

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the procedure and methodology used in the study. It covers target group, research instruments, data collection and data analysis.

#### 3.1 Target group

Target group is a group of 88 undergraduate students majoring in Political Science enrolled in GE-245 course in the first semester of the 2013 academic year at Maejo University – Phrae Campus.

#### 3.2 Research instruments

The research instruments can be categorized into 3 types:

##### Type 1 Curriculum Development Instruments

**1.1 Needs analysis.** The needs survey was made to obtain the information about language skills that students needed, the content topic and the learning activities that students expected, and e-learning experience that students were interested in. The results of the students' needs analysis revealed as follows:

1) Most students (40.91%) accepted that their language proficiency was fair and they needed to improve their writing skills. Most of them (55.68%) wanted to improve their essay writing. Less than half of them (29.55%) wanted to improve their analytical reading. Some of them (14.77%) wanted to improve their report writing.

2) The top three content topics that learners needs are social problems (40.9%), social justice (30.68%) and conflict resolution (16.13%) respectively.

3) The top three learning activities that learners expect are small group discussions (48.86%) , project work (31.81%), role playing (19.31%) respectively.

4) The top three e-learning experience that learners are interested include collaborative project (34.0%) , group discussion (25.0 %) , group project (20.45%) respectively.

Results obtained from the questionnaire are used as the basis for the preparing a proto-syllabus and developing the lesson plan using experiential learning with e-learning that meets students' needs, interests, and expectation.

**1.2 Proto-syllabus** is constructed based on the course description and objectives of the GE-245 English for Social Sciences, and the data obtained from the students' needs analysis. Three experiential learning units were organized around topics selected by the students. The learning process is based on Kolb's experiential learning cycle, supplemented with the application of e-learning tools to make the learning experiences more active and motivating. Three innovative experiential learning approaches are used in the lesson plans: problem-based learning is for the topic of unit 1- social problem, service learning is for the topic of unit 2- social justice, and active learning is for the topic of unit 3- conflict resolution. Activities and strategies used in the four phases of experiential learning cycle are presented in the following proto-syllabus.

### **Proto syllabus**

#### **GE-245 English for Social Sciences**

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop students' reading and paragraph writing skills for academic purposes in order that students can apply their knowledge and skills for their higher education success.</li><li>2. To develop students' analytical thinking ability,</li><li>3. To stimulate students' interest in current news, events and issues and promote their participation in interactive and communicative activities that develop their practical and academic language abilities.</li><li>4. To develop the students' moral awareness and moral behaviors including honesty, public mind, discipline, and responsibility.</li></ol>
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Unit/ Approach	Topics	Objectives	Learning	Evaluations
Unit 1  Social Problems / Problem-based learning	Lesson Plan 1: Understanding Social Problems	Terminal Objective: Students should be able to discuss the impact of social issues on society.	CE: ■T-chart organizer	- class participation
			RO: ■reading and discussion	- group discussion
			AC: ■making prediction	- online discussion via Facebook
			AE: ■using Google Doc for creating a paragraph	group - a paragraph writing
	Lesson Plan 2 : Social Problems Analysis	Terminal Objective: Students should be able discuss the social problems in their community.	CE: ■Think-Pair-Share ■discussion	-class participation -group discussion
			RO: ■KWL chart ■social problem investigation ■online discussion	-group assignment (social problem poster presentation) -a cause- effect paragraph
			AC: ■ poster presentation ■reflective writing ■5W1H graphic organizer ■cause and effect paragraph	- A reflective writing on effects of human activities on the earth

Unit/ Approach	Topics	Objectives	Learning	Evaluations
			AE: ■using Google Docs for creating a cause- effect essay	
	Lesson Plan 3: Alternative Solutions to Social Problems	Terminal Objective: Students should be able to propose solutions to social problems they concerned.	CE: ■ Six Thinking Hats ■public policy evaluation ■ FILA chart  RO: ■discussion ■ identify alternatives  AC: ■problem- solution paragraph writing ■ public policy analysis  AE: ■simulated public hearing project ■ using Google Docs for creating a problem- solution essay	- class participation - online discussion via Facebook group - a simulated public hearing project report - a problem- solution paragraph (a letter to the official)

Unit/ Approach	Topics	Objectives	Learning	Evaluations
Unit 2  Social Justice / Service Learning	Lesson Plan 4: Social Justice and Human Rights	Terminal Objective: Students should be able to express opinions on respecting human rights	CE: ■ human rights square activity	- class participation - online discussion via Facebook group - Human Rights poster
			RO: ■ KWHL chart	
			AC: ■ reading ■ discussion	
			AE: ■ creating a poster to reinforce respect for human rights	
	Lesson Plan 5: Human Rights Violations	Terminal Objective: Students should be able to discuss on human rights violation.	CE: ■ watching video about human rights violation ■ brainstorming	- class participation - group discussion - online discussion via Facebook group - a persuasive paragraph - a reflective writing on human rights violation
			RO: ■ reading ■ discussion	
			AC: ■ persuasive paragraph writing	
			AE: ■ using Google Docs for creating a persuasive paragraph	
	Lesson Plan 6: Service learning for Social Justice	Terminal Objective: Students should be able to make a plan of service learning for social justice.	CE: ■ discussion about social justice	- class participation - group discussion

