Reflections on Academic Service Learning: a case study of the Elton John Bakery, Soweto, South Africa

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Abstract

As institutions of higher education develop their public purposes, new models for how campuses establish partnerships and interact with their communities in ways that intentionally guide programme design, implementation, investments, assessment and growth are at the heart of renewing community engagement (Kellogg Commission, 1999). What is meant by the term "partnership"? When does an interaction constitute a partnership? Further to this, what are the attributes of the type of relationships that are the basis for service learning and civic engagement partnerships? Keeping this statement in mind, the process of the CE project was developed. The purpose of higher education is not only "education for the marketplace", but also, "education for good citizenship". This is especially valid in hospitality education within a resource-limited country, alias South Africa that is under pressure to produce and retain skilled professionals for the industry. Academic service learning, a form of community engagement, can be used to enhance a sense of social responsibility.

Keywords: Service-learning, implementation and assessment.

Background: Elton John Bakery initiative and pinnacles of community engagement project.
The two authors initiated contact with Elton John Bakery in 2009 and started to investigate the possibility of a partnership that would benefit the bakery and the School of Tourism and Hospitality students.

In keeping with University of Johannesburg's policy on community engagement, the authors embarked on a pilot community engagement programme that included the principles of community engagement and emphasized the following:

- Relevant and meaningful service with the community;
- Enhanced academic learning
- Authentic civic learning (social responsibility);
- Structured opportunities for reflection;

- Identify factors that motivate students to participate, identify perceived benefits of community engagement to students.

Methods: In 2010, groups in Hospitality Practice 1 were introduced to theory in community engagement and interaction with the community accrued.
In 2011, the full concept, was structured for three years were implemented, expanded to the third years.
A Questionnaire was designed to evaluate the student benefit to community engagement.

Service learning in the form of rural site visits and theory classes is an excellent opportunity for hospitality students to initiate discussions about the needs of the country on an academic platform. It is also a step towards engaging in multidisciplinary, multi-professional teaching and learning. It has its limitations, for which academics are constantly challenged to find workable solutions.

INTRODUCTION AND CONCEPTUAL FRAME

The relevance of community engagement is discussed by (Boruff-Jones, 2006) who points out that civic engagement is accepted as an important part of higher education for both staff and students. Activities that may be identified as community engagement activities for students include experiential learning, community researched projects, service learning, internships, or community service projects (D'Apolito, 2011:5). This study would however only focus on community service projects by students and the development of the student into becoming a more matured citizen

Current education debates and policies are dominated by a concern for adding value to human resources and turning them into lifelong learners. At the same time – and we believe in conflict with this orientation – there is a growing call to unearth and valorise indigenous knowledge systems, and to challenge mainstream knowledge. Decolonisation must involve an active rejection of all forms of inferorisation and ways of so-called common sense thinking about race, class, gender, and sexuality that rooted in unquestioning acceptance of past epistemologies. It also demands that we turn teaching and learning situations into spaces where people can experiment with knowledge, and discover one another as imaginative and knowing agents of knowledge creation (Galloway, 1999). Adult and community education has a long history and tradition of drawing on and including everyday and practical knowledge by working in a participatory people-centred way. We would therefore agree with Hoppers, Odora CA (2002: 2-22) that adult educators are 'mediators' of knowledge who should not:

"Focus on the transfer of knowledge (with a big K) BUT, rather, the fostering of an epistemological relationship between knowledge's and the subjects in the knowing process. It is in fostering the essential link that grassroots and indigenous can locate themselves and their knowledge into the broader template of knowledge and power relations, (Hoppers 2002)".

If, in the first instance we believe 'that people can develop after understanding of their social world through more democratic knowledge-making practices and structures than are current at present' (Barr, 1999:9). The environment and space for such democratic teaching and learning should be created. This means we must shift the balance of power between educator and students, and negotiate different epistemologies towards more inclusive meanings.

Secondly, in tradition of radical community education, our teaching is underpinned by believing that useful learning involves developing critically skills. Working within the dynamics and tensions of community-based organisations in which different views and agendas compete with one another, we would ask student groups to make sense of contradictions and power, in an applied and 'real-life' way. Rather than engaging in academic study of clearly and neatly demarcated issues, they would work their way through messiness of conflicting information, and need to develop ways of making difficult informed choices.

Thirdly, the sustained process of group work may open possibilities for creativity, as students experiment with different data and interpretations and think through possible alternatives to mainstream responses and solutions to problems posed by the project. Within this context, a particular model of project-based learning (hereafter the Elton John Bakery project EJBP), was introduced into the curriculum of an undergraduate course in Hospitality Management, at the University of Johannesburg in 2010. Little did the two authors know that by making contact with the participants from the bakery this would have the impact and ripple effect for years to come? Socio-educational change that starts at the bottom has once more illustrated that "grass-roots" can be a metaphor for change!! All too soon we understood this statement to its full extent.

Waldorf and Giles (1997: 115) discuss dynamics by emphasizing that service-learning is an activity based aspect of view on learning in higher education " with strong links to social issues (and that is) has extended the conceptual basis for experiential education and consequently has provided a rich set of connections to nearly all discipline areas". They also challenge higher education by asserting that most institutions of higher education claim to educate students to fulfil an active role in improving not only their immediate world of work, but an aspect of society at large, thereby moving between gemeinschaft and gesellschaft; : Service-Learning constitutes a concrete means to achieving what so many institutions of higher learning promise: the development of who will become a significant actors within their communities and society at large for the betterment of both.

In the milieu of accelerated change in higher education, Zlotowski (1996) challenges institutions that resist service-learning as curriculum by asking: "Are we to conclude that while our understanding of teaching and research needs rethinking and renewal, our understanding of service – and its relationship to teaching and research – does not"?. Although this statement of Zlotowski dates back some time we experienced exactly that at our University. In embarking on our voyage of introducing service-learning and our associated projects we found that the deeper understanding amongst staff proved to be a great barrier for us to reach our destination.

During 2009
In 2009 the School of Tourism and Hospitality (STH) began to research ways in which they could best assist the community closely associated with the Elton John Bakery.
In order to establish and determine their needs, a workshop was hosted by the authors at the bakery in Soweto.
In order to reach the ultimate goal, a unique programme had to be developed that would benefit both the STH students and the needs of the community.

