of service-learning project (field observation)
Purpose of observation	Observing interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engaged in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets. The researcher was participant observer	

3. Applying the service project (second semester)	<p>a. The teacher informed the researcher that they planned for the project in two parts, as the students decided to prepare fun activities for the children with cancer.</p> <p>b. On the day of the program, I went earlier to meet the teacher to join the class for the field visit. As I entered her room, I greeted her, and she was rushing to get ready for the trip. She sounded very happy and smiled as she told me, "Come look at what the students prepared. They brought all these since two days ago and added more things early this morning". She opened a big bag and I saw many story books, toys for boys and girls, coloring books, and various board games other materials. Then she said, "I really didn't expect that these young boys would take this service project so seriously, I thought that they will be absent today, or will not bring anything, I am truly happy".</p> <p>c. I went towards the bus with the teacher, and saw 18 students gathered in the school waiting area to get on the bus. Some of them said that they asked their mothers to bake some sweets. They emphasized that these sweets are 'homemade and not ready made from the market'.</p> <p>d. Once the bus arrived at the hospital, the teacher gathered the students and consulted with them how they want to be divided into groups in which some will be responsible for reading stories, others for playing board-games, and others responsible for coloring and drawing.</p> <p>e. After they agreed on their responsibilities, they went inside and the head of the administration welcomed them and thank them again for their "good deeds" عمل الخير. He then asked the public relations officer (PRO) to accompany the group. She welcomed</p>	<p>- Teacher changed her expectations.</p> <p>- Was happy to see students' commitment.</p> <p>- Students involved their parents.</p> <p>- Teacher consulting with students.</p>
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	<p>the students and asked them which grade they are in, and once they said that they are in grade 12, she replied, “So you are youth” (ما شاء الله شباب). Then, she said that they are so proud of them and wish all youth would follow in their footsteps. As she was talking to them, the teacher thanked her for providing this opportunity for the students to serve, and then the PRO replied, “It’s our duty to support them, they are our youth and children (هذيلا شبابنا و عيالنا)”.</p> <p>f. She took the group to the 4th floor (children with cancer) and all the students were calm and quiet. The head nurse asked everyone to wear masks as the children in this section are very sensitive and their immunity is very low because of the chemotherapy medicine they take.</p> <p>g. As they were wearing the masks, two of the small children (ages 4 years old) that they met in their last visit recognized them and ran towards the students whom they were familiar with. The three students hugged them and recalled their names. They were so happy, as they laughed (both the children and the students). They gave them gifts and talked with them, asking whether they remember their names.</p> <p>h. They spent a little time playing with them the toys they brought, while the rest of the group were divided into pairs and taken to the children’s rooms. The students were competing to go and meet the children; they would tell each other, “I had only 4 chances to meet the children in their rooms, I wanted to participate more”. Another student said, “It is not fair, I saw some students running to enter the room and not allowing others to take their chances”.</p> <p>i. As I entered with a group of students, I saw how the students were very calm, quiet, kissing the forehead of children, wishing them to get well soon, asking God to heal them, and giving them gifts.</p> <p>j. They asked the nurse if she could gather them all in the play area like the other day so they could apply what they prepared for them. Unfortunately, the nurse told them that they arrived at the wrong time as they had just finished their chemo treatment which makes them tired and sleepy.</p> <p>k. The (PRO) saw how the students were excited at the beginning and then got disappointed for not having the chance to apply what they prepared so she told them not to be disappointed, and she will take them to the other floor that has many children.</p> <p>l. She said, “Actually they will be very happy to see you all and they can interact with you”. The whole group went together towards the lift and some of them were walking a bit slower. She called them by their names, and joked with them. The teacher was surprised at how fast she memorized their names and how</p>	<ul style="list-style-type: none"> - Support and appreciation by the hospital admin. - Students were polite, respectful. - Showing love, care, genuine kindness. - Impact on the recipients of service. - Showing kindness, love - Collaboration by the hospital official
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	<p>she became so friendly with them. She replied that she has nephews similar to their age and she is very glad to see youth this age doing this kind of service.</p> <p>m. As the group arrived at the other children's section, the PRO immediately told the head nurse to ask all the children and their parents to gather in the play area as these students prepared a service program for them.</p> <p>n. The children who started to enter the room with their mothers were of various ages. They were very shy at first and did not respond to the students' request to participate in the games that they prepared, or to talk to them. After 15 minutes, the teacher asked the students to be divided into smaller groups as the children seemed intimidated by them.</p> <p>o. The students then immediately sat with one to two children and started talking to them about themselves, their names, then gradually, they brought coloring books which they first started to color, then they encouraged the children to assist them. After a while, I noticed that they were talking, coloring many pages and were laughing. In other groups, I saw the teacher sitting on the floor with 4 of her students, as there were not enough chairs and tables, and were playing board games with the children. The teacher and students were talking, consulting about how to play the game, and were laughing as they at first didn't know the rules of the game.</p> <p>p. Many nurses, mothers and the PRO tried to engage the children with the students as they realize how shy they were in the beginning. For example, one of the students approached a six-year-old to give her a gift and a drawing book. She refused to talk, but her mother interfered immediately and explained to her daughter that these students came today only to make them happy. Then she took the coloring book on behalf of her daughter and thanked the students. She then told them that "today is a special day in the hospital and we appreciate your good actions. May God bless you all" الله يوفقكم</p> <p>q. A few students brought some homemade sweets prepared by their mothers, however, they were told by the nurse that these children were on medication and they can't eat these sweets. Then, I saw that a group of the students were consulting what to do with the sweets. At last they decided to distribute them among the nurses, staff and parents. The group went around that section and came back empty-handed as they distributed all their sweets.</p> <p>r. After two hours, and as the teacher was asking the students prepare to leave the hospital, the PRO asked to take a group picture with the students, children, parents and the section staff to remember this day. They took many pictures and became friendlier with everyone and even took several 'selfies'. They</p>	<ul style="list-style-type: none"> - Bonding with the members of the community - Praising the youth for their service project - Teacher got engaged with the students in the project. - Laughter and joy - Collaborative work among hospital staff and mothers. - Appreciation of students' work - Impact on
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	<p>laughed a lot as they were taking pictures.</p> <p>s. In the end, the hospital officials and the PRO thanked the students and told them to repeat these visits more often as she and the children had a really good time. Then she told them that they were so proud of the youth for what they did today. She approached the teacher and said, “Since your students are involved in community service and voluntary programs, would they help us in organizing some events in the hospital? We frequently prepare events and programs for our patients here and I was thinking of asking for their help”. The students said that they would love to volunteer and help in any way, so the teacher said, “We will be honored to help, just contact us anytime you want us to help”.</p>	<p>the recipients of service</p> <ul style="list-style-type: none"> - Consultation - Joy and fun atmosphere - Impact on the recipients of service - Support and encouragement by the hospital officials. - Long-term commitment to service.
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Researcher’s observational notes

Researchers’ reflection notes:

- t. In the hospital: Not once did I hear any student laughing out loud or making fun of each other during their visit or during their interaction with the children, even though I occasionally noticed this behavior in their classes during class observation or in the school in general. In the hospital, I noticed how they **were supporting each other** by preparing the games, dealing with children, taking pictures together, helping each other to break the ice with the children who were shy or not responding to their efforts to engage them. **They would give suggestions** to each other, such as, “try this...”, “let’s do that activity”, “let’s sit on the floor”, or “perhaps this child doesn’t like this coloring book as it is girly, try to find another picture that has cars”.
- u. I felt obliged to participate in their service project in the field, as it didn’t feel ethical just to stand and watch them carrying out their activities with small children and not help. Therefore, as I was

observing the students, I talked to them asking for clarifications of what they were doing as I walked around, and helped them as well in their activities. For example, I saw some students trying to find out how to play a certain board game with the children, so I approached them and had a look at the manual, and guided them how to play it. I also participated in distributing the toys to the children with the students. Apart from that, I approached the teacher while she was sitting on the floor with four of the young students while helping the children in coloring and painting. I observed their conversations, and helped them as well.

Appendix 10. J: Students' Reflection Observation

Date	12/02/2015
Grade/ Gender	Grade 12A/ Boys
Subject	Science
Number of participants in the class:	The Teacher, 18 students, the Researcher.
Type	Reflection session on service-learning project
Purpose of observation	Observing interactions between students and the teacher during the planning phase in the service-learning session. I mainly focused on students' sentences, the way they engaged in the planning, and the overall class atmosphere as well as observing teacher's remarks.
Note: Observation was recorded in the sequence of events and coded with alphabets. The researcher was a participant observer.	