Unit/ Approach	Topics	Objectives	Learning	Evaluations
Unit 3  Conflict resolution/ Active Learning	Lesson Plan 7 :  Conflict in our society	Terminal Objective:  Students should be able to analyze the conflict situation given by using the Needs-Fears Mapping.	CE: ■brainstorming  ■conflict web activity  ■reading	-class participation - online discussion via Facebook group - conflict analysis using the Needs-Fears Mapping
			RO: ■conflict issues analysis	
			AC: ■ conflict issues presentation ■ needs-fear mapping for conflict analysis	
			AE: ■ using Google Docs for conflict analysis assignment	
	Lesson Plan 8 :  Conflict Resolution	Terminal Objective:  Students should be able to propose a conflict resolution	CE: ■brainstorming  ■discussion	- class participation - group discussion - role play - oral presentation - a conflict – resolution essay
			RO: ■conflict scenario analysis	
			AC: ■conflict-resolution paragraph writing	
			AE: ■ develop a conflict scenario for role play	

Unit/ Approach	Topics	Objectives	Learning	Evaluations
			CE: ■ guess speaker on conflict mediation  RO: ■ conflict situation analysis ■ discussion  AC: ■ using Google Docs for script writing  AE: ■ conflict mediation role play project	
	Lesson Plan 9: Conflict Mediation Role Play	Terminal Objective: Students should be able to develop a mediation scenario and act out the role play	CE: ■ guess speaker on conflict mediation  RO: ■ conflict situation analysis ■ discussion  AC: ■ using Google Docs for script writing  AE: ■ conflict mediation role play project	- class participation - group discussion - conflict role play project report - students' reflective assignments on peacemaking
			AE: ■ conflict mediation role play project	

\*Note CE= concrete experience phase, RO= reflective observation phase,  
 AC= abstract conceptualization phase, AE= active experimentation phase

The researcher had set the passed criterion at 50 percent

E-learning tools used in this study consist of Facebook and Google Docs. Facebook is one of the most important social media that could facilitate active learning. Facebook users engage with each other to participate in discussions or share and view posts and easy sharing or posting of current events, and could serve as an accessible, real-time, dynamic platform to allow course-related discussion. Facebook can be used by the instructor to share course resources, fire up discussions, promote collaboration, improve relationships between students, incorporate an array of learning tools (such as videos, images, boards, chatting and private messaging (Pappas.C, 2013). The researcher assigned students to create closed groups in Facebook that participants will enter only by invitation and no one else will be able to see the contents, discussions, share links, and posts useful information inside the group. The researcher created a Facebook group for entire classes or for study groups with smaller subsets of students that allow for easy sharing of information and communication by following steps:

1. Log in to own Facebook account, and clicking on the create group button;
2. Give the group a name - - GE-245 for Political Science;
3. Add members
4. On the privacy setting, choose Secret that means only members can view any part of it;
5. Click the “Create” button;
6. Add students to the Facebook group.



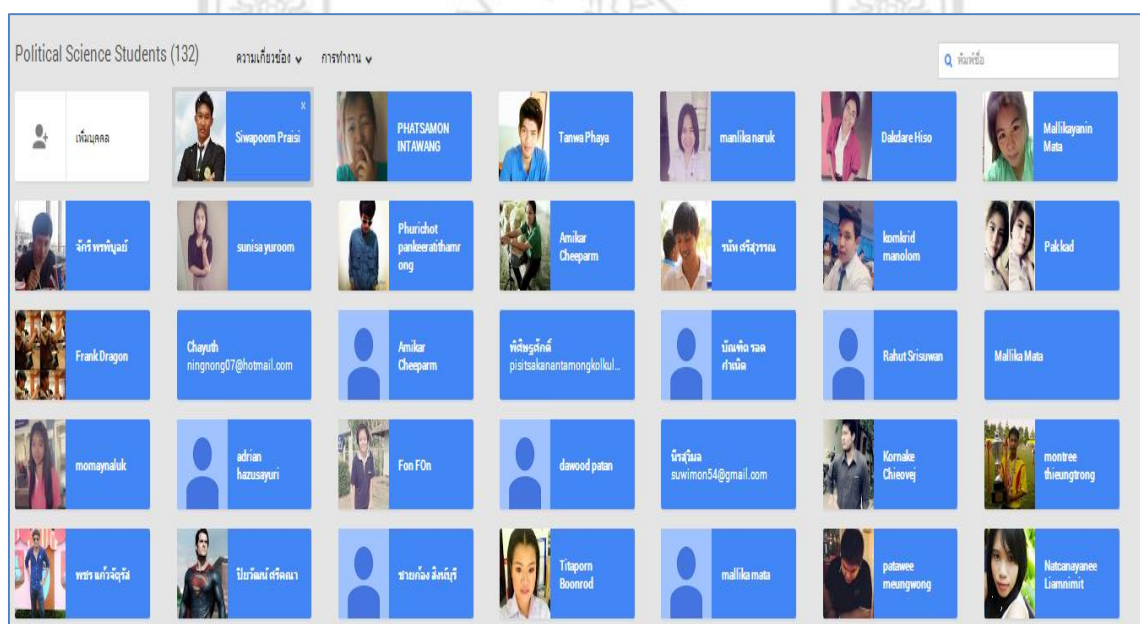


**Figure 1:** Facebook page for the English for Social Sciences course

Google Documents is a great tool to facilitate collaboration. Group students together into writing groups working on a single document so they can research, brainstorm, and pre-write together. Students can use the instant chat feature, comments and research tool inside Google Docs to investigate and discuss the topic their group was assigned. This provides students with an opportunity to articulate their position on a topic and read their peers' ideas and arguments. This exposes students to a variety of perspectives effectively broadening the scope of an argument and stimulating higher-order thinking about the topic. The researcher introduced students to Google Docs by following steps:

