

6-1-2018

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### Recommended Citation

Goodman, Elizabeth; Westover, Jonathan; Workman, Letty; and Andrade, Maureen (2018) "A Model of Student Learning: A Cross-Disciplinary Examination of Student Reflections of Service-Learning Experiences," *Experiential Learning & Teaching in Higher Education*: Vol. 2 : No. 1 , Article 8.  
Available at: <https://nsuworks.nova.edu/elthe/vol2/iss1/8>

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# A Model of Student Learning: A Cross-Disciplinary Examination of Student Reflections of Service-Learning Experiences

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**ABSTRACT.** The purpose of this study was to measure and analyze student service and engaged learning outcomes employing the qualitative tradition of phenomenology. This study was based on the “Five R” service and engaged learning framework. The population for this project included 565 students enrolled in sixteen different course sections (eight distinct classes) taught by twelve faculty members across six academic departments in three colleges/schools on the campus of a regional teaching university in the Intermountain West. The results yielded support for each “R” in the framework (reciprocity, reflection, rewards of synergy, responsibility, and reality), thereby supporting the validity of the framework across disciplines.

Over the past several decades, institutions of higher education have embraced the pedagogical philosophy of service and engaged learning, which involves collaboration with community partners and organizational clients to build partnerships and create value through real-world projects. The Carnegie Foundation defines community engagement as “the collaboration between institutions of higher education and their larger communities for the mutually

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*ELTHE: A Journal for Engaged Educators*, Vol. 2, No. 1 (2018), pp. 26–46

beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (New England Resource Center for Higher Education n.d).

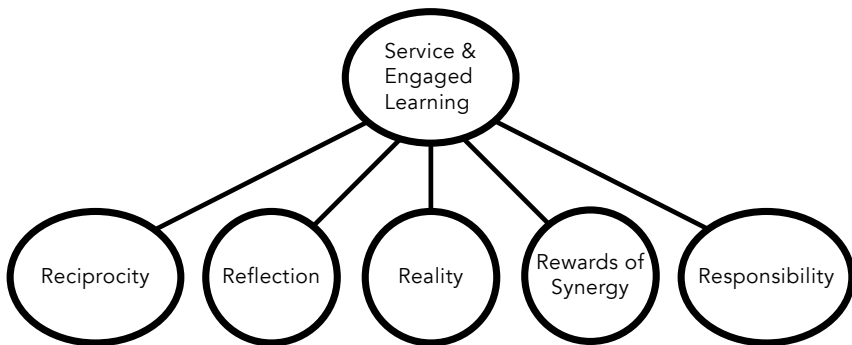
An extensive body of academic literature over the past several decades has demonstrated the benefits of service and engaged learning for students, community partners, faculty, and institutions (Fairfield 2010; Litzky, Godshalk & Walton-Bongers 2010; Madsen 2004; McCrea 2010; McGoldrick, Battle & Gallagher 2000; Munter 2002). Indeed, service-learning has been lauded as a teaching approach that yields rich and impactful learning.

In spite of this, service and engaged learning studies have not explored the types of learning outcomes specifically represented by the “Five Rs” of service and engaged learning (reciprocity, reflection, rewards of synergy, responsibility, and reality (Workman & Berry 2010). In an academic environment that is increasingly characterized by competition for a decreasing pool of resources and an emphasis on value creation and return on investment, outcomes assessment and measurement of learning are critical. The purpose of this phenomenological study is to measure and analyze service and engaged learning outcomes in relation to the “Five Rs.”

## Review of the Literature

The theoretical underpinnings of service and engaged learning, the “Five Rs” (Workman & Berry 2010), will serve as the framework for this study.

Figure 1. “Five R” model of service and engaged learning



*Reciprocity:* Students, faculty, and community stakeholders collaborate as partners to exchange value. Teaching occurs reciprocally, with each partner contributing different types of knowledge to the experience. Students gain practical, hands-on experience with community partners as they apply academic theories and concepts, and partners learn from students as they see this application. Knowledge and expertise is exchanged for mutual benefit.