Type	Description	General Themes
1. Class reflection	<p>a. I attended the class reflection in which the teacher decided to dedicate one session to reflect with the students about their service project in the hospital.</p> <p>b. The teacher asked her students to gather and sit in a circle by pushing the tables aside and arranging their chairs in a circle. After all the students had been seated, the teacher asked them to reflect on the service project that they carried out and asked them questions, such as, 'what was their overall impression, what things went well, what went wrong, did their project go as they expected, did it have any impact on the children, etc.'</p> <p style="text-align: center;"><u>Students' reflection</u></p> <p>c. Some of the students said that "at first, the children were shy and they faced difficulties to break the ice as they were not responding to them, but later, these children became their friends, started playing, and talking to us".</p> <p>d. Another student said, "I expected to take the children out into the play ground, but they were not allowed to do that. It was disappointing that we couldn't play with them in the play area as planned". Another student commented that he enjoyed this service project a lot and understood how sad and depressing it was to stay in the hospital for a long time while another student said, "We cannot understand their feelings until we meet them and spend time with them".</p> <p>e. Other students said that they were so happy to meet the two little girls whom they met last time, and how they were</p>	<ul style="list-style-type: none"> - Sitting in a circle to reflect [atmosphere of reflection]. - Teachers asked questions to start reflection. - Critical reflection. - Disappointment that their plan changed. - Joy. - Understating others' feelings. - Empathy. - Confidence, proud of

	<p>surprised that they recognized some of the students. One of them said, “I feel that this project was successful because we had good teamwork”.</p> <p>f. Another replied, “We also think that this service project had a good impact on parents too, as we saw how happy they were and thanking us”.</p> <p><u>Teacher’s reflection</u></p> <p>g. The teacher said, “Let me now share my reflection”, she commented as they were listening attentively to her, “I realized how you all have changed from the beginning of this semester since we started service-learning program. I noticed in the hospital how all of you were helping each other, consulting and making sure to behave properly during the visit. I also realized how serious you were during the preparation, as each brought something, delegated work among yourselves, planned ahead of the projects, and most importantly we worked in a team. I really want to say that I am so proud of you all, and I enjoyed planning and applying this service project with you all”.</p> <p>h. The students got emotional by their teacher’s words, and were very quiet listening to her. Then, one of them replied, “We also enjoyed applying this service project with you too. Thank you for your support”.</p> <p>i. After a while, a student suggested doing another project. Other students agreed with him and said, “Yes, lets plan another one”.</p> <p>j. The teacher replied that service projects should be linked to the next lesson, and she asked them to wait for the next lesson. However, the students had started suggesting topics for other projects. For example, they said, “There are many issues in our community that we can address and talk about, such as smoking among youth”. Another student replied, “It is a very boring topic, because no one will listen to us, everyone is tired of this topic. Youth will keep smoking no matter what, we cannot change them”. Then, the same student insisted on his suggestion and said that “this is the reason that we have to talk about it, because it is spreading among the younger ones too, and maybe it is better to prepare a project for the younger ones. Maybe they will listen to us”.</p> <p>Another student suggested, “How about we talk about prejudice and racism in our society? We all know that is happening among us even in our school”. Another student agreed and said, “Sounds like a good topic, but how? It is a sensitive issue to talk about”. Then, another student interrupted and said, “How about we talk about the marriage issue in our society? For</p>	<p>themselves.</p> <ul style="list-style-type: none"> - Teamwork. - Analyzing the impact on others. - Teacher praising and encouraging the students. - Seriousness, commitment, care, teamwork - Bonding with the teacher. - Desire to plan for more service projects. - Development sense of social responsibility - Critical analysis of issues in the society. - Consultation - The teacher was listening to the students’ suggestions, allowing them to consult.
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	<p>example, we all know that many families still insist on arranged marriages and it should be within the same tribe”. Another student said, “I don’t think that this is a very common issue, it happens in a few tribes, not all”. The previous student then said: “Yes, but it is still a very important issue in our community that we need to raise”.</p> <p>The session ended as the bell rang for break time. The teacher told them to continue the discussion later in the session. I thanked the students and teacher for providing me the chance to join their reflection discussion.</p>	
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Researcher’s observational notes

Researcher’s reflection notes of the class observation:

- k. The reflection session sounded very informal and friendly. It looked like a group of friends discussing together and their teacher acting like a friend to them rather than a teacher. She listened attentively, allowing them to talk, and laughed occasionally at their comments.
- l. I noticed that the students were not interested or keen to wait for the new lesson in science in order to link their project with their lesson. Instead, I noticed that they were eager and excited to start a new service project right away despite their teacher saying that they should wait for the next lesson.
- m. Also, I noticed that they seemed more interested in discussing about the issues of their society rather than planning for practical service projects. They spent most of the class time analyzing social issues that concerned their society. The students kept expressing their opinions on these issues and could not reach an agreement on the issue they want to address.
- n. I noticed that the teacher herself was engaged in their discussions, commenting on their points and expressing her opinion related to the topics that the students discussed.
- o. I observed grade 12A 5 times as their service-learning session was on Mondays and it is my off day.

Appendix 10. K: Field Observation

Date	22/04/2015
Grade/ Gender	10D/ Girls
Subject	Science
Number of participants	The Teacher, 4 students, 20 students from grade one and the Researcher
Type	Observing students' service-learning application project (Teaching grade 1 students) for 30 minutes.
Purpose of observation	Observing interactions between students and young children during the application phase of their service-learning project. I mainly focused on students' sentences, the way they engaged in their project, their interaction among each other, and the overall atmosphere.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non- participant observer	

Type	Description	General Themes
1. During the project	<p>a. The four students stood next to each other talking and sounded a bit shy. Then one of them started writing on the board, the title of the lesson (Prepositions) which was an English lesson. The other students greeted the students and said, "Good morning, students" and the little students replied the greeting out loud together. Then, she explained to them that they are from Grade 10D and will teach their class for that day.</p> <p>b. The small students stared, smiled, and giggled. They asked them to say their names. After introducing their names, again the student teachers talked among themselves and one of them started asking questions about the lesson. The small children raised their hands smiling and giggling. She chose one child to answer, and his voice was not loud, so she said, "I can't hear you, would you please raise your voice?" The other ones raised their hands saying, "Choose me". She replied, "No, your friend will answer and you need to give him a chance". After the student answered correctly, she praised him and gave him a small chocolate.</p> <p>c. Then, as they were asking questions, students started making noise, and stood at their seats. The student teachers stared at them. One of them said loudly, "This is not right, you need to raise your hand quietly and sit in your place. One of the girls said, "I know a song for that, let all repeat after me, "Raise your hand up and down the desk, etc.." They all were singing and laughing.</p>	<ul style="list-style-type: none"> - Shy and unconfident. - Dealing with children. - Children smiling and laughing. - Care for others. - Learning how to interact with children with kindness.

	<p>d. After that, the student teacher drew some pictures on the board and asked the students to use prepositions to complete the pictures. As students again fought to come out to the board, I observed that there was a child with special needs (who couldn't walk properly). The student teacher approached her, held her hands and took her to the board to do the activity.</p> <p>e. After a few activities, another student teacher played a video on the data show and asked students to watch carefully as they will ask questions afterwards. I noticed that all students were quiet and watching attentively. Then, they asked them questions. At this point, the students were very confident and it sounded that each was responsible for a particular activity. They controlled the class, and the students were listening to them.</p> <p>f. Later, a student distributed worksheets among the children and asked them to finish it in class. I saw the student teachers walking around the class, sitting next to students and helping them with their worksheets. After a few minutes when all students had finished their worksheets, one of the students said, "Since you were all good students and finished your worksheets, we have a surprise for you". They started distributing chocolates to the children and they were laughing and thanking the student teachers as the bell rang.</p>	<p>- Teamwork, delegation of work.</p> <p>- Confidence, organization.</p>
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Researcher's observational notes

- a. I entered the class and saw 4 students standing in front of the class talking. I approached them and explained the reason for my observation. I also informed them that I will sit quietly at the back of the class. They accepted and welcomed me, and I noticed that they were very worried and shy as it sounded that the lesson has already started but they had not started handling the class yet.
- b. I sat at the back of the class, and saw that the class teacher was sitting at the back too. I greeted her and explained the objective of my observation. The class teacher sat quietly also till the end of the class, and did not interrupt the students at all. She was just observing and didn't handle the class even when the student teachers faced some challenges at first controlling the class.

Appendix 10. L: Parents' Orientation

Date	26/1/2015
Type	Service learning orientation for parents
Number of participants in the class:	A total of 20 parents, Head of Parents-teacher and students association (PTSA), SL team leader and the Researcher.
Purpose of observation	To record details of parents' orientation about service-learning program as part of the recording process of the program application in the school. The researcher mainly focused on parents' interaction and discussions as well as SL team leaders' key points discussed in the meeting.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non-participant observer	

Background: I was informed by both the Service-learning team leader and the Head of PTSA that they consulted earlier about the importance of involving the parents in the program, pointing out their vital role in supporting the school and their children. Therefore, the Head of PTSA contacted all the mothers of students who were engaged in the service-learning program. Permission was taken to record the field notes.

Event	Description	General Themes
1. During the orientation	<p>a. The Head of PTSA's room was located in the school on the ground floor. It was a very cozy room, decorated with sofas and chairs in a circle in the middle of the room. There was a coffee table with local Arabic coffee pots, dates, and Arabic sweets.</p> <p>b. At first, the Head of PTSA greeted the mothers and served them Emirati Arabic coffee and sweets. After a while, she introduced the SL team leader casually while they were eating and drinking, then said that that in few minutes they will start the meeting.</p> <p>c. Then, the SL team leader introduced herself again, and her role in the service-learning program to all mothers, in which she clarified her educational background, years of experience in being engaged in voluntary community activities. Then she asked all the parents to introduce themselves and the names of their sons and daughters in the school.</p> <p>d. After that, the SL team leader prepared a PowerPoint presentation about the service-learning program, the preparation phase for the students, the topics that they cover, objective, the policy of the school and why they are implementing it with the students. She explained that many schools require community service hours for the students before graduation. However, this school is taking this project as a core of the students' social and personal development</p>	- Process and strategies.

