

The Use of an Instructional Model Using Service Learning for Enhancing the Consciousness and Awareness in the Ethics and Computer Law Course

Phorramatpanyaprat Tongprasong
Suan Dusit University, Thailand

Abstract

The objectives of this research were : 1) to enhance the students' consciousness and awareness by using an instructional model using service learning in the Ethics and Computer Law course; 2) to study the level of learning indicated by students' behavior and perceived awareness by comparing pre and post study; and 3) investigate the efficiency of the service learning activity plan and behavior setting tools. The population comprised thirty-four business computer students from the Faculty of Management Science, Suan Dusit University who were enrolled in the Ethics and Computer Law course section B1, during the second semester of 2013. The service learning activity plan, observation form, behavior evaluation form, and the frequency record of work compliments and complaints were used as the instruments of this research.

The findings revealed that the students developed their behavior and social responsibility. The students' behavior and social responsibility after using service learning activity was higher than before and during using the activity. With reference to a comparison of students' behavior scores pre and post study, their behavior was improved in personal and social responsibility; also, all social service activities were successful. The efficiency of the service learning activity plan was found at 82.00/85.91, which is higher than the standard criteria (80/80). The students' attitude towards instructional media was found to be at a high level (4.88 ± 0.33).

Keywords: instructional model using service learning, enhancing consciousness and awareness, ethics and computer law

Introduction

Education can enhance people's knowledge and behavior in order that they can become good citizens that embody morals and ethics, and develop the quality of their lives with religious instructions. Education can bring about the sustainable development of the country and the improvement of people's morals and ethics in relation to the B.E.2542 Act of Education which states that education must be used to heighten the Thai people's physical, mental, intellectual, moral, ethical, and cultural characteristics. Furthermore, educated people can live with each other in society harmoniously. An instructional model using service learning, linking education and social awareness, was used in this research. It is believed that learning by doing and linking the targeted experience together with learning theories can lead to the most effective learning and teaching management.

The Ethics and Computer Law course was designed to enable students to understand the concepts and the importance of law and ethics that business entrepreneurs must know and use in the aspects of information management, computer law, intellectual property law, personal rights, constitutional rights, information policy of government and private sectors, knowledge application regarding the principles of profession and integration ability and skill. Besides the computer-related knowledge, the students must appreciate the ethics and the codes of the profession. In relation to the problem investigation in this course, the social service behavior of the students was found at a low level; moreover, the contents of this course focused on students' thinking practice in order to develop their work, themselves and classmates by the teacher's critiques and evaluation.

As a result, the researcher paid attention to the use of an instructional model using service learning for enhancing the consciousness and awareness in order to facilitate learning and promote the students' development, especially their systematic thinking skill, thinking process, learning activity plan and responsibility.

Methodology

Population

The sample population consisted of thirty-four business computer students from the Faculty of Management Science who were enrolled in the Ethics and Computer Law course section B1, during the second semester of 2013.

Research Instrument

1. The qualitative data collection instruments consisted of the service learning activity plan, test, observation form, and frequency record of work compliments and complaints.

2. The quantitative data collection instrument consisted of the instructional media efficiency evaluation form divided into five parts as the following:

Part 1: data analysis of learning and teaching

Part 2: data analysis of attitude towards learning this course

Part 3: data analysis of instructional media efficiency evaluation - course worksheet or textbook

Part 4: data analysis of instructional media efficiency evaluation – PowerPoint presentation

Part 5: data analysis of instructional media efficiency evaluation – service learning activities

All of qualitative data collection instruments were used pre and post study by the teacher and the participants in this study.

Data Collection

1. The qualitative data were collected as follows:

1.1 Setting the study and data collection plan

1.2 Informing the students about service learning activity plan, implementation following the plan, testing and behavior evaluation and behavior evaluation result announcement

1.3 Recording the individual and group work behaviors in relation to service learning activity plan along with evaluating the students' behaviors before, during and after using the activity by examining the individual scores and announcing the group scores to individuals

1.4 Summarizing the content understanding and the thinking skill for use in the next lesson and the next service learning activity

2. The quantitative data were collected by the five-rating-scale questionnaire to determine understanding, attitude towards learning, and instructional media, and evaluating the students' behavior following the service learning activity plan

3. Summarizing the body of knowledge and recording in accordance with the constructed service learning activity plan

4. Making the research report

Data Analysis

This research was conducted using a classroom action research design regarding the students' participation comprising setting activity, presenting activity handouts, practicing thinking skills, making conversation, observing behavior, taking notes, handing in assignments, presenting the works according to the topics and patterns given by the teacher, analyzing the contents, and evaluating with the questionnaire. The collected data were examined as follows:

1. Examining the qualitative data directly from the students by checking whether they were complete or not, resulting in data validity and reliability

2. Analyzing and classifying the data according the data consequences by using the theories to divide the data into the separate concepts of service learning, the importance of instrument, instructional model, factors supporting the success of student learning centered approach, learning psychology, classroom participation and seeking knowledge outside the classroom

3. The quantitative data were analyzed from the teaching management plan, course specification, textbooks, activity record, learning achievement record, and learning behavior evaluation record as the following:

- 3.1 individual average scores

- 3.2 total average scores

The data were analyzed in terms of frequency, percentage, average score and standard deviation. Also, the efficiency of service learning activity was determined in accordance with the criteria of 80/80.