An 18 months "roll-over" programme was developed wherein second year students would work a full year with the community and this would slot in with the academic schedule of the school for the year. **(Phase1).**
This was fully assessed and controlled by STH staff members, in this case by the authors.
The same group, then in their third year would complete the 18 month cycle in the first six months of the following year. **(Phase2).**
A new cycle would then begin when the third year group handed over the project to the next intake of second year students. This procedure ensured the continuity and sustainability of the programme for parties, students and community. The academic approach was included into this project by the introduction of academic reports written twice in this period. Not only was this an academic exercise, but students also continued their research on this project.
In addition to initial fears regarding control and reconceptualization, Faculty also had pedagogical and professional concerns that included: apprehension concerning academic quality, lack of familiarity with techniques for assessing community engagement, confusion with respect to the practical component in helping students test course concepts, the belief that application is only useful when it follows theory, restricted duration of the 50-minute course, fear of the world outside the campus, and concern whether involvement in Community Engagement helps with tenure, promotion, and merit increases (Kendall et al. 1990)

Many of the barriers or reservations that Faculty have about using service learning stems from an unfamiliarity with it. Some faculties are reluctant to use it because they are unsure how to implement such experiential activities for their students, while others are unsure how it will affect the learning process. Many of these barriers discussed here might be overcome if the appropriate incentives were given. It was also during this period that we realized that the assessment methods to be used were not reflecting

what we did. We therefore addressed this by writing an academic paper on this matter in 2010 entitled:
"Integrating Service Learning Theory and Practice in Community Settings; Approaches, Opportunities and Ongoing Challenges". Author/s PH v/d Westhuizen and Dr. Hema Kesa.

During the early stages of developing this new CE component for the Hospitality Project, the authors constantly referred back to the following researched questions to make sure we were on track:
•   What are the factors that motivate students to participate in Community Engagement projects?
•   What are the perceived benefits of Community Engagement to students?
•   Which students' societies at the University of Johannesburg are involved in community engagement projects and what are their activities and/or how are they involved?
•   How can the University management, or the CE office, support student's societies?
The outcomes of this research will be discussed more fully later.

At this stage the authors started to get involved with *Students in Free Enterprise (SIFE)*, now called ENACTUS. This is an international and professional students' organization with a mission of *"bringing together the top leaders of today and tomorrow to create a better, more sustainable world through the positive power of business".* ENACTUS as an organization represents a business and higher education network in thirty nine (39) countries. In South Africa alone, at least twenty six universities participate in ENACTUS activities.

According to the then still SIFE (2011), by contributing their talents to projects that improve the lives of people, ENACTUS students are demonstrating that individuals with knowledge and passion for business can be a powerful force for beneficial change. Furthermore ENACTUS is a non-profit organization that co-operates with leaders in business and higher education to mobilise university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Participating students form teams based on their university campuses to apply business concepts and develop community engagement projects that will improve the quality of life and standard of living for people, especially those who are in need. Teams present the results of their projects at national competitions where they are evaluated by business leaders. The national champion team advance's to the prestigious ENACTUS World Cup. ENACTUS also have leadership and career initiatives which create opportunities for learning and exchange among the participants as well as the placement of students and alumni with companies in search of emerging talent.

During 2010
Theory of Academic Service Learning was introduced into the STH's second year student's classroom syllabus module was fully monitored and continually assessed.
By introducing academic service learning in the theory classes the authors ensured that all students had a basic knowledge of what was expected from them, before making contact with a community. In most cases our students had never in the past made contact with a community on the level that was now needed for this project. Students then started to work on transferring knowledge to the people operating within the bakery. Outcomes of the 2009 programme and research showed that a lack of knowledge and skills within the community, (the bakery), hindered future success and expansion of operations to create a sustainable business. Consequently the students hosted the following (in the, kitchens at STH), to address these short falls:
•   Introduction to hygiene and safety, focussing on the kitchen.
•   Measuring abilities and general rules for baking
Bilingual manuals were prepared by the students to illustrate these concepts. The emphasis was placed on making sure that these standards could be implemented within the bakery. Workshops ended off

with a debriefing of the days' activities, plus handing over a "brown paper bag lunch", to constructively reward the participants for their efforts.

These workshops prepared the participants of the bakery for phase 2 of the programme which would give those hands on training and skills development within the STH training kitchens. STH then proceeded on planning for 2011, to put the participants on a 2 week skills development course which meant they would have the opportunity to join a first year practical cooking class and cook for 2 weeks, with supervision. This was incorporated into the academic school calendar.

A current trend in education recommends objectives that expose students to experiential learning and challenge them through service learning (Rogers, 1999), Eyler and Giles (1999), argue that service students became more thoughtful and effective, that they had obtained a deeper, more complex understanding of issues and felt more confident about using what they had learned than students with no service-learning experience. Service-learning has become one of the most powerful tools available for integrating experiential learning, professional training, civic responsibility, and responsiveness into higher education (Decker.2000). Although at this stage STH had no intention of exposing the students through experiential learning to service learning, it was of the utmost importance that we had to research that component. The authors were surprised to see how our structure linked to experiential learning.

The Institute for Experiential Learning (IEL) promotes the application of knowledge, action, and reflection in all experiential learning. So that the process of reflection is not overlooked, (Brookfield, 1990:50). Encourages 'praxis', thereby ensuring that opportunities for the interplay between action and reflection are available in a balanced way for students. Praxis means that curricula are not studied in some kind of artificial isolation, but that ideas, skills, and insights learned in a classroom are tested and experienced in real life. Essential to praxix is the opportunity to reflect on experience, so that formal study is informed by some appreciation of reality.

(Jacoby, 1996:7). Stated that reflection is an essential component to service-learning. He defined the goal of student participation in reflection as "promoting [sic] learning about the larger social issues behind the needs to which their service is responding. This learning includes a deeper understanding of the historical, sociological, cultural, economic, and political contexts of the needs or issues being addressed". The Centre for Public Service and Community Engagement (CPSCE) at Indiana University (ISU) asserts that service-learning consist of core principles that should engage students in meeting the unmet needs of communities, and enhance students' academic learning, their sense of social responsibility, and their civic skills. In a discipline-based service-learning course, students provide service throughout the semester and reflect on their experiences using course content as a basis of analysis (Indiana State University, 2005).

During 2011
The program started towards the end of January 2011 and the participants from the bakery (EJBP) were to pass through the skills kitchens on a two week cycle. With the kind donation from a Company associated with STH, chef's uniforms were provided to make the participants feel part of the kitchen brigade. This proved to be a great success in building unity in the kitchen brigade. The dedication of the participants was absolutely astonishing and rewarding. They realised they were here to learn and made the most of it. ENACTUS financially aided the participants and Mrs. Joyce Sibeko undertook the huge task to drive and support this part of the project. The Hospitality third year students monitored the process and gave constant feedback of progress to the authors who promoted the whole process. The outcome of this was relayed to Mrs. Sibeko who in turn communicated this to the community on a monthly basis.

