

Community Service Learning: Building an Application Process for Teachers and Students at the Industrial University of Ho Chi Minh City

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ABSTRACT

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This study examines the implementation of a community service learning program at the Industrial University of Ho Chi Minh City, focusing on the design and application process for both teachers and students. In this exploration, 20 teachers were interviewed to gather insights on their experiences, perceptions, and challenges in engaging in community service learning activities. The findings highlight the significance of establishing a systematic application process that effectively integrates community service learning into the university curriculum. Teachers shared experiences of enhanced professional growth, increased student engagement, and enriched relationships with community partners through their participation in community service programs. However, they also expressed concerns about the lack of structured guidelines and support in implementing these activities. The study underscores the importance of developing a comprehensive application process that includes clear objectives, evaluation criteria, and training opportunities for both teachers and students. It suggests that a well-defined application process can help foster meaningful community engagements, promote social responsibility, and enhance the overall learning experience for all stakeholders involved. Ultimately, this research contributes to the existing literature on community service learning by providing practical insights and recommendations for designing an effective application process that facilitates the successful implementation of community service initiatives within higher education institutions

1. Introduction

Community service learning (CSL) is a pedagogical approach that combines academic learning with community service, aiming to enrich students' educational experiences by fostering a sense of social responsibility and civic engagement (Brower, 2011). By actively engaging with real-world issues and providing service to the community, CSL allows students to apply classroom knowledge in practical settings while improving their critical thinking, problem-solving, and communication skills.

The Industrial University of Ho Chi Minh City (IUH) recognizes the importance of CSL in enhancing students' learning outcomes and promoting community development. To that end, IUH is establishing an application process for teachers and students to participate in CSL activities, ensuring a structured and purposeful approach to community engagement.

This study aims to develop and evaluate an application process for CSL at IUH, focusing on the roles and responsibilities of teachers and students in implementing service learning initiatives effectively. By delineating clear guidelines and criteria for selecting, planning, and executing CSL projects, this application process aims to streamline the implementation of community service activities at IUH and provide students with meaningful opportunities for service learning (Eyler, 2014).

The development of an application process for CSL at IUH is guided by the following objectives:

1. To establish a systematic framework for teachers and students to apply for CSL projects at IUH, incorporating best practices in service learning pedagogy to ensure the success and sustainability of community service initiatives.
2. To enhance collaboration between teachers, students, and community partners in planning and implementing CSL projects, fostering a culture of teamwork and social responsibility among IUH stakeholders.
3. To promote the integration of academic learning and community service through structured and reflective service learning experiences, enabling students to apply theoretical knowledge to practical contexts and develop a deeper understanding of social issues.
4. To evaluate the effectiveness of the application process for CSL at IUH in promoting student engagement, learning outcomes, and community impact, providing feedback for continuous improvement and refinement.

Through the establishment of an application process for CSL at IUH, this study seeks to institutionalize and strengthen the university's commitment to community engagement and social responsibility. By equipping teachers and students with the tools and resources to engage in meaningful service learning experiences, IUH aims to cultivate a generation of socially conscious and empathetic graduates who are equipped to address the complex challenges facing their communities (Jacoby, 2014).

Overall, the application process for CSL at IUH is designed to empower teachers and students to make a positive impact in the community while enhancing their personal and professional development. By embracing the values of service, integrity, and collaboration, IUH is poised to become a hub for transformative CSL experiences that benefit both students and the broader community.

2. Literature Review

Community Service Learning (CSL) is a teaching and learning approach that integrates community service activities with academic coursework in order to enhance students' understanding of course content and promote civic engagement and social responsibility (Resch, 2023). While CSL has been widely recognized as an effective pedagogical tool for fostering social change, there is still much to be explored in terms of designing and implementing effective CSL programs, particularly in the context of higher education institutions.

Research has shown that engaging in CSL activities can have numerous benefits for both students and the community. For students, CSL provides opportunities for hands-on learning, critical thinking, and leadership development (Waldner, 2012). Moreover, CSL has been found to enhance students' sense of empathy, social responsibility, and commitment to social justice (Salam, 2019). From the community perspective, CSL fosters collaboration with local organizations, promotes civic participation, and addresses pressing community needs (Lubchenko, 2016).

