International Trade Service-Learning Attitudes and Engagement in a Large Class Setting

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Introduction and Background

In 1979, Robert Sigmon defined service-learning as an experiential education approach that is premised on "reciprocal learning" (Sigmon, 1979). Sigmon (1979) discussed the learning from service activities as both those who provide service and those who receive it or "learn" from the experience. Sigmon's (1979) concept of service-learning occurs only when both the providers and recipients of service benefit from the activities. Reflection and reciprocity are key concepts of service-learning (Sigmon, 1979). Service-learning can be used as an added tool in the classroom to promote engagement and further mastery of materials covered. Simons, Williams, and Russell (2011) discuss that service-learning can be not only a great tool to encourage attitudes and skills within community engagement but also within the classroom. The authors state, "students improve their diversity and social justice attitudes, acquire competence and leadership skills, and increase their desire to make a difference through participation" (Simons et al., 2011, p. 6). Additionally, Curran and Rosen (2006) found in their study looking at attitudes and behavioral intentions towards classes they take, that "factors related to the physical environment in which the course is conducted, the course topic, and the course execution, in addition to the instructor's personality, are significant influences on students' attitudes toward their classes. The evidence also indicates that emphasizing student participation in the class can have a positive effect on student commitment to excellence and appreciation of other students' contributions to the learning experience" (p. 135). If students have more favorable attitudes towards a subject they are more likely to be more engaged and have more positive feelings towards experiences in the classroom.

According to Moely, McFarland, Miron, Mercer, and Ilustre (2002) students who took part in service-learning ended the semester with more satisfaction regarding their courses. Based on this finding of 541 students in 26 courses leads to the assumption that just

ABSTRACT

The purpose of this research is to better understand the attitudes towards service-learning and course engagement of students in a service-learning project based course in a larger class size.. This research incorporates a better understanding and exploration of how a larger class can affect the attitudes and engagement of students in service-learning. Qualitative and quantitative measures better help to understand the full impact of service-learning in such a large classroom setting (60 students).. Pre and posttest as well as qualitative analysis was conducted to understand the variances between the start and end of the semester with the treatment of service-learning between. The findings and dissemination of this research can help to aid educators and community partners on the benefits and challenges that occur during larger setting service-learning based projects.

because a course is larger doesn't mean that service-learning can be impactful. Additionally, the study resulted in "reporting higher levels of learning about the academic field and the community than did students not participating in service-learning" (Moely et al., 2002, p. 18). Additional researchers, Zhao and Kuh (2004) agree. In their study looking at the relationships of participants in learning communities and their engagement in first year activities the authors found that learning communities are specifically linked to engagement and positive student outcomes, as well as overall satisfaction with the college/university experience.

Bringle, Phillips, and Hudson (2004) state that "systematically collecting information positions educators to make informed decisions that can improve their craft, enhance their understanding about why certain outcomes were achieved and increase the confidence with which they represent their work to others, including colleagues and the general public" (pg. 11). Additionally, the authors discuss that utilizing general research regarding service-learning not only aids in the improvement, strengthening and increasing students' focus on critical and reflective thought, but also furthers learning objectives (Bringle et al., 2004). Therefore this concept stated by the authors of collecting data and continual research of service-learning to better educator's effectiveness in the classroom leads to the significance and purpose of this study. What we currently know about what makes service learning successful is largely based on flexibility of small class sizes. In order to benefit more students and expand service learning into more classes, this study aims to examine the effectiveness of service learning in a larger class and to further explore ways to make service learning experience successful in a larger classroom setting.

This research incorporates a better understanding and exploration of how a larger class can affect the attitudes and engagement of students in service-learning. Quantitative measures better help to understand the full impact of service-learning in such a large classroom setting (60 students). Qualitative statements by students and the community partner were analyzed to understand the thought process associated with the experience. According to U.S. News (2015) 18.4% of classes at the local university this research was conducted report to have 50 or more students in them. Research regarding this niche has not yet been a focus.

What we currently know about service-learning being successful, is largely based on flexibility of small class sizes. In order to benefit more students and expand service learning into more classes, this study aims to examine the effectiveness of project based service-learning in a larger class and to further explore ways to make service learning experience successful from the student professor and community partner in a larger classroom setting.

