Moving Beyond Short-Term Impacts of Service-Learning Study Abroad Program on Students' Transformation: An Irish Case Study

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Abstract

The purpose of this study was to better understand the impacts on students who participate in short-term service-learning study abroad programs. Using Mezirow's theory of Transformational Learning as a guide, students were interviewed on the lasting impacts that the program had on their transformation. Student participated in semi-structured interviews lasting in length of 30 minutes to an hour. These interviews took place approximately 7 months after the completion of their study abroad program. Student's transformation was categorized into the 4 main areas of transformation according to Mezirow (1991): refining meaning schemes, learning new schemes, transforming schemes, *and* transforming perspectives.

Keywords: service-learning, transformational learning, faculty-led

Introduction

The concept of global learning is becoming more and more prevalent among United States institutions of higher education. Since 2001, the Association of American Colleges and Universities (AAC&U) helped "member colleges and universities envision and enact global learning models that foreground questions of diversity, identity, citizenship, interconnection, and responsible action" (Hovland, 2009, p. 4).

One small piece of global learning is the practice of studying abroad. Study abroad programs play an important part in higher education, as does understanding how students change and grow after participating in a study abroad (Redwine et al., 2018). More so, study abroad can impact students through language development, intercultural growth, academic achievement, personal growth, and career choices (Dwyer, 2004). As well, students gain the opportunity to learn about a culture that is not their own while furthering their education by participating in activities and experiences (Harder et al., 2015).

There is agreement that service-learning could be considered another model of experiential education, with its basis in community service (Howard, 2003). Service-learning has been a part of college education for some time, often as either co-curricular or through the academic model (Howard, 2003). Co-curricular service-learning would be apart from students' normal academics and be alongside their normal degree plan (Howard, 2003). Academic service-learning is a part of an academic course and tied to the learning outcomes of said course. Research has also shown that participating in service-learning impacts a student's development in the areas of personal development, increased sense of social responsibly, greater racial tolerance, and role in the community, to name a few (Howard, 2003).

In recent years, service-learning programs have become increasingly popular within university settings (Dreuth & Dreuth-Fewell, 2002; Lally, 2001), including within study abroad programs (IIE, 2018). As more students are studying abroad every year, they are now looking to spend their time out of the country doing more than studying at a foreign institution. Whether students are participating in service-learning programs for more altruistic reasons or because of the general desire to impact a community, they are looking to expand beyond a traditional study abroad experience (Grusky, 2000). Even more specific with in the studies of agriculture, civic engagement helps bring the knowledge of content to life and enables students to contribute to their community's needs (National Research Council, 2009).

What has become lacking in service-learning research are studies that focus on the longer term impact on students who participate in short-term study abroad programs that have an emphasis on service-learning. Most of the research

focuses on student learning impacts as well as the immediate benefit the programs have on the students. Study abroad research tends to look at the overall impact a program has on a student, while service-learning research delves into how to develop programs in regard to the impact on students and the community.

Globalization affects current and future agricultural students in their personal and professional lives (Chang et al., 2013). It is becoming increasingly important for students to have an international experience as part of their undergraduate careers. Zhai and Scheer (2002) found that students in agriculture thought that their study abroad experiences were useful in developing global competence as well as their own personal development. For students who study abroad, the impact can be far greater than what could be relegated to just their undergraduate studies. According to Doerfert (2011), students studying agriculture should have a global perspective of how agriculture is not just a domestic matter but also an international matter is crucial. Students with this perspective are better-rounded once they join the workforce.

Seeing the need for service learning within a study abroad program, many faculty of short-term (6 weeks or less) study abroad programs are now incorporating service-learning into their programs. Incorporating service learning into a study abroad program is an effective way to complement and expand on an existing study abroad course objectives (Kiely, 2010). This could be a course designed as a separate component of a study abroad program, or it could be seen as an add-on to the existing course work. Regardless of the viewpoint of the faculty towards service-learning, it rests on the faculty to conduct a meaningful experience for the student.

Another aspect that is important to understand is the student's desire to want to go into a service-learning study abroad program. What are leading students to go into a program such as this? Is it because of their upbringing, their current major, or their desire to "do good" (Grusky, 2000)? Furthermore, do students participating in such programs truly understand the concept behind service-learning and what that entails? By knowing how a service-learning study abroad program can impact a student after their program concludes, we can further tailor programs to help students transform their way of thinking.