1. Each student sets up a Google Account to access Google Docs. Google Accounts are associated with any email address, students could use a Yahoo or Hotmail email address to create a Google Account.
2. Students go directly to Google Docs by visiting <http://docs.google.com> and sign in using his or her email address and password;
3. Students practice using basic features of Google Docs by following steps:
  - a. Create a new document: Click New>Document
  - b. Name a document: Click File>Rename to name his or her new document;
  - c. Save the document: Click the Save button in the upper right corner. Google Docs will also automatically save periodically.
  - d. Edit a document: Click the white space below the toolbar and enter his/her content

- e. Share a document: Sharing documents involves asking students to invite other students or teachers to have access to their work. To share a document, click Share > Share with others. Enter the email address of the person(s) to share the document with. Then click Invite Collaborators. Collaborators are able to compose and revise in the student's document just as the student would.
- f. Add a comment: To leave feedback on another author's document once the document has been shared. Insert a comment: Select a place in the document to leave a comment. Then click Insert>Comment. Students and teachers can leave a comment anywhere on the document.
- g. Publish a document: Publishing a document generates a public web address (URL) to friends and family. Go to Share > Publish as a webpage to publish a document.



**Figure 2:** Google Group for the English for Social Sciences course

**Table 2** Facebook and Google Docs used in each lesson plan

Unit/lesson plan	e-learning tools	Activity
1/1	Facebook	-Online discussion on social problem
	Google Docs	-Write a paragraph discussing the impact of social issues on society
1/2	Google Docs	-Creating and completing KWL chart on a social problem in community -Writing a reflection on social problem in community -Creating a cause and effect diagram -Writing a reflection on effects of human activities on the earth -Writing a cause and effect paragraph
	Facebook	-Online discussion on data collected from social problem investigation -Sharing links to articles, videos and relevant information about social problem -Posting photos of social problem investigation activity
1/3	Google Docs	-Creating and completing a FILA chart on public policy problem -Creating and completing the table of a comparative analysis of alternative solutions -Writing a problem-solution paragraph -Writing a report of the simulated public hearing project
	Facebook	-Online discussion to propose and evaluate alternative solutions to public policy problem
2/1	Google Docs	-Creating and completing KWL chart on human rights -Writing a reflection on respecting human rights

**Table 2 (Cont.)**

Unit/lesson plan	e-learning tools	Activity
	Facebook	-Online discussion for planning human rights poster presentation
2/2	Google Docs	-Writing a paragraph expressing idea about how to fight social injustices or protect human rights -Creating and completing a table to identify the author's opinion, purpose and audience of the reading article -Writing a reflection on human rights violation -Writing a persuasive paragraph
	Facebook	-Sharing links to articles, video, and information related to animal in captivity -Online discussion and debate on "animal rights"
2/3	Facebook	-Online discussion and analyze social injustice issue and brainstorm possible projects that would address the community need -Creating a Facebook page for encouraging volunteers to care about social injustice issues -Posting photos of service learning for social justice project.
	Google Docs	-Creating a table for planning a service learning project and discuss about activities in each phrase of service learning. -Writing a persuasive essay to inform the public of a service learning for social justice project. -Writing a report on the service learning for social justice project

**Table 2 (Cont.)**

Unit/lesson plan	e-learning tools	Activity
3/1	Google Docs	-Sharing information about a conflict issue and analyze the conflict by using 5W1H Analysis Problem Solving Technique -Creating a Needs-Fears Mapping table, and analyzing conflict showing the relationships between parties in conflict, their needs, their fears, and their viewpoints.
3/2	Google Docs	-Writing a conflict resolution essay
3/3	Google Docs	-Writing a conflict resolution paragraph - Writing a reflection on peacemaking - Writing a report on conflict mediation role play project - Creating a document for developing a role play script from the conflict scenario provided
	Facebook	Sharing students' conflict mediation role play project.

## Type 2 Experiential Instruments

**2.1 Lesson plans** used in this study is focused on experiential learning which consisted of 4 phases:

**Phase 1: Concrete Experience.** At this phase, the teacher use video clips, current news, or questions to link the problem with students' knowledge and experiences and to check their prior knowledge about the concept they will learn in the class. The KWL and KWHL strategies are used to invite students to bring their own experience and background knowledge about a particular topic or issue, and what gaps may exist in that knowledge, to structure progress in their learning and to analyze what new information has been learned after research. Students are in a position to identify what they want to learn and know more about. In this way students are active in constructing their learning, rather than being told what they must learn by the teacher. Students are

encouraged to participate in small group discussion where they can develop communication and teamwork skills. At the end of the phase, students are challenged to conduct an investigation to find information about the problem.

**Phase 2: Reflective Observation.** At this phase, the Type 5 ee-learning – problem-based/service learning model, and Type 6 ee-learning – active learning model are used to provide an interactive setting for communication among teacher and students as well as to facilitate cooperative activities beyond the classrooms. Students are involved in group activities and learn to cooperate effectively with their group members. Students investigate through hands-on and mind-on exploration to get the correct answers of the questions developed in the first phase. They use their reading skills to find out and collect information from various sources. During the investigation activity, students improve their research skills. The obtained data are shared on e-learning tools such as Google Docs and Facebook so that the group members can participate in examining, analyzing, discussing and drawing conclusions via e-learning tools. Students, then reflect on what they have observed and learned from their new experiences and construct their own knowledge.