Results

1. The students' behavior development was found in personal and social responsibility after using the instructional model of service learning for enhancing consciousness and awareness. The students' learning achievement after using the service learning activity was higher than before using the activity. It can be said that the students' consciousness and awareness of social responsibility after using this instructional model was better than before and during use of this instructional model.

2. The level of students' behavior and attitude before studying the Ethics and Computer Law course was found at a low level.

3. The level of students' behavior and attitude during and after the Ethics and Computer Law course was found at a higher level.

4. With reference to a comparison of students' behavior scores pre and post study, their behavior was improved in personal and social responsibility; also, all social service activities were successful.

5. The efficiency of the service learning activity plan was found at 82.00/85.91, which is higher than the standard criteria (80/80).

6. The students' attitude towards instructional media was found at a high level (4.88 ± 0.33).

Discussion

1. There can be no doubt that the use of an instructional model using service learning can enhance the students' consciousness and awareness in personal and social responsibility. This instructional model using service learning combined the concepts of education management and educational philosophy because it reflected learning by doing and linked social awareness with the targeted experience, which is related to the theory of progressivism or pragmatism. This instructional model was in accordance with the factor analysis of general instruction by many educationists; Kemp (1985); Joyce, Weil and Calhoun (2004); Khammanee (2003); Cheapanitch (2006). The components of learning consisted of six interconnected aspects: 1) goals, principles and rationales, 2) contents and activities, 3) learning and teaching methods, 4) students' and teacher's roles, 5) instructional media, and 6) measurement and evaluation. These were in agreement with the study of Kenma (2009), which proposed the same six aspects were found in service learning.

2. The students' behavior development was found in personal and social responsibility after use an instructional model of service learning for enhancing consciousness and awareness. The students' learning achievement after the service learning activity was higher than that before the activity. This is consistent with the study of Maneengam (2004) which indicated that ninety percent of students were aware of energy saving at the third level which represents the level of careful thinking.

3. The students' attitude towards instructional media was found at a high level (4.88 ± 0.33). These resulted from teacher's improvement advice and students' participation such as taking notes of mistakes or inappropriate behavior to improve, positive reinforcement regarding individual differences and interest, questioning the teacher and asking advice when they had problems or trouble, strong determination to solve community problem, etc. These were in relation to the study of Loewen (1999) that indicated that after using service

learning, the female students paid more attention to the next service activity than the male students did. These were also related to the study of Terry (2000) that stated that service learning can enhance the intellectual characteristics, creative thinking, and good citizen awareness. Furthermore, these met the study of learning achievement, social behavior and attitude in the Dare to Dream project at four schools by Tannenbaum (2002), which revealed that after using service learning the students' learning achievement, social behavior and attitude in the experimental group were higher than that in the control group.

4. The efficiency of the service learning activity plan was found at 82.00/85.91, which is higher than the standard criteria (80/80). This agrees with the study of Manusawet (2000) that states that using service learning helped promote interpersonal relation and communication skills, self appreciation, leadership, and opinion expression. Furthermore, these results agree with Wetchayan (2001), which indicated that integration and implementation of service learning were divided into three stages: preparation, service activity, and summary, presentation and evaluation. This study also revealed that the level of social awareness was significantly higher after using service learning.

References

- Chuepanitch, C. (2006). *Innovative Learning from the Education Reform*. Bangkok: Chulalongkorn University.
- Gainma, L. (2009). *The development of teaching methods, learning to get used for enhancing social consciousness of participation in society for undergraduate students* (Doctoral's dissertation). Rajabhat Bansomdejchaopraya University, Bangkok. (in Thai)
- Joyce, B., Weil, M. and Calhoun, E. (2004). *Models of Teaching* 4th ed. London: Pearson.
- Kemp, J. (1985). *Instructional Design Process*. NY: Harper and Row.
- Khammanee, T. (2003). *Teaching Science: Knowledge based for the effective learning process*. Bangkok: Chulalongkorn University.
- Loewen, D. (1999). *Reflection on the Service Experience of First Year College Students: A Content Analysis*. Available from Proquest Digital Dissertations (UMJ No.).
- Manusawet, C. (2000). *Development of model-based service-oriented teaching in higher education institutions under Ministry of University Affairs* (Doctoral's dissertation) Chulalongkorn University, Bangkok. (in Thai)
- Maneengam, N. (2004). *The programs development to create awareness about principles learned of energy saving by serving the society for students in grade six*. (Master's Thesis). Chulalongkorn University, Bangkok. (in Thai)

- Tannenbaum, S. (2002). *An Analysis of an After-School Service-Learning Program for Elementary School Children* (Dissertation Abstract International (63-08A):AAI3062342).
- Terry, A. (2000). *A Case Study of Community Action Service Learning on Young, Gifted Adolescents and their Community*. Dissertation Abstract International (63-08A).
- Wetchayan, C. (2001). *The development of teaching techniques, learning to serve society for Enhancing awareness in the use of social problem-solving skills and academic achievement of students in secondary school* (Doctoral's dissertation) Chulalongkorn University, Bangkok. (in Thai)

Author

Phorramatpanyaprat Tongprasong

Suan Dusit University

295 Nakhon Ratchasima Road, Dusit, Dusit, Bangkok, 10300, Thailand

Email: phorramatpanyaprat@gmail.com

