

## Two High-Impact Educational Practices: Extent of Library Students Involvement in the Educational Practices

Dr. Joseph Chukwusa\*

### Author's Affiliation:

\* Delta State University Library, Abraka, Nigeria

**Corresponding Author: Dr. Joseph Chukwusa**, Delta State University Library, Abraka, Nigeria  
E-mail: [chukwusajoseph@yahoo.com](mailto:chukwusajoseph@yahoo.com)

Received on 01.07.2021, Accepted on 28.10.2021

**How to cite this article:** Chukwusa, J. (2021). Two High-Impact Educational Practices: Extent of library Students Involvement in the Educational Practices. *Library Progress (International)*, 41(2), 249-258.

### ABSTRACT

The study was on two high-impact educational practices (learning communities and service learning) and extent of library students' involvement in the educational practices in Delta State University, Abraka and Nnamdi Azikiwe University, Awka. The research methodology used was descriptive survey. Population for the study comprised of 60 Year-2 students each from the two universities. Therefore, the entire population was 120 students. Year-2 students were used in this study because these categories of students have just left the group (Year-1) which information literacy is more targeted at. Questionnaire was the instrument employed for data gathering. The entire population was made use of, but after questionnaire administration and retrieval, 107 were found to be usable. Frequency count and Mean statistics were used to analyze the collected data. The investigation revealed that the respondents were very much aware of what constitute learning communities and service learning (they have positive perception of the two high impact educational practices); highly participated/involved in learning communities and service learning. The study concluded that even though some researchers, acknowledged positive result for 100 Level students, it is far from being known if such revelation still impact students beyond this level; it should go beyond this stage. Note that 100 level/100L is Year-1 and 200 level/200L is Year-2.

**KEYWORDS:** High-impact Educational practices, Library schools, Universities, Nigeria

### INTRODUCTION

High-impact educational activities (Service Learning and Community-based/Learning Communities) (Kuh, 2008) were studied in this research. As a result of the Liberal Education and America's Promise (LEAP) initiative, the Association of American Colleges and Universities (AAC&U), identified vital

learning end result for the 21<sup>st</sup> century. Amid the acknowledged learning outcomes includes scholarly and realistic skills. That is, information literacy (IL) as well as related skills such as investigation and analysis, serious thinking, communication (written and oral), in addition to quantitative literacy (Kuh 2008). There is a connection between a number of postsecondary teaching and learning

practices and improved student learning, retention and commitment. Researches on university student learning show that it occurs holistically, both without and within the classroom.

According to Pascarella and Terenzini (2005), student learning is most effective especially when active student participation is included, with importance connected to the actions. Examination of writings on first-year discussion groups, service learning, learning communities, undergraduate research, as well as capstone projects showed relationships with information literacy-related end results (Brownell & Swaner 2010).

In addition, Snaveley (2008) acknowledged that information literacy was included in 100 level discussion groups, general academic experiences, learning communities, as well as writing-intensive programs in lots of higher educational institutions. This piece of writing adds to this investigation by evaluating literature in various disciplines to bring together basics of information literacy in write ups. The rationale behind this study is to examine the literature with respect to two selected high-impact educational practices so as to enable understanding of the degree to which the practices incorporate information literacy proficiencies. And finally put up reports about service learning and community-based learning courses as well as learning communities, with the hope that students also have it as a requirement, otherwise should attain proficiency in information literacy as the experience last. This assessment will provide clearer picture regarding the extent to which information literacy is integrated into the two selected high-impact practices.

However, the following research questions guided the study:

1. What is a learning community?
2. What is the extent to which information literacy is integrated into learning communities?
3. What is service learning?
4. What is the extent to which information literacy is integrated into service learning/community-based learning?

## **LITERATURE REVIEW**

### **Information Literacy**

Information literacy skills are utilized in creating additional novel information and ethical involvement in learning communities. Wilson and Angell (2017) and The Association of College and Research Libraries (2000) classify information literacy as integrated talents that has to do with the location/detection of information, and comprehension of the way it is generated and appreciated. Students are empowered through information literacy to find, appraise, utilize and generate information successfully in order to assuage their communal, personal, professional and teaching and learning objectives. It is a basic human right in a digital world and information literacy promotes communal involvement in every country (Naik, 2014). Each time a student apply critical thinking standard whenever he/she reads a magazine or conduct a research study, information literacy has been displayed. Florida National University Marketing Team (2017) quoting American Library Association (2012) also defined Information literacy as locating information in addition to effectively making use of that information to resolve issues. Information literacy skills are multifaceted and are sometimes denoted as digital literacy skills/media literacy (Hisle, & Webb, 2017). Even when these capabilities appear important in many areas, they are helpful in resolving issues and taking a decision.