	<p>program. It gives more importance than just for filling community service hours; rather it focuses on applying a holistic program that will become part of the school culture, to have an impact on students and the community as a whole.</p> <p>e. She explained that the main objective of the meeting is to introduce the program to parents so they would be aware of their children's activities in school. She also added that it is important for parents to be aligned with the program's vision and mission so they can support the program by engaging in its projects.</p> <p>f. She also explained that parents should not expect immediate change in their sons and daughters as it is a process which will require patience and cooperation from parents as well. All parents nodded their heads which indicated that they agreed that the change is not immediate but is gradual.</p> <p>g. One of the mothers raised her hand to comment. She said, "I think that changing behavior during this period of age (15 and above) will be very difficult and slow, especially if we want them to become responsible and think about their community, as their personalities have already been shaped".</p> <p>h. Another mother replied, "I agree but I believe that there is goodness deep in our children's hearts, but the society, media and other forces caused them forget this".</p> <p>i. The SL team leader replied, "Yes, I agree with all of you, that is why one of the main topics that we study with the students in the preparation phase is about our hidden gems that refer to all good virtues that God bestowed upon us, but they need to be discovered, polished in order to reveal its real value. This means that although some of students' service projects might sound very simple at the beginning, but it leads them to discover their inner gems and capacities as they take ownership in planning and applying them".</p> <p>j. One of the mothers who have a child in the primary level asked, "Why don't you apply this program at the primary level? We all agree that change is much easier during childhood, as they will continue this behavior till youth-hood".</p> <p>k. The SL team leader replied, "Yes, you are right. Unfortunately, currently we don't have enough human resources to apply this program at all levels. As the school has a high number of students, it is not as easy as you think to apply this program. In order to apply only for grades 9 to 12 (Boys and girls) it requires the following:</p> <p>1. Teacher training program to introduce the program.</p>	<ul style="list-style-type: none"> - Presenting the aims and objectives of the Service-learning program. - Parents' argue that that change is slow and difficult. - Discussing about media, and other causes for today's youth behavior. - Aims and vision of SL program
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	<p>2. Students' preparation phase (series of workshops).</p> <p>3. Accompanying 19 teachers in their classes, preparing with them the materials and discussing how to link their topic to apply community service projects.</p> <p>4. Arranging regular meetings with the teachers to address the challenges, prepare, discuss, etc.</p> <p>5. Contact and write official letters to various social associations, service providers, and officials to arrange for the field projects.</p> <p>6. Plan and follow up with the evaluation phase.</p> <p>7. Prepare for the celebration.</p> <p>1. As you can see, it requires a lot of work and we are only 3 volunteer facilitators. However, before the end of the semester we will discuss all our insights with the principal and will see how we can offer it to the primary and the elementary level too.</p> <p>m. One mother said, "I would love to help too". Then other mothers showed interest to support the program also.</p> <p>n. Another mother commented, "I am a volunteer in an autism center. Do you think that I can help this program in the school by coordinating together?"</p> <p>o. The coordinator replied, "That is a great idea. We can meet and discuss how we can plan and arrange programs together in this respect".</p> <p>p. Then, the SL team leader and the Head of PTSA discussed about parents' role in being aligned with what they discussed and focus on the vision and objectives of the service-learning program. For example, SL team leader explained the importance of their role in discussing at home about their role in the society, how they should be involved in building their community, addressing its needs, volunteering, etc. She added, "Parents should spend quality time talking to their sons and daughters about challenges that they are facing in their school too".</p> <p>q. For example, the team leader said that "we teach the students in service-learning program to care for their community, analyze its issues, think of how to contribute in developing their society and developing moral behaviors such as humility, respect for others, care and love, etc. Hence, it is wise that parents know about their children's activities and why they study so that they don't say the opposite at home to them. For example, why we should care for a certain category of people in our society and neglect others, or should we only focus on acquiring knowledge in school only to have better jobs and make money, or think of how to utilize it in building our community too?</p> <p>r. Many of the mothers agreed with her point, and replied that what she is saying is important for them to understand and be aligned with. They also wished that another similar meeting could be arranged for fathers too. Other mothers replied that they won't be</p>	<p>- Parent's excitement to adopt the program in the primary levels.</p> <p>- Parents expressing desire to help in the program</p> <p>- Parents' role at home and school in supporting the</p>
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	<p>able to attend as they work in the morning.</p> <p>s. The issue of parents' absence in their children's lives was discussed in terms of spending quality time conversing about issues such as peer pressure, lack of motivation to study, not having a clear objective of their future career, or not having interest to learn some subjects such as history, social studies, and geography. Discussions included as well the importance of supporting their children to plan and contribute in the society.</p> <p>t. The Head of PTSA requested parents to spread the word among other parents as not many participated in this meeting, although she called all the mothers.</p> <p>u. The Head of PTSA said that we are really concerned that the majority of parents do not come to our meetings and in these meetings we try link the school with families so we can work hand in hand.</p> <p>v. The meeting ended with appreciation of the SL team leader and the Head of PTSA as they are constantly trying to support their children, developing their personal abilities and applying the service-learning program in the school. They all wished them God's support and His blessings to be showered upon them as they work in this program. They also offered their help and to transfer what they discussed to other parents.</p>	<p>program.</p> <p>- Discussion about youth's issues and the role of parents in their lives.</p> <p>- Lack of parents' participation in the meeting.</p> <p>- Appreciation of SL team leader and the head of PTSA.</p>
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Appendix 10. M: Teachers' Reflection Meeting

Date	26/3/2015
Type	Service-learning celebration
Number of participants	15 teachers, service-learning team and the Researcher
Purpose of observation	To record details of the teachers' reflection meeting as a process of applying service-learning program in the school.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a non-participant observer.	

Event	Description	General Themes
1. Beginning of the meeting	<p>a. As I entered the meeting room, I noticed that all the teachers and SL team were sitting in a circle. After all the teachers gathered, the SL team leader started the meeting.</p> <p>b. At first, she greeted everyone and thanked them for their effort to attend this meeting despite their other commitments and responsibilities.</p> <p>c. She said that this meeting will be called the 'Teachers' Reflection Meeting' with the purpose of sharing our learning experiences with each other, discuss the challenges, achievements, and consult on the next phase of the program.</p> <p>d. Then, she reviewed some of the elements of the action plan that the teachers covered which included students' preparation phase, followed by planning for the service projects, and linking it to their curriculum. Then, she commented that "many of you have already applied their service projects and reflected on them, therefore let's hear now from those teachers their challenges, achievements and let's reflect on them". She asked the teachers to volunteer to start talking about their projects.</p> <p>e. After a short silence, a teacher [the English teacher] started describing what lesson she chose, how it was linked to community service, students' suggestions and how they applied. Other teachers prepared pictures and videos to share in the meeting.</p> <p>f. After the presentation, other teachers started asking those who shared to explain certain points. For example, they asked them how the students planned, how long did the project take, and how the students applied their projects in detail.</p> <p>g. I was observing the teachers as others were explaining their projects and noticed that all of them were listening attentively, and some were jotting down notes. Some of the teachers praised others' projects and said 'well done' or 'creative work, excellent work'.</p>	<ul style="list-style-type: none"> - Consultation. - Aims of the teachers' reflection meeting. - Sharing learning experiences. - Learning from each other. - Teachers encouraging and praising each other's projects

	<p>h. As one of the Arabic teachers finished explaining her class' service project, another Arabic teacher replied aloud, "Your class project was great, I will copy it and do the same next year when I teach the same lesson to my class, you saved time for me". Everyone in the room laughed loudly.</p>	
2. Challenges	<p>a. Some teachers complained that not all students actively participated in the program. Some students were distracting the class, mainly boys, and were not motivated to play any part in the program.</p> <p>b. A few teachers (not all, especially the new teachers who joined in the middle of the program, and teachers who didn't apply their projects) said that due to their workload, they couldn't follow-up with their students to finish their projects.</p> <p>c. Other teachers reported that during the first 6 session of students' preparation in which they had to hold workshops, many of them were not actively participating in the discussions, while others were bored. One teacher said (grade 11, boys) that during the first few sessions, his students complained and asked when will they start the actual planning for the service projects and they don't like these workshops". Then, other teachers replied to him that this incident didn't happen in their classes as they used several methods to conduct the workshop such as PowerPoint and activities. However, many teachers agreed that some of their students didn't engage actively in those sessions. On the other hand, other teachers replied that they should not give up just because a few students were not encouraged to join the workshops. They added that those sessions help students to understand the vision of community service, and their role as youth in the society in more depth. Hence, these sessions will help them plan meaningful service projects.</p>	- Not all students were active participants.
3. Achievements (Sharing experiences)	<p>a. As the Arabic teacher was explaining her students' service project which was about 'children' rights', she said,</p> <p>"The lesson was about children rights. The students and I consulted in the service-learning sessions to relate it to our context in order to plan for a service project. They consulted and unanimously suggested to plan a program about "Children's rights". Therefore, I first asked the students to do research in order to know where to start and what to do. In the later sessions, they brought statistics about the topic. The most interesting part in their research that attracted their attention was that they found</p>	