**Phase 3: Abstract Conceptualization.** At this phase, students share the results of their work to the whole class in the forms of oral presentations, poster presentation, or graphic organizers. Students have a chance to develop their presentation skill and public speaking skill. Then students are provided more information about the topic or issue through lecture, reading, expert talk, or other media. Students assimilate the concepts they have learned with the situation in the first phase to conceptualize the understanding and correct all misconception. The teacher instructs how to organize the information acquired into a form of paragraph writing and students are encouraged to practice writing a paragraph on their selected topics. Students work collaboratively by using Google docs. In the writing process, students shared writing with peer editors. And as the final editor, the researcher left comments to assist students in revising their final drafts.

To develop moral awareness and ethics for students, the teacher leads students to discuss the morality and ethics inserted in the learning content. Then students are directed to write reflective writings on moral issues as well as propose possible

solutions or ideas to improve the issues. The teacher reminds students to behave morally, and to be moral people who think and act for others.

**Phase 4: Active Experimentation.** Students apply the conceptual understanding they have learned in the third phase to new contexts or to real-life situations. Students are asked to construct paragraphs writings that include: a cause and effect paragraph, a problem-solution paragraph, a persuasive paragraph, and a conflict-resolution paragraph. As for the group assignments, students cooperatively complete each authentic assignment for each experiential unit that include : a simulated public hearing project, a service learning for social justice project, and a conflict mediation role play.

Each cycle of experiential learning aimed to encourage, motivate, and challenge students to engage in active learning activities which are not only classroom learning activities, but also online and outdoor activities that provided hands-on exposure to the topics of interest.

After the lesson plans were constructed, they were brought to the chairperson of the advisory committee to check the validity, the reliability and the appropriateness of the lesson plans. The researcher revised the lesson plans in accordance with the advices and suggestions given before asking three experts to evaluate the effectiveness of lesson plans for English for Social Sciences curriculum.

### **3.3 Data collection**

The lesson plans were implemented with target group in the first semester of the 2013 academic year. The researcher adapted some parts of the experiential learning units immediately during the classroom activities by taking notes and changing methods of lesson plans to be appropriate with the learning conditions while using each lesson plan. Moreover, the researcher adapted the lesson plans after using them. The students' feedbacks toward the lesson plans were also used in the consideration on the adaptation of the lesson plans. The details on the adaptation of the lesson plans were as follows:

### **Lesson plan 1:**

In concrete experience phase, the researcher found that most students were shy and reluctant to participate in sharing their ideas to the class. So, the researcher allowed students to sit in small group, discuss the question for 10 minutes, and orally report their ideas to the class. The researcher listed students' ideas on the whiteboard and then asked them to give the definition of vocabulary related to social problems. The researcher also suggested some popular online dictionary with audio pronunciation so students can learn how each word is pronounced correctly. The researcher found that students were active in learning new words by using online dictionary and sharing the words definition to the class.

In reflective observation phase, students were asked to read an article to distinguish the differences between a personal problem and a social problem and write a short summary. The researcher noticed that students could not summarize the information obtained. Hence, the researcher provided another T-chart graphic organizer to students, and had them read the article and highlight the important features of each problem. Students were allowed to sit a small group, read, discuss, and complete the T-chart. The researcher encouraged students to orally summarize the differences between a personal and social problem by using the T-chart as a guideline. Students did a whole class discussion and got clear ideas about social problems.

In abstract conceptualization phase, the researcher explained the prediction strategy, and had students make a prediction about serious social problems in the world. While they were watching the Youtube video "Sociology: Global Social Problems - Visual Syllabus", the researcher noticed that students paid more attention and were enthusiastic to take notes on the social problems presented in the video. However, some students could not list the social problems in English. So, the researcher played the video again, and paused to have class discussion about each social problem presented. The researcher found that students gained more confidence when they were able to make correct prediction.

### **Lesson plan 2:**

In pre-experiencing stage, the researcher explained the benefits of collaborative learning. Students were reminded to make contributions to the discussion and to the



work of the group tasks. The researcher found that some students were reluctant to take roles as they thought they were not good enough and might make mistakes. So, the researcher presented a Youtube video “Motivational Video – Teamwork”, and pointed out that a football team is like group of people working together to achieve a common goal. After students had watched the video, they lively discussed about the duty of each position in a football team. They summarized the importance of teamwork, and they were willing to contribute to their group assignments.

In concrete experience phase, the researcher asked each group to select a social problem in Rong Kwang community that everyone would be interested in studying and analyze the selected social problem by using 5W1H approach. The researcher noticed that every group could seek the answers to five basic questions: what, when, where, who, and how but students couldn't tell the exact reason why their selected social problem happened. The researcher explained the use of KWL chart to motivate them to find out the information to answer the why question. It was found that students were confused about KWL strategy. Hence the researcher modeled how to use a KWL chart and allowed students to use the strategy in pairs or small groups until they could use the strategy independently.

In abstract conceptualization phase, the researcher gave a brief lecture about cause and effect essay, then had students read an essay and individually complete the cause-and-effect diagram provided. Students were encouraged to assess each other's diagram and give comments. The researcher noticed that students could not identify topic sentence and supporting details correctly, so the researcher explained how details and examples were given to explain/ illustrate each of the causes or effects. Students were allowed to revise their cause-and-effect diagrams. The researcher moved around the room to answer question or assist struggling students.

