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The purpose of this essay is to argue for the use of narrative inquiry as a distinctive methodological approach in the study of college student experiences and outcomes in service-learning. The author reflects on a recent narrative study of college men in service-learning programs to highlight how narrative scholarship can illuminate the messiness and complexity of service-learning. A participant narrative from the recent investigation is utilized in order to highlight the key tenets of narrative inquiry. Suggestions for high-quality narrative scholarship in service-learning are also offered.

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University of Minnesota

The purpose of this study was to identify actual and perceived barriers and benefits of engaging in service-learning and volunteering activities as identified from the unique perspective of international students. Through the identification of barriers and benefits, we can provide more informed training to international students and provide a foundation for best practices to the community-based organizations that host them as volunteers and service-learners. We gathered data through focus groups and short online surveys of both the study population and community partner-based organizations. The findings of this study providing the authentic experiences and perspectives of international students, can assist service-learning institutions and organizations worldwide to better prepare international students for a service-learning experience and reduce the number of barriers faced. Practices and services are recommended to help international students complete their volunteer/service-learning endeavors, and to

provide a more welcoming atmosphere for this student population to engage in their communities through service-learning.

Research Articles

55 ..... Challenge, Meaning and Preparation: Critical Success Factors Influencing Student Learning Outcomes from Service-Learnings

Grace Ngai, Stephen C. F. Chan, & Kam-por Kwan

Hong Kong Polytechnic University

What makes service-learning effective? This article examines key factors influencing student service-learning outcomes in higher education. We studied 2,214 students who had completed a credit-bearing service-learning course in a large public university in Hong Kong. The students were asked to rate the course and pedagogical features, as well as their attainment of the intended learning outcomes of the course. Multiple regressions were then performed to identify and compare the relative contribution of the individual course and pedagogical elements. Results showed that students' attainment of the different service-learning outcomes is influenced to varying degrees by different course and pedagogical elements. Specifically, we found that the most positive outcomes are associated with challenging and meaningful tasks, interest in the subject/project, perceived benefits to people served, preparation for service, and appreciation of the service by the people served. We discuss implications of the findings for theory, practice, and further research.

81 ..... Comparing Graduate Student Civic Engagement Outcomes in Chile Among Private For-Profit and Public Universities

Lisa R. Brown

Ursuline College

This mixed-methods research examined civic engagement in Chilean public and private for-profit universities and its representation among study volunteers. Focus groups of graduate students along with in-person interviews with university administrators were conducted. The study also used an online survey, which was completed by 202 participants who had at minimum completed their *título* (first university degree). The mean age of participants was 32.5 with a standard deviation of 7.1 years. The theoretical framework in this study, spiral dynamic theory (SDT), helped guide the research as data was organized by worldview categories. Findings were that civic engagement, broadly conceptualized, was not well integrated into the Chilean higher education mission. Additionally, the key civic engagement study variables were statistically lower among the participants within the for-profit university environments. Participants also evidenced

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Projects with Promise

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Dennis J. Downey
California State University, Channel Islands

Engaging undergraduate students in community-based research (CBR) offers rich benefits to both students and communities *(Strand, Marullo, Cutforth, Stoeker, & Donahue, 2006)*. Finding ways to expand its application promises to multiply those benefits. Senior capstone courses represent a promising vehicle for that expansion, as they are also generally research based and extremely common in contemporary higher education *(Hauhart & Grahe, 2015)*. However, CBR and capstones each have multiple goals and present significant challenges, raising questions about the feasibility of merging practices. This research presents a case study of a capstone sociology course organized around group-based CBR projects. The case demonstrates that CBR-focused capstones, if intentionally designed, are feasible. Assessments by students and community partners provide evidence that the course also achieved the goals of capstones and of CBR. Discussion addresses steps taken since the initial case study to sustain and institutionalize the practice, including measures to assist instructors.

141 ..... Braveheart Center for Place and Purpose: A New Community-in-Community Inclusion Model for Young Adults with Disabilities

Danilea Werner & Angie Colvin Burque
Auburn University

BraveHeart Center for Place and Purpose (BraveHeart CPP) is a comprehensive post-high school, inclusion-focused partnership of university, faith, and local communities. This new initiative aims to address unmet needs of the vulnerable and underserved population of young adults with disabilities through a community-in-community inclusion (CICI) model. The CICI model was specifically designed to support opportunities for individuals with disabilities, especially those with moderate to severe challenges, to empower and increase their presence and level of participation in the community. This strengths-based model operates with a high level of respect and sensitivity for diversity and supports and enhances social skills, cognitive skills, self-esteem, creativity, and work skills for young adults with developmental disabilities. This article explains the CICI model

and reviews the goals, activities, and outcomes of BraveHeart CPP's first year of operation.

Book Reviews

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