

WCLTA 2011

## An evaluation of the music teacher candidates views regarding the projects carried on in the social service practice course

A.Aylin Can\*

*\*Assistant Prof. Dr., Marmara University, İstanbul, Turkey*

---

### Abstract

The course Social Service Practices (SSP) which has been started to be instructed as a compulsory course in Education Faculties since 2006 in Turkey aims to contribute to train leader music teachers who are sensitive to the problems of the society, help to solve problems and teach to learn. In this research, which has aimed to determine the views of the students regarding the projects carried out by music teacher candidates in SSP course, the problem determination, planning, practice and assessment steps of the senior year music teacher candidates of Marmara University Atatürk Education Faculty 2010-2011 have been examined.

The deficiencies stemming from non-fulfilment of the project management in the problem determination, planning, practice and assessment steps have been determined and solutions aiming to enhance the halting points have been offered.

*Keywords:* Education, Music, Education, Music Teacher, Social Service Practices

---

### 1.Introduction

“In a society where cooperation is essential, education is the activity of supporting people, both as individuals and members of the society, to develop behaviours to make them perfect.

(Izgar & Gürsel 2001:2). “... it is a discipline, social service, gain, learning and social institution (Ertürk, 1972:12). The fact that education is effective and gives the expected results in short term depends on its adjustments to innovations. (Şentürk, 2008). The developing technology, the social structure and the changing roles within this structure necessitates the individuals not only to adjust the already existing situations but also necessitates them to be equipped with the necessary information and skills to adapt the changing conditions.. Supplying these is an expected function of education (Kaya 2004, akt; Sönmez, Ö.F. 2009). For this reason, today universities must fulfil their functions of research, education and sharing information with the community in an integrated way. The changing perception of education has necessitated universities to concentrate on the function of sharing info with the community, which they have self-effacingly fulfilled for years. The increasing expectations from universities have brought about re-organizations in these foundations, and this has featured the responsibilities of faculties of education.

There are many factors within the education activities that effect success and performance. One of the most important factors among these is the educative personnel. (Hacıoğlu & Alkan, 1997). In our age, individuals who think in every field and realize what they think are taken as basis. This requires the fact that the integrity of theory and the traditionally ignored practice activities should be given importance (Hacıoğlu & Alkan, 1997).

If teachers are aimed to struggle with difficulties and be the propellant powers in bringing their community to advanced levels, the education given to them should create and develop self- confidence, independent thinking, self-control and problem solving potentials. (Çetin & Sönmez, 2009). Since teachers have important duties and

responsibilities such as integrating with the community, realizing the duty of being community leaders, it is significant for candidate teachers to gain experience to develop these sides during pre-service trainings. (Kuzucu & Kamer, 2009). Social Service Course is, in this sense, supports the improvement of candidate teachers.

The studies for the SSP to take place within the university curriculums have been dealt with for the first time in 2006 in a workshop called “Faculty of Educations and the Function of Social Service from the point of Educational Sciences” at Ankara University Faculty of Education. From the 2006-2007 Academic year and on, it has taken its place in undergraduate programs as a compulsory, semi-annual, two-credit, one-hour-theoretical, two-hour-applied, three hour- in a week in total course.

The objectives of the course are to improve the conscious of social responsibility of teacher candidates, to make the teacher candidates deal with and find solutions for the problems of the community, to improve the self-confidence of teacher candidates, and enhance vocational satisfaction, to improve social sensitivity and awareness and support their cooperation, effective communication, and self-assessment skills (“Pamukkale University, Social Service Practices Course Directions, 2009, p.4).

The course makes it possible to work with the project based learning which constitutes one of the basic characteristics of education system in the information era. Correspondingly with training teachers, its gains are effective in terms of training music teachers who are information generating and developing, thinking, sensitive, creative, investigative, and carry on learning after the education life. It generates areas of application for music teacher candidates by enabling the students to directly take place in the learning process in educational institutions, social life and university life.