*Reflection:* The quality and quantity of reflection significantly impacts student learning (Sax, Astin & Avalos 1999). Reflection forces students to think deeply and ask questions, such as “What did I learn? How am I different after this experience? How would I do this differently next time?” Through reflection, students demonstrate important academic outcomes, including critical thinking, problem solving, the understanding of complex concepts, and cognitive development (Batchelder & Root 1994). In fact, it is often only when students reflect on their participation that they fully appreciate the richness of learning they have experienced.

*Reality:* Service and engaged learning connects the real world with the academic world (Rasmussen & Skinner 1997). When students participate in typical course activities, such as a case study where they need to generate feasible solutions to problems, they may discount the relevance of the activity because the events are historical or even invented, and do not impact them personally. On the other hand, when they are working with an actual firm and charged with developing feasible solutions, their experience is much more meaningful and motivating.

*Rewards of Synergy:* “Rewards of synergy” refers to the mutual benefits of collaboration. The interaction and cooperation between students and community members produce a valuable partnership, with rewards spanning from individual growth and learning to improvements for entire organizations. Students learn the core curricula of their courses, while community partners benefit from the application of these principles. Faculty also learn from working with students and clients, as all parties create creating value together. Overall, service and engaged learning enhance community and university relations (Braxton, Sullivan & Johnson 1997).

*Responsibility:* Just as the reality component of service and engaged learning heightens student involvement, students' responsibility also tends to increase as they assume obligations and use their business skills, talents, and knowledge to improve the communities in which they live and work. A greater sense of community and a strong sense of citizenship result, often contributing to moral development (Boss 1994). Service-learning also facilitates cultural and demographic understanding and reduces stereotypes (Conrad & Hedin 1991).

The literature on service and engaged learning has identified a number of learning outcomes. In addition to the positive impact of service-learning pedagogy on course completion and graduation (e.g., Gallini & Moely 2003; Lockeman & Pelco 2013; Reed, et al. 2015), research conducted across academic disciplines at a variety of educational institutions has demonstrated that service-learning pedagogy has a positive impact on personal, social, learning, and career development outcomes (Eyler, et al. 2001):

#### Personal Outcomes

- Positive effect on student personal development, such as sense of personal efficacy, personal identity, spiritual growth, and moral development
- Positive effect on interpersonal development and the ability to work well with others; leadership and communication skills

#### Social Outcomes

- Positive effect on reducing stereotypes and facilitating cultural and racial understanding
- Positive effect on sense of social responsibility and citizenship skills
- Positive effect on commitment to service

#### Learning Outcomes

- Positive impact on academic learning
- Improved ability to apply what is learned to "the real world"
- Positive impact on academic outcomes, such as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development

## Career Development

- Contribution to students' career development

Meta-analyses have demonstrated that service-learning increases learning outcomes irrespective of how the latter are measured (Novak, Markey & Allen 2007; Warren 2012). Research has also demonstrated that students learn both academic concepts and professional skills through service-learning projects. These concepts and skills include the following:

- Course content and technical concepts (Larson & Drexler 2010; McCrea 2010; Robinson, Sherwood & DePaolo 2010; Tucker & McCarthy 2001)
- Effective communication skills (Kenworthy-U'Ren 2000; McCrea 2010)
- Organizational strategy (Larson & Drexler 2010; McCrea 2010; Madsen & Turnbull 2006; Rehling 2000; Robinson, Sherwood & DePaolo 2010)
- Problem-solving (Madsen & Turnbull 2006; Robinson, Sherwood & DePaolo 2010; Zlotkowski 1996)
- Time management and networking skills (Litzky, Godshalk & Walton-Bongers 2010; Tucker et al. 1998)
- Analysis, synthesis, and evaluation (Litzky, Godshalk & Walton-Bongers, 2010; McCrea 2010; McGoldrick, Battle & Gallagher 2000)
- Consequences of decisions (Larson & Drexler 2010; McCrea 2010; Waddock & Post 2000)
- Cultural awareness and diversity (Keen & Hall 2009; Robinson 1999; Simons & Foster 2002)
- Teamwork; interaction, interpersonal, and communication skills (Madsen & Turnbull 2006; Michaelsen et al. 2000; Rehling 2000; Tucker et al. 1998)
- Conflict resolution and leadership skills (Kenworthy 2010; Madsen & Turnbull 2006; Thomas & Landau 2002)
- Learning how to learn (Westover 2012; Munter 2002)