### **Lesson plan 3:**

In pre-experiencing stage, the researcher introduced the steps in problem-solving, and the importance of problem-solving skills to students. The researcher presented a Youtube video on The Problem Solving Song by UPSC, to help students understand problem-solving process clearer. Students were enthusiastic and asked the researcher to play the song again, and they sang along with the song.

In concrete experience phase, students were given a passage *“Homeless children : a significant caution for Thai social problem”*. The researcher asked students to read the passage, complete the problem-solution chart provided. The researcher noticed that some students did not do their assigned reading, so the researcher put students into groups and had them work together. The researcher got around the room to check on students progress, provided some guidance as needed and assessed each student on their participation as well. Students spent more time on task so the researcher extended the time for this reading activity. After that each group shared their problem-solution chart to the whole class.

#### **Lesson plan 4:**

In pre-experiencing stage, the researcher introduced some vocabulary related to justice, and had students complete a paragraph by using the vocabulary provided. Students were encouraged to orally summarize the meaning of justice and social justice. The researcher noticed that students didn't clearly understand the meaning of social justice, so the researcher presented a Youtube video *“Injustice and Justice in the World”*. Students had clearer understanding of social justice concept.

In active experimentation phase, each group was assigned to illustrate the rights enjoyed in the selected article and create a slogan to promote the rights. Students discussed in Facebook group how to create their poster presentation. The researcher had observed each group's online discussion and found that students had no idea how to create an effective poster, so the researcher provided students with a list of helpful links and suggested them to consider how to create effective and communicative poster presentations.

#### **Lesson plan 5:**

In abstract conceptualization, the researcher shared a news article *“Fight for human rights focuses on Thai university tradition.”*, and assigned students to read and identify the author's opinion, purpose and audience in the table created in Google Docs. The researcher found that students did not try to read the article assigned online and could not analyze what they had read. So, the researcher asked students to meet in class and encouraged them to discuss about the Rub Nong tradition in Thai university.

Students are asked to express their opinions about Rub Nong. Then they read the news article given and connecting the texts to the contemporary world.

In active experimentation phase, the researcher assigned students to create a document in Google Docs, and developed the outline for a persuasive essay on the prompt: *Should amazing animals be kept in captivity in facilities such as zoos or aquariums?*. The researcher monitored each group's outline and noticed that students did not seek convincing evidence to support their viewpoints. So, the researcher encouraged students to gather evidence (the facts or sources) that support their written argument from various print and electronic sources such as books, journals, websites, newspapers, magazines, or documentary films and share their evidence on their Facebook group.

### **Lesson plan 7:**

In active experimentation phase, the researcher presented a Youtube video on แก่งเสือเต้น and allowed students to discuss the issue of Kaeng Sue Ten conflict. As a group assignment, the researcher distributed the article "Kaeng Sua Ten: big dam issue" to students, they were assigned to read and analyze the conflict by using the Needs-Fears Mapping, and propose some methods that could be used to resolve the conflict. The researcher noticed that students had difficulty in understanding the article, so the researcher invited a lecturer of Political Science major who was expert in the issue of Kaeng Sue Ten to explain them about the conflict. Students get better understanding about the issue.

After implementing each lesson plan, the researcher put a \* sign in front of each step. The \*sign is intended to be noticed by the researcher or the instructors who adopted the lesson plans whether it could be adapted or it was flexible for application to other target groups.

**2.2 The curriculum evaluation form** was an instrument used to assess the effectiveness of each lesson plan. The effectiveness of learning content, learning process, learning materials, and the assessment of learning outcome of each lesson plan were evaluated by three experts. The researcher constructed the evaluation form with the 5 rating scales. The questionnaire was examined for the appropriateness by the experts before being used with the target group.

The descriptive ratings were as follows:

Means per lesson plan	Level of effectiveness
4.50 - 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
0.50 – 1.49	Lowest

**2.3 The curriculum evaluation form for students** was a questionnaire that students gave opinions about the effectiveness of the English for Social Sciences curriculum implementation regarding learning contents, learning process, learning materials and sources, assessment and evaluation of learning, English for Social Sciences curriculum and instruction. The questionnaire consisted on a checklist with 5 rating scales and opened-ended questions for suggestions.

This questionnaire was examined for the content and structure validity by the experts before being used with the target group.

### **Type 3 Data Collecting Instruments**

**3.1 The paragraph writing ability tests** consisted of different types of paragraph writing included: a cause –effect paragraph, a problem – solution paragraph, a persuasive paragraph, and a conflict – resolution paragraph.

3.3.1 A cause and effect paragraph was assessed by using the rubric developed by rcampus.com as shows in the following table.

**Table 3** Cause and Effect paragraph rubric (20 points)

Criteria for paragraph writing	4 = Proficient	3 = Competent	2 = developing	1 = beginning
Topic Sentence	Very well developed topic sentence. It engages the reader and creates interest. It clearly states the topic being analyzed, and whether this paragraph is about causes or effects.	The topic sentence is fairly well developed. But it is not very engaging or creative, but it does introduce the topic and/or include the causes or effects.	The topic sentence states the topic being analyzed, but it does not give a reason for the analysis or list the causes or effects.	The topic sentence does not state what is being analyzed, and there is no apparent basis for the cause or effect analysis indicated.
Details/Examples	Details in the paragraph are concrete and specific, and they effectively represent either causes or effects related to the topic of analysis. There are enough details to clearly analysis the topic, and each cause or effect has sufficient details for clear analysis.	Details are concrete and specific, but they are not engaging and interesting. There are sufficient details for the analysis, but they could be clearer.	There are details, but they are either not concrete and specific, or there are not enough of them to adequately analyze the topic. One or more causes or effects are not given sufficient space or details.	Details are either wrong or lacking, or they are not related to the topic sentence or the analysis.