The main objectives of the course and the characteristic required for the music teacher candidates match up in terms of improving social responsibility consciousness, dealing with the problems of the society, enabling them to create solutions, improving their self-confidence, making them create cooperation, letting them have effective communication skills and making them improve self –assessment skills.

The course, which provides opportunities such as carrying out activities for the practice of SSP in educational institutions, preparing projects for the determination of the society’s problems and finding solutions, attending scientific activities as audience, speaker or regulator and participating in projects within the frame of social sensitivity, forms a field that has to be dealt with carefully. Music plays a significant role in people’s lives.( Uçan, 1994). Since ancient times, music has been a very useful education tool and a very effective education method as well as being a very important education field. (Uçan, 1997). For this reason, studies that necessitate field-oriented change must be handled in a realist and coherent way. The present assessment of the project process carried out by music teacher candidates is important in determining the field oriented approaches.

### **1.1.Related Studies**

In a research presented by Kesten et al. (2011) “Community service learning from the administrators’ points of view” the views of the administrators of public organizations and nongovernmental organizations have been examined. Similar findings such as problems in planning, coordination and insufficient preliminary preparation have been revealed. It has been stated that in order to solve the problems in the practice process and complete the practice in the fixed date, university, organization, counsellor and students should carry out their responsibilities.

In the study “A comparison of the attitudes of the students studying classroom teaching with students from other departments in terms of the SSP (Erzincan Sample)” presented by Çoban, Kaşkaya and Ağırbaş (2010), the attitudes of the teacher candidates against the SSP have been compared in accordance with their departments. Findings such as the practice fields of the course are partially sufficient have been found out. It has also been thought that students studying music teaching have adjusted to the course practices more than the students studying classroom teaching as the music teaching students attend to the social activities of the university more often.

### **1.1Purpose and Research Questions**

In the research, it has been aimed to find out the views of the students of Faculties of Education Department of Fine Arts-Music Teacher Education regarding the projects they carry out in SSP. For this aim, with reference of the

problematic question of “What are the views of music teacher candidates regarding the assessment of the project process in SSP?” the views of music teacher candidates have been examined under the titles of the problem determination step, planning step, practising step and assessment step. The research is important in terms of presenting the existing situation as a study evaluating the project process with steps has not been encountered during the literature review.

## 2. Methodology

The research has been realised by using the scanning model. General scanning methods are regulations that have been carried out in a population consisting of many elements in order to reach a decision. These regulations are made on the whole population or from a group of samples taken from the sample (Bailey, 1982, akt; Kıncaş.Y. 2010). Accordingly, the views of the 2010-2011 senior year Marmara University, Ataturk Faculty of Education, Department of Fine Arts Music Teacher Education students who take the course SSP have been examined. The assessment oriented model has been taken as the basis.

### 2.1 Sample

45 senior year students from 2010- 2011 academic year Marmara University Ataturk Faculty of Education, Department of Fine Arts Music Teacher Education have participated in the research. It has been found out that in the course where a total number of 5 projects have been carried out, 35 out of 45 students(%77.8) carry out training project aimed at educational institutions and 10 of them carry out life oriented project in the SSP project process.

### 2.2. Data Gathering

A survey form consisting 45 questions in 4 parts to assess the project steps has been formed by the researcher as a data gathering technique. In order to provide the reliability of the survey, the views of 5 expert academics working at universities have been consulted. The necessary corrections have been made as a result of the assessment in direction of the expert views. The options in the survey have been graded as “I Agree” “Partially” and “I do not agree”. In the first part questions regarding the problem determination phase have been given to the students. In the second part questions regarding the planning phase have been asked to the students. In the third part questions regarding the practice phase have been asked and in the fourth part questions regarding the assessment phase have been given to the students.

### 2.3. Data Analysis

In the data analysis part, the data results have been analysed by SPSS for Windows 17 program. Statistically frequency and percentage distribution of the gathered data have been calculated.

## 3. Findings

In this part, findings and comments which have been acquired as a result of statistical data analysis have been included.