Despite the positive outcomes associated with CSL, there are several challenges that higher education institutions face when implementing CSL programs. One common challenge is the lack of clarity regarding the application process for both students and faculty (He, 2014). Without a clear and transparent process, students and faculty may struggle to navigate the requirements and expectations of CSL activities, leading to confusion and frustration. In addition, the lack of standardized procedures for selecting and evaluating CSL projects may hinder the quality and impact of the service-learning experience for both students and community partners (Chambers, 2012).

To address these challenges, it is important for higher education institutions to establish a structured and well-defined application process for CSL activities. Such a process should provide clear guidelines for students and faculty on how to propose, select, and evaluate CSL projects (Bringle, 2011). By developing a robust application process, institutions can ensure that CSL activities are aligned with academic goals, community needs, and learning outcomes, thus maximizing the educational and social impact of service-learning initiatives (Able, 2014).

2.1 Benefits of Community Service Learning

2.1.1 University Teachers

Community service learning offers numerous benefits for teachers at the university level. By incorporating service-learning projects into their courses, teachers can provide students with experiential learning opportunities that complement traditional classroom instruction (Bernadowski, 2013). This can enhance student engagement and motivation, as well as improve retention and understanding of course material. Furthermore, service-learning can help teachers develop stronger connections with their students as they work together towards a common goal of serving the community. Additionally, service-learning can provide teachers with opportunities for professional development and networking as they collaborate with community partners and engage in reflective practice to improve their teaching strategies (Guadarrama, 2014).

2.1.2 Students

For students, community service learning offers a wide range of benefits that extend beyond academic achievement. Engaging in service projects allows students to develop important skills such as communication, teamwork, problem-solving, and critical thinking. Additionally, service-learning provides students with opportunities to gain practical experience in their field of study, build their resume, and enhance their career prospects (Kesten, 2012). Through service-learning, students also develop a sense of civic responsibility and social awareness as they work to address pressing community needs and make a positive impact on

society. Furthermore, service-learning can help students develop a sense of empathy and understanding for diverse populations, fostering a more inclusive and compassionate society (Resch, 2023).

2.1.3 Community

Community service learning benefits the community in numerous ways. By engaging with community organizations and addressing local needs, students contribute to positive social change and help to build stronger, more resilient communities (Waldner, 2012). Service-learning projects can provide much-needed support to nonprofit organizations, schools, and other community partners, enhancing their capacity to serve their constituents and achieve their missions. Additionally, service-learning projects can raise awareness of important social issues, mobilize community resources, and foster collaboration between universities and local organizations. Through service-learning, communities can benefit from the expertise, energy, and creativity of students, who bring fresh perspectives and innovative solutions to community challenges (Salam, 2019).

In the context of the Industrial University of Ho Chi Minh City, there is a need to establish an application process for CSL that is tailored to the institution's unique context and resources. By developing a comprehensive and user-friendly application process, the university can enhance the quality and sustainability of CSL programs, promote student and faculty engagement, and strengthen community partnerships. Through this study, we aim to explore the best practices for designing and implementing an application process for CSL at the Industrial University of Ho Chi Minh City, drawing on insights from the existing literature on service-learning pedagogy and program development.

2.2 General process from researchers in the world

In the field of community service learning, researchers from around the world have extensively studied the various benefits and challenges associated with implementing service-learning programs in educational institutions. Many studies have highlighted the positive impact of community service learning on students' academic achievement, personal development, and civic engagement.

For example, Pak (2020) conducted a research study examining the effects of service-learning on students' critical thinking skills and found a significant improvement in these skills among participants. Similarly, Lubchenko (2016) explored the relationship between community service learning and the development of empathy among students, concluding that engaging in service activities can lead to increased levels of empathy and social responsibility.

Moreover, several studies have focused on the role of educators in facilitating successful community service learning experiences for students. According to Kesten (2012), teachers play a crucial role in designing and implementing service-learning projects that meet the needs of both students and the community. Additionally, several researchers have highlighted the importance of

providing professional development opportunities for educators to enhance their understanding of service-learning pedagogy and effective teaching strategies.