	<p>out that 85% of children in the UAE don't know about their rights. That is why they got encouraged to plan the awareness campaign.</p> <p>Then, the students suggested holding their first campaign in their school in the kindergarten section to pilot their project, and then to hold it again in a neighboring kindergarten close to their school as they wished to go out of their school. So we decided to divide the students into small groups to prepare one of the components of the campaign each. For example, a group was responsible to choose the kindergarten, another group had to prepare a presentation, others prepared activities regarding the topic, and one group prepared some games. All the students participated in the planning for a few sessions and delegated the work among themselves. The service-learning coordinator and I arranged with the kindergarten section and chose the date and place to hold the program.</p> <p>I personally enjoyed it very much and was surprised by their work. I saw how they were serious about the program, and how they were trying their best to engage all the children in the program. At first, both the children and the students were nervous and the children did not react, but later, the students started breaking the ice with the children and started talking to them spontaneously in an informal way. The children began to respond to their questions as the students started asking them about their rights and whether they are aware of them.</p> <p>The students told me later that they were shocked by the children's response, as they did not expect small children to express their opinions so eloquently. They said that they were also surprised that how some children knew their rights and they talked about it. I saw how they really enjoyed their time with the children and the way they supported each other in the activities that they prepared.</p> <p>After a couple of weeks, we received the approval from the neighboring kindergarten to hold their campaign there, so this time the students decided to select a name for their campaign and called it "<i>My right</i>". When we went there, I was surprised as I realized that they modified their presentation, questions, and activities. They had reflected with each other without telling me as I think they tried to learn from the challenges they faced in their first campaign. I also noticed the change in their attitudes and the way they talked to the children and their teachers. They became so confident the second time. They talked courteously with the Principal and teachers and introduced their campaign themselves. This time, they broke the ice immediately with the children and engaged them faster than before, I realized that they modified all the components of their campaign and corrected their mistakes themselves. The children had a great time as well as their teachers.</p> <p>After that, in another service-learning session, the students</p>	<ul style="list-style-type: none"> - Teachers' acknowledgment of students' voice. - Confidence. - Teamwork. - Students' reflection and consultation. - Students' creativity. - Students modified their projects. - Teachers' critical reflection and analysis. - Confidence. - Reflection.
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	<p>decided to prepare a follow-up program but this time in an interesting way to make sure that the children in their school understood their rights, so they played the role of a reporter and went to interview the children. Afterwards, during the reflection session they said that they were surprised to see the all the children that they talked to remembered the campaign and talked about their rights. They felt that their campaign had an impact on the children. They of course enjoyed interviewing the children and laughed with them.</p> <p>Interestingly the students did not want to finish the project. They suggested to continue this campaign and contact the “Children’s Right Association” to prepare a joint program for other schools. I am working on this and made contact with their administration, so we are waiting for their reply.</p> <p>It was very interesting for me to see how eager they were to talk about both their experiences, so they started comparing their campaign in the two kindergartens and their children. For example, they realized that the children in the second kindergarten were more aware of their rights and talked with confidence compare to the first kindergarten. They discussed about the reasons behind this difference. Then they prepared a slideshow of their campaign and I was so amazed how they remembered every single detail about each child in the slideshow. They started reflecting, commenting on each picture and discussing about what went wrong and what worked best. One thing they all agreed on was that they enjoyed the campaign that they held outside their school more than the one they had in their own school.</p> <p>As part of reflection and evaluation, I asked the students to prepare a poster about the entire project, and I swear by God that I did not suggest, or gave any idea or even interfered in the outlook of the poster. I myself was stunned by their work in the service-learning sessions. They brought the poster, divided themselves into groups, some wrote about how they planned, applied, added detailed descriptions, pictures, etc. It was one of the most beautiful posters. I was so proud of their work that I asked the admin to hang it at the entrance wall with the rest of the posters but making sure not to change anything in it as it was entirely designed and prepared by the students.</p> <p>I could have prepared an outline, or written the main points for them to start and let them continue as I wanted them to prepare an excellent poster. However, I decided not to interfere and let them prepare everything as I saw how creative they were in their service project, so I was sure that they will prepare a good poster. Let me tell you something, if you ask any teach about 12D they will tell you one thing, that they are the most difficult and challenging class in the entire school. Most of students are careless, have behavioral issues, get low grades, and don’t listen to teachers.</p> <p>I have seen a lot of changes in them during these two semesters</p>	<p>- Non-active students actively engaged in the projects.</p>
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	<p>and after we started service-learning. They became more engaged in the lessons and responsible. For example, one of the students was such a lackadaisical student that he would not study, or participate in any discussion in the class, and sometimes would fight with her classmates. I was surprised seeing her other side, she was so engaged in the discussion during the preparation for the campaign and volunteered to be responsible for some of the activities. She actually chose to be responsible for the most difficult task in the campaign, which was explaining to the children about their rights and conducting interviews with them.</p> <p>Do you know how difficult it was to attract children's attention and make them talk? She was able to do that. I was shocked seeing her talking to them with patience. She really worked hard and participated effectively in the campaign.</p> <p>Another student in the class is a special needs (learning difficulties) student and usually doesn't interact with the other students in class, nor does she participate in any discussions. However, for this service project, she played a very active role and I noticed how she was discussing with the students in her group. During the campaign, she made great effort to interact with the children, giving them activities and supporting her friends.</p> <p>Moreover, one of my gifted students in the class approached me after the campaign and said that she really appreciates teachers' effort and their hard work. She said, "I realized how much time and energy it takes to prepare one project. Although we prepared the program, yet we faced challenges to explain it to the children, and it was hard to make sure that they understood the topic" as they had to explain, and prepare various activities as well. She added, "I really admire teachers' work and effort in teaching and explain the lessons to us". I can say that I learned a lot with the students. It was my first time participating in service-learning and it allowed me to discover the "other faces" of my students and their potentials.]</p> <p>b. The Math teacher explained his service-learning project, in which he discussed his challenges in linking the lesson to a community service project, but after the students applied one, he said, "Honestly, at first when service-learning program was introduced to me, I was not sure that it will have any impact on my students [grade 11 boys]. I really thought that these students will not change at all. However, after our first project, despite many challenges, I saw a few of them who were active participants the program become more confident". He gave an example, "I had a student, whom I have never heard his voice, never participated in any activity in the class, was always a quiet boy. Then, during service-learning sessions, he was the most active student in the entire class. I was truly shocked to see him suggesting, discussing, planning and applying. I couldn't</p>	
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	<p>believe my eyes when I saw him presenting in the class as part of the project”.</p> <p>c. Another teacher [Geography, grade 11 Boys] agreed with the Math teacher that he noticed a change in his students especially in the ones who actively participated. He said, “I had a shy student who rarely joined any activity in the class. However, he was the first one who wrote his reflective feedback and gave it to me”. Additionally, he commented that his students planned and committed to their projects although they usually never showed any interest in planning for any activity.</p>	
4. Consultation and new decisions	<p>a. The SL team leader asked the teachers to consult about the celebration; she informed them of the date that the Principal assigned, and the guests. In addition, she also mentioned that they will send invitation cards to all organizations and members of the community who helped them in the program. Hence, she asked them to consult upon the following points:</p> <ul style="list-style-type: none"> - To provide the team with the names of organizations and every individual so they could prepare a certificate of appreciation for them. - Preparation of the hall. At this point, two Art teachers volunteered to decorate the celebration hall with their students. The SL team leader thanked them and asked to inform her or the school management about any requests regarding the decoration. <p><u>Certificate of appreciation:</u></p> <p>b. The SL team leader asked the teachers if they should give all the students a certificate of appreciation each. A long discussion on this ensued in the meeting. Some teachers said that in the boys’ section, not all the students in his class equally participated in the service-learning program, and some of them actually distracted the class, so his point of view was to give the certificate only to active participants. On the other hand, other teachers replied that since this program aims to encourage students to engage in developing their community and addresses the spiritual and moral aspect in a human being, which cannot be measured by regular assessment measurements, he disagreed with excluding non-participating students in order to encourage them for the next year.</p> <p>c. Some teachers expressed their concern that since the community service concept was not rooted in students’ education from an early age, and that current education system especially their school emphasizes on grades, they realized that not all students participated actively in the program as it didn’t affect their grades. Moreover, non-</p>	<ul style="list-style-type: none"> - Teachers volunteered to help in the celebration. - Students’ evaluation. - Consultation/ discussion/ agreement.

	<p>participant students in the program often distracted the class since they were not allowed to leave the sessions as it was not an optional program. Many teachers agreed on this point.</p> <p>d. Another teacher commented that it will be not fair to treat all of them equally as some worked very hard in the projects and others did not do anything. Additionally, he added that he noticed that there were students who are between these two categories in which they participated in some of the phases of the program, such as preparation, planning or class discussions, and some did not engage in any of the first activities but they actively engaged in the application phase.</p> <p>e. Yet another teacher from the girls' section commented, "I didn't experience these challenges in my class. All my students worked in the projects in all the three phases, but of course not at the same level. However, all of them were engaged in the project. Hence, I think that they all deserve to get the certificate of appreciation".</p> <p>f. Finally, one teacher suggested developing three kinds of certificates with different sentences. The first, to be given to active distinguished students with a trophy. The second, for the students who participated but not in all the phases. The third certificate will be a simple one in which the sentence indicates that we hope you would participate better next year". All the teachers approved this suggestion and decided to give the trophy only to the first category of students. Hence, the SL Team leader asked the teachers to provide her with the list of names and their evaluation letter in front of the name so she could start preparing the certificates and the trophies.</p> <p><u>Students' presentations:</u></p> <p>g. As for the celebration program, SL team leader pointed out that each class should present their project in the celebration, and it is up to the teacher and students how to present. Some teachers said that they will try to ask their students to do a role-play, or present their projects through artistically. Others said that they will discuss with their class first to hear their ideas. In general, most teachers said that they will work with their students in the sService-learning sessions to prepare for the celebration.</p>	
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Researcher's reflection notes

- a. I noticed that throughout the meeting the SL team leader and members of the team were listening most of the time, and rarely did they talk.
- b. Teachers were encouraged to talk, and share their challenges as some teachers started talking. At first, some of them were hesitant to share their experiences.
- c. Consultation and reflection manifested clearly during the meeting especially when they were discussing about the celebration event and students' assessment approach.

Appendix 10. N: Service-learning Celebration

Date	11/5/2015
Type	Service-learning celebration
Number of participants:	Around 400 students, 50 teachers, 20 members from the community joined the celebration and the Researcher.
Purpose of observation	To record details of the preparation [procedure] and general atmosphere of the celebration program that included the school management, leadership, service-learning team, community partners, social organizations, students, teachers and some parents.
Note: Observation was recorded in the sequence of events and coded with alphabets.	
The researcher was a participant observer.	