### 3.1 Findings and comments regarding the views of problem determination process

Table 1 Music teacher Candidates’ views regarding the project process practice phases (N=45)

A. Views regarding the problem determination phase	Attendance level		
	Yes	Partially	No
01. Do you think that enough literature review has been done?	<i>f</i> 24	19	2

	%	53,3	42,2	4,4
02. Do you think that enough project samples examination studies have been done?	<i>f</i>	18	24	3
	%	40,0	53,3	6,7
03. Do you think that you define the project theme?	<i>f</i>	32	11	2
	%	71,1	24,4	4,4

%53.3 of the students have stated that they have made sufficient literature review; %19 of the students have stated that they have partially made sufficient literature review, and %2 of the students have stated that they have not made a literature review. %53.3 of the students have stated that they have partially examined sufficient project samples whereas %40 of them have answered the question as enough and %6.7 have said “no”. %71.1 of the students have said ‘yes’, %24.4 of the students have said ‘partially’, and %4.4 of the students have said ‘no’ to the question “Do you think that you define the theme of the project?”

### 3.2 Findings and comments regarding the views on planning phase

Table 2 Music teacher Candidates' views regarding the steps of project process practice phases (N=45)

B. Views regarding the planning phase	Attendance Level		
	Yes	Partially	No
04. Do you think that instruments and materials in accord with the project have been supplied?	<i>f</i> 31 % 68,9	9 20,0	5 11,1
05. Do you think that permissions have been taken from the necessary institutions?	<i>f</i> 36 % 80,0	6 13,3	3 6,7
06. Do you think that the financial sources within the body of the university have been benefited from?	<i>f</i> 5 % 11,1	10 22,2	30 66,7
07. Do you think that support has been received from foundations?	<i>f</i> 7 % 15,6	6 13,3	32 71,1
08. Do you think that the required project budget has been supplied?	<i>f</i> 7 % 15,6	14 31,1	24 53,3
09. Do you think that the proper learning environment has been created?	<i>F</i> 17 % 37,8	21 46,7	7 15,6
10. Do you think that the responsibilities of the project coordinator have been expressed to the project team?	<i>f</i> 25 % 55,6	16 35,6	4 8,9
11. Do you think that the responsibilities of the project consultant have been expressed to the project team?	<i>f</i> 30 % 66,7	13 28,9	2 4,4
12. Do you think that the responsibilities of the project agent have been expressed?	<i>f</i> 34 % 75,6	8 17,8	3 6,7
13. Do you think that the division of labour and responsibilities among the project team has been determined?	<i>f</i> 32 % 71,1	9 20,0	4 8,9
14. Do you think that the periods of time defining the steps of project have been formed?	<i>f</i> 26 % 57,8	17 37,8	2 4,4
15. Do you think that working programmes for the activities to be carried out have been formed?	<i>f</i> 28 % 62,2	14 31,1	3 6,7
16. Do you think that preliminary preparations for the preparation of project suggestion have been made?	<i>f</i> 24 % 53,3	17 37,8	4 8,9
17. Do you think that the aim of the project has been stated clearly?	<i>f</i> 33 % 73,3	10 22,2	2 4,4
18. Do you think that the target behaviours of the project have been stated	<i>f</i> 37	6	2

clearly?	%	82,2	13,3	4,4
19. Do you think that the necessary grammar and punctuation rules have been followed?	<i>f</i>	31	12	2
	%	68,9	26,7	4,4
20. Do you think that project methods and sources eligible for the project have been determined?	<i>f</i>	32	10	3
	%	71,1	22,2	6,7
21. Do you think that you could form eligible assessment types for the target behaviours?	<i>f</i>	33	9	3
	%	73,3	20,0	6,7

While a great majority of the students (%68.9) think that the eligible instruments and materials for the project have been provided, %20 think that the eligible instruments and materials for the project have been “partially” provided. Again majority of the students think that (% 80) permissions from the necessary institutions and foundations have been taken.