**Table 3 (Cont.)**

<b>Criteria for paragraph writing</b>	<b>4 = Proficient</b>	<b>3 = Competent</b>	<b>2 = developing</b>	<b>1 = beginning</b>
Organization/Structure	The details are in a clear, order, and they effectively analyze the topic. They engage the reader and create interest with creativity	The details are in a clear, effective order and they adequately analyze the topic in terms of causes or effects, but they are not very interesting or engaging.	The details are in a discernible order, but there are not enough to effectively analyze the topic effectively, or they may not all relate to either cause or effect.	No discernible organization. Details are either missing or not in any discernible order. They do not clearly indicate causes or effects.
Style: sentence flow, and tone	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Consistent and appropriate tone and word choice is used throughout the paragraph. Transitions are appropriate and add to the effectiveness of the paragraph.	Writing is clear and sentences have varied structure. There is consistent tone and word choice is appropriate with fairly good use of transitions to guide the reader.	Writing is clear, but sentences may lack variety. The tone is inconsistent and word choice, while adequate, could be better. While transitions are present they do not add to the overall effectiveness of the paragraph	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. The tone and purpose is inconsistent and difficult to determine. Transitions are either missing or inappropriate.

**Table 3 (Cont.)**

<b>Criteria for paragraph writing</b>	<b>4 = Proficient</b>	<b>3 = Competent</b>	<b>2 = developing</b>	<b>1 = beginning</b>
Mechanics	No errors in punctuation, spelling, grammar, or capitalization.	A few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the paragraph.	A few errors in punctuation, grammar, spelling, and capitalization that, while distracting, the meaning and intent of the paragraph can still be discerned.	Distracting and major errors in grammar, punctuation, spelling, and capitalization.

3.3.2 A problem – solution paragraph is assessed by using a rubric developed by rcampus.com as shows in the following table.

**Table 4** problem – solution paragraph rubric (20 points)

<b>Criteria for paragraph writing</b>	<b>4 = Proficient</b>	<b>3 = Competent</b>	<b>2 = developing</b>	<b>1 = beginning</b>
Problem	The problem is effectively and clearly identified.	The problem is stated in clear language. It is easy to recognize and understand.	The problem is stated, but it is a little difficult to understand.	The problem is stated but is difficult to find and difficult to understand.
Solution	The solution is provided with relevant details.	The solution is stated in clear language. It is easy to recognize and understand.	The solution is stated, but it is a little difficult to understand.	The solution is stated but is difficult to find and difficult to understand.
Evidence	Statistics was provided to support solution with ability to implement change	Good support was given to the main idea. Facts and statistics were supplied from credible resources.	Some evidence was given to support the main idea but not enough.	Only a little evidence was provided. It does not support the main idea very well.
Call to Action	Target audience is addressed.	The audience (readers) will easily recognize what they can do to help solve the problem.	The call to action is not recognizable. The readers might not understand what they can do to help the problem.	The call to action is very weak. Readers probably won't understand what they can do to help he problem.
Organization	The essay is well-organized with strong transitions effectively linking words and ideas	The essay is written in a logical order that the reader can easily follow and understand.	The essay is somewhat organized. Most parts are in a logical order.	The essay is not only somewhat organized. It is a little difficult to read from one part to the next.

3.3.3 A persuasive paragraph is assessed by using a rubric developed by cpalms.org as present in the following table.



**Table 5** Persuasive paragraph rubric (20 points)

<b>Criteria for paragraph writing</b>	<b>4 = Proficient</b>	<b>3 = Competent</b>	<b>2 = developing</b>	<b>1 = beginning</b>
Position	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Attention Grabber	The introductory paragraph has a strong attention grabber that is appropriate for the audience.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience	The author has an interesting introductory paragraph but the connection to the topic is not clear	The introductory paragraph is not interesting AND is not relevant to the topic.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Audience Awareness	clearly written for an audience; readers are engaged and compelled to read on throughout the piece	understands audience but could better engage audience in spots; with minor exceptions, readers are engaged and want to read on	aware of an audience, but does not fully engage that audience; readers are informed, but must work at remaining engaged	little awareness of an audience; readers must work at remaining engaged

3.3.4 A conflict- resolution paragraph is assessed by using a rubric developed by the Utah Education Network as present in the following table

**Table 6** Rubric for Conflict Resolution Paragraph (20 points)

<b>Criteria for paragraph writing</b>	<b>4 = Competent</b>	<b>3 = developing</b>	<b>2 = beginning</b>
Cause of conflict	Student can state at least one reason for conflict.	Student can state the conflict but not the reason for it.	Student cannot identify the conflict or the reason for the conflict.
Constructive reaction	The student states a reaction that will help both parties.	The student states a reaction that will help one of the parties.	The student states a reaction that will not help either party.
Constructive solution results	The student states a reaction that will help both parties.	The student states a reaction that will help one of the parties.	The student states a reaction that will not help either party.
Destructive reaction	The students states how a constructive solution is helpful to both parties.	The students states how a constructive solution is helpful to one of the parties.	The student cannot list how a constructive solution is helpful to either party.
Choose constructive solution	The students can state a solution that both parties can agree to.	The student proposes a solution that one party can agree to.	The student proposes a solution that neither party can agree to.