### **Information Literacy and Learning Communities**

According to Purdue University (2018), learning community provides openings/prospects to enable students:

- To be present at 2 to 3 lessons with the same little cluster of students;
- Reside in the same hall of residence amid elements of the same learning community;
- Meet people, be involved and make friends also;
- To be present at out-of-class courses and go on excursions, many of such trips are linked to previous classroom discussions;
- Gain knowledge of helpful information resources available within their University; and,

- An assemblage of 100 level students sharing common educational interest and are in the same hall of residence; or,
- An assemblage of 100 level students who are involved in all the above listed activities.

Learning communities subsist in various formats, such as linked courses, coordinated studies learning clusters, interest/like minds groups for 100 level students (Frank et al., 2001). Hobbins et al. (2018) and Tinto and Engstrom (2003) noted that learning communities promote shared understanding (a coherent, linked curricular experience), communal/shared knowing (the students are bonded socially and academically), in addition to shared task (mutually dependent and collaborative learning). Learning communities could integrate other high-impact activities like service learning and undergraduate research. Literature acknowledging the outcome of learning communities revealed positive relationship between student involvement and social and personal development, educational participation and satisfaction (Zhao & Kuh 2004; Shapiro & Levine 1999). Walker's (2003) study reported that learning communities' participation was significantly and positively related to four cognitive end results, and they include critical thinking, problem-solving, writing skills and reading skills. Stefanou and Salisbury-Glennon (2002) on their part reported associations amongst learning communities and cognitive learning strategies such as rehearsal strategies, time management, organization strategies, critical thinking and peer learning.

Acquiring information and usage are collaborative and social processes in this present networked age. Project Information Literacy findings reported that a good number of students frequently request guidance from their peers and professors when they are in need of information; 61% turned to associates and family for assistance for their information needs; while 49% request lecturers for help when evaluating information resources for course assignment (Head & Eisenberg 2010). The researchers further noted that improvement of information literacy capabilities entail interaction amongst people and does not occur in isolation, bereft of community environment where meanings as

well as standards are exhibited. The vital social elements of information literacy may perhaps create prospect for practice and support for information literacy inside learning communities, which are anchored on mutual learning. The literature is awash with documents concerning librarians' engagement with 100 level learning communities to teach their information literacy skills or preparatory library research. For example, Frank et al., (2001), Hensley and Lebbin (2002) and Lebbin (2006) researched thematic programmes that linked technology skills and information literacy. While Young and Duvenay (2006) investigated librarians engagement as information literacy contacts personnel for learning communities. Finally, Laufgraben and Shapiro (2004) dwell on assisting learning communities with teaching personnel consisting of programme coordinators, librarians and lecturers.

#### **Information, Literacy and Service Learning/Community-Based Learning**

A number of definitions of service learning have practical learning as integral part of planned experiences that take care of community needs. That is why it is sometimes called community-based learning. Reassessment and the chance to use facts in the programme are key elements. In service learning, students are assigned real-world challenges and are requested to develop the way out with regard to the perspective of the course content. As a result of service learning, studies report that students gain community consciousness, interest and accomplishment in postgraduate school, general student progress, critical thinking and satisfaction (Spiezio et al., 2005; Eyler 2003; Eyler & Giles 1999; Sedlak et al. 2003). Scholars have reported positive impact in academic performance (writing skills, improved GPA and critical thinking), values (in terms of commitment to diversity and activism), leadership, self-efficacy, choice of career, and inclination to be involved in service after college years (Astin et al., 2000).