Lastly, while the research on service-learning programs is limited, there is a growing amount of research on study abroad programs. These studies vary in scope. Once such study that is pertinent to this research focused on the best practices for a successful study abroad program. Rodriquez and Roberts (2011) determined that one must look at the program holistically including before, during, and after a program for there to be an impact on students. One key area mentioned was that *"the most important best practice is to prepare the course structure to give the students the most interactive experience possible"* (p. 29).

Another study focused on assessing the learning outcomes of a two-week agricultural study abroad experience in China. The researchers found that nearly 30% of students indicated that a key factor in their career success would be influenced on their new knowledge of global markets (Bott-Knutson et al., 2019). Furthermore, 15% of students felt that these new perspectives broaden their horizons and 12.6% said that would give them in an advantage in their career (Bott-Knutson et al., 2019).

Purpose

The purpose of this study was to better understand the impacts on students who participate in short-term service-learning study abroad programs. The specific objective was to identify the lasting impact on students within a service-learning program.

Theoretical Framework

This study was designed and implemented with a theoretical framework based on constructivism, experiential learning, transformational learning, and transformational partnerships. A summary of each is provided to give more context for this study.

Constructivism is a perspective which frames learning in terms of individual people actively constructing their own understanding of a phenomena from their experiences (Fosnot, 1996; Steffe & Gale, 1995). Constructivism is often described as a continuum (Doolittle & Camp, 1999). Social constructivism proposes that each individual mentally constructs the world of experience through cognitive process (Young & Collins, 2004).

Dewey (1938) and Kolb (1984) set out to define what makes experiential learning experiential. Dewey's work often serves as the foundation of service-learning (Saltmarsh, 1996). According to Dewey (1938), experiences become meaningful through critical reflection.

Jack Mezirow (1978; 1991) first wrote about Transformational Theory in 1978, but then further elaborated and defined it in 1991. Mezirow (1978) wrote about transformation as a new way of helping the adult learner. His context was that continuing education has multiple implications to its use within service-learning: "we learn to become critically aware of the cultural and psychological assumptions that have influenced the way we see ourselves, our relationships, and the way we pattern our lives" (Mezirow, 1978, p. 101). Critical reflection is key to transformative learning (Mezirow, 2003). How does one then use transformational theory in service-learning? Mezirow (1991) would say that in order for transformation to happen, one has to change the meaning structures.

This can happen in one of four ways: (a) refining meaning schemes, (b) learning new schemes, (c) transforming schemes, or (d) transforming perspectives. While not all four have to occur for transformation, the goal would be to challenge learners in all four areas.

Literature Review

In the realm of service-learning research, most literature is focused on how to assess service-learning. The focus is on the outcomes and impacts of the participants. Sutton et al. (2007) make a distinction between learning outcomes assessment and other kinds of outcome assessments within the context of international education. Rubin and Matthews (2013) suggested that in order for service-learning to thrive, student learning outcomes must be documented. While Rubin and Matthews (2013) have suggested ways in which service-learning can be assessed, what it lacks is the foundation within a theoretical framework.

Most research focuses on short-term implications of transformational learning theory. Foronda and Belknap (2012) outline the steps of using transformational learning theory through a study abroad program in low-income countries. While this study does not focus on service-learning, the authors outline 10 items needed for a transformative experience: promote instructor commitment and continuity, examine course objectives, develop evaluation criteria specific to study abroad, have thorough and extensive pre-program efforts, foster connection and coping, use select and various teaching methods, encourage small steps, include course content related to the environment, conservation, and creativity, raise awareness of oppressive systems, and shift to a service-learning approach (Foronda & Belknap, 2012). What this article fails to do is to put any of these into practice. This list is drawn from their own anecdotal experience. While they connect their suggestions to Mezirow, they never fully flesh out the impact this list has on students' transformational experience.

One study done on international service-learning included both short- and long-term impacts. Bamber and Hankin (2011) based their study on the four meaning-making schemas students need to be challenged in order for transformation to occur. Further, Bamber and Hankin based their analysis on the six areas that Kiely (2005) defined as areas in which a student's worldview was disrupted: political, moral, intellectual, cultural, personal, and spiritual. What Bamber and Hankin (2001) found is that the ability to critically analyze was key to experience transformation.