Methodology

This is a mixed methods study measuring student attitudes towards and engagement with service-learning in a larger classroom. Both quantitative survey and qualitative questionnaires will be utilized to fully understand and better explore the experiences students have when taking part in service-learning in a larger classroom context. The course included in this study was a senior level International Textile and Apparel required course in apparel merchandising and interior design at a large Midwest university. Service-learning facilitation and contracts for spring 2016 were been

negotiated with a local community partner. The students conducted project reports of various apparel manufacturers in different countries that could possibly be utilized by the local community partner to source their promotional apparel items (i.e. hoodies, t-shirts, singlets, etc). The students researched an identified country and the specific factories' human resource issues, trade issues and agreements of that country, the environmental effects that factory has, as well as cultural implications of doing business with that specific location.

This study utilized the Community Service and Attitudes Scale (CSAS) (Perry, 2010). The **CSAS** is a tool developed by service-learning practitioners and used nationally to measure student perceptions about service-learning. The scale consists of 34 items regarding attitudes of helping the community on a 7 point Likert scale (1 = strongly disagree, 7 = strongly agree) and 12 items measuring the impact service-learning can have on the student, also on a 7 point Likert scale (1 = extremely unlikely, 7 = extremely likely). Students were asked to rate their agreement with items such as "Volunteer work at community agencies helps solve social problems," "It is important to me to gain an increased sense of responsibility from participating in community service," and "Community service is a crucial component of the solution to community problems." Additional questions regarding the students being impacted (likely to unlikely) by service-learning are also included. For example, "I would have forgone the opportunity to make money in a paid position," and "I would make valuable contacts for my professional career." See table 3.

Additionally, the Student Course Engagement Questionnaire (SCEQ) by Handelsman, Briggs, Sullivan & Towler, (2005), which includes 23 items, was used as a pre and posttest. Examples of items include rating personal characteristic strengths in the course on items such as, "Participating actively in small-group discussions," and "Being confident that I can learn and do well in the class." This survey is broken up into skills, performance, emotional, and participation engagement. The surveys will be taken by participants prior to the start of the semester and then again at the end to understand differences in attitudes and engagement after a service-learning classroom experience. See table 3.

Coupled with the quantitative surveys (CSAS and SCEQ), a qualitative open ended reflection was given to the participants at the end of the semester. This portion allowed students to give written feedback on the service-learning course experience. What did students enjoy most? What would they change? How did the service-learning project impact them and community partners? This portion of the research helped in the exploration of how the students felt regarding their experience and to provide suggestions for future use. This data was compared to similar data collected on smaller classroom sizes to understand the differences if any, of the service-learning experience in a larger classroom setting compared to a smaller traditional setting. Additional, qualitative, open ended surveys were given to the community partner to assess their understanding and level of experienced success with the project at the midpoint and endpoint of the semester.

Because this particular study dealt with unbroken groups it did not disrupt the existing research setting. This component lessened the possibility of reactive effects of the experimental procedure and improved the external validity of the design. However, this method was more sensitive to internal validity problems due to interaction between

factors as selection and maturation, selection and history, and selection and pretesting (Dimitrov and Rumrill, 2003).

Data Analysis

Reliability was calculated using Cronbach's alpha, in which Cronbach's alpha >0.7 is considered acceptable (Stephens, 1992). Using SPSS 23.0 paired samples t-tests will be conducted to compare the mean scores of the pre and post test results of the students individual answers as well as the scale differences. Item differences will be noted to determine the specific attitudes that are positively affected and negatively affected through the treatment of a service-learning project over the course of the semester.

Additionally, the qualitative portions of both the students and the community partner were analyzed by determining themes. The answers were studied and common themes were determined to understand perhaps better classroom and teaching considerations of project based service-learning in larger classrooms.

Findings
Quantitative

Cronbach's alpha was conducted and all scales were found reliable above the .7 level (Stephens, 1992). See table 1.

Table 1. Reliability

Scale	n	# of Items	α
CSAS Part 1	54	34	.98
CSAS Part 2	54	12	.74
SCEQ	54	23	.94
Skills	54	9	.83
Emotion	54	5	.94
Participation	54	6	.79
Performance	54	3	.90

The population of the study consisted of 54 undergraduate students at a large Midwestern university. The participants ranged in age 20 (n= 5) to 25 (n=4) with the majority of the participants being 21 years old (n=29). A majority of the participants were female (n=49) and Caucasian (n=37) followed by Asian/Pacific Islander (n=9). All of the sample was juniors (n= 10) and seniors (n=43). Of the participants most had previous community service experience (n= 41) in which they took part in mainly once per year (n=18) up to 2 to four times per year (n=18). For a complete breakdown of the population see table 2.