The researcher determined levels of proficiency as follows:

Score range	Level of proficiency
90-100	Proficient
80-89	Accomplished
70-79	Competent
60-69	Developing
50-59	Beginning

After the researcher had made this instrument, the paragraph writing tests and scoring rubric were examined for its appropriateness by the experts before using with the target group.

**3.2 The analytical thinking ability tests.** The instruments used for assessing students' analytical thinking ability are as follows:

**3.2.1 The essay writing task** was administered after each experiential learning unit. Each essay was evaluated and scored blindly and independently by the two English instructors and the researcher using students' analytical thinking rubric that the researcher adapted from the assessment of critical thinking skills – holistic rubric developed by the University of Texas of the Permian Basin, and the rubric for analytic scoring of critical thinking developed by Winona State University. Each essay writing required students to analyze the issue given and generate well-reasoned responses to demonstrate five abilities that associated in analytical thinking that included 1) ability to define problem, 2) ability to choose the information concerning the problems, 3) ability to formulate hypothesis, 4) ability to conducting the analysis, and 5) ability to develop the solution.

Table below shows the criteria and rubric used to assess students' analytical thinking ability which included five abilities associated in analytical thinking.

**Table 7** Students' Analytical Thinking Rubric (30 points)

<b>Analytical thinking Components</b>	<b>Proficient (5)</b>	<b>Accomplished (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>1. Ability to define problem</b>	Problem/issue identified is relevant to the situation, is in context, is clearly stated.	Problem/issue is relevant to situation is stated and described.	Problem/issue is relevant to situation with the context identified.	Problem/issue is relevant to a different situation is stated.	Problem/issue that needs to be solved is stated, but does not clarify problem or issue to any situation

**Table 7 (Cont.)**

<b>Analytical thinking Components</b>	<b>Proficient (5)</b>	<b>Accomplished (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>2. Ability to choose the information concerning the problems</b>	Collects, organizes and prioritizes relevant information with based on clarity of problem identification effectively	Collects and organizes relevant information with little clarity.	Collects, examines, and organizes relevant information.	Collects and organizes information with little or no clarity.	List areas to be researched, but not effectively organize relevant information
<b>3. Ability to formulate the hypothesis</b>	Clearly states hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question	States hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.	States hypothesis, shows how it emerges from the evidence, answers the given question.	Indicates hypothesis, answers the question but explanation is weak and not supported by evidence..	Proposes no hypothesis, wanders from the given question.
<b>4. Consider Alternative and conduct the analysis</b>	Carefully considers, analyzes, and evaluates information/ evidence based on clarity of problem identification, collection or relevant information.	Carefully considers, analyzes, and evaluates information/ evidence showing little or no confusion regarding relevant information.	Carefully considers, analyzes, and evaluates information/ evidence showing some confusion regarding relevant information.	Considers, analyzes, and evaluates information/ evidence making multiple errors in distinguishing relevant information.	Does not carefully consider, analyze, and evaluate information evidence relevant to the issue.

**Table 7 (Cont.)**

<b>Analytical thinking Components</b>	<b>Proficient (5)</b>	<b>Accomplished (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>5. Reasonably draw a conclusion/develop solution</b>	Creates a detailed conclusion or solution that is well-supported based on clarity of problem identification, collection of relevant information, and careful consideration of relevant information.	Organizes a conclusion or solution that is logical and consistent with evidence presented without bias	Offers simple conclusion or solution that is mostly consistent with evidence presented. Does conclude with little reason and logic and bias	Attempts a conclusion or solution with little or no reason and logic and bias.	Does not conclude with reason or logic
<b>6. Language Use</b>	Use sophisticated language that is precise and engaging, with sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.

The researcher determined levels of proficiency as follows:

Score range	Level of proficiency
90-100	Proficient
80-89	Accomplished
70-79	Competent
60-69	Developing
50-59	Beginning

After the researcher had constructed the essay writing tasks, they were examined for its content validity, language use, and appropriateness by the experts before using with the target group.

**3.2.2 The group project reports** were used to assess students' analytical thinking ability while they engaged in their group project assignments that included 1) a Simulated Public Hearing Project, 2) a Service Learning for Social Justice Project, and 3) a Conflict Mediation Role Play Project. In each group project assignment, students were provided a variety of task that required them to demonstrate five abilities that associated in analytical thinking: ability to define problem, ability to choose the information concerning the problems, ability to formulate hypothesis, ability to conducting the analysis, and ability to develop the solution. After finished each group project assignment, students are asked to write a report. Students' analytical thinking rubric was used to evaluate students' analytical thinking ability presented in group project report.

The researcher determined the level of achievement as follows:

Score range	Level of proficiency
90-100	Proficient
80-89	Accomplished
70-79	Competent
60-69	Developing
50-59	Beginning

After the researcher had made this instrument, the group project assignments were examined for its appropriateness by the experts before using with the target group.

**3.3 Students' moral awareness assessment.** There were two types of instruments used to assess students' moral awareness.

**3.3.1 The reflective writing assignments.** According to the University of California, moral awareness is the process of identifying the ethical issues involved, the parties who have stake in the action, what is at stake, and what the action options are (<http://dornsife.usc.edu/>). In each reflective written, students were provided reflection prompts on moral issue and they were required to write a reflective writing to demonstrate their moral awareness on the issues. Students' reflective writing assignments were assessed and scored blindly and independently by the researcher, a lecturer in Political Science major, and a lecturer in Community Management major. The raters evaluated each reflective writing assignment by using students' moral awareness assessment rubric that the researcher adapted from Ethical Decision Making Assignment Rubric developed by University of Charleston (2007).