Richard Kiely's (2005) longitudinal study that spanned over a 10-year period with students in an immersive program in Nicaragua is a highly thought of study in the realm of service-learning literature. Kiely focused on using Mezirow's transformational learning model from 2000. Kiely examined how

study participants experienced transformational learning during and after the program. He found that five areas help describe how students transform: contextual border crossing, dissonance, personalizing, processing, and connecting. Kiely's goal was to find the interaction-specific contextual factors in shaping the transformational learning process.

Methodology

This study used the case study methodology. Case study research involves the study of a bounded group within a natural context or setting (Creswell & Poth, 2018; Yin, 2014). Case study research involves multiple sources of data. The current study is part of a larger study which involved interviews and participant observation.

Case Description

The UF in Galway: Youth Development, Service Learning, and Irish Culture program was chosen on the criteria that it was a study abroad program whose main purpose was service-learning focused. This program was created in the department of Family, Youth, and Community Sciences at the University of Florida. The program was designed as a six-week study abroad program which was conducted in Galway and Bunbeg, Ireland. While in Galway, Ireland students completed individual service-learning placements. As well, students stayed in homestay placements where they lived with Irish families. While in Bunbeg, Ireland students completed a group service-learning placement. They were housed at a local bed and breakfast. Workshops and lectures from faculty at National University Ireland Galway were conducted. Students were exposed to Irish culture in various excursions throughout the area including trips to Connemara, Aryan Islands, Westport, and cultural immersion in the Donegal region. Students were also expected to have accountability partners to allow for accountability in travel, journaling, and to build relationships and camaraderie. This was the second iteration of the program, with programmatic changes happening from the first to the second iteration. The faculty directors worked with a program provider, Learn International, for on-the-ground logistics as well as the coordination of organizations where students were placed.

In order to be chosen for the program, participants had to complete an online application, pay a deposit, have approval from their academic advisor, and complete an interview with the faculty directors. Prerequisites for the program were that students had to have previous service-learning experience and a fundamental youth development course. This course could be from various departments at the university. During the program selection interview, the faculty

directors set forth their expectations of students participating in the program and ensured that these expectations were in line with what the students expected of the program. Nineteen students were selected to participate in the program. All participants were female and ranged in ages from nineteen to twenty-four years old. Students' majors consisted of ten in the Family, Youth, and Community Sciences, two in English, two in Psychology, one in Linguistics, one in Biology, two in Public Health, and one in Elementary Education.

While in Galway, students were placed at various organizations to focus on youth development. The first of which was Organization 1. Organization 1 is an afterschool and youth club for children and young people of the Bohermore area of Galway. The population of this part of the city is predominately made of the traveler community. This population was once referred to as gypsies. Two students were placed here to help with the summer day camp. Each week, there was a different age group participating in the day camp. Students assisted and took direction from the director of the camp but were also limited due to the nature of the community.

The next organization that the students were placed at was Organization 2. This is a family-founded organization supporting children with autism and their families. Students were assistants during the summer camp and were able to design and implement ideas within the summer camp. Students were partnered one-on-one with the camp participants. Seven students were placed at Organization 2.

Two students were placed at Organization 3. This is an organization that is focused on youth homelessness and prevention. The students were tasked with assisting the organization and also helping to assist clients with learning life skills.

Organization 4 was the next organization at which students were placed. In total, there were seven students conducting service here. Organization 4 is a former hotel turned residence where immigrants who are claiming asylum in Ireland are housed until their immigration status has been determined. Students were tasked with holding a morning summer camp for the children of the refugee center. The day camp ran from 10am-1pm, Monday through Thursday.

The last organization was Organization 5. The center was located approximately an hour outside of Galway in a Gaeltacht region. This region is one of the Irish-speaking areas of the country. The community center is tasked with not only helping the area in whatever needs that might arise, but also in helping to keep the Irish language alive. One student was placed here to help in the nursery and with other tasks around the center.

Students then traveled to Bunbeg, Ireland to serve at Organization 6. While the name of the center suggestions religious affiliation, there is no such affiliation. The community center is used for various events and meetings as well

as meeting the needs of the locals. Students participated in the day camp. They were also asked to give their opinion and expertise on a youth center that would serve as an after-school hangout for the local youth. Lastly, students left a legacy piece in which they put painted handprints on a wall of the community center. To ascertain the impact of the lasting effects of a short-term study abroad service-learning program, interviews with both the students and the organization were conducted. The goal was to understand the lasting impact, whether positive or negative, on the students as well as those receiving the service provided by the students.