Table 2. Sample Population (n=54)

Item	n	%
Age		
20	5	9.4
21	29	53.7
22	12	22.2
23	1	1.9
24	2	3.7
25	4	7.4
N/A	1	1.9
Gender		
Male	4	7.4
Female	49	90.7
N/A	1	1.9
Race		
White/Caucasian	37	68.5
Black/ African American	4	7.4
Asian/ Pacific Islander	9	16.7
Other	3	5.6
N/A	1	1.9
Year in School		
Junior	10	18.5
Senior	43	79.6
N/A	1	1.9
Previous Community Service Experience		
Yes	41	75.9
No	12	22.2
N/A	1	1.9
Frequency of Experience		
Once Per Year	18	33.3
2-4 times per Year	18	33.3
Monthly	3	5.6
N/A	15	27.8

Paired samples t-tests were conducted to determine the change in scores after the treatment of a semester of service learning project in the specified course. It was found that the most changed among the community service and attitudes questions part one were items 11-12, 14- 16-18, and 27 ($p < .01$) Examples of these items include "My contribution to the community will make a real difference." (M pre= 5.68, M post= 6.11,

t=-3.25, df=52, SD=.97, p=.002), "I can make a difference in the community." (M pre=5.75, M post=6.15, t=-3.64, df=52, SD=.79, p=.001), and "It is my responsibility to take some real measures to help others in need." (M pre=, M post=, t=-3.32, df=52, SD=.95, p=.002). Followed by items 3, 5, 28, and 31 (p<.05). Examples of these items include I am responsible for doing something about improving the community." (M pre=5.57, M post=6.00, t=, df=, SD=, p=.024) and "It is important to me to have a sense of contribution and helpfulness through participating in community service." (M pre=5.64, M post=5.98, t=-2.43, df=52, SD=1.02, p= .019). For part two of the CSAS only two items were found significant at the p<.05 level; "I would have less time to work." (M pre=, M post=, t=, df=, SD=, p= .025) and "I would be contributing to the betterment of the community." (p= .028). Regarding the SCEQ scale measuring engagement two items were found significant at the p<.05 level including "I would have less time to work." (M pre=5.04, M post=4.64, t=2.32, df=52, SD=1.25, p=.021) and "I would be contributing to the betterment of the community." (M pre=6.13, M post=5.70, t=2.27, df=52, SD=1.39, p= .028). For a complete list of change associated with scale items see table 3.

Table 3. T-tests

Scale Item	M (pre and post)	t	df	Std. dev.	Sig. (2-tailed)
Community Service and Attitude Scale					
Part One					
1.Community groups need our help.	6.11 6.21	-.84	52	.82	.40
2. There are people in the community who need help.	6.43 6.30	.87	52	1.11	.39
3. There are needs in the community.	6.30 6.26	.19	52	1.44	.85
4. There are people who have needs which are not being met.	6.38 6.40	-.18	52	.75	.86
5. Volunteer work at community agencies helps solve social problems.	5.85 6.08	-1.81	52	.91	.08
6. Volunteers in community agencies make a difference, if only a small difference.	5.96 6.15	-.87	52	1.60	.39
7. College student volunteers can help improve the local community.	6.34 6.36	-.16	52	.84	.87
8. Volunteering in community projects can greatly enhance the community's resources.	6.08 6.28	-1.42	52	1.10	.16
9. The more people who help, the better things will get.	6.08 6.15	-.63	52	.87	.53