1. Before the beginning of the celebration	Description	General themes
	<p>a. The place of the celebration was in the school's big theater hall. Once I arrived, I noticed some of the participant teachers in the service-learning program arranging the round tables, putting candles and flowers on them. I also saw the two art teachers who joined service-learning program busy finishing the stage scenes decoration. I noticed that there were tags with the name of the organizations or guests on the tables. For example, on one of the tables, there was a card with the name 'Dubai hospital', on another, 'Dubai municipality' and on others 'parents', etc.</p> <p>b. The two art teachers told me, "We worked on decorating the stage for a whole week. We also came to the school on the weekends to finish the work. The other art teacher and I created this design on our own. I hope the guests would like it". They drew and designed the scene with the service-learning logo and printed this logo on everything in the hall, like the water bottles, flower ribbons, posters, and on guests' invitation cards.</p> <p>c. Next to the theater door, I saw some of the students from grade 12 standing. I asked them about the reason they were standing next to the door. They replied, "We grade 12 students divided ourselves into groups for the celebration. Our group will welcome the guests, another group is standing outside the school, next to the gate to guide the guests, another group is helping the IT teacher, and a group is helping to organize the refreshments for the guests".</p>	<ul style="list-style-type: none"> - Teachers decorated and prepared the hall. - Working during weekends. Being proud of their work. - Students participated in organizing the program. - School leadership supervises the celebration.

	<p>d. In another corner, I noticed the school principal chatting with the SL team and was reviewing the entire program together. The IT teacher was also running around to check if the projector is fixed, and making sure the lights and the sound system are ready.</p> <p>e. After a while, the guests started to arrive guided by the students to the hall, and were welcomed by the school principal and SL team.</p> <p>f. After all parents, community partners and officials had arrived, the celebration started.</p>	
2. During the celebration	<p>a. The celebration started with the reciting of verses from the Holy Quran by a student and then, two students from grade 12 [one girl and one boy] welcomed the guests and started presenting the program. First, the principal gave a speech. Here are some of the main points that she addressed:</p> <p><u>Main points from Principal's speech:</u></p> <ul style="list-style-type: none"> - First of all, she thanked the SL team and the team leader for their selfless voluntary work in the school. She praised their commitment to serve the community and help the students develop a sense of service to their society. - Then, she talked about the importance of students and each individual to be engaged in the community's affairs, understand its issues, and try to build a better community. She also emphasized the role of youth in the society. - She also thanked all who participated in the service-learning program, starting from the SL team, community partners, teachers, parents, and school management. Then, she mentioned that everyone is very eager today to see the students' presentation of their service projects. - At the end she praised all the participants' hard work, and said that it was teamwork that led to the success of the program. <p>b. After that, the presenter asked the SL team leader to deliver her speech. Here are some brief points from the speech [attached is the whole speech as requested by the researcher to be included in this study].</p> <p><u>Main points from SL team leader's speech:</u></p> <ul style="list-style-type: none"> - After thanking everyone's efforts and cooperation in the 	<p>Principal thanking all participants' hard work, including the SL team.</p> <ul style="list-style-type: none"> - Teachers encouraging their students. - Atmosphere of joy, cheering, encouragement. - Various types of presentations. - Excitement for the dance and short play performances. - Students' nervousness and anxiety. - Principal's astonishment of students' performances. - Praise by the principal and community

	<p>program she described the nature of the path of service. “The path of service is a life-long path. It might start with a small community service project, but eventually it will turn into a way of life”.</p> <ul style="list-style-type: none"> - She talked about the opportunity that service-learning provided every one with. “It is the opportunity for each one of us to learn, to grow; it is the platform where we develop our spiritual qualities such as love to humanity, generosity, caring about others, feeling responsible regarding others’ needs, patience, forgiveness, sharing, justice, and so many other qualities”. - Then she ended her speech by stressing on the importance of this celebration. “For any achievement, we need to celebrate, and today is the time to celebrate our participation in the community building process”. <p>c. After that, the presenter asked the students to start presenting their service-learning projects starting from grade 9 to 12 [boys and girls] in sequence. I noticed that once each grade went onstage to present, they were accompanied by their teacher at the back of the stage, encouraging them, and telling them, “Don’t worry, you will do great”.</p> <p>d. Once any group went up the stage, all the other students, particularly their classmates, would cheer for them loudly, to the extent that the school principal asked them to keep their voices down so the groups could start presenting.</p> <p>e. Each group presented differently. Some groups presented their projects using PowerPoint presentations that included pictures and videos. Others prepared a short play, and others performed dances and talked about their projects. For the groups performing the dance and short play, almost all the students in the hall, including the teachers cheered and clapped for them.</p> <p>f. I noticed that many of the students were nervous and shy to present. I heard many of them telling each other, “I am so nervous to go on the stage; I am afraid that they will make fun of us and laugh at us”.</p> <p>g. At some point, the school principal asked me to sit with them at their table that included some of the community members and the SL team leader. I was able to record their comments on the celebration. For example, the principal told the SL team, “I can believe that this</p>	<p>partners.</p> <p>Sharing service project experiences, desire to apply projects outside school.</p> <p>- Some students complained for not receiving trophies</p> <p>- Atmosphere of joy, cheer, laughter.</p> <p>- Students cheered for the</p>
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	<p>student is presenting the whole program confidently; he is a trouble maker in the school, get very low grades and fail in many subjects. He always causes problems with the students. Now I can't believe my eyes that he is so serious and has this capacity to be a presenter in front of this audience".</p> <p>h. The principal was praising the students' work and told me, "I am very pleased to see that in one year all these service projects were achieved by the students". Then, one of the officials from one of the organizations commented, "I have never seen that many community service projects carried out in a school. Very good work".</p> <p>i. As the students were presenting, I observed the students' reaction and noticed that some of them were watching and listening attentively to the presentations and commenting on their projects. Some students complained to their teacher who was sitting next to them, on one of the projects of grade 11 which was carried out outside the school. "Why didn't we go outside the school like them for our projects? See how interesting their project was". Then the teacher replied, "Next time you plan a good service project and I will take you out to apply it like them".</p> <p>j. After all the students had finished their presentations, the principal and the SL team leader distributed certificates of appreciation with trophies to the community partners, officials who collaborated in the service-learning program, parents, SL team and teachers. As the teachers walked up towards the center of the stage to receive their certificates and tokens of appreciation, they smiled and expressed their gratitude to the principal.</p> <p>k. Then they gave certificates of appreciation with trophies to the students who were active participants in the program as recommended by their teachers, followed by distributing only the certificate of appreciation without trophies to other students who participated with different levels in the program. At that point, as I was sitting close to the students, I noticed how some of the students who didn't receive trophies nor had different notes on their certificate of appreciation were upset and complained to each other that they should have received trophies as well. On the other hand, I observed that the students who received both certificate and the trophy were so happy, laughing, showing their trophies to their friends and taking pictures with each other.</p> <p>l. Another interesting observation was when the presenters started calling the names of participant teachers, their</p>	<p>security guard.</p> <p>- Joyful atmosphere</p>
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	<p>students clapped, cheered for them loudly as they walked to get their certificate and trophies. Additionally, when the name of the school security guard was called to be appreciated, most of the students who knew him from their previous service projects, cheered aloud for him and held him on their shoulders till they reached the principal to receive his certificate of appreciation. Moreover, certificates were also offered to the school's bus driver, as he assisted in the transportation in the service field, as well as the IT teachers as they constantly assisted in some of the service-learning projects where students held seminars that required technological assistance.</p> <p>m. Everyone was laughing and smiling, including the principal, guests, and the students during the distribution of certificates.</p> <p>n. At the end, a very big cake was brought and the school principal asked the SL team leader to hold the knife with her to cut the cake. Then, they distributed the cake among everyone in the hall.</p> <p>o. I saw students taking pictures with each others' groups and with their teachers as well.</p>	
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Researcher's reflection notes

- a. I was told by the SL team leader and some teachers that the principal supervised the preparation for the celebration, held several meetings with the team leader to plan for the celebration and made sure to delegate the logistics work to her staff, such as the printing of certificates, purchasing trophies, and decoration expenses.
- b. I reached the school early in the day of the celebration with the aim of recording the details of the preparation [procedure] and general atmosphere of the program, including the school management, leadership, service-learning team, community partners, social organizations, students, teachers and parents. As I was walking around observing, I also spoke to the teachers, students and the school principal throughout the day as they all were used to seeing me in the school.
- c. As I entered the hall early in the morning, I observed that the principal was talking with the teachers, IT and the SL team leader following up on the celebration program. She also told the SL team leader jokingly, "Do you see that I did my homework for the logistics part of the celebration?" and both of them laughed at the term 'homework'.

APPENDIX 11: DOCUMENTS

Appendix 11. 1: Students' Reflective Feedback Questions

a. Prepared by Service-learning team

Student's name:.....

Grade:.....

Teacher's name:.....

1. What was the service project about?
2. How did you choose this service project?
3. What were your expectations before you went to the field and did it change afterwards?
4. What did you learn from this service project?
5. What was the best thing you liked about your service project?
6. How did you feel while you were doing the service project?
7. Do you think that your service project had an impact on the people you served? How?
8. What do you suggest to better prepare for the service project?

(b) Prepared by a subject teacher st1

Student's name:.....

Grade:.....

Teacher's name:.....

1. What type of service did you do? Please explain what you did.
2. How did you feel while you were doing the service?
3. What did you learn from this act of service?
4. How did service learning program change your perception about your role as an individual to participate in building the community of Dubai?

Prepared by a subject teacher 2nd

Student's name:.....

Grade:.....

Teacher's name:.....

1. What did you do and what do you think the impact was?
2. How can people contribute to the community?
3. What do you feel you were not prepared for?
4. What was the best part of the project? Why?
5. What was the hardest part of the project? Why?
6. How does your understanding of the community change as a result of your participation in this project?
7. How can you continue your involvement with this group?
8. How did service-learning program change your perception about your role as an individual to participate in building the community in Dubai?

Appendix 11. 2: Training Materials

(a). Summary of Teachers' Training Materials

Each study material is divided into four parts and includes one particular concept. The four parts are: Reading, Activity, Exercise and Reflection.