In addition to academic concepts and professional skills, the positive outcomes of service-learning include:

- Increased self-efficacy (Fairfield 2010; Weber, Weber and Young 2010; Tucker & McCarthy 2001; Madsen & Turnbull 2006)
- Increased social capital (D'Agostino 2010; Fairfield 2010)
- Social responsibility (Bowman et al., 2010; Kolenko et al. 1996; Westover 2012)
- Career exploration (Fairfield 2010; Robinson 1999; Vroman, Simmons & Knight 2010)
- Motivation to learn and do well (Fairfield 2010; Madsen 2004; Munter 2002)
- Confidence (Fairfield 2010; Konwerski & Nashman 2002; Rhee & Sigler 2010)
- Desire to continue volunteerism (Butin 2010; Bush-Bacelis 1998; Weber, Weber & Young 2010)
- Exploration of personal attitudes and values (Fairfield 2010; Madsen 2004; Madsen & Turnbull 2006; McGoldrick, Battle & Gallagher 2000; Rhee and Sigler 2010)
- Increased personal and social development (Fairfield 2010; Simons & Cleary 2006)
- Personal satisfaction and fulfillment (Fairfield 2010; Rehling 2000)
- Professional and real-world work experiences (Gujarathi & McQuade 2002; Larson & Drexler 2010; Madsen 2004; McCrea 2010; Rhee & Sigler 2010; Robinson, Sherwood & DePaolo 2010)
- Opportunity for students to become engaged in their communities (Butin 2010; Godfrey 1999; Rama et al. 2000; Weber, Weber & Young 2010).

This review demonstrates that research on service and engaged learning is replete with evidence of its benefits. However, a qualitative understanding of the impact of service-learning on the lived experiences of students is lacking. The current study seeks to fill this gap in understanding by collecting and examining student insights.

## Methodology

The population for this project included 565 students enrolled in 16 different course sections (8 distinct classes) taught by 12 faculty members across 6 academic departments in 3 colleges/schools at a regional teaching university in the Intermountain West. All faculty were recruited for involvement in the study and went through a six-week intensive service-learning fellowship training prior to service-learning course implementation and administration of the survey. About half of the enrolled students were freshmen or sophomores and half were juniors or seniors. Courses included student leadership and success, introduction to business, business presentations, statistics, organizational behavior, marketing, writing, and psychology. All courses were traditional face-to-face classes and each had a 20+ hour service-learning project requirement. Project types and community partners varied by course.

Upon completion of the 16-week courses, students voluntarily completed an online Qualtrics survey composed of open-ended reflection questions constructed around the “Five R Service and Engaged Learning Theoretical Framework” (Workman & Berry 2010) (see Appendix for survey items and instructions). Students were asked to discuss in depth their learning experiences, and all student responses were voluntary, anonymous, and kept strictly confidential. Additionally, students self-identified their course and section, their instructor, their year in school, and basic demographic information (age, gender, etc.). On average, the survey took students just over 25 minutes to complete. Of the 565 students, 300 completed the open-ended responses on the survey, for a 53% response rate among enrolled students in the 16 course sections.

Data for the study were analyzed using the qualitative research tradition of phenomenology. According to John W. Creswell (1998), phenomenology describes the meaning for several individuals of their lived experiences of a concept or a phenomenon, and the purpose is to reduce individual experiences with a phenomenon to a description of the universal essence. Researchers collect data from subjects who have experienced the phenomenon and develop a composite description of the essence of the experience, which consists of “what” they experienced and “how.” Following this approach, the goal of our qualitative study was to examine the lived experiences of students pertaining to service-learning. High frequency data themes under each of the “Five Rs” were recorded and analyzed employing NVIVO software.