10. Contributing my skills will make the community a better place.	6.00 6.23	-1.90	52	.87	.06
11. My contribution to the community will make a real difference.	5.68 6.11	-3.25	52	.97	.002**
12. I can make a difference in the community.	5.75 6.15	-3.64	52	.79	.001**
13. I am responsible for doing something about improving the community.	5.70 5.98	-2.33	52	.89	.024*
14. It is my responsibility to take some real measures to help others in need.	5.57 6.00	-3.32	52	.95	.002**
15. It is important to me to have a sense of contribution and helpfulness through participating in community service.	5.64 5.98	-2.43	52	1.02	.019*
16. It is important to me to gain an increased sense of responsibility from participating in community service.	5.60 6.04	-2.92	52	1.08	.005**
17. I feel an obligation to contribute to the community.	5.32 5.94	-3.79	52	1.20	.000**
18. Other people deserve my help.	5.53 6.00	-3.27	52	1.05	.002**
19. It is important to help people in general.	6.42 6.53	-1.00	52	.82	.32
20. Improving communities is important to maintaining a quality society.	6.26 6.19	.65	52	.85	.52
21. Our community needs good volunteers.	6.23 6.15	.78	52	.70	.44
22. All communities need good volunteers.	6.25 6.19	.44	52	.93	.66
23. It is important to provide a useful service to the community through community service.	6.09 6.21	-.90	52	.91	.37
24. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	6.09 6.06	.27	52	1.02	.79
25. I feel bad that some community members are suffering from a lack of resources.	6.21 6.08	.91	52	1.06	.37
26. I feel bad about the disparity among community members.	5.96 6.04	-.50	52	1.11	.62

27. Lack of participation in community service will cause severe damage to our society.	5.32 5.87	-3.36	52	1.19	.001**
28. Without community service, today's disadvantaged citizens have no hope.	5.19 5.58	-2.18	52	1.32	.033*
29. Community service is necessary to making our communities better.	5.79 6.00	-1.80	52	.84	.078
30. It is critical that citizens become involved in helping their communities.	5.77 5.94	-1.42	52	.87	.16
31. Community service is a crucial component of the solution to community problems.	5.60 5.91	-2.26	52	.97	.028*
32. I want to do this (service-learning) activity.	5.58 5.55	.20	52	1.34	.84
33. I will participate in a community service project in the next year.	5.70 5.62	.46	52	1.21	.65
34. Would you seek out an opportunity to do community service in the next year.	5.64 5.89	-1.61	52	1.11	.11
Part Two					
1. I would have less time for my schoolwork.	4.96 4.68	1.26	52	1.63	.21
2. I would have forgone the opportunity to make money in a paid position.	4.66 4.62	.18	52	1.53	.86
3. I would have less energy.	4.17 4.30	-.69	52	1.40	.50
4. I would have less time to work.	5.04 4.64	2.32	52	1.25	.025*
5. I would have less free time.	5.13 4.85	1.51	52	1.36	.14
6. I would have less time to spend with my family.	4.53 4.55	-.09	52	1.62	.93
7. I would be contributing to the betterment of the community.	6.13 5.70	2.27	52	1.39	.028*
8. I would experience personal satisfaction knowing that I am helping others.	6.17 6.09	.47	52	1.17	.64
9. I would be meeting other people who enjoy community service.	6.02 5.98	.26	52	1.06	.80
10. I would be developing new skills.	6.13 5.89	1.64	52	1.09	.11

Item	Mean	t	df	SD	p
11. I would make valuable contacts for my professional career.	5.51 / 5.72	-1.20	52	1.26	.24
12. I would gain valuable experience for my resume.	6.11 / 5.96	1.05	52	1.05	.30

Student Course Engagement Questionnaire

Skills Engagement

Item	Mean	t	df	SD	p
1. Making sure to study on a regular basis.	3.89 / 3.85	.38	52	.73	.71
2. Putting forth effort.	4.40 / 4.28	1.18	52	.70	.24
3. Doing all the homework problems.	4.34 / 4.42	-.85	52	.65	.40
4. Staying up on the readings.	3.49 / 3.47	.16	52	.89	.88
5. Looking over class notes between classes to make sure I understand the material.	3.47 / 3.57	-.65	52	1.06	.52
6. Being organized.	4.47 / 4.36	1.06	52	.78	.29
7. Taking good notes in class.	4.45 / 4.30	1.38	52	.79	.17
8. Listening carefully in class.	4.25 / 4.21	.42	52	.65	.67
9. Coming to class every day.	4.26 / 3.98	2.39	52	.86	.021*

Emotional Engagement

Item	Mean	t	df	SD	p
10. Finding ways to make the course material relevant to my life.	3.77 / 4.06	-2.13	52	.97	.038*
11. Applying course material to my life.	3.89 / 4.09	-1.56	52	.97	.13
12. Finding ways to make the course interesting to me.	3.87 / 4.09	-1.90	52	.87	.06
13. Thinking about the course between class meetings.	3.70 / 3.64	.38	52	1.08	.71
14. Really desiring to learn the material.	3.81 / 3.83	-.15	52	.93	.88