Immense interest from the community resulted from regular feedback which constantly updated the community on the progress of the participants. This process would enable the STH team to elicit the community's "buy-in" to support the bakery. The Hospitality third year students were divided into two groups to host the following events:

- Group 1 to host hands on workshop for all 15 participants on Saturday 12 March 2011. The theme for this workshop was scones, biscuits, packaging and requirements for tea settings. The students decided to sell the days baking to raise funds for the bakery. This was very successful and over R900-00 was raised. This also then proved to the participants that with the right insight and organization, money could be generated in this way.
- Group 2 had to organise a final "Celebration Engagement Dinner". This would be cooked and served by the 15 participants with the support of the third year students. Seven people went into the kitchen and seven people operated in service. One participant shadowed the third year managers for the evening to experience hands on management exposure.

This event was covered by National TV and good publicity for the Elton John Bakery, STH and ENACTUS were achieved.

The highlight of the evening was when the community members, (participants) of the Elton John Bakery received their well deserved certificates from ENACTUS and the STH. Hospitality Management students handed over some baking equipment for the bakery bought from the money raised from the sales of baked goods from the workshop.

The 18 month cycle achieved the initial goals, "EMPOWERING THE PEOPLE OF THE BAKERY WITH SKILLS".

STH Hospitality third year students felt overwhelmed at the realisation of what the concept of Community Service was all about and at the same time were delighted with the achievements of this project.

During this event the third year students handed over the "Marketing Plan", for the Elton John Bakery, as they had structured this as part of the final stage for this project. On 30 June 2011, the marketing plan was launched at the Garden Court Milpark, with a breakfast that was sponsored by Tsogo Sun. The then General Manager Linda Reddy from this Hotel made all of this possible for everyone concerned. During the breakfast we also informed the participants that the project would be promoted at a National competition.

As the project was selected to be part of the National competition for ENACTUS, our students started to prepare for this under the guidance of J Sibeko and L.E. Schie.

During the June/July University recess this competition took place at the Emperors Hotel & Casino complex in Johannesburg. We were delighted that our University was placed 4th in this competition. A great achievement as previous years we were placed 27 out of 29 entrant institutions!

Although our project was one of three projects to be showcased we were informed that our project is based on sound community engagement principles. The authors received constructive feedback from the judges.

It was also at the end of this cycle that the authors realized they would have to "adjust" the project, for the next academic year.

In concluding this section, a student journal entry that encapsulates this dynamic appropriately:
"In the beginning I thought the Elton John project was just for 'PR' [public relations] between the school and the community, using the students as forced labour. But now after going through the system I can see the benefits outweigh the amount of work we put into it. I have gained new skills as a focus group moderator, and I have gained in practice qualitative research. Many community members stand to benefit from what we have done if [our recommended] changes are made".

Literature review

During 2012

A revised approach was implemented to establish a sounder base and to further motivate the students and to spend more time in the Bakery.

Du Toit, Erasmus and Strydom (2007) mentions that performance in any organisation or society is mainly determined by the desire to do something (motivation), the capability of doing it (ability) and the availability of resources to do the job (environment).

According to Helriegel *et al* (2006) motivation can be defined as an influence that triggers, directs and/or maintains goal directed behaviour. Since the level of motivation has a direct influence on performance of an individual, it is very crucial to understand how motivation takes place.

It was clear to us that we did not motivate ALL the students in the group, and therefore we wanted to address this matter. In making the new decisions for our projects, we found the following information a great help in understanding the principles of motivation. It became apparent to us that we were not motivating all the students in the group, and therefore we were compelled to address this issue. In making the new decisions for our projects, we found the above information of great help in the understanding the principles of motivation. Deviant behaviour like sabotage and absenteeism are also motivational behaviours (Du Toit *et a*l., 2007:232). Du Toit et al (2007) pointed out that motivation refers to those forces within a person that affect his or her direction. Thus a motivated individual is willing to expect a particular level of effort (intensity) for certain amount of time (persistence) towards a particular goal (direction).

Content approach to motivation will be used to explain factors that motivate students to participate in community engagement projects. According to Du Toit *et al., (*2007), content approaches try to determine factors that actually motivate people to perform, or the 'what 'of motivation. Content theories to motivation focus on factors within a person that direct, energise, maintain, modify or even stop behaviour and are also known as need theories or theories of individual differences as according to Hellrigel *et al* (2006).

It was at this stage that the authors decided to change the programme to only incorporate the second year students as this would enable us to spend more time within the Elton John Bakery project. For the second year programme, community engagement was included into the academic calendar, meaning that, within cycles of one week duration, students were solely allocated to community engagement activities.

The aim of this decision was to really get the students to be completely motivated, have sufficient time and thus work on this project throughout the entire academic year.

Therefore we ensured the inclusion of theories of motivation.

Theories of Motivation

There are content theories of motivation as well as the process theories of motivation. Process theories try to explain the actual process of motivation or the how part of it, while content theories explain the part of motivation, identifying people's needs and the goals they want to achieve in order to satisfy such needs. Factors that motivate students can be best explained by content theories or theories of individual differences as others refer to them. Hellrigiel *et al* (2006) highlighted that many theories of motivation had been developed with each theory offering some insight. This therefore means that no single theory of motivation adequately addresses all aspects of motivation.

Individual Differences

Individuals are different in terms of needs that are most salient to them, as well as values that are most important to them and also the competencies that are most developed in them. People are just different in many aspects. Hellrigiel *et al* (2006) mentioned that the specific content of individual differences is what makes

each person unique. They admitted that people differ from one another in many ways, that is to say people have different abilities, needs, values and personalities. Theories of individual differences consider individual differences in terms of needs as particularly important to explain what motivates people (Hellrigiel *et al,* 2006:365)

Content or individual differences include Maslow's hierarchy of needs, Alderfer's ERG theory and Mc Clelland theory of learned needs. While the first two theories are based on primary instinctive needs, according to McCelland needs are learned and can be reinforced. It is this aspect that inspired the authors to incorporate the new structure into the year programme because we would reinforce the learning and in addition, more contact would be achieved direct with the community.

Maslow's Hierarchy of needs.
According to Maslow, a need is a strong feeling of deficiency in some aspects of a person's life that creates an uncomfortable tension. That tension becomes a motivating force, causing a person to take actions to satisfy the need (Hellrigel *et al.* 2006:265).

Maslow believed that people have five types of needs which he arranged in a hierarchy. He suggested that as a person satisfies each level of needs, motivation shifts to satisfying higher level needs. The types of needs as identified by Maslow include the physiological needs, security needs, affiliation needs, esteem needs and self actualisation. According to Du Toit *et al* (2007), the core of Maslow's theory is that needs are arranged in a hierarchy where the lowest needs are physiological and the highest are self-actualisation needs.

Physiological needs are basic ingredients for survival and they include food, clothing and water and shelter. People try to satisfy these needs before all others. In student societies these may include venues with adequate lighting, and a general conducive environment for learning.