%66.7 of the students thinks that the financial sources within the university have not been benefited from. Similarly %71.1 of the students does not think that financial support has been received from foundations. %53.3 of the students have stated that the needed project budget has not been set while %31.1 of the students have indicated that it has been “partially” set. %46.7 of the students have stated that a proper learning environment has been “partially” created whereas %37.8 of the students think that a proper learning environment has been created and %15.7 of them think that a proper learning environment has not been created. %55.6 of the students have stated that the responsibilities of the project coordinator has been expressed and %35.6 of the students have stated that they have been “partially” stated. It has also been found out that %66.7 of the students have indicated that the responsibilities of the project consultant have been expressed and %75.6 of the students have stated that the responsibilities of the project agent have been stated. % 71 of the students have stated that they think the responsibilities and division of labour among the project team has been determined and %20 of the students have stated that they “partially” ‘think that the responsibilities and division of labour among the project team has been determined. %57.8 of the students think that time periods stating the project process steps have been created whereas %37.8 of the students they have “partially” agreed on this opinion. %62.2 of the students have stated that they think a working program related to the activities to be carried on has been created, %31.1 of them have stated that they “partially” think a working program has been created and %6,7 of the students do not think that a working program has been created. It has been revealed that %53.3 of the students have agreed that the necessary preliminary preparations for the project suggestion have been made, and %37.8 of them have partially agreed that the necessary preliminary preparations for the project suggestion have been made. Most of the students have indicated that (%73.3) the objective of the project has been clearly expressed. Similarly %82.2 of the students have stated that the target behaviours of the project have been clearly defined. %68.9 of the students have agreed that they have formed assessment types that are eligible for the necessary grammar and punctuation rules, and %26.7 of them has “partially” agreed on this subject. % 71.1 of the students think that methods and sources that are eligible for the target behaviours have been determined and % 73.3 of the students have stated that they could form assessment types that are eligible for the target behaviours.

### 3.3 Findings and comments regarding the views on practice steps

Table 3. Music teacher candidates’ views regarding the practice steps of the project process (N=45)

C. Views on the practice phase		Attendance level		
		Yes	Partially	No
22. Do you think that you could use the eligible methods and sources for the objectives and target behaviours?	<i>f</i>	28	14	3
	%	62,2	31,1	6,7
23. Do you think that the audience needs have been taken into consideration?	<i>f</i>	29	15	1
	%	64,4	33,3	2,2
24. Do you think that you could consider the previous project practice	<i>f</i>	20	20	5

steps?	%	44,4	44,4	11,1
	<i>f</i>	27	14	4
25. Do you think that you could consider the main principles of the social service practices course?	%	60,0	31,1	8,9
	<i>f</i>	27	11	7
26. Do you think that you could make use of the necessary instruments and materials?	%	60,0	24,4	15,6
	<i>f</i>	27	14	4
27. Do you think that you could create the suitable learning environment?	%	60,0	31,1	8,9
	<i>f</i>	30	12	3
28. Do you think that you could coordinate with the project consultants?	%	66,7	26,7	6,7
	<i>f</i>	31	12	2
29. Do you think that you could coordinate with the project agent?	%	68,9	26,7	4,4
	<i>f</i>	27	12	6
30. Do you think that you could coordinate with the project members?	%	60,0	26,7	13,3
	<i>f</i>	28	13	4
31. Do you think that you could evaluate the project process together with the project team and project consultant?	%	62,2	28,9	8,9
	<i>f</i>	23	19	3
32. Do you think that you could realise the project steps in the planned time periods?	%	51,1	42,2	6,7
	<i>f</i>	20	19	6
33. Do you think that you could realise the activities in accordance with the working program?	%	44,4	42,2	13,3
	<i>f</i>	32	10	3
34. Do you think that you could attend the course regularly?	%	71,1	22,2	6,7
	<i>f</i>	34	9	2
35. Do you think that you could make use of the teaching methods and techniques related to the project?	%	75,6	20,0	4,4
	<i>f</i>	36	8	1
36. Do you think that you could use the instruments and materials in accordance with the level of the project?	%	80,0	17,8	2,2
	<i>f</i>	35	9	1
37. Do you think that you could realise activities in accordance with the project?	%	77,8	20,0	2,2
	<i>f</i>	35	7	3
38. Do you think that you could relate the project theme to the real life?	%	77,8	15,6	6,7
	<i>f</i>	34	8	3
39. Do you think that you could you could realise the attaining level for the objectives and target behaviours of the project?	%	75,6	17,8	6,7