2.3 Application process for teachers and students at the IUH

The process of building an application process for community service learning at the Industrial University of Ho Chi Minh City (IUH) is driven by several key reasons that aim to ensure its effectiveness and relevance.

2.1 Suitable for Students' Characteristics and Studying Plan

One of the primary reasons for establishing a structured application process is to align it with the characteristics and study plans of the students at IUH. Understanding the diverse backgrounds, interests, and learning styles of the student body is essential in designing a process that caters to their needs. By considering factors such as academic schedules, extracurricular commitments, and personal preferences, the application process can be tailored to accommodate the unique requirements of each student, thereby enhancing their overall learning experience (He, 2014).

2.2 Suitable for Training Program

Additionally, the application process should be designed in a way that complements the existing training program at IUH. By integrating community service learning into the curriculum, students can gain practical experience and apply theoretical knowledge in real-world settings. The application process should be structured to facilitate this integration, ensuring that students can seamlessly transition between academic coursework and community engagement activities (Guadarrama, 2014). By aligning the process with the training program, students can maximize their learning outcomes and develop valuable skills that are essential for their future careers.

2.3 Suitable for Communities in the Local

Furthermore, it is crucial for the application process to be suitable for the communities in the local area surrounding IUH. Community service learning initiatives should be designed in collaboration with local organizations, NGOs, and community members to address specific needs and priorities within the community (Chambers, 2012). By tailoring the application process to align with these local contexts, students can engage in meaningful and impactful projects that make a difference in the lives of community members. This not only benefits the community but also enhances students' sense of civic responsibility and social awareness.

3. Methodology

This study employed a mixed-methods approach to collect data from teachers at the Industrial University of Ho Chi Minh City. The research design included both qualitative and quantitative data collection methods to gain a comprehensive understanding of the application process for teachers and students in the Community Service Learning program.

3.1 Participants

A total of 20 teachers from the Industrial University of Ho Chi Minh City were selected for interviews to gather their perspectives on the application process for the Community Service Learning program. The teachers were selected based on their experience and involvement in service-learning activities. Additionally, secondary data from previous program documentation and reports were utilized to complement the findings from the interviews.

3.2 Data Collection

Semi-structured interviews were conducted with the selected teachers to explore their experiences and opinions on the application process for the Community Service Learning program. The interviews were audio-recorded with the consent of the participants and then transcribed for analysis. The interview questions focused on the teachers' perceptions of the current application process, its efficiency, challenges faced, and suggestions for improvement.

3.3 Data Analysis

Thematic analysis was employed to identify key themes and patterns from the interview transcripts. The data were coded and organized into categories to analyze the common topics discussed by the teachers. Additionally, the secondary data from program documentation and reports were reviewed to provide context and support for the findings from the interviews.

3.4 Ethical Considerations

All participants were informed about the purpose of the study and provided with informed consent before participating in the interviews. Confidentiality and anonymity of the participants were maintained throughout the data collection and analysis process. The study also adhered to ethical guidelines to ensure the well-being and rights of the participants.

