

TOPIC. Service Learning In The Learner Centered Training (LCT Project Of Mwenge Catholic University

THEME: Service-learning as a contribution to whole person education: hands, heads and heart.

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Purpose of the study: To determine contribution of the project to academic achievements of the teacher trainees.

Methodology. The study used a mixed methods approach and particularly Exploratory Sequential mixed method design. This is a two phase design to collect qualitative data in the first phase and then collected quantitative data in the second phase

RESULTS: The study found that there is good contribution to the University and surrounding community whereby 100% of alumni said that the project of LCT enabled staff to work together in active learning environment, the curriculum is broaden and deepened to create enough skills and knowledge to deal with challenges in real life situation. Service learning enables teacher to involve students in interschool competition of sports, games, religious activities and debate. Majority (85.7%) of alumni revealed that teacher gain new roles as mentors and guider of students as well as presenters of information, students are involved in social events in the society, the students become invested in their community as a result of the knowledge and experience they gain in their project and Parents are involved in the school programs. This implies that what was learned to the University bring positive impact to the community and provided mutual relationship between alumni, University and community members

Conclusion : The study concluded that service learning in the LCT project had good contribution to the University and community members since it enabled staff to work together in active learning environment, broaden and deepen curriculum, trained students to be more competent in delivering knowledge and skills, prepared students to be potential in the society and made university to be known over the nation. LCT project was a spiritual aspects of the project serving the hand, the head and the heart since it enabled the community to get teachers with improved skills who helped learners to participate in their own learning, became professional and competent teachers, Preparing people who are able to solve challenges faced the society, created awareness on the issue of LCT approach and enabled the community to receive people who know the values and needs of the society

Responses of lecturers on the spiritual aspects of the project (Serving the hand, the head and the heart (n=5).	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Lecturers trained teacher trainees with enough knowledge and skills	-	-	-	-	-	-	5	100	-	-
Teacher trainees go for teaching practice to different secondary schools and build mutual beneficial school partnerships.	-	-	1	20	-	-	4	80	-	-
Lecturers review courses and broaden curriculum to create a deeper context for learning.	-	-	-	-	-	-	3	60	2	40
Teachers from different secondary schools are involved in university programs	-	-	-	-	-	-	3	75	1	25
Lecturers gain new roles as mentors to teachers trainees.	-	-	-	-	-	-	3	75	1	25
The teacher trainees become invested in their community.	-	-	-	-	-	-	4	80	1	20
Teacher trainees who participated well in academic, religious and social activities of the community got employment after completing their studies.	1	20	-	-	2	40	1	20	1	20
Since service learning activities are directed at community needs, the community becomes aware of what the University is doing in the community.	1	20	1	20	-	-	2	40	1	20

Country:TANZANIA:

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