Security needs include the desire for safety and stability and the absence of pain and/or discomfort (Hellrigiel *et al,* 2006:265). Since safety and security needs deal with the protection from physical and emotional harm, they include structures that deal with grievances.

Social needs include the need for friendship, love and affection. This includes also to be accepted by peers.

Esteem needs according to Maslow, refers to the need for a positive self-image and self-respect, and the need for recognition of their inputs and efforts by others. Examples of esteem needs as stated by Du Toit *et al.,* (2007) include compliments, titles, access to information and challenging job assignments.

Self-actualisation refers to realising one's potential through growth and development.
They include development opportunities, challenging assignments and decision making opportunities (Du Toit *et al,* 2007:234). It was also during these planning stages that we also had the opportunity to introduce Civil *Citizenship* to our academic service learning curriculum. This enabled us to link a lot of the service learning concepts to the real life scenarios. In the first 6 months of implementation, (2012), we saw an enhanced level of interest by the students'.

RESEARCH METHODOLOGY

Young people as researchers
A previous study conducted by the National Foundation for Educational Research (NFER) (Hetherington *et al.,* 2007) identified a lack of research identifying young people's views on community cohesion. The authors targeted the involvement of students in all stages of the research. In order to achieve this, students were trained to conduct appreciative interviews and were asked to interview community members, (Elton John Bakery), about community cohesion. The authors decided to make sure they implement **appreciate inquiry (AL)** methods to fully research the topics with the community.

AL was initially developed as a method for promoting organisational development. However, over the last decade it has also been increasingly deployed as a research tool in education.

NFER funded and conducted a pilot study of AL to investigate its potential use in educational research. In particular, the study aimed to:

- Explore the potential and limitations of using AL as a research approach
- Identify the effectiveness of using AL as a research approach
- Consider possible changes and modifications needed when using AL
- Identify any potential areas where AL might be valuable research technique
- Explore the benefits of applying AL from the participants 'point of view; and
- Examine the financial cost of conducting research using AL approach

What is appreciative inquiry?

AL is a relatively new theory which takes a positive approach to organisational development. It aims to identify good practice, design effective development plans, and ensure implementation. It focuses the research process around what works, rather than trying to fix what does not. In conjunction with the assessment tool developed in 2011, the authors were positive that this new approach would benefit students and the community. AL therefore presents an alternative to the problem solving approaches underpinning action research and offers an alternative approach for evaluating and envisioning future initiatives based on best practice.

AL's originators, Cooperider and Scrivasta (1987), criticised the lack of a useful theory generated by traditional action research studies and claimed that the problem solving theory underpinning action research is to blame. They challenged the fact that action researchers tend to assume that their purpose is to solve a problem and thus groups and organisations are treated not only as if they have problems, but also as if there are problems to be solved. Cooperider and Srivastva argued that this view of organising and researching reduces the possibility of generating new theory and new images of the future. As an alternative, they devised the AI model as a change management process using the positive experiences of an organisation or group to bring about change. The main philosophy of AL can be summarised as follows (see Hammond, 1996):

- in every society, organisation or group, something works
- what we focus on becomes our reality
- reality is created in the moment and there are multiple realities
- the act of asking questions of an organisation or group influences the group in some way
- people have more confidence and comfort to journey to the future when they carry forward parts of the past
- If we carry parts of the past forward, they should be what is best about the past
- if we carry parts of the past forward, they should be what is best about the p**ast**
- it is important to value differences
- the language we use creates our reality

The application of AL takes place in four sequential stages, namely; discovering, dreaming, designing, and delivering as illustrated below.

Figure 1
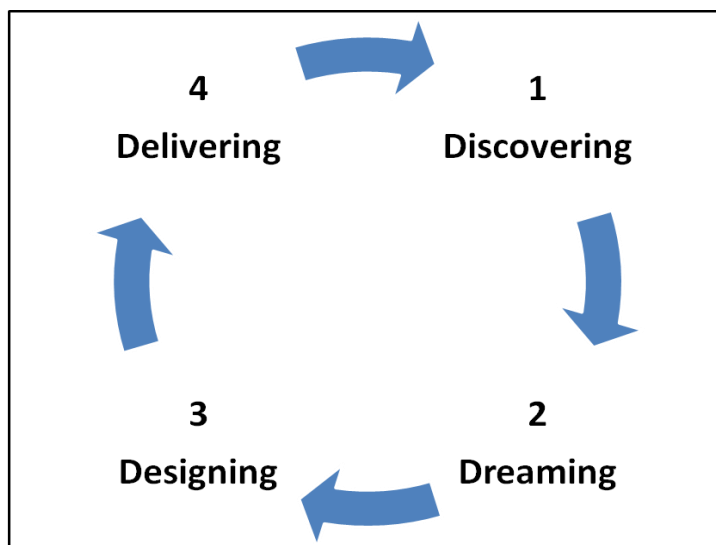
1 **Discovering:** finding out the best most positive experiences community members had in their community

2 **Thinking:** thinking creatively about the future

3 **Designing:** designing plans for the future which reflects participants' view of good practice and visions.

This phase involves producing provocative propositions, which are statements about what the community want to achieve.

4 **Delivering:** the energy **moves** toward action planning, working out what will need to happen to realise the provocative propositions.

AL is a collaborative and participative approach. It relies on interactive techniques such as group discussion and interviews to identify good practice, consider change, and introduce it to a system. AL views language and words as the basic building of social reality.

Having all this "new knowledge" the authors embarked on the "new" look and feel to the project, which concentrated on the four main areas outlined above, in the form of educational workshops.

This would then also build on the work done in 2011. These workshops were planned and executed by the second year hospitality students, as mentioned before. Each group elected a coordinator and pre-determined topics were based on a needs analysis that was done at the bakery earlier in the year.

The following provides a brief outline of the workshops:

Table 1

Student Co-coordinator	Topic of workshop
1. **Michael Reece**	Basic Food & Beverage Techniques
2. **Parekh Sandhya**	Basic Bookkeeping for small business
3. **Baddy Chen**	Basic Marketing concepts
4. **Shayna Bolus**	Fundraising concepts for community projects

Workshop (1): Food and Beverage Techniques:

This team planned and co-ordinated a half-day training workshop for the participants. In total they trained 15 participants. The session covered the following aspects and provisos;

- An introduction to the project
- Teaching basic food and Beverage skills e.g. hygiene, appearance etiquette and table settings.

- The development of a training manual in 2 languages
- Training was to be both in written form and in practical exercises
- Workshops were to be presented with translators available at all times.

During the workshops, participants had the opportunity to interact with the presenters, write up notes in the manuals provided and analyse the data provided. Following the exercise, participants shared their experiences with the group and held further discussion about their experiences took place including reflection on the practical components that were provided.