Several researchers have documented a correlation between the development of information literacy skills and service learning. Marked gains were reported in problem-solving, ascertaining where to locate information, setting up and completing an assignment, evaluating and synthesize it, as well as having the skill to establish right

decisions (Laverick, 2018; Spiezio et al., 2005). Some other researchers explained the transformative education that took place in the course of attempting to resolve complex issues. People generally develop more difficult arrangements for accessing information especially when commonly use approach proves inadequate (Eyler & Giles 1999). Hammersley (2012) and Quitadamo et al., (2008) supported the notion that community-based inquiry (CBI) or undergraduate research experience should be harmonized with service learning. In that vein, students put up research questions linked to community needs, states hypotheses, conducts experiments, analyze and presented data. The study reported significant enhancement in vital thinking skills, like inference as well as evaluation (Quitadamo et al., 2008). Vogelsgang and O'Byrne (2003) in their research reported on an eight-week experience which dwelt on the subject *Immigration Issues in Los Angeles*. Students conducted the research in the community and presented results to their fellow students, lecturers, and delegates from the neighborhood agencies. After evaluation, the study revealed that students

acknowledged that the exercise improved their capability to design a research study, generate a survey questionnaire, gather data, and equally present the study results.

**METHOD**

The research methodology used in this research was descriptive survey. Population for the study comprised of 60 year-2 students each from Delta State University, Abraka and Nnamdi Azikiwe University, Awka. That is, 60 year-2 students respectively from both Universities. Therefore, the entire population was 120 students. Year-2 students were used in this study because these categories of students have just left the group (year-1) which information literacy is more targeted at. Questionnaire was the instrument employed for collection of data. The entire population was used, however, after questionnaire administration and retrieval, 107 were found to be usable. Frequency count and Mean statistics were used to analyze the collected data.

**ANALYSIS/ FINDINGS**

**Table 1: Respondents perception of Learning Communities**

S.N.	Items: Learning Communities	Strongly Agree (SA) = 4	Agree (A) = 3	Disagree (D) = 2	Strongly Disagree (SD) = 1	Mean Scores
1.	Being present in 2 to 3 lessons with the same small cluster of students.	35	52	14	6	3.05
2.	Reside in the same hall of residence and elements of the same learning community.	7	12	78	10	2.08
3.	Meeting people, be involved and making friends.	67	40	-	-	3.63
4.	I have participated in out-of-class courses and go on excursions; many of such trips are linked to previous classroom discussions.	26	31	40	10	2.68
5.	Gaining knowledge of helpful information resources available within your University.	39	68	-	-	2.73
6.	An assemblage in a	45	50	6	-	2.73

	cluster of 20-30 100 level students who study 2 or 3 same programme/courses together.					
7.	An assemblage of 100 level students sharing common educational interest and are in the same hall of residence.	47	26	17	15	2.94
8.	An assemblage of 100 level students who are involved in all the above listed activities.	23	52	8	24	2.69
<b>Grand Mean</b>						<b>2.69</b>

Table 1 was on perception of learning communities by the respondents. With 2.50 as cutoff point and 2.69 grand mean score the study concluded that the respondents were very much aware of what learning

communities are all about. Aside "Reside in the same hall of residence amid elements of the same learning community, with 2.08 mean score" the other 7 items had mean scores above the cutoff point.

**Table 2: The extent to which the LIS students are involved in Learning Communities**

S.N.	The extent the LIS students are engaged in learning communities: To what extent have you...	Very High Extent (VHE) = 4	High Extent (HE) = 3	Low Extent (LE) = 2	Very Low Extent (VLE) = 1	Mean Scores
1.	Presented yourself in 2 to 3 lessons with the same small cluster of students?	25	58	17	7	2.94
2.	Resided in the same hall of residence amid elements of the same learning community?	19	23	25	42	2.04
3.	Met people, be involved and make friends in your discipline?	27	45	12	25	2.73
4.	Presented yourself in out-of-class courses and go on excursions, many of such trips are linked to previous classroom discussions?	40	38	20	9	3.02
5.	Gained knowledge of helpful information resources available within your University?	34	29	14	30	2.63
<b>Grand Mean</b>						<b>2.67</b>

Table 2 shows the extent of the students (respondents) involvement in learning communities. With cutoff point 2.50 Mean Score and grand mean 2.67, the study concluded that the respondents highly participated in learning communities. The highest mean score was for item 4(Presented

yourself in out-of-class courses and go on excursions, many of such trips are linked to previous classroom discussions?). The least Mean score 2.04 (though above the cutoff point) in the distribution was for "Resided in the same hall of residence amid elements of the same learning community.