Table below shows the moral awareness assessment rubric, which was applied for this study.

**Table 8** Students' Moral Awareness Assessment Rubric (20 points)

Outcome	Proficient(4)	Acceptable (3)	Developing (2)	Novice (1)
<b>Issue recognition</b>	Student clearly and independently recognizes the moral issue, and is aware of personal role in solutions.	Student demonstrates understanding of the moral issue and solutions to it.	Student expresses some awareness regarding moral issue.	Student demonstrates limited awareness of moral issue.
<b>Information engagement</b>	Student clearly identifies range of stakeholders and their interests.	Student adequately identifies the stakeholders and their interests.	Student identifies some stakeholders and their interests.	Student unclearly identifies the stakeholders and their interests.

**Table 8 (Cont.)**

<b>Outcome</b>	<b>Proficient(4)</b>	<b>Acceptable (3)</b>	<b>Developing (2)</b>	<b>Novice (1)</b>
<b>Option consideration</b>	Student consistently recognizes and demonstrates sensitivity to alternative moral points of view	Student recognizes and demonstrates sensitivity to alternative moral points of view	Student inconsistently recognizes and demonstrates sensitivity to alternative moral points of view	Student demonstrates limited sensitivity to alternative moral points of view
<b>Action explanation</b>	Student accepts full responsibility for personal actions and can articulate its impact on self and community	Student accepts responsibility for personal actions and can articulate its impact on self and community	Student accepts responsibility for personal actions.	Student demonstrate limited responsibility for personal actions
<b>Outcome evaluation</b>	Student independently and clearly recognizes that alternative moral perspectives result in differing outcomes.	Student recognizes that alternative moral perspectives result in differing outcomes.	Student vaguely recognizes that alternative moral perspectives result in differing outcomes.	Student unclearly recognizes that alternative moral perspectives result in differing outcomes.

The researcher determined the levels of moral awareness as follows:

**Score range**

**Level of moral awareness**

90 - 100

Genuine

80 - 89

Very high

70 - 79

High

60 – 69

Basic

50 – 59

Limited



The reflection prompts on moral issue and rubric were examined for appropriateness by the experts before being used with the target group.

**3.2.2 The moral behavior observation form** was an instrument used to rate and assess students' moral behaviors through experiential learning activities. The researcher made a description of behaviors to be observed in 4 morals that included honesty, public mind, discipline, and responsibility as follows:

**Table 9** The Description of Moral Behaviors

<b>Morals/ Behaviors</b>
<p><b>Honesty</b></p> <ol style="list-style-type: none"> <li>1. Student does not copy all or part of an assignment from another person or resource and presents it as his/her own work.</li> <li>2. Student does not allow another student to copy one's assignment.</li> <li>3. Student does not provide help on an examination or look at another student's exam during a test.</li> <li>4. Student acknowledges or gives credit for any sources of information.</li> <li>5. Student does a full share of the group work assignments.</li> </ol>
<p><b>Public Mind</b></p> <ol style="list-style-type: none"> <li>1. Student engages in community activities with sustained values.</li> <li>2. Student helps peers to resolve community problems peacefully.</li> <li>3. Student acknowledges a responsibility to community.</li> <li>4. Student concerns about the feelings, or actions of others.</li> <li>5. Student lends his/her voices and talents to eliminate the causes of a specific problem, and suggests feasible solutions.</li> </ol>
<p><b>Discipline</b></p> <ol style="list-style-type: none"> <li>1. Student pays attention to teacher instructions and participates actively in learning activities.</li> <li>2. Student is self-directed, consistently focuses on the task and shows best effort.</li> <li>3. Student completes and turns in homework or assignments on time.</li> <li>4. Student contributes to team and performs assigned role within the group.</li> <li>5. Student contributes valuable information, share ideas, perspectives, and experiences with the group through asynchronous discussion.</li> </ol>

**Table 9 (Cont.)**

<b>Morals/ Behaviors</b>
<b>Responsibility</b> 1. Student cooperates, interacts responsibly with others, and demonstrates respect for others. 2. Student assumes leadership role and gets others involved in civic action. 3. Student gets along well with others in group work, responds appropriately to peers. 4. Student focuses on task and can be counted on to complete the assigned work within the group. 5. Student works independently with minimum teacher support.

The researcher and the observers tracked and recorded the frequency of moral behaviors that students performed while they engaged in the learning activities: in-class activities, outside the classroom activities, online discussion and online individual assignment by using rubric for observing students' moral behaviors adjusted from University of Virginia rating scale for performance evaluation.

**Table 10 : Rubric for Observing Students' Moral Behaviors**

<b>Points</b>	<b>Degree of Frequency</b>
4	consistently demonstrates effective behaviors and demonstrates exceptional behaviors,
3	consistently demonstrates effective behaviors,
2	demonstrates some behaviors but not others, or uses behaviors inconsistently,
1	rarely demonstrates competency behaviors; requires significant development

Levels of satisfaction and mean ratings are based on a four -point scale as follows:

Rating scale	Level of satisfaction
3.50-4.00	Very satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Somewhat satisfactory
1.00-1.49	Somewhat unsatisfactory

The moral behavior observation form and rubric were checked for appropriateness by the experts before being used with the target group.

### **3.4 Data analysis**

The data analysis was divided into two categories: the qualitative data analysis and the quantitative data analysis. The qualitative analysis of the data was done by using content analysis. The quantitative is analyzed for percentage, mean and standard deviation.