At the end of the workshop each participant received more literature regarding this topic. They all also received a "brown paper bag lunch" packet from the students. During the lunch break participants from the bakery thanked the students for this valuable knowledge that they received during the workshop.

Workshop (2): Basic Bookkeeping for small business:
This workshop was designed to provide basic bookkeeping knowledge. Points that were emphasized during this activity included:

- Food costing
- Recipe costing
- Participants received a welcome bag, with the necessary stationary and a calculator for the day's workshop.

At the end of this workshop a survey was done amongst 17 participants. The following results were tabled:

- 12% needed more practice to perfect the skills they had learned
- 5% felt the course was not long enough
- 100% understood the course and had learned a new skill
- Majority would like a course on accounting.

Comments on the day

"I have learned so much today about calculating food costs. It was difficult for me to price items in my business".

"......things I didn't know, I learned today, now I know them e.g. unit price, costing and selling price".

Workshop (3): Basic Marketing concepts:

This group of students decided to focus on the basics of marketing and, in particular, to focus mainly on the marketing mix which consists of the 4P's (Product, Price, Place and Promotion). A very basic marketing manual was provided to the participants. This supplied them with material and information to design their own marketing material, advertisement and posters. Participants also received manuals written in English and Zulu. The motto of this workshop was: **Care, Share, and Involve.** This workshop also ended with an informal lunch, enjoyed by the participants and students.

Workshop (4): Fundraising concepts for community projects:
The students compiled a booklet for the participants with handy guidelines in starting a fundraising campaign for the bakery.

The students raffled a 'sweet jar" and raised nearly R500-00 over the ensuing weeks...

The participants were brought into the STH kitchen, where they baked, packed and sold the products to various outlets on the Bunting Road Campus. Costing of cookies made, were based on the finance workshops guidelines.

Thus, over a short period of time the students proved to the participants that good planning can bring in money to the bakery.

The total amount raised was R2216.00

This workshop was based on the Chinese proverb:

"Tell me and I'll forget. Show me and I'll remember, Involve me and I will understand".

Given the success of this project, the STH students were invited to present their work at the UJ Community Engagement Student Project Forum, [2012]. This was

held on Wednesday 30 May 2012. The Elton John Bakery project and the presentations were received with great interest and praise, and consequently were selected to represent the UJ at the national ENACTUS competition scheduled for Wednesday 11 and Thursday 12 July 2012 at Sandton Convention Centre. 27 ENACTUS Teams [including our ENACTUS team] battled it out over those 2 days. Although we did not reach the finals, the authors were extremely satisfied at the way our team represented the UJ at this national competition.

A current trend in education recommends objectives that expose students to experiential learning and challenge them through service-learning (Rogers, 1999). Eyler and Giles (1999) argue that service students became more thoughtful and effective, that they had obtained a deeper, more complex understanding of issues and felt more confident about using what they had learned than students with no service-learning experience. After the four very successful workshops, the authors understood the meaning behind Rogers and Eyler's arguments. Experiential time spent in a community would mean 'longer" time being made available to implement strategies. Although we had neither the intention nor the capacity to introduce experiential learning in our program, in retrospect, we would now make this a long term goal.

Service-learning has become one of the most powerful tools available for integrating experiential learning, professional training, civic responsibility and responsiveness into higher education (Deckner, 2000).

Research design

The Oxford Dictionary (2012) defines methodology as "a system of methods used in a particular area of study or activity". When one refers to research methodology, they refer to the extraction from data (Leedy&Ormond, 2010). There are generally two types of research methodologies one could choose to do, namely; Qualitative or Quantitative. Qualitative research is all about exploring issues, understanding phenomena, and

answering questions (QSR International, 2012). It is said that qualitative research happens nearly every day in almost every workplace and study environment (QSR International, 2012). Therefore qualitative research in its simplest form involves the analysis of any unstructured data, such as: open-ended survey responses, literature reviews, audio recording, pictures and web pages (QSR International, 2012). Quantitative research on the other hand deals with numeric data or data that can be converted into numbers which can be collected and organised for statistical review. The purpose of quantitative research is to "seek explanations and predictions that will generalize to other persons or places; the intent is to establish, confirm, or validate relationships and develop generalizations that contribute to excising theories" (Leedy, Ormrod, 2010). Both have their advantages and disadvantages. Depending on one's research, would determine which methodology would be used. In some instances researchers use a mix of both qualitative and quantitative methodologies.

Within quantitative research methodology there are sub groups of research methods that can be used, such as descriptive, correlational, explanatory research (Catherine & Dawson, 2002; Kumar & Ranjit, 2005). Descriptive research attempts to systematically describe a situation, problem or describes or provides information on attitudes towards an issue (Catherine & Dawson, 2002; Kumar & Ranjit, 2005). Exploratory research on the other hand seeks to explore an area where little is known or to investigate the possibilities of undertaking a particular research study, (Catherine & Dawson, 2002; Kumar & Ranjit, 2005).

For this case study quantitative methodology was chosen using descriptive research methods with elements of exploratory research methods. Data (information) was collected in the form of questionnaires, at two stages.

First questionnaire was done at the end of a year programme, and then again, the same group, at the end of 6 months theory at school, before going for the WIL (Work

Integrated Learning) component. This then gave us an over view of our 18 month cycle as planned in the beginning. The collected data was then used to generate statistics. Those statistics helped in answering our main questions regarding the project.

Demarcation of the study

The research was conducted in South Africa, University of Johannesburg, STH, with the second and then third year students within the Hospitality Management course, and focussed on the **implementation, investments, (human capital) assessment** and **growth** of the Elton John Bakery in Soweto.

Population

The sample population for this case study was the second and then third year students in the Hospitality Management course at the STH. Survey research was used, by means of stratified random sampling in the form of two questionnaires.

Analysing the data

For this case study, data (questionnaires) was first collected, after completion of one year working with the project, and then six months later. Once the questionnaires were organised, it was handed to Statkon, where the data was captured in a spreadsheet to form a database. After which Statkon made use of SPSS to analyse the data, in the form of tables. These tables along with charts and graphs created using Microsoft Excel was used to further explain the results obtained.

Validity and reliability

Validity means that the correct procedures have been used to find answers to questions. Reliability refers to quality of a measurement procedure that provides repeatability and accuracy (Catherine & Dawson, 2002; Kumar & Ranjit, 2005). In order to support validity and reliability of this research, the designed questionnaires were piloted prior to being used. The questionnaires were given out to 12 students, in second year theory classes. This was then discussed with them and clarified any problems encountered. This was done to ensure the students filling out the questionnaires would have no problems answering it, as it was easy to understand. This also helped ensure that the data received was appropriate and relevant.