Table 1. Student Response Coding by “Five R” Category

Category	Number of Responses	Subthemes and Frequency Percentages	
<b>Reciprocity</b>	243	Relationships (68%) I learned (18%) Professional skills (12%) I did not learn (1%) Human skills (1%)	<i>Further subcategories from “Relationships” Category:</i>
			Client taught me (57%) I taught my client (30%) My client did not teach me (10%) I did not teach my client (3%)
<b>Reflection</b>	279	Self-awareness (65%) Business Application (35%)	
<b>Reality</b>	275	Applied class principles (86%) I did not learn (14%)	
<b>Responsibility</b>	264	Personal development(54%) Future career (36%) No take-aways (10%)	
<b>Rewards of Synergy</b>	264	Responsibility enhanced project (43%) Positive personal development (39%) I did not feel responsible (12%) Career development (5%) Negative personal development (1%)	

## Descriptive Results

Table 1 shows the number of coded open-ended responses for each of the Five Rs. It also delineates the subthemes for each category and the percentage of comments related to each subtheme. The subthemes are explained further with illustrative quotations in Tables 2-7.

## Qualitative Responses

While it is interesting to see the overall distribution of coded student responses, the real value of the qualitative tradition of phenomenology is the richness that emerges through student comments as students describe their lived experience related to service and engaged learning projects. Tables 2-6 provide a selection of memorable and representative student quotations related to the “Five Rs.” (Note: student quotations have not been edited.

Table 2. Reciprocity Memorable Responses

Category Coding	Memorable Responses	Respondent Number
Human skills	This program has taught me how important family and attitude in the family is.	9
	My clients taught me about different psychological principles that we were learning in class and how to use them. In return, it allowed me to be more aware of the circumstances, meaning that I understood better why we behave in certain ways and how we can be conscious to know how to help people with special needs. Some of the things I learn have to do with speaking clearly, simply, being patient and loving.	294
I learned	I learned a lot in return from this agency. I really got to know how a marketing plan can come to life and how to have a successful business. They were able to help me in many aspects of my life and they taught me how to have a better attitude and outlook towards taking risks and implementing new business strategies.	30
	I felt like I learned better how to portray information in statistical form. I learned better how to work in a group and with others and I learned about the students in the business lab and business strategies to improve it and its functions.	201
Professional skills	My community partner taught me how to explain my ideas more clearly, how to put together a good presentation, and how to serve to my fullest capacity or best ability.	32
	I received some much needed skills which will help me better complete school, and also be an effective contributor to the work force.	222
	By doing this I was able to learn that these students enjoy being treated like the adults that they are. They understand that they have disabilities, and appreciate being treated with respect. This will help me a lot as I go into the behavioral science field, [introspection] is everything, and it's important to try to have empathy for everyone around us. I wish I would have been able to attend the therapy sessions, but I understand why they are confidential.	260
Relationships—I taught my client	My group and I were able to give our “client” a new perspective on their social media marketing. We were able to show them who was reached and what tactics worked campaign wise. We were able to show that to make a social media campaign more successful, you need to commit much more time than was given in the past. More consistency and regularity is also needed regarding posts. Also putting more work in the quality of photos posted will give you more edge.	203
Relationships—My client taught me	My client taught me the importance of knowing that even when you have good research and reasons for something not every person will listen or care what you say and that is okay because you did your best to educate them.	8

Table 3. Reflection Memorable Responses

Category Coding	Memorable Responses	Respondent Number
Business application	I would strive more to keep in more contact with the client as well as doing it through the semester like we were advised to do.	12
	I had to interact with other people and actually put my ideas out there into the world in front of a very intimidating audience for them to judge.	30
Self-awareness	I would like to be more involved with my client. I wish my group would have spent more time with the client and even helped with the event.	47
	If I had to do this again I would put the same amount of effort and creativity into the project. It's very rewarding to see you hard work pay off.	61