Study material Title	Brief description
Reality of man	<p>Discusses the concept of nobility of man and understanding human nature. It explains that the reality of human beings is that they are created noble and possess pure gems, such as kindness, forgiveness, love, care, knowledge, justice, etc. These human qualities must be discovered and polished so the community can benefit from them.</p> <p>This study material encourages teachers to see their students not as empty containers that they fill with information, but rather as a unique creation of God. They are responsible to help them develop their capacities while walking with them on a path of service. It also includes practical activities and discussion questions for teachers to answer, such as:</p> <ul style="list-style-type: none">- Do you think that all students have the capacity to learn and develop?- As an educator, what is your role with your students in the path of service?- Mention some of the gems your students have.
Two-fold purpose in life	<p>It aims to develop the purpose of life, understanding of two major changes that happen together, personal and social transformation.</p> <p>Develops the sense of responsibility towards society.</p>
Habits of thought	<p>This concept focuses on the importance of being conscious of our preconceived habits of thought, so we do not judge others based on our thoughts but try to see things from different perspectives.</p>
The period of youth	<p>Develops the understanding of youth's abilities and capacities. It also includes their positive characteristics, their psychological needs, and the importance of this age in contributing positively towards building their community.</p> <p>Develops the realization of the constructive and destructive forces in society.</p>

	Develops the concept of selfless service.
Youth and community building	<p>Discusses about building in students a sense of social responsibility.</p> <p>Develops the concept of material and spiritual civilization.</p> <p>Develops the understanding of the role of constructive and destructive forces in forming societies.</p> <p>It includes concepts on the meaning of society. Emphasizes the importance of unity of thought, vision and action to be able to build society.</p> <p>It also discusses the importance of developing in students the sense of responsibility towards global issues.</p>
Friendship and mutual support	This concept stresses on the role of teachers in supporting, encouraging and accompanying their students in the path of service as partners.
Walking the path of service	This concept discusses the importance of developing certain attributes and characteristics in teachers as they accompany their students in the service-learning program. Examples of these concepts are: selfless service, unity and love, humility and skills of consultation.

(b). Summary of Students' Training Materials

Most of the teachers' training material was applied in the students' preparation phase as well (in the form of a series of workshops).

Study material Title	Brief description
Nobility of man	Discusses the concept of the nobility of man and understanding of human nature. It explains the reality of human beings is that they are created noble and possess pure gems, such as kindness, forgiveness, love, care, knowledge, justice, etc. These human qualities need to be discovered and polished so the community can benefit from them.
Two-fold purpose in life	It aims to develop the purpose of life, understanding of two major changes that happen together, personal and social transformation. It develops a profound awareness of the mutual relationship between personal growth and organic change in the structure of society. Develops the sense of responsibility towards society.
The period of youth	Develops the understanding of youth's abilities and capacities. It also includes their positive characteristics, psychological needs, and the importance of this age in contributing positively towards building their community. Develops the realization of constructive and destructive forces in society. Develops the concept of selfless service.
Youth and community building	Discusses about building in students a sense of social responsibility. Develops the concept of material and spiritual civilization. Develops the understanding of the role of constructive and destructive forces in forming societies. It includes concepts on the meaning of society. Emphasizes the importance of unity of thought, vision and action to be able to build the society. It also discusses the importance of developing in students the sense of responsibility towards global issues.
Walking the path of service	This concept discusses the importance of developing certain attributes and characteristics in students as they carry out their service projects in the community. Virtues such as selfless service, unity and love, humility, teamwork, cooperation, and consultation.

Appendix 11.3: Service-learning Report

First semester report

Academic year 2014-2015

	Grade	Subject	St#	Field	Teacher	Status	New semester
1	Grade 9A	History	28	Media		Not decided	New lesson
2	Grade 9B	Arabic	23	(campaign)/		New member	New lesson
3	Grade 9D	Arabic	22	Orphanage		Next semester	Continue
4	Grade 9E	History	19	Latifa Hospital (kids)		Accomplished	New lesson
5	Grade 9F	Science	20	Orphanage		Next semester	Continue
6	Grade 10A	Computer	26			New member	New lesson
7	Grade 10B	Geography	27	Naif street/ Municipality		Accomplished	New lesson
8	Grade 10D	English	22	(generation gathering)		Accomplished	New lesson
9	Grade 10E	Art	18	Special needs		Next semester	Continue
10	Grade 11A	English	28			New member	New lesson
11	Grade 11B	Business	24			New member	New lesson
12	Grade 11C	Math	25	School Gym		Accomplished	New lesson
13	Grade 11D	English	29	(Women's right seminar)		Accomplished	New lesson
14	Grade 11E	Math	30	(planting) & next school		New member	New lesson
15	Grade 12A	Science	29	Dubai Hospital (Dialyze section)		Accomplished	Continue
16	Grade 12B	Computer	28	Dubai airport		Accomplished	New lesson
17	Grade 12C	English	26	Construction area (Labors)		Accomplished	New lesson
18	Grade 12D	Arabic	19	(KG)		Accomplished	Continue
19	Grade 12E	Islamic	20	Women's prison		Next semester	Continue

تقرير برنامج التعلم بالخدمة

الفصل الدراسي الأول

للسنة الدراسية 2014-2015

مع نهاية العام الدراسي 2013-2014 تم تعيين عدد من أعضاء الهيئة التدريسية من قبل منسقي المواد الدراسية للمشاركة في البرنامج.

مع بداية السنة الدراسية الجديدة 2014-2015 تم انجاز الدورة التدريبية (16 ساعة) بنجاح مع مجموع 16 من الشركاء في العمل (14 من المدرسين و 2 من منسقي المواد)، وتم البدء بتطبيق البرنامج مع 19 مجموعة من الطلبة، الصفوف من 9 إلى 12، القسم الأمريكي، بنات وبنين.

بناءً على خطة العمل، تم تقسيم 14 أسبوع دراسي إلى 4 مراحل، مرحلة الإعداد، مرحلة التخطيط، مرحلة التنفيذ، مرحلة التقييم والاحتفال.

من خلال عدة اجتماعات أسبوعية في بداية العام الدراسي والاجتماعات الفردية التي تلتها، بالإضافة إلى مرافقة منسقي البرنامج للمدرسين خلال حصص التعلم بالخدمة، تم انجاز المرحلة الأولى، مرحلة الإعداد النفسي للطلبة، مع مجموعة المدرسين الذين أنهوا الدورة التدريبية بنجاح.

عن طريق المرافقة الفردية من قبل منسقي البرنامج تم انجاز المرحلة الثانية والثالثة، مرحلة التخطيط والتنفيذ، مع مجموعة المدرسين الذين أنهوا الدورة التدريبية بنجاح.

نظراً للتغيير الذي طرأ على الجدول الدراسي السنوي تغير مدة تطبيق البرنامج من 14 أسبوع إلى 12 أسبوع، مما أنتج عنه تأجيل مرحلة التقييم والاحتفال للفصل الدراسي الثاني.

التعلم:

- طبق المدرسون الذين أنهوا الدورة التدريبية البرنامج بنجاح.
- واجه المدرسون الذين لم يلتحقوا بالدورة التدريبية، نظراً لالتحاقهم بالبرنامج فيما بعد، صعوبة في اجتياز مرحلة التخطيط، ولم يتمكنوا من الوصول إلى مرحلة التنفيذ.
- كان من السهل على الشركاء في العمل من مدرسي المواد الدراسية ربط المنهج الدراسي بعملية الخدمة المجتمعية، ومتابعة النقاش والتخطيط خلال الأسبوع مع طلبة مجموعتهم، فيما تعذر لبقية الشركاء في العمل والذين لم يكن لديهم منهج محدد أو حصص دراسية ثابتة مع المجموعة الربط بين المنهج والخدمة وأيضاً التواصل معهم ومتابعة البرنامج خلال الأسبوع.

التحديات:

- أدى قرار تطبيق البرنامج ضمن حصص الاحتواء نقص في عدد المدرسين المشاركين في البرنامج، مما أنتج عنه إضافة أربع مدرسين جدد دون مشاركتهم في الدورة التدريبية وانعكس ذلك في طبيعة العمل مع الطلبة وضعفهم في اجتياز مرحلة التخطيط.
- أدى تطبيق البرنامج ضمن حصص الاحتواء إلى عدم التزام جميع الطلبة في الحضور، مما أنتج عنه إعاقة عملية التعلم وضعف استيعاب الطلبة للمفاهيم اللازمة للقيام بالخدمة المجتمعية مما أنتج عنه عدم أخذ بعض الطلبة عملية الخدمة المجتمعية بجدية وانعكس ذلك في مرحلتي التخطيط والتنفيذ.
- انسحاب بعض المدرسين من البرنامج وتعيين بديل لهم أدى إلى ضعف في تطبيق البرنامج لدى المدرسين الجدد، وذلك نظراً لعدم إلمامهم بالمفاهيم الأساسية التي تمت دراستها في الدورة التدريبية والتي أعدت المدرسين للانخراط في خدمة تطوعية مع الطلبة، بالإضافة إلى ضعف فهمهم بمتطلبات وآليات عمل البرنامج مما أدى إلى عدم تمكنهم من اجتياز مرحلة التخطيط مع الطلبة.

- غياب الاجتماعات الأسبوعية مع الشركاء في العمل من المدرسين للمناقشة وتبادل التعلم أدى إلى عدم تمكن بعض المدرسين من توفير وقتٍ كافٍ للتخطيط المستمر مع منسقي البرنامج نظراً لالتزاماتهم بالحصص الدراسية ومتطلبات المنهج، مما أنتج عنه صعوبة اجتياز مرحلتي التخطيط والتنفيذ لديهم.
- عدم تعيين جميع الشركاء في العمل من مدرسي المواد الدراسية أدى إلى خلل في تنفيذ البرنامج، نظراً لعدم وجود منهج دراسي لربطه بالخدمة المجتمعية. بالإضافة إلى عدم تمكن المدرس من إيجاد روابط الصداقة مع المجموعة لعدم وجود تواصل يومي مستمر مع الطلبة، وانعكس ذلك في عدم تجاوب الطلبة بشكل جاد مع المدرس ومع البرنامج.