3.5 Limitations

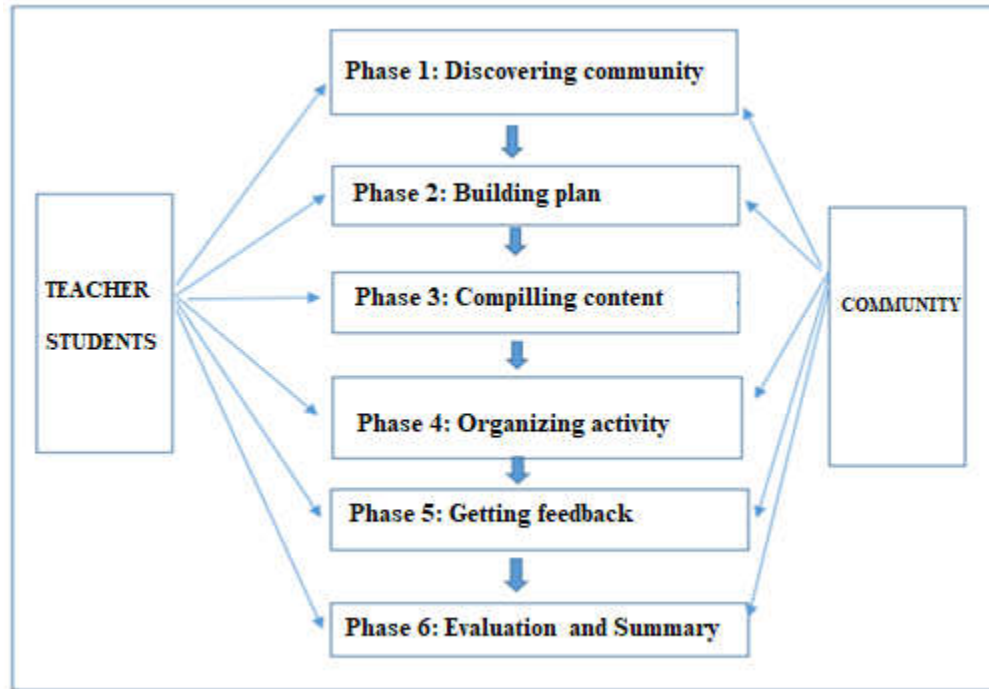
It is important to note that the findings of this study are limited to the experiences and perspectives of the 20 teachers from the Industrial University of Ho Chi Minh City. The generalizability of the findings may be limited to this specific context and may not be applicable to other institutions or settings. Additionally, the reliance on self-reported data from interviews may introduce bias or subjective interpretations.

In general, the mixed-methods approach used in this study provided a comprehensive understanding of the application process for teachers and students in the Community Service Learning program. The integration of qualitative interviews with secondary data analysis helped to gain valuable insights and recommendations for improving the application process and enhancing the overall effectiveness of the program.

4. Results and Discussion

4.1 PHASE application process for teachers and students

Figure 1 describes various phase applications of community service learning for teachers and students.



Phase 1: Discovering Community: The first step in applying community service learning is to identify and understand the needs of the community. This involves conducting research, engaging with community members, and identifying areas where assistance is required (Bernadowski, 2013). For example, a high school might discover that there is a local shelter for homeless individuals in need of food and clothing. Students can approach the community by observing and determining the needs of the community using some sociological methods such as interviews, questionnaire surveys, and references to documents and reports related to the community. The community provides information, wishes, and actual needs for teachers and students to learn and consider the suitability for the subject, major, and skills of students.

Phase 2: Building Plan: Once the community needs have been identified, the next step is to develop a plan for how to address those needs through a service project. This plan should outline the objectives, timelines, resources needed and the roles and responsibilities of all participants. For instance, teachers and students select the necessary needs and issues of the community in

accordance with the content and objectives of the subject or course to plan the activities that serve the community (Bringle, 2011). Teachers and students need to clearly define the time, space, goals, content, and form of implementing the activity in the community. Teachers need to carefully consult with students to consider students' knowledge, skills, and abilities to match the application and address the needs of the community. The plan is simultaneously sent to the selected community to consider its suitability for the community to discuss and develop a plan that is convenient for teachers, students and the community.

Phase 3: Compiling Content: In this phase, the group will gather all the necessary materials and resources needed to execute the service project. This might involve creating flyers, social media posts, or other promotional materials to raise awareness and gather support for the project. Continuing with the example, the students could create flyers to distribute in their school and community, outlining the details of the donation drive and how people can get involved (Able, 2014). This preparation process is very important and determines the merit of the project's success. It is necessary to emphasize that students are aware of the integration between learning and CSL as a necessary responsibility of citizens. With the help of teachers, students build activity content in detail, form, and implementation methods to both contribute to the community and achieve the set learning goals.