Table 4. Reality Memorable Responses

Category Coding	Memorable Responses	Respondent Number
I applied class principles	This worked with reality by giving me real information about a real business and actual plans for how to better the marketing strategies for it.	4
	Through my service-learning I was able to immerse myself in an environment other than that of my classes at UVU. I was able to learn different things by being in this other environment that I would not have the opportunity to learn in class.	7
	I felt I was able to apply the course material every day because I was so engaged in school work and had countless opportunities to practice the principles being taught.	13
	This course taught me more about myself and how I learn. It taught me how to execute studying, note taking, and test taking strategies efficiently. I was able to apply it to all classes.	160
I did not learn	The overall experience was frustrating. At first, it seemed like a great time saver to have an organization already picked for us. I believe the intent was good, but with this particular organization, it did not turn out as well as planned. The lack of success may have been, in part, due to their recent move.	141

Table 5. Rewards of Synergy Memorable Responses

Future career	The most significant learning experience that I am going to take away from this project is that there is lots of ways that you can become involved in a topic. If you have questions, ask them and don't be afraid because in the end you are here to learn so you might as well find as much information as you can.	19
	I learned that in the real world you are going to be working in teams and you are going to be given different tasks and you have to count on teammates to get things done. Which means you also need to do your part.	96
	This experience was very useful in my academic program because it gave real world, hands on situations to learn how to master and create something successful.	156
Future personal development	I learned how to take the opportunities and act on them. I learned how to help others better. I learned how to learn from others.	7
	I liked that I have changed my mindset now and no longer try to just simply try to stay in the "fixed" mindset. I CAN change my future and I WILL. I gave me more confidence and the skills I needed to become an overall better student.	21
	I enjoyed being able to be a part of something else.	56
	I loved being on this project. It gave me a lot more confidence in my creativity and ability to create a successful campaign. This confidence will help me in future job interviews and eventually with a future marketing job.	61
	The most significant learning experience that I took away from this S&EL project is the fact that what I am learning is more than just knowledge. I am developing skills and learning how they apply to the real world.	256

Table 6. Responsibility Memorable Responses

Category Coding	Memorable Responses	Respondent Number
Career development	This helped me feel like I can contribute to various small businesses in a number of meaningful ways.	38
	This project changed my perception of responsibility as a citizen because anyone has their own ideas and can contribute to businesses and help out in any way.	42
Negative personal development	I felt as though I failed in my responsibility due to procrastination and I could have done a better job on my part.	12
Positive personal development	This has changed my perception by opening my eyes to the need to be a socially responsible citizen. I always knew it was important but it seems more important now	17
Responsibility enhanced my project	I felt a great deal of responsibility because I wasn't just trying to impress my professor, I legitimately felt the need to put together a good project for the business I was creating it for.	4
	It is all on you to get the work done, no one is going to the work for you. It was nice to see my business partner appreciate my ideas and made me feel a part of the business.	37
	It was different because I actually felt responsible for doing a good job because it was going to be reviewed by a real company.	39
	I felt a lot more responsibility because there was a real client that has people that are expecting professional work from them.	86