**Table 3: Perception of the LIS students on service learning**

S.N.	Items	Strongly Agree (SA)= 4	Agree (A) =3	Disagree (D) =2	Strongly Disagree (SD) =1	Mean Scores
1.	Internship	23	70	14	-	3.08
2.	Community service	34	55	10	8	3.07
3.	Field Education	23	67	10	7	3.00
4.	Community service activities with intentional academic and learning goals opportunities that reflect and connect to students academic disciplines.	90	17	-	-	3.84
5.	Students' capacity to showcase acquired knowledge in the real world.	50	38	7	-	3.29
6.	Career development	56	51	-	-	3.52
7.	Facilitation and activation of students' reflection.	20	40	34	13	2.31
<b>Grand Mean</b>						<b>3.16</b>

Table 3 shows the perception of the students on Service Learning. With Mean cutoff point 2.50 and grand mean 3.16, the table revealed that the students recognized what service learning is all about. The highest mean score was for "Community service activities with intentional academic and learning goals

opportunities that reflect and connect to students' academic disciplines, 3.80", whilst the least mean score (but above the cutoff point) goes for "Field Education, 3.00". The study concluded that the respondents have adequate knowledge of Service Learning.

**Table 4: Extent of involvement of LIS students in Service Learning**

S.N.	Items	Very High Extent (VHE) = 4	High Extent (HE) = 3	Low Extent (LE) = 2	Very Low Extent (VLO) = 1	Mean Scores
1.	Internship	15	68	24	-	2.92
2.	Field Education	46	36	15	10	3.10
3.	Community service activities with intentional academic and learning goals	71	23	13	-	3.54

	opportunities that reflect and connect to students academic disciplines.					
4.	Students' capacity to showcase acquired knowledge in the real world.	35	59	13	-	3.21
5.	Career development	54	36	10	7	3.28
	<b>Grand Mean</b>					<b>3.21</b>

Table 4 shows that with 2.50 cutoff point and 3.04 as grand mean score, the respondents agreed that they were very highly involved in Service Learning. The highest mean score in the distribution was for "Community service activities with intentional academic and learning goals opportunities that reflect and connect to students academic disciplines (3.54)", while the lowest was "career development (3.28)". Again, all the five identified variables had mean scores above the cutoff point.

## DISCUSSION

On perception of learning communities by the students, the study revealed that the respondents were very much aware of what constitute learning communities. They have positive perception of learning communities. This finding agrees with that of Virtue et al., (2019). The researchers in their work, *The Lasting Effects of Learning Communities* reported that the students studied acknowledged that the extra requirements of partaking in a learning community made them to be on familiar terms with a new community in addition to the opportunities related to university learning. Furthermore, the students were happy that they gained from the exercise unlike their fellow colleagues who did not have the opportunity. Also, the prospect gave them confidence to do well in class, and enough experience in the university.

The study also found that the respondents highly participated in learning communities. This finding supports Wiersema et al., (2015) when the students studied reported encouraging changes and perception in their attitude towards learning and assumed responsibility for their development. Students admitted in to higher institutions come with lots of experience and approach to learning; as a result leaders of learning

communities are for the most part given the opportunity to assist students associate novel learning prospects with what they already know (Virtue et al., 2019; Wiersema et al., 2013; Laufgraben, & Shapiro, 2004).

On knowledge of service learning, the study revealed that the students have adequate knowledge. This finding supports Soykan et al., (2015). Using a mixed methods research Soykan et al., (2015) used quantitative data collected from 144 female and 110 male trainee teachers on Perceptions of Teacher Candidates towards the practice of Community Service Learning Course. The study revealed that community service learning course enhances trainee teachers' socialization, progression, social duty and understanding of community needs, and trainees were very much aware of, and have positive perception of learning communities.

A good number of the trainee teachers indicated their willingness to be part of other learning service projects. They noted that the knowledge gained was of high-quality and are very much ready for their future vocation. Their mixing with diverse individual was an encouragement for enduring education. On involvement/ participation in service learning, the students reported that they were highly involved.