Data Collection, Analysis, and Trustworthiness

The post-program interview with students consisted of eight questions guided by Mezirow's (1991) Transformational Learning Theory. This interview took place seven months after the program ended. Student questions focused on the student transformations in their perspectives on international service-learning, how they saw these changes affecting their own lives, and if they saw that these changes were continuing to impact their lives. Students were also asked what assumptions they made before they started the program and how these assumptions were challenged by the program. Lastly, students were asked how their perspectives had changed as a result of the study abroad program. Interviews were conducted face to face as well as over the phone. Interviews were semi-structured in nature and lasted approximately thirty minutes in length. A total of six students participated in the post-program interviews. Each student was assigned a participant number and those numbers are used to present the findings.

Data were initially analyzed using structural coding (Saldaña, 2015). Structural coding is based on pre-established codes or theoretical tenets, Mezirow's (1991) transformational learning theory in this case. Once the initial coding and themes were found, axial coding was used for second order coding to organize the findings. Axial coding allows the researcher to show how categories and subcategories relate to each other (Saldaña, 2015).

Trustworthiness refers to the extent that the findings of the study accurately portray the participants and their context (Dooley, 2007). Triangulation was used as a means of establishing trustworthiness. Triangulation can be described in three ways: (a) using multiple researchers; (b) using multiple sources of data; or (c) using multiple research methods (Denzin 2006). In the case of this research, two of the above-mentioned triangulations were used: data triangulation and methodological triangulation. In relation to all research objectives, the data sources of student interviews, observations of students and organizations, and organization interviews were conducted to allow multiple data collection methods. Member checks were also used to establish trustworthiness. Member

checks allow for the research to accurately interpret participants' viewpoints, thoughts, feelings, etc. (Christensen et al., 2014). Once the interviews had been transcribed and transcripts of interviews were made ready, they were given to the faculty directors of the program and the organizations to verify. Lastly, peer debriefing was used to ensure trustworthiness of the methodology of the research.

Confirmability and dependability were established as the researcher used a methodological journal to ensure accuracy in the researcher's ideas, changes, and thoughts as the research progressed (Erlandson et al., 1993). Notes consisted of the researcher's thoughts on potential follow up questions in relation to the theoretical framework as well any thoughts of how the research was progressing. Any changes in the methodology was also noted in the journal to ensure accuracy in reporting.

It is also important to address reflexivity in a study (Malterud, 2001). The main researcher in this study was a professional in the International Education field who worked directly with students studying abroad. In the case of this study abroad program, the researcher was the study abroad advisor and had previous knowledge of the program. The main researcher had no impact or influence on student's grades or participation in the program. This was made clear to students that their participation was voluntary and that their grades would not be impacted. It is also of note that the researcher had a professional relationship with the program provider, Learn International, outside of the research that was conducted on this study abroad program.

Results

Moving Beyond the Short -Term Impact on Students

As we discuss and focus on the lasting impacts of how students' schemas and perspectives are changed as a result of the service-learning study abroad program, we see a few main themes emerge from how the students felt that they had changed over the course of the six-week program. The first theme found is how culture influenced the students. The second major theme found is how the program transformed the students' individual sense of self. As well, the focus of these two themes should be how they relate to each of the four tenets of Mezirow's transformational learning theory.

Refining Meaning Schemes

Culture
One aspect of culture as it relates to the refining of meaning schemes for the students was dealing with the preconceived notions about what Irish culture

would be like and, more importantly, how the program gave a better understanding of what the culture is actually like. While cultures can differ, some concepts can stay the same. In the case of the students working at the refugee center, no matter what the culture, kids will be kids. Student 2 stated that "while these kids weren't Irish and came from a bunch of different backgrounds, they were still just kids. They had the same desire to be a kid."

For the students, this was an integral part of working with youth—that no matter what culture a youth comes from, they are kids. Student 5 reflected that "I think it opened my mind up to a lot more like ways of life, in the way that, like, people approached things because everything there were so laid back and easygoing."

Sense of self

An aspect of sense of self for the students was the acknowledgement of a comfort zone. On the other hand, the majority of the students interviewed said the program helped them get out of their comfort zone. All six students interviewed reported that the program helped them move outside of their comfort zone or acknowledge what their comfort zone was.

