understand the phenomenon only from the instructor's perspective. Consequently, it sheds some light on the emotional challenges experienced by students, an overlooked aspect of the dominant service-learning literature. Perhaps the most valuable part of this study was illustrating the fact that, in some cases, intense group conflicts can positively assist students in better understanding themselves as individuals and professionals.

Several questions that could be useful in designing future research emerged in relation to the conflicts described in this study. The service-learning model used was a production-based model (Authors, 2009) that focused on product development rather than social relationships between the server (i.e. students) and the served (i.e. community members). Future research should be specifically designed to investigate its application in other settings as well.

References

Aslanargun, E. (2012). The ethical responsibility of schools: an example of community service in Turkey. *The New Educational Review, 29*(3), 108–118.

Astin, A.W., & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*(3), 251–263.

Bringle, R.G., & Hatcher, J.A. (1996). Implementing service learning in higher education. *The Journal of Higher Education, 67*(2), 221–239.

Buchanan, A.M., Baldwin, S.C., & Rudisill, M.E. (2002). Service learning as scholarship in teacher education. *Educational Researcher, 31*(8), 28–34.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*: Sage Publications.

Eyler, J.S., Giles, D.E., Stenson, C.M., & Gray, C.J. (2001). At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993–2000. 3rd ed. Nashville, TN: Vanderbilt University.

Jehn, K.A., & Mannix, E.A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *The Academy of Management Journal, 44*(2), 238–251.

Matthews, C., & Zimmerman, B.B. (1999). Integrating service learning and technical communication: Benefits and challenges. *Technical Communication Quarterly, 8*(4), 383–404.

O'Hara, L.S. (2001). Service-learning: Students' transformative journey from communication student to civic-minded professional. *Southern Communicaton Journal, 66*(3), 251–266.

Peterson, T.H. (2009). Engaged scholarship: Reflections and research on the pedagogy of social change. *Teaching in Higher Education, 14*(5), 541–552.

Schine, J. (2001). Beyond test scores and standards: Service, understanding, and citizenship. In: J. Claus & C. Ogden (Eds.), *Service learning for youth empowerment and social change* (Vol. 5, pp. 9–24). NY: Peter Lang Publishing.

Wilson, J.R., & Schwier, R.A. (2009). Authenticity in the process of learning about instructional design. *Canadian Journal of Learning and Technology, 35*(2).

Authors. (2009). *Analysis of the role of technology in technology-related service-learning projects and development of the "Technology-Enhanced Service-Learning" (TeSL) framework.* Paper presented at the American Educational Research Association (AERA) San Diego, CA.

Authors. (2012). The civic-minded instructional designers framework: An alternative approach to contemporary instructional designers' education in higher education. *British Journal of Educational Technology, 43*(2), 180–190.