This research finding corroborates Taylor and Kridler's (2013) study. In that study, they found high level of community involvement by the respondents through their fund drives in order to care for the hungry and for the good of the service community recipients. Researchers have demonstrated that students who involve themselves in service learning have adequate understanding and values associated with community service, improvement in scholarly

achievement, as well as equally likely to appreciate the service (Taylor & Kridler, 2013).

Astin et al., (1999), Astin and Sax (1998) and Mabry (1998) acknowledged that the length and strength of service had an impact on students' involvement. Service learning engages undergraduate in lots of educational activities, and enables examination of the public and individual needs by promoting learning as well as growth (Taylor & Kridler, 2013).

Research equally shows that service learning participation has encouraging influence on student appreciation of social justice and tolerance of social differences (Swaner & Brownell, 2009). Furthermore, Astin and Sax (1998) noted service-learning's impact in lessening group bias and enhancing display of inter-cultural collaboration.

## CONCLUSION

A learning community provides the target students with more knowledge of their institution in terms of awareness and access to resources. The investigation revealed that the respondents were very much aware of what constitute learning communities and service learning (they have positive perception of the two high-impact educational practices) and highly participated/involved in learning communities and service learning. The study concluded that even though some researchers, acknowledged positive result for 100 Level students, it is far from being known if such revelation still impact students beyond this level; it should go beyond this stage.

## REFERENCES

1. Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students. Los Angeles: Higher Education Research Institute, UCLA.
2. Astin, A. W., Sax, L. J. & Avalos, J. (1999). The long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 21(2), 187- 202.
3. Astin, A.W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251-263.
4. Brownell, J. E., & Swaner, L. E. (2010). Five high-impact practices: Research on learning outcomes, completion, and quality. Washington, DC: Association of American Colleges and Universities.
5. Eyler, J. (2003). Service learning: Higher education. In *Encyclopedia of education*, 2nd ed., ed. J. W. Guthrie, 2205-9. New York: Macmillan.
6. Eyler, J., & Giles, D. E. Jr. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
7. Florida National University Marketing Team (2017). Information Literacy in the 21st Century. <https://www.fnu.edu/information-literacy-21st-century>
8. Frank, D. G., Beasley, S., & Kroll, S. (2001). Opportunities for collaborative excellence. *College & Research Libraries News*, 62, 1008-11.
9. Hammersley, L. (2012). Community-based service-learning: Partnerships of reciprocal exchange? <https://files.eric.ed.gov/fulltext/EJ1113703.pdf>
10. Head, A. J., & Eisenberg, M. B. (2010). Truth be told: How college students evaluate and use information in the digital information age. Project Information Literacy Progress Report. Seattle: University of Washington. [http://projectinfolit.org/pdfs/PIL\\_Fall2010\\_Survey\\_FullReport1.pdf](http://projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf).
11. Hensley, R. B., & Lebbin, V. K. (2002). Learning communities for first-year undergraduates: Connecting the library through credit courses. In *First impressions, lasting impact: Introducing the first year student to the academic library* (33-38). Papers presented at the twenty-eight national LOEX conference, ed. J. K. Nims, Ann Arbor, MI: Pierian Press.
12. Hisle, D. & Webb, K. (2017). Information Literacy Concepts: An Open Educational Resource. [https://media.lib.ecu.edu/DE/tutorial/OER/...](https://media.lib.ecu.edu/DE/tutorial/OER/)
13. Hobbins, J. O., Eisenbach, M., Ritchie, K. L., & Jacobs, S. (2018). Investigating the relationship between residential learning community participation and student academic outcomes in a Canadian institution.