Data analysis results, discussion and interpretation

For this study two questionnaires were used. The one was handed to second year students at the end of a year program.
The questionnaires were handed to students before the start of the final exam HOP 22/2. There were 67 questionnaires handed out. Of the issued questionnaires 67 (100%) were received back.
The second one was handed to third year students, at the end of a semester. The same procedure was followed and 50 questionnaires were handed out. Of the issued questionnaires 50 (100%) were received back. Table 1.1 below summarises the above mentioned information. As mentioned in the previous statement, SPSS as well as Microsoft Excel will be used to analyse the data.

Table 1.2 – Summary of questionnaire responses

Field	Questionnaires issued	Questionnaires received back
After 12 months, (rear programme)	Students 67	Students 67 (100%)
After 6 months, same group of	Students 50	Students 50 (100%)

students, (part of a year programme, but students only six months on campus before going into WIL for the next 6 months)		

Table 1.3 – Gender of students

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	Male	13	19.4	19.4	19.4
		Female	54	80.6	**80.6**	100.0
		Total	67	100.0	100.0	
After	Valid	Male	11	22.0	22.0	22.0
		Female	39	78.0	**78.0**	100.0
		Total	50	100.0	100.0	

Table 1.2 shows that the majority of the participants female at 81% and 78%.

Table 1.4 – Language

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	Afrikaans	12	17.9	17.9	17.9
		English	37	55.2	**55.2**	73.1
		IsiXhosa	3	4.5	4.5	77.6
		Sesotho	3	4.5	4.5	82.1
		Setswana	4	6.0	6.0	88.1
		IsiZulu	6	9.0	9.0	97.0
		Other	2	3.0	3.0	100.0
		Total	67	100.0	100.0	
After	Valid	Afrikaans	10	20.0	20.0	20.0
		English	30	60.0	**60.0**	80.0
		IsiXhosa	1	2.0	2.0	82.0
		Sesotho	3	6.0	6.0	88.0
		Setswana	3	6.0	6.0	94.0
		IsiZulu	2	4.0	4.0	98.0
		Other	1	2.0	2.0	100.0
		Total	50	100.0	100.0	

Table 1.4 shows that the majority of the participants (55%) and (60%) were English speaking.

Table 1.5 – Age of students

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	18	1	1.5	1.5	1.5
		19	6	9.0	9.0	10.4
		20	35	52.2	**52.2**	62.7
		21	15	22.4	22.4	85.1
		22-24	8	11.9	11.9	97.0
		25+	2	3.0	3.0	100.0
		Total	67	100.0	100.0	
After	Valid	19	1	2.0	2.0	2.0
		20	14	28.0	28.0	30.0
		21	19	38	**38.0**	68.0
		22-24	13	26.0	26.0	94.0
		25+	3	6.0	6.0	100.0
		Total	50	100.0	100.0	

Table 1.5 Shows clearly that the majority of our participants that took part in this project in 2011 (52%) were 20 years of age. In 2012, then the third years, (38%) were then 21.

Source: http://bakhresa.com/wp-content/uploads/2013/03/Bakeries.jpg

15

Figure 1.2 – Where you involved in the planning of the service learning module in any way?
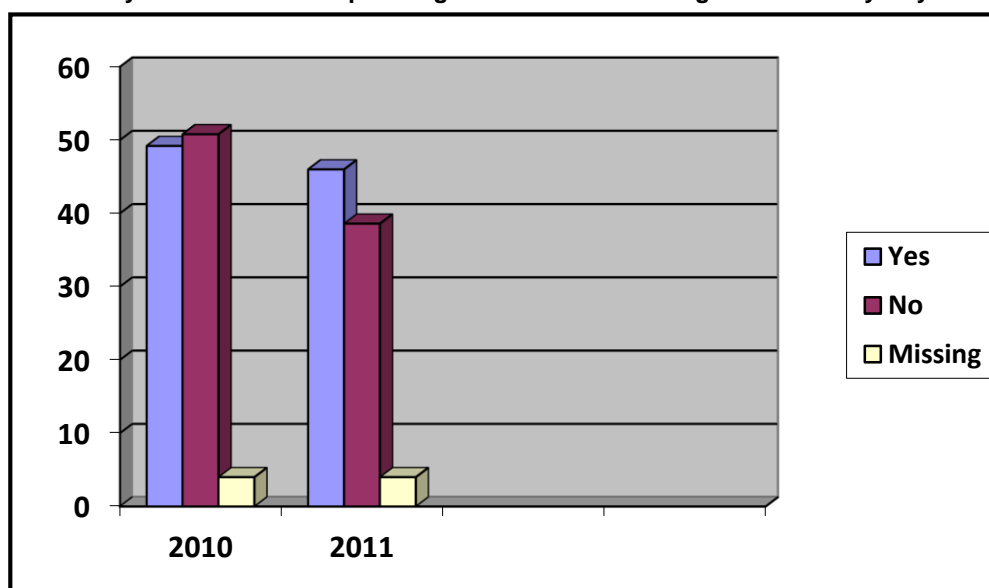

Figure 1.6 shows that the majority of the participants over the period of 18 months did clearly not understand the purpose of the service learning module. Although the research and first contact with the community were undertaken by the authors, the development of the workshops, the organization and implementation of that was left up to the student to design. To proof this statement we refer to Table 1.6

Table 1.7 a – If YES, please specify in what way

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	By translating language and explain verbally more details on the specific recipes used.	1	3.2	3.2	32.3
		Conveying the recipes to the people and compiling the report.	1	3.2	3.2	35.5
		Doing / develop the manual	1	3.2	3.2	38.7
		Facilities in and around Soweto	1	3.2	3.2	41.9
		Gathering information	1	3.2	3.2	45.2
		Had to contribute by writing a section of the manual. Had to interpret in Sesotho to the participants at the conference meeting.	1	3.2	3.2	48.4
		Helped in the modifying of recipes and in the translation of these recipes into the main language.	1	3.2	3.2	51.6
		I helped design the booklet used at the community project presentation	1	3.2	3.2	54.8
		I helped with the measuring component and language	1	3.2	3.2	58.1
		Involved in the writing of the manual.	1	3.2	3.2	61.3
		Organise the group.	1	3.2	3.2	64.5
		Presentation.	1	3.2	3.2	67.7

Providing information on Health and safety.	1	3.2	3.2	71.0
Teaching the participants kitchen hygiene and safety for the bakery.	1	3.2	3.2	74.2
Translating and printing.	1	3.2	3.2	77.4
Help in all departments.	1	3.2	3.2	80.6
Translating and printing	1	3.2	3.2	83.9
All helped and made sure the events were well executed.	1	3.2	3.2	87.1
Did a workshop on First Aid for the participants of the bakery.	1	3.2	3.2	90.3
This group finalized, proof reading the manuals and made sure it would be a "workable"' piece of material equipment to be used every day.	1	3.2	3.2	93.5
Had to evaluate the establishment, (bakery) and suggest improvements for the future.	1	3.2	3.2	96.8
Participant's participation during the workshops. Total Missing	1 31 9	3.2 100.0 29.0	3.2 100.0 29.0	100.0 29.0 32.3