Participation/ Interaction Engagement

Item	Mean	t	df	SD	p
15. Raising my hand in class.	3.45 / 3.58	-.93	52	1.04	.36
16. Asking questions when I don't understand the instructor.	4.00 / 4.00	.00	52	.73	1.00
17. Having fun in class.	3.83	.74	52	.93	.46

18. Participating actively in small-group discussions.	3.74 3.89 3.79	.65	52	1.06	.52
19. Going to the professor's office hours to review assignments or tests or to ask questions.	3.45 3.19	1.92	52	1.00	.06
20. Helping fellow students.	4.11 4.00	.97	52	.85	.34
Performance Engagement					
21. Getting a good grade.	4.42 4.34	.81	52	.68	.42
22. Doing well on the tests.	4.19 4.13	.65	52	.63	.52
23. Being confident that I can learn and do well in the class.	4.28 4.36	-.89	52	.62	.38

**p <.01
* p <.05

Overall the only scale in its entirety that showed significant change from the beginning of the semester to the end of the semester was the CSAS part one scale measuring attitudes (M pre= 194.95, M post= 200.70, t=-2.31, df= 52, SD= 18.13, p=.025). See table 4.

Table 4. CSAS Scale T-tests

Scale Item	M (pre and post)	t	df	Std. dev.	Sig. (2-tailed)
CSAS Part 1	194.95 200.70	-2.31	52	18.13	.025*
CSAS Part 2	58.96 57.51	1.33	52	1.09	.19
SCEQ	87.58 87.11	.34	52	10.06	.74

**p <.01
* p <.05

The SCEQ scales measuring engagement did not show significant differences from the beginning to the end of the semester. See table 5.

Table 5. SCEQ T-Tests

Dimension	M (Pre and post)	t	df	Std. Dev.	Sig. (2-tailed)
Skills	33.23 32.90	.70	53	3.48	.49
Emotion	15.99 16.65	-1.50	53	3.30	.15
Participation	19.31 18.97	.73	53	3.38	.47
Performance	10.03 9.92	.61	53	1.27	.54

Qualitative- Students

The research was coded by the author and a graduate assistant, themes were identified from both the researchers from the students and the community partner questionnaires.

What were the benefits of participating in this service-learning course?

Many of the themes that emerged regarding the benefits of the service learning course were focused on skills utilized and knowledge gained. Many students discussed their ability to collaborate as one students discussed "I was able to work with an actual company and guide them to new ideas of which helped me develop to become a more innovative thinker and collaborator," while others focused on learning how to do research more thoroughly was the greatest benefit of the experience, "Working with an actual company that could benefit from our research, it helped me learn things I never knew before." Two of the biggest themes of this question included the word community and also collaboration. For example one student stated, "It drove me to think about things I don't normally think about such as going to volunteer. " while another said, "Thoughtfully thinking about myself and the way in which I am active in my community and how I act in a classroom setting when completing work both inside and outside of the classroom." Finally students focused on their ability to bring a more realistic view into the classroom that they can use more specifically in their future careers. For example one student stated "I think I better understand the needs within our community and how our education will one day make a difference in the future of our community and world."

What was your outlook about service-learning before you started the course and now?

The majority of the students in the course had very limited to no knowledge about service learning. After the course was complete the students seemed to have a much more positive outlook on service learning. For example, one student stated, "I wasn't sure what it was. I now understand it can be helpful to local community members" and another "I had no particular outlook originally but I now see the benefits of doing this type of work." Many students were inspired by the service learning course to give back to those less fortunate in their community and the rest of the world. For example one

student stated "I think before I always thought I couldn't make a difference or nothing in my lifetime would have the ability to impact so many for the better. " and another agreed stating "When I started the service learning, I thought I wasn't going to enjoy it or learn anything. Now, I feel that I have thoroughly enjoyed the course and have learned a lot to apply in my future endeavors." Many were appreciative of the hands on approach that service learning offers to complement the course material "I have had other different types of service-learning courses but this one was different because it was more hands on and a learning experience relevant to class material."

What impact, if any, do you believe your service-learning activity had on the organization or people?

