

Plenary Lecture 1

Bridging Classroom and Teacher Communities: Exploring the Dual Impact of Hybrid and Face-to-Face Service Learning on Students' and Local Teachers' Action Research Skills

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Globally, teachers face significant challenges in developing research skills, often citing lack of time, support, and practical experience as impediments. Specialized in-service training in research skills is ideal, but it is not cost-effective. This paper presents four cases of service learning (SL) in which the Master of Education-English as a Second Language students volunteered to coach the public school teachers in planning, conducting, and publishing their research. The course, Supervision of Bilingual Education, aims to develop the supervision and coaching skills of graduate students. These cases were conducted from 2021 to 2025. Using the IPARD Model, the projects employed the following stages: In the Investigation and Planning Stages, my students and I conducted a Needs assessment among local teachers who required coaching in conducting action research. In the Action Stage, we conducted face-to-face and online coaching sessions for at least 20 hours per teacher. During the Demonstration Stage, many teachers submitted their research proposals to their respective institutions, and some were accepted for publication. In the Reflection Stage, we conducted interviews and focus group discussions to gather insights into the experiences of teachers and students. The students claimed that the SL developed course content, personal growth, and public service. Meanwhile, the teachers stated that the project developed their research skills and confidence in publication. The findings highlighted the importance of service learning as a transformative teaching methodology to promote course content and volunteerism.



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