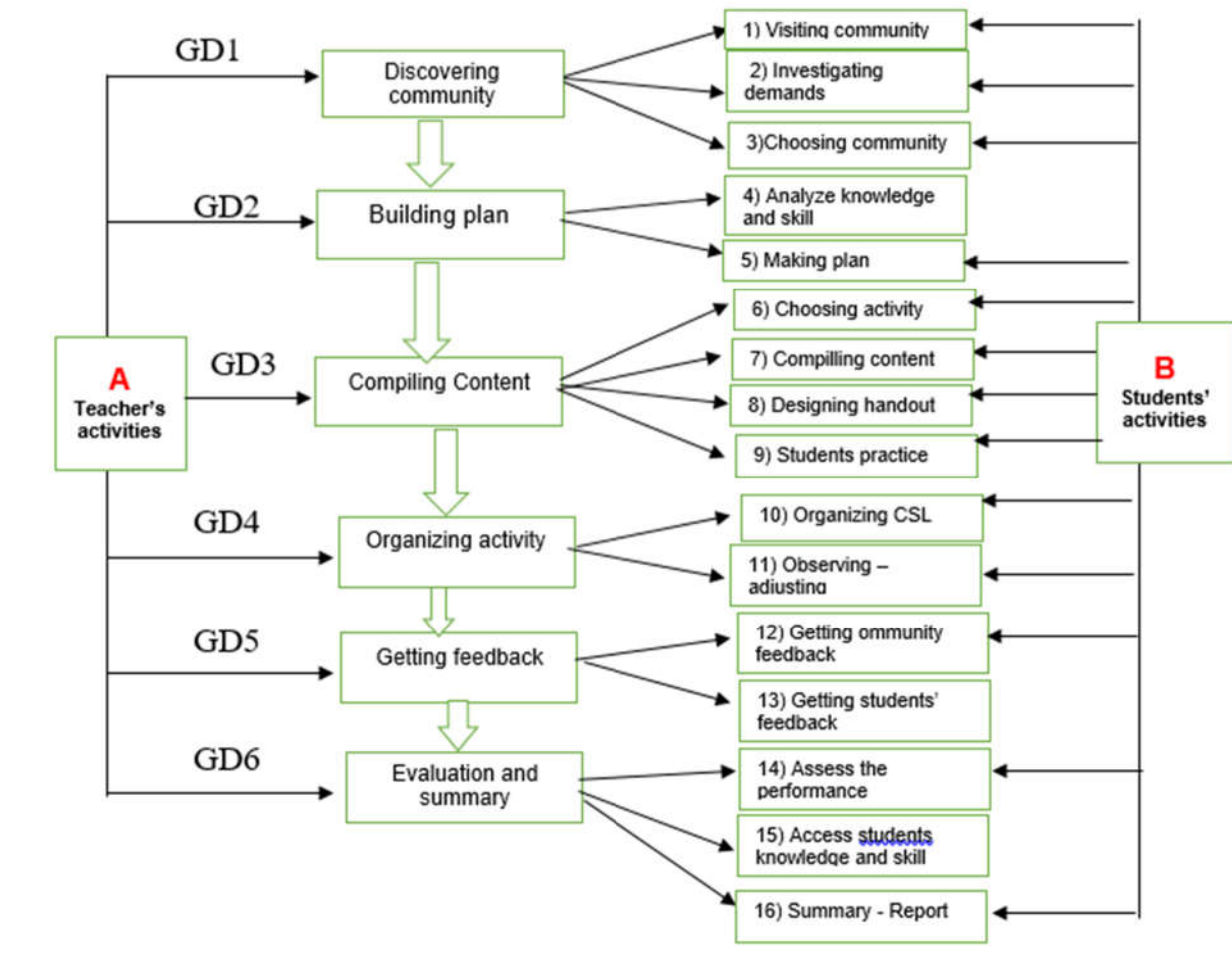
Phase 4: Organizing Activity: The next step is to coordinate and carry out the service activities. This may involve setting up collection sites, coordinating volunteers, and managing the logistics of the event. In the case of the donation drive for the shelter, the students would need to organize collection sites at their school and other locations, schedule volunteer shifts to accept donations, and ensure that all donated items are properly sorted and delivered to the shelter (Assaf, 2015). Teachers need to closely monitor the implementation process at students' colleges to be able to promptly grasp the difficulties and problems that students encounter, thereby making appropriate decisions, advice, and guidance to achieve the desired results good results as set goals. During this stage, the enthusiastic participation of the community determines the success of CSL activities in terms of students' learning goals, improving students' skills to meet the needs and solve problems of the community.