Figure 2. Enhanced “Five R” model of service and engaged learning

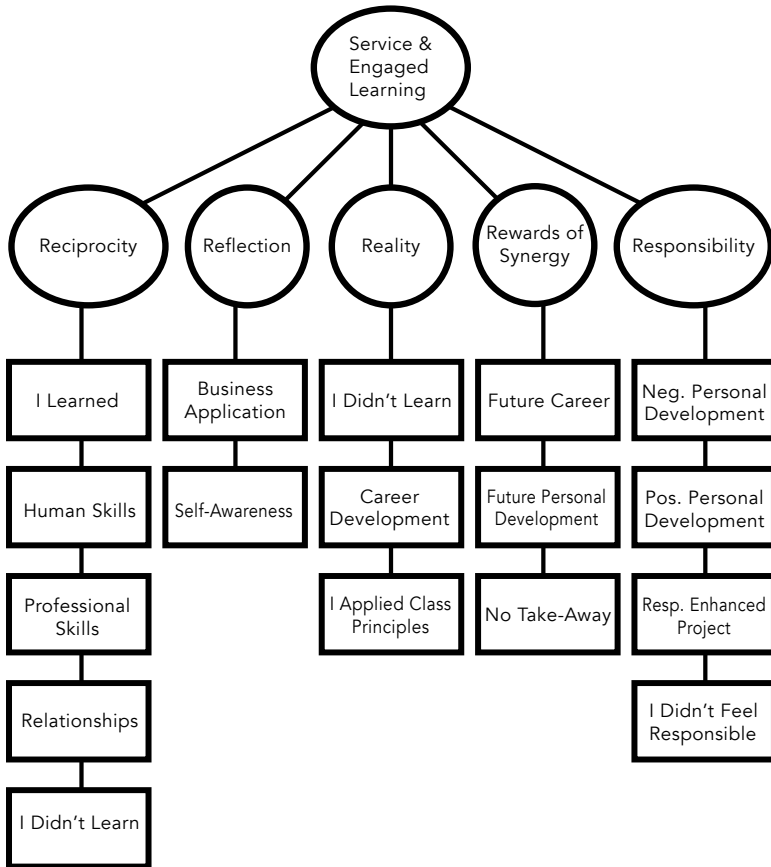


Figure 2 indicates how the subthemes for each of the “Five R” categories, outlined in Tables 2-6, are connected to the “Five Rs.”

Table 7 provides a review of the overall student experience with service-learning and includes illustrative quotations to represent each of the “Five Rs.”

Table 7. Following the Student Experience across the “Five Rs” of Service and Engaged Learning

Respondents	Reciprocity	Reflection	Reality	Responsibility	Rewards of Synergy
4	My client taught me what was useful for a small business marketing plan and what was less likely to be used. I taught my client a few tricks to develop a better marketing plan.	I actually was able to see what working in marketing would be like, even on a very basic level, and got to work with a real business.	This worked with reality by giving me real information about a real business and actual plans for how to better the marketing strategies for it	I felt a great deal of responsibility because I wasn't just trying to impress my professor, I legitimately felt the need to put together a good project for the business I was creating it for	I was able to have a hands on experience and work with other professionals. I was able to take away a lot of important experiences from that
7	I learned better ways to interact with young kids. I taught strategies for these students to grow as individuals. The students taught me how to be more patient.	This experience was specific to this class. I would have not had this great opportunity if not for my service-learning class. I was able to serve and thoroughly reflect on my service through assignments created by the teacher.	Through my service-learning I was able to immerse myself in an environment other than that of my classes at UVU. I was able to learn different things by being in this other environment that I would not have the opportunity to learn in class.	There was a lot of freedom given to the students to complete their service. The professor would give us ideas and check in with us periodically. However, it was really up to each student to figure things out and get their 20 hours of service in. I appreciated this freedom, and it worked fine for me because I took the initiative and was proactive in my service.	The most significant learning experience I had was that there are opportunities for service all around me. I learned how to take the opportunities and act on them. I learned how to help others better. I learned how to learn from others.
37	I learned what it is like to be in the real business world. What ideas work or did not work.	I would start earlier in the semester and so I could see more results of my ideas.	This course required me to go out in the real business world and work with a business partner. First class I have had that asked me to do this. It helped me apply what I have learned in class to the real world.	It was nice to see my business partner appreciate my ideas and made me feel a part of the business.	The experience was all around a good one. Stressful at times, but it encouraged me to go out and really work for the better towards the business.
86	We gave the client some engaging posts and helped increase their followers on different social media platforms.	My experience was very different. I hadn't worked with a client ever in my other courses.	It was really great to have a real experience with a client. I hadn't done that before.	I felt a lot more responsibility because there was a real client that has people that are expecting professional work from them. This experience helped me realize that I need to do a professional job, even if I'm not getting paid.	This S&EL [service and engaged learning] helped me understand the power of social media, and the need to make it professional. It's not just about posting on social media, but there is a lot of work that goes into it.
19	I learned a lot from my research and gave my service partner all of my findings.	It encouraged us as students to take more steps to figure out information about our topic. By performing our own experiments and asking others about their standpoints. I believe that we did this because it gave us a chance to become more passionate about our topic. To dig a little deeper by asking professors or going to the library rather than sitting down and opening the first thing that pops up on our search bar.	I believe that my experience enabled me to apply what I learned about the course material to a very high degree.	I have seen how I can make a difference myself in the community no matter what degree, it is possible.	The most significant learning experience that I am going to take away from this project is that there is lots of ways that you can become involved in a topic. If you have questions, ask them and don't be afraid because in the end you are here to learn so you might as well find as much information as you can.