%62.2 of the students have indicated that they could use the eligible methods and sources for the objective and target behaviours whereas %31.1 thinks that they could partially use them. %64.4 of the students have agreed that the audience needs have been taken into consideration whereas % 33.3 of them has “partially” agreed on this subject. %44.4 of the students think that they could consider the previous project practice steps and %44.4 of them could “partially” consider the previous project steps. %60 of the students have stated that they could consider the main principles of the social service practice course, use the eligible instruments and materials, and create proper learning environment. Again %66.7 of the students have stated that they could coordinate with the project coordinator and %68.9 of them has stated that they could coordinate with the project agent. %60 of the students have state that they could you could coordinate with the project team whereas %26.7 of them have “partially” agreed on this subject and %13.3 of the students have stated that they could not you could coordinate with the project consultants. %62.2 of the students have stated that they could evaluate the project process together with the project team and project consultant. %28.9 of the students have “partially” agreed on this subject. %51.1 of the students have stated that they could realise the project steps in the planned time periods and %42.2 of them have “partially” agreed on this subject. %44.4 of the students have stated that the activities could be carried out in accordance with the working program, and %44.2 of them “partially” agreed on this question. %71.1 of the

students have attended the classes regularly, %22.2 of them have partially attended the classes, and %6.7 of them have not regularly attended the classes. %75.6 of the students have indicated that they could make use of the teaching methods and techniques related to the project and similarly %80 of them have stated that they could make use of the instruments and materials in accordance with the project level. %77.8 of the students have stated that they could realise proper activities and relate the project theme with the real life. %75.6 of the students have stated that they could realise the attaining level for the objectives and target behaviours of the project, and %17.8 of them has answered this question “partially”. %6.7 of the students have answered the same question “no”.

#### 4.4 Findings and comments regarding the views on assessment step

Table 4 Music teacher candidates' views regarding the practice steps of the project process (N=45)

D. Views on the assessment phase		Attendance level		
		Yes	Partially	No
40. Do you think that you could make oral and written assessments related to the topic within the project process? (Weekly individual reports, activity report, etc...)	<i>f</i>	18	23	4
	<i>%</i>	40,0	51,1	8,9
41. Do you think that you could make the oral or written assessments in accordance with the grammar and punctuation rules?	<i>f</i>	25	17	3
	<i>%</i>	55,6	37,8	6,7
42. Do you think that you could realise the necessary written or oral project presentation?	<i>f</i>	18	16	12
	<i>%</i>	40,0	35,6	24,4
43. Do you think that you are successful in presenting the project result written or orally?	<i>f</i>	30	14	1
	<i>%</i>	66,7	31,1	2,2
44. Do you think that you could make the oral or written presentation in accordance with the grammar and punctuation rules?	<i>f</i>	25	17	3
	<i>%</i>	55,6	37,8	6,7
45. Do you think that the project result fits to the purpose?	<i>f</i>	35	8	2
	<i>%</i>	77,8	17,8	4,4

%40 of the students have stated that they could make oral and written assessments related to the topic within the project process. 51.1 out of the rest of the students have said” partially” and %8.9 have said “no” to this question. %55.6 of the students have indicated that they could make the oral or written assessments in accordance with the grammar and punctuation rules while %38.8 of them have said “partially”. %66.2 of the students have stated that they could realise the necessary written or oral project presentation and %35.6 of them have stated that they could partially realise the necessary written or oral project presentation. %66.7 of the students have indicated that they are successful in presenting the project result written or orally, and they could make the oral or written presentation in accordance with the grammar and punctuation rules. %77.8 of the students have stated that the project result fits to the purpose, and %17.8 of them have “partially” agreed on this question whereas %4.4 of them have said “no” to this question.