A majority of students focused on the impact of the project being solely informing and assisting the local company with their sourcing issues and helping them to have a more global perspective. One student stated, "I think it opened their eyes to all the possibilities out there and it brought everything to them with a different perspective." and another agreed saying." I believe we were able to provide them with ideas that they could use for their company. We also educated the organization about the global economy and further how their production would work." Some students felt they that little to no impact with most not furthering their explanation. One participant did indicate there could be future change "I believe that it could potentially have more impact over time but for now it was just a demonstration of what could happen." Another theme found in the answer was the idea of the realization of the participants that they are lucky and that there are many atrocities within the apparel and textile industry currently, "It definitely forced me to look at the unfortunate circumstances that other people are currently facing from a human resources and sustainability stand point." Finally, many students believed the project not only helped them and the client but also the local community, "The impact of service learning activities has on the organization or people I worked with is that it enables others to help the community. It is really a great idea to have students participate in this activity and gain perspective of global apparel and trade."

What were the challenges you faced in your service-learning experience?

There were two main challenges to the project that participants faced. The first was finding adequate and timely research to provide to the company. One students stated, "It was challenging to find materials at first but the writing center at the library was able to help me and the guest speakers were very helpful as well." As developing research skills was a learning objective of the course many of the students overcame this challenge. Another was putting more effort into the class due to the fact they felt like they owed more to the final project as it was for an actual client. One student stated "Applying the knowledge I had learned was a pretty challenging part. Normally we just learn the material, regurgitate it on an exam and then never remember it again. Here, we turned around and applied all the knowledge we have learned in class and used it towards our company projects."

Qualitative- Community Partner

The community partner associated with the service learning course was a food company and mention during their midpoint and final questionnaire that the information

the students obtained for them was both crucial and informative as they do not have expertise in the subject matter. When asked whether the need the students are addressing for the company was important the director stated, "Absolutely important. My company specializes in food and we need advertising apparel and we want it to be in line with our corporate values (fair wage, ethically sourced, environmentally friendly are a few criteria) and we don't have the time or experience in this area" They also indicated that they will be using one of the recommendations from the service learning participants, "The students will be providing my company with choices that will be immediately valuable. We will be using at least one of their recommended sources this summer for printed apparel. Plus we will be sharing the information with the other small manufacturers we work with locally so when they need apparel sources they can have responsible options." Overall, the community partner was not only pleased with the projects presented to them but also impressed by the level of work the students took part in "The project was amazing. I loved learning about an industry that has ethical and unethical business practices. The geo-political aspects of the research was also very informative."

Discussion

Overall service learning in a larger classroom did not help as much as desired but did have some implications in the classroom. Overall students were more engaged in the community through service learning even in a larger classroom size and the impact of the large classroom did not affect the students negatively. Student responses increased significantly regarding their attitudes and having a more positive attitude towards community after a larger service learning course. However students did relate to the course material as being more relevant to their lives but believed the course took up too much time for their work and did not necessarily come to class any more. This could be due to the fact that it was a group project with a service learning component and the students relied more heavily on their group members than if it would have been an individual project. Students however did feel more obligated that they participate in community service after the course and had a higher attitude regarding the benefit of community service in their own lives. Overall there was a significant change in how students regarded their own roles in the community in a positive way and planned to act upon that in the future. A larger classroom did not negatively impact this reasoning in regards to service learning and therefore promote the use and further understanding of how service learning can positively be beneficial in higher academia no matter the class size.

Conclusion and Implications

Whether there are significant differences in student attitudes or not, these findings help inform future teaching by pointing to activities and practices that are working, and/ or demonstrating difficulties that arise in these situations. For example, to be more impactful perhaps the projects should be of individual nature rather than group work so that students own more responsibility of coming to class and being more engaged in the project. Future service-learning instructors of larger class sizes can use this information to not only be encouraged to incorporate service-learning, but also to better adapt their classroom setting to further facilitate positive attitude change and

project-based engagement. Future research is also encouraged to continue to better understand the role classroom size plays in service learning attitude and engagement. The findings and dissemination of this research can help to aid educators and community partners on the benefits and challenges that occur during larger setting service-learning based projects. Based on the findings of this study, educators should ultimately be able to integrate service-learning into their classrooms in spite of the challenge of class size. In terms of course outcomes there are a number of benefits included in service-learning for all parties involved. Benefits for students include positive effect on personal development, the ability to work well with others, and leadership and communications skills. Service learning is also proven to enhance academic learning, when compared to similar courses that are not integrating service-learning. Projected outcomes for the community partner include a more organizational capacity to achieve the business problem. Finally, outcomes for faculty include an enhanced quality of student learning and also creating connections and betterment with and for the community (Eyler, Giles, Stenson, and Gray, 2001).

Acknowledgements

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