## Discussion

We reflect and discuss below the outcomes in relation to the “Five Rs.”

### *Reciprocity*

Students spoke of the learning process that occurred as a result of working directly with their clients. Some of the richest human skills learning outcomes included developing a deeper understanding and reinforcement of academic concepts, including psychological principles, as well as emphasizing awareness and growth of professional behavioral skills, including improved communication and increased demonstration of patience and kindness. In addition, student comments regarding human skills benefits gained from their client projects pointed toward their enhanced realization of the importance of gaining the bigger picture of business, as demonstrated through working with and applying business tools, such as marketing plans, statistics, business strategies, working more closely with business clients, and risk taking.

While most of the student comments were positive, 14% were negative and coded under a general theme of “not learning”(see Table 1). These comments included, “I did not learn”; “My client did not teach me”; and “I did not teach my client.” While several possible explanations for these comments exist, including that some students were uninterested in learning, one factor that may strongly be at work here is the nature of the student sample. A very high percentage (90+%) of the students at this regional teaching university are already working fulltime in their professional and aspirational career fields while concurrently carrying a full load of university credits. Thus, it is reasonable to believe that at least some of the students sampled were involved in service projects in their classes that they were already familiar with from their jobs. Such students may have already developed and brought the necessary skill sets required for project completion into the projects rather than developing the skills as a result of the projects.

### *Reflection*

Student discussions of enhanced *business application and self-awareness professional skills* in the data emphasized improvement of professional communication skills and increased dedication to personal excellence and making meaningful contributions. Becoming more closely involved with their clients was a desire students expressed that they wished to follow in the future in an effort to improve client relationships and project outcomes.



*Reality*

Students spoke of the importance of working on projects for real businesses that would result in real consequences for their clients. Actually immersing themselves into a client's company to apply the business principles they were learning in the classroom served to provide an additional dimension to their learning that expanded well beyond a textbook. In addition, students commented that this emphasis on a project that was real forced them to become more aware of self-discipline and developing more efficient and improved study habits and work inputs.

Table 7 also highlights one student's negative response in the reality area. The student stated that he/she found the overall service and engaged learning experience to be frustrating, pointing to project outcomes that deviated from the outcomes that had been planned. This type of learning outcome, however, is certainly a very real possibility occurring in business each day. Managers do not always make the best choices in their companies, and when this happens, they learn quickly what does not work and should be addressed differently in the future. Thus, though the student comment was framed to describe a negative experience, the student could actually have learned very deeply on a global level about what kind of strategies will not address or solve a particular real business problem. This type of learning tends to stay with us into the future for a long time and thus has the possibility of being quite helpful in a future professional scenario for this student.

*Responsibility*

Table 7 highlights sentiments of enhanced responsibility developed by students working with client projects in the areas of improved sense of citizenship as well as personal work habits. Students spoke of the enormity of feeling personally responsible to their clients for delivering a meaningful and effective tool to help their client's real business. As compared to merely submitting to a professor a proposed solution to a business problem via a classroom case study assignment, this type of deliverable would not only impact a student's grade, but it would also impact many others within a real organization, as well as the future performance of the organization. Students spoke of the experience as being a "real eye opener" in terms of better understanding that their work reflected themselves personally and their own improved senses of professional value and integrity.