Phase 5: Getting Feedback: After the service project is completed, it is important to gather feedback from both participants and community members to assess the impact of the project. This feedback can help identify areas for improvement and inform future service projects (Bandy, 2016). For example, the students could distribute surveys to participants to gather feedback on their experience with the donation drive and ask community members about the impact of the donations on the shelter. Students need to accurately share and seriously discuss their own thoughts and experiences with teachers through group discussions, summaries, and reports. Besides, teachers also need to observe and listen to information from the community. Feelings, thoughts, and suggestions from the community also need to be shared and learned from with students. These are valuable sources of information and feedback to help teachers evaluate students and evaluate the effectiveness of CSL activities. At the same time, there are timely adjustments and improvements to help the CSL process achieve the highest results while helping students achieve their learning goals and improve related knowledge and skills.

Phase 6: Evaluation and Summary: Finally, the group should evaluate the overall success of the service project and summarize key learnings and outcomes. This could involve analyzing data collected during the project, reflecting on the challenges and successes encountered, and identifying areas for improvement in future service projects (Brower, 2011). For instance, teachers need to summarize and evaluate students in detail during the process of conducting CSL activities, as well as the knowledge and skills gained after completing CSL. In addition, students need to have reports, self-assessments of what they have learned, and their own experiences through weekly reports, end-of-semester reports, products, presentations, and painting images. All reports, assessments, suggestions, and products will be valuable documents for teachers to learn from, adjust and improve the subject for future CSL sessions. Furthermore, teachers can survey the community and interview the community to capture the community's thoughts and assessments about students, CSL activities, content and implementation methods.

4.2 The 16-step application process for teachers and students

Figure 2 further explains in detail the 16-step application process of community service learning scheme for teachers and students.



4.2.1 Discovering community

Teacher's and Student's activities:

Visiting community: The first step in discovering the community is for the teacher and students to physically visit the community they are interested in serving. This could involve taking a field trip, attending community events, or arranging a meeting with community leaders.

Investigating demands: Once the community has been identified, teachers and students should investigate the needs and demands of that community. This could involve conducting surveys, interviews, or researching existing data to understand the challenges and opportunities present in the community.

Choosing community engagement activities: Based on the needs and demands identified, the teacher and students should collaboratively choose community engagement activities that align with the goals of the service learning project. This could include volunteering at a local shelter, organizing a community clean-up initiative, or running educational workshops for community members.

4.2.2 Building plan

Teacher's and Student's activities:

Analyze knowledge and skill: Teachers should assess the existing knowledge and skills of the students to understand their expertise and areas for improvement. This can be done through observation, discussions, and assessments. Students should reflect on their own strengths, weaknesses, and interests in relation to the community service project (Cipolle, 2010). They should identify areas where they can contribute effectively and areas where they may need support or training.

Making plan: Based on the analysis of knowledge and skills, teachers and students should collaborate to create a detailed plan for the community service project. This plan should outline the goals, objectives, timelines, resources needed, and roles and responsibilities of each team member (Eyler, 2014). Teachers can guide the students in setting realistic and achievable goals for the project, breaking down the tasks into smaller steps, and allocating resources effectively. Students should actively participate in the planning process, contributing their ideas and suggestions and taking ownership of their roles in the project. They should be encouraged to think critically and creatively to develop innovative solutions to community needs.

4.2.3 *Compiling Content*

Teacher's and Student's activities:

Choosing Activity: The first step in the process of application of community service learning is to choose an appropriate activity that aligns with the curriculum and learning objectives. This activity should provide students with opportunities to apply their knowledge and skills in real-world scenarios while benefiting the community.

Compiling Content: After selecting the activity, teachers need to compile relevant content such as background information, guidelines, resources, and materials needed for the project (Hacifazlıoğlu, 2010). This may involve researching the topic, identifying community partners, and gathering necessary data to support the learning process.

