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**