### *Rewards of Synergy*

Memorable student responses regarding overall synergy included an emphasis on the importance of critical thinking in business problem solving that considers the big picture with multiple methods for developing solutions, as well as multiple possible outcomes that could be positive for the organization. The importance of effective teamwork and team building with others in the workplace was discussed, as well as a heightened sense of personal creativity and professional contribution. Students also expressed an understanding that success in the business world requires hard work and practice, and when those are conducted with dedication and consistent professional accountability, a heightened sense of personal confidence and pride are often additional personal rewards that endure far into one's personal and professional future life.

## **Conclusion**

This study employed phenomenological methodology to examine students' lived experiences with service and engaged learning. Student comments helped to extend our understanding of the "Five Rs" of service and engaged learning by identifying specific aspects of these components and thereby increasing insights into the student perspective.

Findings provide evidence for the powerful impact of engaged learning in each of the "Five Rs". Rich exchanges between students and clients, or reciprocity, led not only to improved understanding and reinforcement of academic concepts but also enhanced realization of the need to gain a deeper understanding of business practices. Reflection findings emphasized the importance of professional communication skills, dedication to personal excellence, and making meaningful contributions. Improved self-discipline and more efficient study and work habits, as well as the realization that managers do not always make good choices, were outcomes related to reality. When students are working with actual companies and are expected to make meaningful contributions, their sense of responsibility is significantly enhanced as compared to submitting homework to an instructor. Finally, improved teamwork, critical thinking, personal creativity, and pride in professional contributions were mentioned as rewards that students experienced.

While this study captured the lived experiences of students related to the "Five Rs" at the end of one academic semester, future research should

utilize a pre- and post-test approach, or research could try and track students over their entire academic experience. Ideally, this survey could be completed pre/post-test as part of a capstone service-learning course, thus enabling the researchers to capture the collective reflective richness of service-learning experiences of students.

Finally, future research might also involve collecting data from service-learning faculty and community partners to determine their perspectives on learning outcomes. Future research could also include similar comparative studies across geographical regions of the US, as well as from national and international samples.

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## Appendix

### End-of Semester Student Self-Assessment

Informed Consent: The following questions are part of a study about Service & Engaged Learning Classes and student perceptions of learning outcomes. Your willingness to have your answers included as part of the study is voluntary and all responses will be anonymous and kept strictly confidential. Completion of the open-ended survey should require about 20-30 minutes to answer these questions. The study has no foreseeable risks or benefits, and you will receive no payment for participating in this study. All of your responses to these questions are valuable for the research and will remain anonymous. The actual answers will be kept private, hence in any report that may be published; we will not include any information that will make it possible to identify any individual. Only the primary researcher, Dr. Jonathan Westover, will see the completed answers. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board Office at (801) 863-8156.

By starting the online survey you are providing consent and giving permission for your answers to these questions to be included anonymously as part of the research study.

1. Please describe your experience of RECIPROCITY during your S&EL project.
  - a) What did you “give” to the client agency or client of the agency relative to what you received through doing this S&EL, if anything?
  - b) What did your client teach you and what did you teach your client in return?
  - c) How could this aspect of S&EL be enhanced?
2. Please describe your experience of REFLECTION during your S&EL project.
  - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
  - b) What would you do differently if you were to do another group S&EL project in the future to make the experience more positive for yourself, as well as for everyone else involved?
  - c) How could this aspect of S&EL be enhanced?
3. Please describe your experience of REALITY during your S&EL project.
  - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
  - b) To what degree did your S&EL experience enable you to apply and learn about the course material or major course concepts this semester?
  - c) How could this aspect of S&EL be enhanced?
4. Please describe your experience of RESPONSIBILITY to your client, teammates, or others during your S&EL project.
  - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
  - b) Has your experience in this S&EL project changed your perception of your role as a socially responsible citizen?
  - c) How could this aspect of S&EL be enhanced?
5. Please comment about REWARDS OF SYNERGY as this concept relates to your own experience this semester. Is S&EL a useful part of a business school program, and if so, why and how?
  - a) What is the most significant learning experience that you take away from this S&EL project?
  - b) How could your experience with S&EL be enhanced to make it more useful to you?