- <https://www.mendeley.com/catalogue/1e08f961-2c30-338c-8763-0807010bae2d>
14. Kuh, G. D. (2008). High-impact practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.
  15. Laufgraben, J. L., & Shapiro, N. S. (2004). Sustaining and improving learning communities. San Francisco: Jossey-Bass.
  16. Laverick, E. K. (2018). Building a community of learners in and outside the classroom. *Journal of International Student*. doi: 10.5281/zenodo.1250425
  17. Lebbin, V. K. (2006). Students' perceptions on the long-range value of information literacy instruction through a learning community. *Research Strategies*, 20, 204–18.
  18. Naik, M. M. (2014). Importance of information literacy. [www.ijodls.in/uploads/3/6/0/3/3603729/9434.pdf](http://www.ijodls.in/uploads/3/6/0/3/3603729/9434.pdf)
  19. Pascarella, T. & Terenzin, P. (2005). How College Affects Students, A Third decade of Research (2nd ed.). San Francisco: Jossey-Bass.
  20. Purdue University (2018). Learning Communities - What is a Learning Community? [https://www.purdue.edu/learningcommunities/ras/what\\_is\\_a\\_learning\\_c.html](https://www.purdue.edu/learningcommunities/ras/what_is_a_learning_c.html)
  21. Quitadamo, I. J., Faiola, C. L., Johnson, J. E., & Kurtz, M. J. (2008). Community-based inquiry improves critical thinking in general education biology. *Life Sciences Education* 7, 327–37.
  22. Sedlak, C. A., Doherty, M. O., Panthofer, N., & Anaya, E. (2003). Critical thinking in students' service learning experiences. *College Teaching*, 51, 99–103.
  23. Shapiro, N. S., & Levine, J. H. (1999). Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs. San Francisco: Jossey-Bass.
  24. Snavely, L. (2008). Global educational goals, technology, and information literacy in higher education. *New Directions for Teaching and Learning*, 114, 35–46.
  25. Soykan, E., Gunduz, N., & Tezer, M. (2015). Perceptions of the teacher candidates towards community service learning. DOI:10.1016/j.sbspro.2015.07.314
  26. Spiezio, K. E., Baker, K. Q., & Boland, K. (2005). General education and civic engagement: An empirical analysis of pedagogical possibilities. *The Journal of General Education*, 42, 273–92.
  27. Stefanou, C. R., & Salisbury-Glennon, J. D. (2002). Developing motivation and cognitive learning strategies through an undergraduate learning community. *Learning Environments Research*, 5, 77–97.
  28. Swaner, L. E., & Brownell, J. E. (2009). Outcomes of high impact practices for underserved students: A review of the literature. <https://www.semanticscholar.org/paper/Outcomes-of-High-Impact-Practices-for...>
  29. Taylor, T. B. & Kridler, J. (2013). Reflections on the impact of service learning/experiential education for the field of human services. *Serve InDEED – Tennessee Journal of Service-Learning and Civic Engagement*, 2(2), 25-28.
  30. Tinto, E., & Engstrom, C. (2003). Learning communities and the undergraduate curriculum. In *Encyclopedia of education*, 2nd ed., ed. J. W. Guthrie (1452–57). New York: Macmillan.
  31. Virtue, E. E., Maddox, G., Pfaff, K. (2019). The Lasting Effects of Learning Communities. *Learning Communities Research and Practice*, <https://washingtoncenter.evergreen.edu/lcrjournal/vol7/iss2/6>
  32. Vogelgesang, L. J., & O'Byrne, K. (2003). Undergraduate research as community service. *Academic Exchange Quarterly*, 7, 146–50.
  33. Walker, A. A. (2003). Learning communities and their effects on students' cognitive abilities. *Journal of the First-Year Experience*, 15, 23–33.
  34. Wiersema, J. A., Licklider, B., Thompson, J. R., Hendrich, S., Haynes, C., & Thompson, K. (2015). Mindset about intelligence and meaningful and mindful effort: It's not my hardest class anymore! <http://washingtoncenter.evergreen.edu/lcrjournal/vol3/iss2/3>
  35. Wiersema, J. A., Licklider, B. L., & Ebbers, L. (2013). Becoming responsible learners: Community matters. <http://washingtoncenter.evergreen.edu/lcrjournal/vol1/iss1/2>
  36. Wilson, G. & Angell, K. (2017). Mapping the Association of College and Research Libraries information literacy framework and nursing professional standards onto

- an assessment rubric. DOI: 10.5195/jmla.2017.39
37. Young, S. J., & Duvernay, J. M. (2006). Learning communities and librarians at Arizona State University. [http://iatul.org/doclibrary/public/Conf\\_](http://iatul.org/doclibrary/public/Conf_)
- Proceedings/2006/DurvenayYoungpaper.pdf.
38. Zhao, C.-M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45, 115–38.

\*\*\*\*\*

Members Copy and Not for Commercial Sale (<https://www.bpasjournals.com>)