#### 4. Result and Discussion

The result and discussions formed in accordance with the research findings are as follows:

1. In terms of assessing the views of the students regarding the problem determination phase in the project process;

In the project, the phase where the literature review, sample examining and project theme defining steps constitutes the first phase. In the problem determination phase, it has been found out that the literature review studies are not sufficient enough and the sample project examination studies are insufficient. This result has revealed that in the problem determination phase more detailed studies should be carried out in determining the project theme. This phase is the phase where a possible problem and what to put into practise is determined. (Kuzucu & Kamer, 2009). The project theme should help the students to understand their own livings and environment better, should strengthen their tendencies in order to be able to have a closer look at the important events, and should include the qualities to undercover these tendencies. (Anlıak et al.akt. Kuzucu & Kamer, 2009).

2. In terms of assessing the views of the students regarding the planning phase in the project process;

2.1 It has been found out that the necessary studies regarding the management planning has been carried out. The fact that the proper instruments and materials have been provided, and the permissions have been taken from the essential institutions and foundations forms a more positive basis for the project.

2.2 It has been revealed that the music teacher candidates think that studies to set a project budget are insufficient. The fact that the studies to set a project budget are insufficient may cause problems in particularly the practice phase.

2.3 It has been found out that generally the responsibilities of the project coordinator, project consultant and the project agent have been expressed to the music teacher candidates to co-ordinate, but the necessity to clarify this expression has emerged. The fact that the responsibility and division of labour among the project team is known by the majority of the teacher candidates is crucial in being successful in the whole project. For this reason the studies regarding the coordination among the project team should be expressed to the music teachers completely.

2.4 Almost half of the teacher candidates have stated that the project working programme could be realised. This result reveals that it is important for the working programme to be realised easily both for teachers and the students.

2.5 The studies regarding the scientific phases have been generally found to be sufficient. Making the necessary preliminary preparation, expressing the objective and target behaviour, clearly, determination of the eligible method and sources for the target behaviours, forming the proper assessment types and following the punctuation and grammar rules is of great importance for the project to reach its goal.

3. In terms of assessing the views of the students regarding the practice phase in the project process;

3.1 It has been found out that the studies regarding the management of planned activities within the project have been carried out in the practice phase. The studies done in the planning phase have affected this result positively.

3.2 It has been found out that the project team has generally worked collaboratively. However coordinating is significant in the project process. The studies to provide coordination in the planning phase have supported the practice phase.

3.3 The management of the project in accordance with the planned date is not sufficient for the determined time periods in the planning phase. It may be thought that the fact that the course lasts for one year creates a difficulty. A similar study “A comparison of the attitudes of the students studying classroom teaching with students from other departments in terms of the SSP (Erzincan Sample)” presented by Çoban, Kaşkaya and Ağırbaş (2010) supports this subject. It has been suggested that the practice hours should be increased for the course to reach its aim and to be beneficial to the society.

3.4 It has been found out that the teacher candidates carry out eligible activities in terms of discharging their responsibilities related to the course and that they could relate the project theme to the real life. This result is pleasing in terms of realising the objectives of SSP.

4. In terms of assessing the views of the students regarding the assessment phase in the project process;

4.1 Within the project process the necessary oral and written assessments should be approached more extensively. It has been found out that the teacher candidates experience some problems with the grammar and punctuation rules in oral and written assessments.

4.2 It has been revealed that the teacher candidates should prepare more competently for the written or oral presentations.