Table 1.8a - Your expectations on service learning

Before	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Q7.1 I think that I shall learn from the community in which I am going to work	15 23.4%	33 **51.6%**	5 7.8%	5 7.8%	6 9.4%	64 100.0%
Q7.2 I think that I shall learn from the service sector staff involved in the module.	9 14.1%	32 **50.0%**	13 20.3%	7 10.9%	3 4.7%	64 100%
Q7.3 I expected that this module will provide me with the opportunity to apply the knowledge that I have acquired during my study period thus far.	14 21.9%	29 **45.3%**	13 20.3%	6 9.4%	2 3.1%	64 100%
Q7.4 I expected that the service learning module will assist in preparing me for the world of work (WIL).	18 28.1%	23 **35.9%**	12 18.8%	8 12.5%	3 4.7%	64 100.0%
Q7.5 I think that the service learning experience will help me to gain insight into my role as a reasonable citizen.	17 26.6%	28 **43.8%**	8 12.5%	9 14.1%	2 3.1%	64 100.0%
Q7.6 I think that the service learning module will contribute to my personal development.	19 30.6%	23 **37.1%**	10 16.1%	5 8.1%	5 8.1%	62 100%
Q7.7 I think that the service learning module will require much more work than other modules.	13 20.6%	17 **27.0%**	24 38.1%	7 11.1%	2 3.2%	63 100.0%

Table 1.8a shows that:

Q7.1. 52% of students agree that they would will keep on learning from community's that they will work in.

Q7.2. 50% of students said they will learn from the staff.

Q7.3. 45% of students said they would be able to apply the knowledge gained.

Q7.4. 40% of students said that this module would help them to cope with the demands of the WIL component to follow.

Q7.5. 44% of students agreed that this service module would help them to be a reasonable citizen.

Q7.6. 37% of students said that this service learning module would benefit them personally.

Q7.7. 27% of students thought this module required a lot of work.

From the above information it clearly demonstrates and provides proof that the students are still very unsure about the impact of service learning on them. The low scores in **strongly agrees**, clearly indicates that they are still evaluating this subject.

Table 1.8b – Your expectations on service learning

After	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Q7.1. I think that I shall learn from the community in which I am going to work	20 40.8%	13 26.5%	3 6.1%	6 12.2%	7 14.3%	49 100.0%
Q7.2. I think that I shall learn from the service sector staff involved in the module.	15 30.65	17 34.6%	4 8.2%	6 12.2%	7 14.3%	49 100.0%
Q7.3. I expected that this module will provide me with the opportunity to apply the knowledge that I have acquired during my study period thus far.	15 30.6%	17 34.7%	2 4.1%	5 10.2%	10 20.4%	49 100.0%
Q7.4. I expected that the service learning module will assist in preparing me for the world of work (WIL).	13 26.5%	17 34.7%	4 8.2%	5 10.2%	10 20.4%	49 100.0%
Q7.5. I think that the service learning experience will help me to gain insight into my role as a reasonable citizen.	13 26.5%	14 28.6%	8 16.3%	7 14.3%	7 14.3%	49 100.0%
Q7.6. I think that the service learning module will contribute to my personal development.	15 30.6%	18 36.7%	2 4.1%	6 12.2%	8 16.3%	49 100.0%
Q7.7. I think that the service learning module will require much more work than other modules.	11 22.4%	19 38.8%	3 6.1%	12 24.5%	4 8.2%	49 100.0%

Table 1.8b shows that a high majority of the students, after 18 months of active being involved with the project **strongly agree** with the statements as per table 1.7b.

From the above information, it clearly demonstrates and proves that the longer students are in a service learning project, the more they become confident. This also demonstrates that the changes the authors made to the programme would benefit the community and the student.

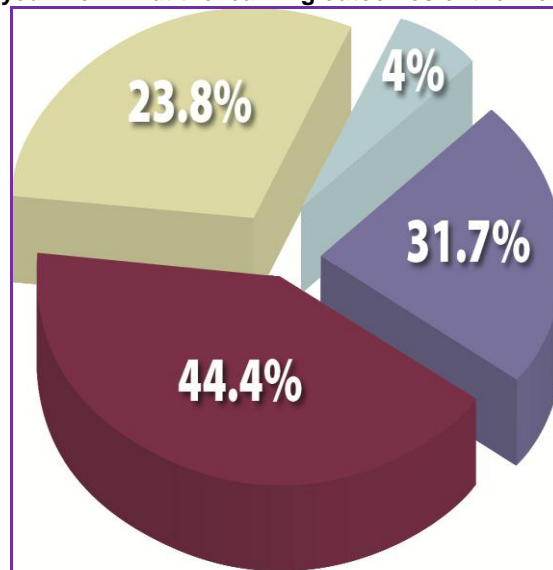**Figure1.3. Do you know what the learning outcomes of the module should be?**

Figure 1.3 - 2010 –
23.8% of students said yes to what the outcomes of the module would be.
44.4% of students said they only partially knew what the outcomes would be.

31.7% of students said no, they did not know what the outcomes would be.
It should be noted however that 4 students did not answer the question due to the fact that they did not understand the content.

Figure 1.4. Do you know what the learning outcomes of the module are?
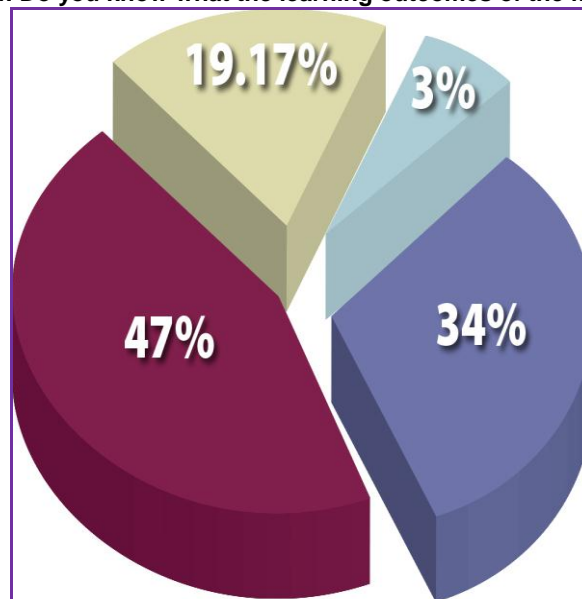

Figure 1.3 - 2011 –
34% of students said yes to what the outcomes of the module would be.
47% of students said they only partially knew what the outcomes would be.
19.17% of students said no, they did not know what the outcomes would be.

