

Advances in Theory and Methodology

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The field of service-learning and community engagement expands through the creative methods and careful theoretical analysis of researchers. In this issue of *IJRSLCE*, the “Advances in Theory and Methodology” section highlights some of these methods and theories that challenge practitioners to integrate, imagine, and expand their understanding of service-learning and community engagement theory and practice. Regarding methodology, Selmo explores the power of narrative inquiry approaches in reflection practices to help students develop self-awareness, awareness of others, and awareness of social issues. Selmo further uses narrative reflections from students to identify their increased commitment to community action resulting from service-learning experiences and student meaning-making developed through narrative inquiry. In relation to theory, Follman uses structuration theory, actor network theory, and theories of space to challenge existing ideas about the role of place and structures in higher education that are compatible or incompatible with tenets of service-learning that have guided practice in the field for decades. Similarly, Bheekie and Van Huyssteen connect long-standing perspectives of presenting students with ethically challenging experiences in service-learning with the pedagogy of discomfort to explore new perspectives on how multiple forms of reflection can facilitate the emotional aspects of challenging experiences in the community. Bheekie and Van Huyssteen provide a model to facilitate the reflection necessary to critically examine notions of identity and deep-set biases associated with people who have different cultural and social experiences than the students. Through the use of story, place, and emotionally integrated reflection, the researchers in this issue encourage readers to connect with well-established traditions within the field and to explore the ways in which these traditions of practice relate to theory and new approaches in service-learning and community engagement. We look forward to observing how these perspectives will be applied and integrated into service-learning and community-engagement practice and research methodology.