## 5.Suggestions

The suggestions made according to the research results are as follow:

- 1.The project theme should be determined by starting out from a problem in the project determination phase.
- 2.The project consultant and students should work together in determining the project theme.
- 3.The students should be guided by the consultants in source reviews such as books, magazines, etc as the related literature review is significant in determining the project theme.
- 4.Support from the financial sources and organizations within the university should be received.
- 5.In order to create more qualified projects, the needed budget must be found. Both the public and private foundations should support this field.
6. The working programme should be prepared carefully in the practice process. For this reason it may be suggested that the course should be lectured in two terms.
- 7.In the assessment processes, it is suggested that students should be prepared in fields such as oral, visual presentations regarding the project result.
- 8.The consultant instructors should inform the students regarding the project management process and phases in a detailed way.

## References

- Çetin, T. & Sönmez, Ö. F. (2009). Sosyal Bilgiler Öğretmen Adaylarının Toplum Hizmet Uygulamaları Dersinin Amaç ve İçeriğine Yönelik Görüşlerinin Değerlendirilmesi [The Evaluation of The Opinions of Social Sciences Teacher Candidates About the Practices in Social Services Lesson in Terms of Aims and Contents] *GÜ, Gazi Eğitim Fakültesi Dergisi, Cilt 29, Sayı 3 (2009) 851 – 875*
- Çoban, B., Kaşkaya A., & Ağırbaş Ö. (2010). “Sınıf öğretmenliği bölümünde okuyan öğrencilerin topluma hizmet uygulamaları dersine ilişkin tutumlarının diğer bölümler ile karşılaştırılması (Erzincan örneği)”, (“A comparison of the attitudes of the students studying classroom teaching with students from other departments in terms of the SSP (Erzincan Sample). ) *9. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu (20-22 Mayıs 2010), Elazığ, 2010, s.484-488*
- Ertürk, S. (1972). *Eğitimde “Program” geliştirme*. [Program Development in Education ] Ankara. Hacettepe Üniversitesi Basımevi. Ankara. Hacettepe University Publishing House.
- Hacıoğlu, F.& Alkan, C. (1997). *Öğretmenlik Uygulamaları Öğretim Teknolojisi*. [Teaching Applications Teaching Technology ]İstanbul. Alkım Yayınevi - İstanbul. Alkım Press
- Izgar, H. & Gürsel, M. (2001). *Eğitim bilimlerinin gelişimi*. [The development of Educational Sciences.] Ankara. Nobel Yayın Dağıtım.- Ankara. Nobel Publishing&Distribution
- Kesten, A., Elma, C., Kiroğlu, K., Dicle, A. N., Uzun, E. M., & Palavan, Ö. (2011). “Community service learning from the administrators” points of view. *www.esosder.org,Electronic Journal of Social Sciences, Winter/Volume:10,Year:2011,Issue:35(045-(063).*
- Kıncal, Y. R. (2010). *Bilimsel Araştırma Yöntemleri*. [Scientific Research Methods] Ankara: Nobel Yayıncılık. - Ankara: Nobel Publishing.
- Kuzucu, K. & Kamer, T.(2009).*Toplum Hizmet Uygulamaları*. [Social Service Practices]Ankara. Pegem Akademi. - Pegem Akademi. Ankara. Pamukkale Üniversitesi Eğitim Fakültesi “Toplum Hizmet Uygulamaları”Dersi Yönergesi, [“Social Service Practices Course Directions Denizli.2009 ] Denizli.2009
- Sönmez, Ö. F., Aksoy, B., &Çetin, T. (2009). *Toplum Hizmet Uygulamaları*. [Social Service Practices.] Ankara .Pegem Akademi.- Ankara Pegem Akademi
- Uçan, A. (1994). İnsan ve müzik insan ve sanat eğitimi [Man and Music Man and Art Education]. Ankara: Müzik Ansiklopedisi Yayınları. -. Ankara: Music Encyclopedia Publishing.
- Uçan, A. (1997). *Müzik eğitimi*. [Music education] Ankara. Müzik Ansiklopedisi Yayınları. - Ankara. Music Encyclopaedia Publishing.