Designing Handout: Teachers should develop a detailed handout or instruction guide that outlines the objectives of the community service project, the steps involved, and the expected outcomes. The handout should also include guidelines for student participation, assessment criteria, and deadlines to ensure that the project runs smoothly.

Students Practice: Once the content is compiled and the handout is designed, students should be given the opportunity to practice and familiarize themselves with the project requirements. This may involve conducting role-plays, simulations, or mock activities to prepare students for their engagement in the community service learning project.

By following these steps, teachers can effectively implement community service learning in their classrooms, providing students with valuable experiential learning opportunities that benefit both the community and the students themselves.

4.2.4 *Organizing activity*

Organizing CSL activity:

Teacher's activities: Identify a need or issue in the community that would be suitable for a CSL project, Research and connect with relevant community organizations or partners to collaborate on the project and develop a project plan that outlines the goals, objectives, timeline, and resources needed for the CSL activity.

Student's activities: Participate in discussions to identify a suitable CSL project that aligns with the community's needs and interests; attend orientation and training sessions to understand the goals and objectives of the project and learn about their roles and responsibilities and Collaborate with classmates and community partners to plan and organize the CSL activity.

Observing - Adjusting

Teacher's activities: Monitor and supervise the progress of the CSL activity, providing feedback and guidance as needed to ensure that the project stays on track; collect and analyze data or feedback from students, community partners, and other stakeholders

to evaluate the impact and effectiveness of the CSL activity and Make adjustments to the project plan or implementation as necessary based on feedback and observations (Jacoby, 2014).

Student's activities: Reflect on their experiences during the CSL activity, considering what went well, what challenges they faced, and what they learned; provide feedback to the teacher or project leaders about their experiences and suggest improvements or adjustments for future CSL activities and Participate in discussions and debrief sessions to share insights and lessons learned with their peers.

4.2.5 Getting feedback

Getting Community Feedback: The teacher should collaborate with community leaders, organizations, or members to gather feedback on community service projects. This could involve organizing a meeting with key stakeholders, sending out surveys, or conducting interviews with community members (Largent, 2013). The teacher should be open to feedback and suggestions from the community on how to improve the service projects, better meet the needs of the community and ensure the projects have a positive impact. After receiving feedback, the teacher should assess the suggestions and determine which ones are feasible and align with the objectives of the service projects.

Getting Students' Feedback: The teacher should engage students in reflective activities to gather feedback on their experiences with community service projects. This could include journaling, group discussions, or surveys to assess their learning outcomes, challenges faced, and areas for improvement (Lake, 2015). The teacher should encourage students to provide constructive feedback on the projects, share their insights on the impact on the community and their personal growth, and suggest ways to enhance future service initiatives. The teacher should analyze the students' feedback to identify common themes, strengths, and weaknesses of the community service projects, as well as determine strategies to enhance the overall student learning experience.

4.2.6 Evaluation and Summary

Assess the performance: The teacher needs to evaluate the student's performance during the community service learning project. This can be done through observations, feedback from the community members, self-reflection by the students, and any project outcomes (Resch, 2023). The assessment should focus on both the process (collaboration, problem-solving, communication) and the outcomes achieved.

Access students' knowledge and skills: After assessing the performance, the teacher should assess the knowledge and skills that the students acquired or developed during the project. This can be done through discussions, written reflections, presentations, or demonstrations. It is important to recognize and celebrate the growth and learning that has taken place.

Summary - Report and Reflect: Finally, the teacher and students should collaborate on a summary report that captures the key learnings, achievements, challenges, and impact of the community service learning project. This report can be shared with the school community, stakeholders, and the partnering organization or community (Stephenson, 2012). Reflecting on the experience will help students understand the value of their contributions and the importance of service to others.

4.3 Teacher's Interview Analysis

The findings from the interviews conducted with 20 teachers on the application process for Community Service Learning (CSL) at the Industrial University of Ho Chi Minh City provided valuable insights into current practices and future integration of CSL into the university's curriculum. The teachers had varying levels of experience and perspectives on CSL, with 5 teachers having previously organized CSL as a voluntary activity and 15 teachers expressing their intention to integrate CSL into their teaching at the university. The following discussion highlights key themes that emerged from the interviews and implications for the application process of CSL at the university.