الاحتياجات:

- تعيين مكان مخصص في المدرسة لعرض كل مجموعة إنجازاتها.
- شهادة تقدير للمدرسين المشاركين في البرنامج مع نهاية الفصل الدراسي الثاني.
- شهادة تقدير للطلبة المشاركين في البرنامج فقط مع نهاية الفصل الدراسي الثاني.
- تخصيص ساعة واحدة أسبوعياً للمشورة وتبادل التعلم بين مجموعة الشركاء في العمل.
- تقليل الضغط على المدرسين المشاركين في البرنامج لمنح الفرصة الكافية لهم للإبداع والعمل برغبة وحيوية.
- تعيين مكافآت نقدية لتشجيع المدرسين المشاركين في البرنامج.
- تعيين المدرسين المشاركين في البرنامج من مدرسي المواد فقط.
- مشاركة منسقي المواد في الدورة التدريبية للسنة الدراسية الجديدة.

Appendix 11.4: Evaluation and assessment tools

At the end of the semester, students can reflect in four main ways throughout the service-learning experience:

Writing	Speaking & Listening	Performing & Creative Arts	Multimedia & Technology
Journals	Group discussion	Role playing/Acting	Social media
Analytical Papers	Presentations in the assembly	Art activity in school's exhibitions	Video/Photo Essay
Writing poems	Panel	Tri fold Storyboard	Short movie
Compose a letter to one of the community organizations	Students forum with different agencies		Webpage design

Appendix 11.5: Service-learning Team Leader speech (Celebration)

Good morning ladies and gentlemen,

It is my pleasure to stand here On behalf of the team of coordinators in service-learning program and welcome everyone, starting from our guests who are representing different community organizations in Dubai, parents,school's administration and staff, teachers, and students, to celebrate together our humble participation in the community building process.

Our beloved teachers and students,

The path of service is a life-long path, it might starts with a small community service project, but eventually, it will turn into a life style. We started walking together in the path of service from the beginning of the current academic year, and we had together a beautiful journey full of challenges and learnings, without those challenges, we could not learn, and without learning, we could not achieve. It is my pleasure to stand here today, look at each of your faces, and remember the path we walked together, hand in hand, studied our realities, analyzed the social issues in our community, planned to solve some, and tried to bring about change to our surroundings.

What we did might look very small and not worth to count, but for sure, we kindled someone's heart, and that is what count. To be part of the Community building process is a privilege for every individual who is keen to develop his community spiritually and materially, and bring about change to this suffering world. It is the opportunity for each one of us to learn, to grow, it is the platform where we develop our spiritual qualities such as love to humanity, generosity, caring about others, feel responsible regarding others' needs, patience, forgiveness, sharing, just, and so many other qualities.

Our beloved ones, I would like to thank each one of you, who presents in this room, and who could not be with us in our joyous celebration today, for all your genuine efforts, your censer cooperation, your time, and the love you shared with us, to make our small service projects bring great joy and happiness to hundred's lives. For any achievement, we need to celebrate, and today is the time to celebrate our participation in the community building process. So let us start celebrating!

Appendix 11.5 (Cont'd): Sample of Teachers' lesson plans

الإمارات العربية المتحدة
هيئة المعرفة والتنمية البشرية
United Arab Emirates
Knowledge & Human
Development Authority

Teacher's action plan September-December 2014

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	Science	9F	The Universe- in the universe different planets live in harmony and peace same can be done on earth among each other.	To relate the lesson of the Universe to the Different People on Earth living in Harmony with each other.	Students out of the many options decided to take orphanage girls to trip. Many games, activities were organized and food and gifts were presented .	Orphanage girls taken for a day to a trip to park.	The Enthusiasm of students, the compassion level and the Active preparation.

Teacher's action plan

September-December 2014

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	اللغة العربية	12D	قصة "قطب" تدور حول عمالة الأطفال.	* ترسيخ مفهوم الإنسانية لدين. * الإطلاع على المواثيق الدولية لحقوق الإنسان. * المقارنة بين رعاية الإمارات لشبابها وأبنائها وبين ما يعانيه أبناء بعض البلدان الأخرى كالصومال * مناقشة قضية " عمالة الأطفال " * وضع بعض الحلول والمقترحات للحد من عمالة الأطفال .	* عمل حملة توعوية لتعريف الأطفال بحقوقهم.	بعض المدارس المجاورة	* أداء الطالبات في الميدان. * عمل مقابلة .

Teacher's action plan
January-March 2015

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	English	10 D	Lesson: The Teacher who Changed my Life Concept: Effects of Teacher's Efforts and Personality on Students' lives	Letting the students practice the role of teachers and feel the pains and pleasures of their job (pains by making efforts and showing patience; pleasure by feeling satisfaction to see the students progressing)	The girls will prepare a full lesson plan with the class teacher (for a day) for Grade 1 or KG 2 (as approved), and teach for the whole day (three or two in one class, in the presence of teacher) and reflect the feedback.	(grades KG or One)	-On spot observation. -Written report assessment. -Interviews and reflections.

Teacher's action plan

September-December 2014

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	ENGLISH LITERATURE	11 D	"THE STORY OF AN HOUR". 'WOMEN'S RIGHTS.'	To create an awareness of the rights of women. To project the difficulties faced by women, how to walk the path of freedom.	A day for Women's right to: -Show video about the difficulties of women. -Question answer section. -Discussion with mothers about the women in UAE culture were women have equal rights in education, marriage, etc.	Meeting Hall	Power point presentation. Group Discussions. Writing self-evaluation Activity in class. Organizing working in Groups.

Teacher's action plan
January-March 2015

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	ENGLISH LANGUAGE	11 D	"The Problem and Solution Article " 'Drops of Life'	To create an awareness about the importance of water. To investigate the difficulties importance of water.	To visit the nearby water company. Making brochures and pamphlets, to distribute in the nearby Park in Dubai. Selling the water and collecting money for donation.	Nearby Water Company. Park in Dubai.	Power point presentation. Group Discussions. Report Writing. Collage and description about the art.

Teacher's action plan
 January-March 2015

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	التربية الإسلامية	E12	أداب التعامل مع غير المسلمين	<ul style="list-style-type: none"> تجسيد المعاملة الحسنة لغير المسلمين عبر نشاط ترفيهي لشبان عاملات في المنازل من غير المسلمين. دعم الأهداف الخاصة ببرنامج التعلم بالخدمة الذي تطبقه المدرسة هذا العام 2014 - 2015. استثمار برنامج التعلم بالخدمة لتحقيق أهداف تدريس مادة التربية الإسلامية "أداب التعامل مع غير المسلمين". 	<ul style="list-style-type: none"> استعراض الأفكار مع الطاقم واختيار الفكرة المناسبة (رحلة للعمليات في المنزل تطبيقاً لدرس أدب التعامل مع غير المسلمين) إعداد برنامج الرحلة (رحلة شراء ومسابقات وجوائز، ولعب ترفيهية) توجيه رسائل لأولياء أمور الطاقم تشمل المفكرح وعود الرحلة. تنفيذ برنامج الرحلة بحسب البرنامج المعد لذلك 	رحلة لخدمة " مشرف " لتهي	<p>من خلال استبيان تم توزيعه والإجابة عليه من قبل الطالبات بعد الرحلة لقياس مدى تأثير البرنامج وتحقيقه لأهدافه.</p>

Teacher's action plan

September-December 2014

Teacher	Subject	Grade	Lesson & concept	Project Goals & Objectives	Action plan	Field	Assessment methods
	Science	9F	The Universe- in the universe different planets live in harmony and peace same can be done on earth among each other.	To relate the lesson of the Universe to the Different People on Earth living in Harmony with each other.	Students out of the many options decided to take orphanage girls to trip. Many games, activities were organized and food and gifts were presented .	Orphanage girls taken for a day to a trip to park.	The Enthusiasm of students, the compassion level and the Active preparation.

Appendix 11.6 (Cont'd): Samples of correspondence letters with community partners

United Arab Emirates

الإمارات العربية المتحدة

Knowledge & Human
Development Authority

هيئة المعرفة والتنمية البشرية

Date: 17th March 2015

Dear Mrs.

As apart of our enhancing the geminate objective conception that assures the student's abilities and skills self development and his/her effective participation in building and developing the society, implements "service learning program" during the academic year 2014/2015 which merges the curriculum with the community service through study of prevalent social issues in the Emirati society, then planning and organizing in collaboration with the community corporations to execute service program that participates in finding solutions for the issues that been studied in advance.

Therefore, students of grade 9 planned a service-learning project about Smoking in UAE. Due to make this service learning in process, as Mrs. explained to you earlier, students prepared "Say No to Cigarettes" campaign to encourage people to stop smoking by replacing their cigarette box with a package of healthy food (fruit, gum, water). Therefore, we would appreciate if you cooperate with us in succeeding this service project by accepting number of 25 students from grade9/Girls and 2 teachers, to apply this project in Mall on 16th April 2015, and providing us a space and few tables in front of the Union Cooperated supermarket which is always crowded with people.

Your cooperation in serving the community is highly appreciated.

For more clarification or coordination, please contact the project coordinator Mrs.

The principal of ____

United Arab Emirates

الإمارات العربية المتحدة

Knowledge & Human
Development Authority

هيئة المعرفة والتنمية البشرية

Date: 18th March 2015

Dear Sir,

As apart of our enhancing the geminate objective conception that assures the student's abilities and skills self-development and his/her effective participation in building and developing the society, implements "service learning program" during the academic year 2014/2015 which merges the curriculum with the community service through study of prevalent social issues in the Emirati society, then planning and organizing in collaboration with the community corporations to execute service program that participates in finding solutions for the issues that been studied in advance.