It should be noted however that 3 students did not answer the question due to the fact that they did not understand the content. A definite decline in the amount of students that answered "**NO"** in 2011 clearly indicates that they understood more of what the outcomes of this module should be.

Table 1.9 – Have you been given sufficient guidelines for working in the community?

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	Yes	21	31.3	**36.2**	36.2
		No	37	55.2	63.8	100.0
		Total	58	86.6	100.0	
	Missing		9	13.4		
		Total	67	100.0		
After	Valid	Yes	31	62.0	**67.4**	67.4
		No	15	30.0	32.6	100.0
		Total	46	92.0	100.0	
	Missing		4	8.0		
		Total	50	100.0		

Table 1.9 proves that there is an increase, nearly 50%, in student's perceptions of the guidelines provided. Working with the same guidelines it is clear that there is a deeper understanding from the student's side.

Table 1.10 If YES; please specify what you regard as most important of these guidelines.

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before 2010	Valid	Approach people with great cure and caution	1	4.8	4.8	28.6
		Ask if you do not understand something	1	4.8	4.8	33.3
		Attitude and the way you carry yourself is very important	1	4.8	4.8	38.1
		Be empathetic	1	4.8	4.8	42.9
		Communication	1	4.8	4.8	47.6
		Hygiene is important	1	4.8	4.8	52.4
		Make them understand	1	4.8	4.8	57.1
		Management leading and control	1	4.8	4.8	61.9
		Respect. Humility and working with others	1	4.8	4.8	66.7
		The understanding of how to handle situations.	1	4.8	4.8	71.4
		To communicate well	1	4.8	4.8	76.2
		To help others and work with others	1	4.8	4.8	81.0
Before 2011	Valid	To identify problems and design a plan to move on	1	4.8	4.8	85.7
		To provide information on hygiene	1	4.8	4.8	90.5
		To be briefed	1	4.8	4.8	95.2
		Working as a team	1	4.8	4.8	100.0
		Missing	**5**	23.8	23.8	23.8
		Total	**21**	100.0	100.0	
		Attend work and participate accordingly	1	3.2	3.2	61.3
		Be on time	2	6.5	6.5	67.7
		Giving back to the less fortunate	1	3.2	3.2	71.0

How to manage people	1	3.2	3.2	74.2
Learning to communicate in the proper way	1	3.2	3.2	77.4
Practical work Responsibilities, doing tasks well, working hard enjoying the experience, learning from management skills	1 1	3.2 3.2	3.2 3.2	80.6 83.9
Social responsibility	1	3.2	3.2	87.1
To keep on learning	1	3.2	3.2	90.3
How to help in a community	1	3.2	3.2	93.5
Attended a workshop conducted by our lecturer	1	3.2	3.2	96.8
Working as a team and providing skills.	1	3.2	3.2	100.0
Missing	18	58.1	58.1	58.1
Total	31	100.0	100.0	

In table 1.10 it is clear that students are starting to have more mature in depth thought processes and to start to look at the impact of service-learning in a community and in their own lives.

Table 1.11 on a scale of 1 – 4 How concerned are you about a community's well being?

Time			Frequency	Percent	Valid percent	Cumulative Percent
Before	Valid	Very Concerned	19	73.1	**76.0**	76.0
		Somewhat Concerned	5	19.2	20.0	96.0
		Mildly concerned	1	3.8	4.0	100.0
	Missing		1	3.8		
	Total		26	100.0		

Table 1.12 Shows that the majority of the students, (76%) are very concerned about the well being of a community. It is promising to see that almost all the students are in some way concerned about the community. None of the students crossed the "not concerned at all columns".

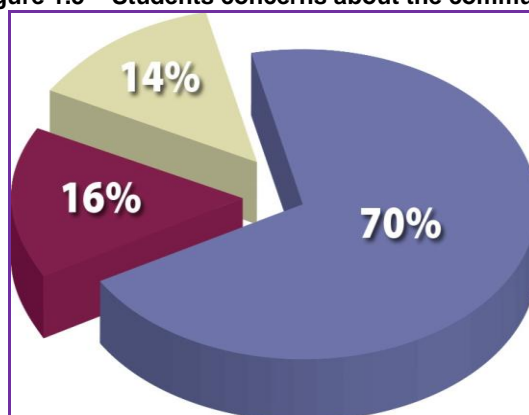**Figure 1.5 – Students concerns about the community**

Figure 1.4 shows the students concerns about the community.
70% very concerned
16% somewhat concerned
14% mildly concerned

Limitations

The limitations to this study are those mainly due to be limited to 18 months time period.

- The research was limited to the Elton John Bakery
- The research was limited to one project.
- There is not enough statistics in South Africa to compare data against other similar types of research. Most of the secondary data found is from overseas analysis.
- Quantitative methodologies were chosen, when in fact qualitative or a mix of both quantitative and qualitative methodologies should have been used.

Recommendations

Recommendations that can be made with regards to this study include:

- As this project is in its developing changes, the authors recommend that NGO's (None Governmental Organizations) become involved with this project. It also needs more STH staff to become involved with this project.
- The University should invest in the future of this project.
- Address the need to make contact with the Elton John Foundation to inform them about the developments at the bakery. To investigate the possibility of them getting actively involved with the project.
- The STH to continue implementing and maintain this sustainable project.

It would be recommended that research be conducted with other projects of the same nature, (Weltevreden Park, Bakery), in different parts of South Africa and use this research in trying to determine if this type of project has sustainability within a community.

Conclusions

In this case study we have illustrated how the dynamics of community service can contribute to the vibrancy of higher education which is constantly evolving. The teaching brief of the University has been fulfilled by creating a new course, which includes the challenge of open learning by making the course available to all who are interested, regardless of physical proximity. In addition, the research mission of the University has been satisfied; a rich source of educational knowledge and skills can now be investigated. Our time spent in the Elton John Bakery community has shown that a University with the human capital available can make a significant change for the recipients.

Our research has clearly shown that our students also benefit from this experience, yet the research has also shown that a core group of students need additional time to be spent on the project, so as to become secure and confident. The theoretical foundations of this type of curriculum activity were presented via the conceptual framework as proposed by Carver (1997) and the findings were interpreted from this base, indicating that student learning can also be experiential, mediated by a sense of student experience and of belonging whilst developing appropriate competencies. Wutzdorf and Giles (1997:115) discuss this dynamic by emphasizing that service-learning is an activity based view on learning in higher education (with) strong links to social issues (and that it) has extended the conceptual basis for experiential education and consequently has provided a rich set of connections to nearly all discipline areas. They also challenge higher education by asserting that most institutions of higher education claim to educate students to fulfil an active role in improving not only their immediate world of work, but also an aspect of society at large. Socio-educational change that starts at the bottom has once more illustrated that "grass-roots" can be a powerful metaphor for change.

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