Student 5 responded that "I think, like, my experience has made me, like...I guess more confident in myself. I guess the trip has taught me, like...has helped me improve, like my own skills." Student 1 reported that "I didn't realize how flexible I was and how I was able to adapt to change so easily."

Student 6 stated that she thought she understood herself. But "then after going, I was like, 'No, like, I want to do something that is going to like expand me out of my comfort zone and make me think about things that I haven't before.' I definitely didn't have that perspective until, like, I went."

Student 4 related to becoming more self-aware of her actions in the program and towards people in general. She stated that "I think I'm definitely more aware now. Even when I started interning at a place that I volunteered before Ireland of my actions or comments or noticing it in other people of… the not always being aware of how you could affect the population that you were there to help or to be around. I think, it definitely, and I know I'll carry that moving forward with anything I'm interacting in."

Learning New Schemes

Cultural norms

Reflection on new schemes as it relates to culture focused on different aspects of cultural norms. Cultural norms related to Irish mainstream culture and Irish subcultures were discussed during interviews. For some students, this was looking at how a culture is in comparison to their own.

Student 2 stated "but at the same time, like, just being able to see how their community functions differently than at home. And I don't know. I feel like at home, it's more of just, like, parents drop them off, bye. And there I was able to be, like, 'Oh, I'm actually meeting parents. I'm actually—' all of the kids know each other, and they're not just making friends now, and they all live right down the street. They all walk home. It was just a very different atmosphere."

In another sense, one student learned of a cultural norm within an Irish subculture that she was unaware of. Student 1 states that "particularly being in the traveler community, I was shocked the day that I learned that it was legal to marry your first cousin. I came back to the U.S. and researched if this was legal here in the United States."

Sense of self

Learning new schemes as it relates to sense of self took on a wide range of results that was dependent on the student. Three students of the six interviewed reported on new schemes as it relates to sense of self.

Student 6 reported on learning about the value of friendship. She stated that "…I think that was one of the things that I kind of got flipped on was how great the friendships really were from that and how much I really value those."

Student 3 takeaway of new schemes related to challenges. Responding to what did she learn on the program, she reported that "I think it's made me, like, I don't know, more prepared to just take those challenges on and be open to them."

Lastly, student 5 reflected on how the program helped her learn her own strength: "I feel like I brought that back knowing, like, 'Okay, this is how much I can do. … these are the places that I need to grow. These are the places that I did grow. These are my strengths.' I don't think I had awareness of these things. I was kind of just, like, 'Oh, I can do whatever. It's fine,' but now knowing like, 'Okay, here are some strengths. Here are some weaknesses.'"

Transforming Schemes

Culture

The biggest transformations that happened in the program for the students related directly to transforming preconceived notions. This was mainly in the area of cultural assumptions. With the possibilities of working with cultures outside their own, the students realized that it was important to stop with assumptions being made about culture.

Student 3 reflected on her assumptions. She stated "Working at the refugee center, one of the things that we all thought of this, like, 'None of them are going to speak English. So, you are not going to know English.' And when we

got there, they spoke English very well, and that was one of those things that you cannot just assume."

Student 4 realized that what she thought she knew was not necessarily true. She responded that "Everything that I picture in my head and I expected, it was completely opposite. Outside of America, people live. They function. Like, it's not so foreign. And I think in my first interview, I even said—I kept saying, culture and—I didn't even know what I was talking about. Like—and what I learned about culture wasn't their cultural norms and, like, what they do as tradition. Like, I thought that I was going to learn. But I really learned their lifestyle and how they live and different mannerisms. Just like the real stuff, not the textbook stuff."

Sense of self

For most of the students interviewed, the concept of "going with the flow" was the sense of self that was most changed. Student 5 talked about how she thought she was a flexible person before the program but that the program made her realize this was not the case. Other students (1, 2, 6) used terms such as "easier dealing with things" and "go with the flow." This is an indication that students had to learn to adapt and deal with ambiguity while in the program. Some of the responses dealt with the service-learning site while others related to the Irish culture being laid back.

Another student gained a realization about herself that was different from what other students reported. Student 2 reflected that "I think, like, I learned to, like, to stand up for myself a little bit more. Like, and be more confident in myself, like...and not let others, like, walk over me."