Therefore, students of grade 11D have a service learning project about saving water in UAE or The lack of water in UAE. Due to make this service learning in process, students should visit any water companies so it can help them to be more aware and then start their service action. Therefore, we would appreciate if you cooperate with us in succeeding this service project by accepting number of 25 students from grade11/Girls, and 2 teachers, to visit the factory on 26th April 2015, to gain extra knowledge in saving water in UAE.

Your cooperation in serving the community is highly appreciated.

For more clarification or coordination, please contact the project coordinator Mrs.

التاريخ 2015/3/1

المحترمة

إلى السيدة/ هـ
مديرة

تحية طيبة وبعد،

تهديكم إدارة مدرسة د
أطيب التحيات، وتتمنى لكم عاماً سعيداً مليئاً بالإنجاز
والتوفيق.

تعزيزاً لمفهوم الهدف المزدوج الذي يؤكد على تنمية قدرات ومهارات الطالب لتطوير ذاته
ومساهمته الفعالة في بناء وتطوير المجتمع، تقوم المدرسة بتطبيق برنامج "التعلم بالخدمة
Service Learning" خلال العام الدراسي 2014-2015 ، والذي يهدف إلى دمج المنهج
الدراسي بالخدمة المجتمعية عن طريق دراسة القضايا الاجتماعية السائدة في المجتمع الإماراتي، ثم
التخطيط والتنظيم مع المؤسسات المجتمعية المعنية، لتنفيذ مشروع خدمة يساهم في إيجاد حلول
لل قضايا التي تمت دراستها.

بناءً على ذلك، قامت مجموعة من طالبات الصف الثاني عشر/ القسم الأمريكي، بإشراف مدرسة
اللغة العربية، بدراسة قضية الطفل في الإمارات، ثم قامت بإعداد برنامج توعية لأطفال قسم
الروضة في مدرستنا لتعريفهم بحقوقهم عن طريق تنظيم حملة "حقي"، والتي تم تطبيقها في قسم
الروضة، عن طريق عرض كروتوني، ومسابقات، وتلوين مع الأطفال. هذا وسيتم تطبيق نفس
الحملة في عدد من رياض الأطفال المجاورة، لزيادة وعي الأطفال حول حقوقهم، وكيفية المواجهة
إذا تم التعرض لهم.

لذا نرجو من سيادتكم المساهمة في تشجيع طالباتنا عن طريق التكرم بقبول عدد 20 من طالبات
الصف الثاني عشر لتطبيق حملة "حقي" في روضتكم، يوم الخميس الموافق 5 مارس 2015
الساعة 9-12، عن طريق قضاء ساعة مع الأطفال الأعزاء في صفوفهم الدراسية وإدارة الحصة
كما تم الإعداد لها.

شاكرين لكم حسن تعاونكم ودعمكم للعمل التطوعي وخدمة المجتمع

المحترمة

الأستاذة/

تحية طيبة وبعد،

تهديكم إدارة مدرسة د

أطيب التحيات، وتتمنى لكم عاماً سعيداً مليئاً بالإنجاز والتوفيق.

تعزيزاً لمفهوم الهدف المزدوج الذي يؤكد على تنمية قدرات ومهارات الطالب لتطوير ذاته ومساهمته الفعالة في بناء وتطوير المجتمع، تقوم مدرسة Learning خلال العام الدراسي 2014/2015، والذي يهدف إلى دمج المنهج الدراسي بالخدمة المجتمعية عن طريق دراسة القضايا الاجتماعية السائدة في المجتمع الإماراتي، ثم التخطيط والتنظيم مع المؤسسات المجتمعية المعنية، لتنفيذ مشروع خدمة يساهم في إيجاد حلول للقضايا التي تمت دراستها.

وبناءً على الزيارة التي تمت من قبلكم للمدرسة، والنقاشات التي تمت مع مجموعة من الطالبات حول نوعية الخدمة التي يمكن تقديمها للأطفال الأيتام، تم الاتفاق على تخصيص يوم لقضاء وقتٍ مريح ومفيد مع الأطفال الأعزاء، وستقوم طالباتنا بإعداد برامج وألعاب ترفيهية لهم، والعمل على إدخال السعادة في قلوبهم. لذا نرجو من سيادتكم التكرم بدعوة عدد ٣٠ من أطفالكم يوم السبت الموافق 24 يناير 2015 إلى حديقة أبتاون مردف (uptown mirdif) من الساعة ١٠ صباحاً وحتى ١ ظهراً.

شاكرين لكم حسن تعاونكم ودعمكم للعمل التطوعي وخدمة المجتمع.

للاستفسار والتتبع يرجى التواصل مع منسقة البرنامج الأستاذة أ

شاكرين لكم حسن تعاونكم
وتفضلوا بقبول فائق الاحترام والتقدير،،،

التاريخ 2014/11/23

سعادة المهندس .

تحية طيبة وبعد،

تعزيزاً لمفهوم الهدف المزدوج الذي يؤكد على تنمية قدرات ومهارات الطالب لتطوير ذاته، ومساهمته الفعالة في بناء وتطوير المجتمع، تقوم
الفصل الأول من العام الدراسي 2014-2015 ، والذي يهدف إلى دمج المنهج الدراسي بالخدمة المجتمعية عن طريق
دراسة القضايا الاجتماعية السائدة في المجتمع الإماراتي، ثم التخطيط والتنظيم مع المؤسسات المجتمعية المعنية،
لتنفيذ مشروع خدمة يساهم في إيجاد حلول للقضايا التي تمت دراستها أو الوصول إلى طريقة للحد أو التقليل من
انتشارها مستقبلاً.

بناءً على درس "تخطيط المدن" الذي تم دراسته في مادة الجغرافيا، والمناقشات التي تمت بين مجموعة من طلبة
الصف العاشر والتي دارت حول الأمور التي يجب مراعاتها عند التخطيط لبناء المدن وما يترتب عليه إن لم يتم
مراعاة ذلك، قام عددٌ من طلبتنا بمساعدة من الأستاذ بعمل بحث ميداني في شارع نايف منطقة ديرة، لدراسة قضية
الكثافة السكانية، حركة السير والمرور، والإسكان. وبناءً عليه أعدت المجموعة هذه الرسالة لنقل النتائج التي تم
التوصل إليها في دراستهم. راجين من سيادتكم أخذ هذه الأمور بعين الاعتبار للحد من الصعوبات التي يواجهها الناس
في تلك المنطقة، والتي تعد قلب دبي التجاري النابض:

- ضيق الشوارع والطرق.
 - كثرة عدد الإشارات الضوئية والتي تبطئ حركة السير.
 - قلة مصفات السيارات.
 - غلاء الإيجارات بالنسبة لسكان المنطقة.
 - المباني القديمة وغير نظيفة وتحتاج إلى صيانة.
 - غلاء الكهرباء والمياه والذي لا يتناسب مع مستوى دخل سكان المنطقة.
- لذا نرجو من سيادتكم التكرم بقبول هذه الدراسة المبسطة من قبل طلبتنا، وإعادة النظر في النقاط المدرجة في هذه
الرسالة، والتي كانت نتيجة عمل دؤوب من شبابنا الذي لديه حس بالمسؤولية تجاه القضايا التي تهم المجتمع
الإماراتي. وأنتم بمساندتكم لعملهم ستساهمون في بناء قدرات ومهارات صناع القرار مستقبلاً، وستساعدوننا في تنمية
حس المسؤولية الجماعية لدى رواد الغد والذي يحث الفرد على المساهمة في بناء وتطوير المجتمع كلٌ حسب إمكانياته
ومهاراته عن طريق مبادراتٍ فرديةٍ تعزز مفهوم خدمة المجتمع.
- ولكم منا جزيل الشكر والامتنان،،،

للاستفسار ولزيادة المعلومات يرجى التواصل مع منسقة البرنامج الأستاذة

الدكتورة
المدير التنفيذي لمستشفى

تعزيزاً لمفهوم الهدف المزدوج الذي يؤكد على تنمية قدرات ومهارات الطالب لتطوير ذاته ومساهمته الفعالة في بناء وتطوير المجتمع، تقوم مدرسة بتطبيق برنامج "التعلم بالخدمة Service Learning" خلال الفصل الأول من العام الدراسي 2014-2015، والذي يهدف إلى دمج المنهج الدراسي بالخدمة المجتمعية عن طريق دراسة القضايا الاجتماعية السائدة في المجتمع الإماراتي، ثم التخطيط والتنظيم مع المؤسسات المجتمعية المعنية، لتنفيذ مشروع خدمة يساهم في إيجاد حلول للقضايا التي تمت دراستها.

بناء على الاجتماع الذي تم مع السيدة الموقرة قسم الشؤون الاجتماعية يوم الاثنين 2014/11/3 والمواضيع التي تمت المناقشة حولها، يرجى التكرم بقبول حضور عدد 15 من طلبة الصف التاسع/ بنات لمستشفى / قسم الأطفال، يوم الاثنين الموافق 2014/11/10 من الساعة 10-12 صباحاً والمساهمة في تقديم فعاليات ترفيهية (كتلوين الوجه - الرسم والتلوين - قراءة القصص - اللعب بالبالون) مع الأطفال المرضى للترويح عنهم وإدخال السعادة إلى قلوبهم.

للتسيق ولمزيد من المعلومات يرجى الاتصال بمنسقة البرنامج السيدة

شاكرين لكم حسن تعاونكم،
وتفضلوا بقبول فائق الإحترام والتقدير..

Appendix 11.7 (Cont'd): Samples of students' certificate and invitation letter





Mr./Ms.

... School is inviting you to attend the
celebration of "Service Learning program"
Date: 11th May 2015, Monday
Time: 10am
Venue: auditorium