4.3.1 Motivations for Organizing CSL as Voluntary Activities

The 5 teachers who had experience in organizing CSL as voluntary activities shared common motivations for their involvement. They cited reasons such as a desire to contribute to the community, promote social responsibility among students, and enhance students' practical skills through real-world experiences. These teachers emphasized the importance of fostering a sense of civic engagement and ethical behavior among students through CSL activities. Additionally, they highlighted the benefits of building partnerships with local organizations and communities to address pressing social issues effectively. Their experiences underscored the positive impact of CSL on students' personal and professional development beyond the classroom setting.

4.3.2 Challenges and Lessons Learned from Previous CSL Activities

Despite the positive outcomes of organizing CSL as voluntary activities, the teachers also faced challenges and learned valuable lessons from their experiences. Common challenges included limited resources, time constraints, and logistical issues in coordinating CSL projects. Some teachers mentioned the need for clearer guidelines and support from the university to facilitate the implementation of CSL activities. Furthermore, they highlighted the importance of reflection and evaluation processes to assess the impact of CSL on students and the community. These challenges underscored the importance of developing a structured application process and providing training and support for teachers interested in integrating CSL into their teaching.

4.3.3 Integration of CSL into Teaching at the University

The majority of teachers (15 out of 20) expressed their intention to integrate CSL into their teaching at the university. They identified various ways to incorporate CSL activities into their courses, such as service-learning projects, community-based research, and internships with local organizations. These teachers recognized the potential of CSL to enhance students' academic learning, critical thinking skills, and social awareness. They emphasized the importance of aligning CSL activities with course

objectives and learning outcomes to ensure meaningful and relevant experiences for students. Additionally, they highlighted the need for ongoing training and support to effectively implement CSL within their teaching practices.

4.3.4 Implications for Building an Application Process for Teachers and Students

Based on the findings from the interviews, several implications can be drawn for building an application process for teachers and students interested in participating in CSL at the Industrial University of Ho Chi Minh City. Firstly, there is a need to develop clear guidelines and criteria for selecting and supporting teachers who wish to integrate CSL into their courses. This can include training workshops, resources, and mentoring opportunities to help teachers design and implement effective CSL activities. Secondly, establishing a formal application process for teachers to propose CSL projects can facilitate coordination, collaboration, and communication among faculty members and university administrators. This process should include mechanisms for assessing the feasibility, impact, and sustainability of CSL initiatives.

For students, the application process for CSL should focus on promoting awareness, engagement, and reflection on community service activities. Providing students with information about available CSL opportunities, learning objectives, and expected outcomes can help them make informed decisions and prepare effectively for their participation. Additionally, creating mechanisms for students to reflect on their experiences, share insights, and receive feedback can enhance the learning outcomes and personal growth associated with CSL activities.

Overall, the findings from the interviews with teachers highlight the potential of CSL to enrich teaching and learning experiences at the Industrial University of Ho Chi Minh City. By building an effective application process for teachers and students, the university can strengthen its commitment to community engagement, social responsibility, and experiential learning. The insights gained from the interviews provide a solid foundation for developing a comprehensive framework for integrating CSL into the university's curriculum and fostering a culture of service-oriented education. By cultivating partnerships with local organizations, promoting interdisciplinary collaborations, and supporting faculty development in CSL pedagogy, the university can create a sustainable and impactful model of community service learning that benefits students, teachers, and the broader community.

5. Conclusion

In conclusion, the establishment of a community service learning program at the Industrial University of Ho Chi Minh City has the potential to benefit both students and the broader community. Through engaging in meaningful service projects, students can develop important skills such as teamwork, problem-solving, and communication while also gaining a deeper understanding of social issues and the importance of giving back. By implementing a structured application process for both teachers and students, the program can ensure that projects are well-planned and aligned with academic goals, maximizing the impact of the service learning experience. Moving forward, it will be important to continue refining and evaluating the application process to ensure that it effectively supports the success of the program and furthers the university's commitment to community engagement.

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