Student 5 stated that the transformation happened and that it ultimately affected her outlook in her future endeavors: "I'm just, like, more confident moving forward in my life now. Like, I was really terrified to graduate when I went away over the summer. And as the past couple of months, like, I grew after—not just for the study abroad, but I felt like I kept growing after that experience. And now I'm, like, ready."

Transforming Perspectives

Culture

In some cases, there was not necessarily a challenge to perspective that would cause a transformation in terms of views on culture. For some students (4, 6), it was a subtle change, while for others it seemed to be much more of a drastic transformation. As student 5 reflected, "I wouldn't exactly say that they challenged. I would just say that they were completely just, like, wiped out and replaced."

Student 4 had an interesting perspective change on autism as it relates to cultural viewpoints and that helped her once she came back to the United States: "I started doing research at the Florida Autism Center after I got back. One of the children that worked there or that was coming there was from another country. He was living with his dad in another country. It was a Middle Eastern country. When he came, his mom was explaining that they didn't even realize that he had autism there. It wasn't a thing. I was in the position to tell my graduate assistant that like, 'Yeah. In Ireland, when I was there, there was only one organization in all of Galway.'

Sense of self
In the case of perspectives, only two students (3, 6) identified that their perspective in the program was transformed. Both students reflected that the program changed their outlook on how to approach different issues.

Student 1 stated that she "did not necessarily go in with all these preconceived notions of how things are going to be" but "just let it go how it is going to go." While student 2 reflected "just learning to be patient too, like, things will get fixed. You just have to, like, give it some time."

Conclusions and Recommendations

The lasting impacts of service-learning on the students who participated in the study abroad program were evident through all four transformational processes included in Mezirow's (1991) Transformational Learning theory: (a) refining meaning schemes, (b) learning new schemes, (c) transforming schemes, or (d) transforming perspectives. Within each transformational process, participants in this program experienced transformations in their understanding of culture and their own sense of self.

In the area of refining meaning schemes (Mezirow, 1991) students consistently mentioned preconceived notions as a challenge related to culture. Their sense of self was identified as having to work outside of their comfort zone. In relation to learning new schemes (Mezirow, 1991), students cultural challenge was understanding new norms while the sense of self was dependent on the student. The areas of culture and sense of self were identified in transforming schemes as cultural assumptions and "going with the flow" as were students changed the most. Lastly, within transforming perspectives (Mezirow, 1991) we found that students were either slightly challenged to change their perspective about culture or drastically challenge. In this area only two students identified that their perspective was transformed as it related to their sense of self.

The idea of cultural exchange was the main indicator of transformation of some kind. The students' experience with cultural exchange resulted in various assumptions being challenged and transformed. The youth in the organization were able to experience a culture outside of what their everyday norm is. In the case of the students, they were also able to identify and transform perspectives about themselves that they might not have gained from any other type of experience. Connecting this back to Mezirow's theory (1978) of transformational learning, we can see evidence of where the transformation happened as it relates to the four tenets that Mezirow set out. Students' transformations took place in all four areas. While not every student had transformation in all areas, Mezirow (1978) stated that change in anyone particular area constitutes transformation. Our findings align with Kiely's (2005) findings of the long-term impacts from a program in Nicaragua and the work of Bamber and Hankin (2011) with students in the United Kingdom.

While change did take place amongst the six students who were interviewed, it is difficult to state how much influence the study abroad program had on the students overall. Higher participation in the follow up interviews could have yielded more data to be able to draw more conclusions from. Furthermore, having an idea about how the program was designed would have allowed for connections to the overall concept of the study abroad program. Student outcomes within in service-learning should be continued to be assessed to add to the body of knowledge.

Follow up for further research and best practices for the field of service-learning include the following: (a) following students' total impact from start to finish in the program, (b) compare students in an international program to a domestic service-learning program, and (c) work with faculty program directors to ensure transformational learning theory is the overarching theme in all course work associated with the program.

In following the total of the impact that a service-learning program has on a student, future research could help indicate what works for transformation and what does not work. While this current research was done in parts, following specific students from the decision of going into the program to throughout the program and after could yield additional data about transformational learning within these types of programs.

More research could also be conducted comparing transformational service-learning programs in an international context versus domestic. This would allow for more conclusions to be drawn concerning if the service-learning component or the international component is lending itself to cause the transformations.

Lastly, best practices moving forward would include working with faculty who are designing these programs to incorporate transformational learning theory

from the start. This would ensure that transformational learning is being embedded and reflected across the entirety of the program.

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