

From Civic Knowledge to Collective Action: Strengthening Civic Intelligence through Service-Learning

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ABSTRACT

This study explores the implementation of the Service-Learning (SL) approach in Civic Education as a strategy to foster civic intelligence, conceptualized as the capacity of citizens, both individually and collectively, to identify, understand, and address social problems fairly and effectively through the integration of private civic intelligence and public civic intelligence. The study aims to examine the contribution of Service-Learning to students' ability to design and implement social projects and to investigate its role in strengthening civic intelligence. The Service-Learning approach was implemented through three sequential phases: planning, implementation, and evaluation/reflection, involving four community-based service projects as experiential learning activities. The findings reveal that students participating in Service-Learning demonstrated greater ability to identify social issues, collaboratively develop solutions with community members, implement social projects, and critically reflect on the outcomes of their activities. These improvements strengthened the dimension of private civic intelligence by enhancing students' civic knowledge, civic attitudes, and civic skills, while simultaneously reinforcing the dimension of public civic intelligence through increased civic engagement, civic participation, and collaborative action within the community. The study concludes that Service-Learning is an effective pedagogical approach for strengthening civic intelligence while enhancing the quality of Civic Education learning.

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1. INTRODUCTION

In the contemporary era, higher education institutions are increasingly expected to contribute not only to academic development but also to sustainability, planetary health, and social responsibility. Universities occupy an important position in equipping students with the knowledge, skills, values, and attitudes required to address complex socio-

environmental challenges and participate responsibly in society [1]. Nevertheless, one persistent challenge in higher education is the gap between theoretical knowledge and its practical application. Students may demonstrate an adequate understanding of sustainability and social issues in classroom settings while experiencing difficulties in translating such knowledge into meaningful action in real-world contexts [2].

Within Citizenship Education, this challenge is particularly important because the ultimate goal of civic learning is not limited to the acquisition of conceptual knowledge. Civic Education is expected to foster citizens who are knowledgeable, responsible, participatory, and capable of contributing to the common good. Accordingly, the development of civic intelligence becomes important as an educational outcome. In this study, civic intelligence is conceptualized as the individual and collective capacity of citizens to recognize, understand, and respond appropriately to social and environmental problems. It consists of two complementary domains: private intelligence, referring to the individual dimension of citizenship encompassing knowledge, attitudes, and skills; and public intelligence, referring to the actualization of citizenship through civic participation, collective engagement, collaboration, and action in the public sphere.

Strengthening these two dimensions requires learning approaches that move beyond passive transmission of knowledge. Students need opportunities to experience social realities directly, apply academic knowledge to authentic problems, collaborate with community members, and critically reflect on their experiences. Service-Learning (SL) provides an appropriate pedagogical framework for this purpose because it explicitly connects academic learning with community engagement [3], [4].

Service-Learning is a course-based educational approach in which students participate in structured community service activities designed to address authentic community needs while achieving academic and developmental learning outcomes [5]. Unlike conventional volunteering, Service-Learning intentionally integrates community service into the curriculum and requires students to connect their experiences with academic content through systematic reflection [6]. Thus, SL places students in a position where they are not merely recipients of knowledge but active participants in identifying problems, designing solutions, implementing interventions, and evaluating their outcomes.

The experiential character of Service-Learning is particularly relevant to Civic Education. Through direct engagement with communities, students are exposed to social problems that may previously have been understood only in abstract or theoretical terms. They are required to negotiate different perspectives, communicate with diverse stakeholders, work collaboratively, and make decisions in response to real social conditions. Such experiences provide opportunities for students to develop both individual capacities and collective civic dispositions.

Empirical research provides evidence that Service-Learning can contribute to civic and developmental outcomes. A quasi-experimental study involving higher education students in Ecuador and Chile found that Service-Learning significantly improved interpersonal and problem-solving skills, although its effects on civic action were smaller and context-dependent [7]. Earlier research on action-civics Service-Learning similarly demonstrated positive associations with civic competence and civic commitment,

indicating that experiential civic activities can strengthen students' sense of agency and capacity to participate in community life [8]. These findings suggest that Service-Learning has potential not only as a method for delivering curriculum content but also as a strategy for developing civic capacities.

The relationship between Service-Learning and student development is further supported by evidence concerning leadership, reflective learning, and collaborative learning. A recent study comparing online and face-to-face Service-Learning found improvements in positive developmental attributes, service leadership, and life satisfaction following participation in SL. The study also showed that reflective learning, collaborative learning, and course satisfaction significantly predicted students' learning outcomes [9]. These findings reinforce the importance of reflection and collaboration as mechanisms through which service experiences are transformed into meaningful learning.

Reflection is especially important because community experience alone does not automatically produce civic learning. Students need structured opportunities to reconsider their assumptions, interpret their experiences, connect theory with practice, and formulate new perspectives. In this sense, Service-Learning provides an experiential learning process through which students can move from experience to reflection and subsequently to more informed action [10]. The reflective dimension therefore strengthens private civic intelligence by deepening students' knowledge, awareness, attitudes, and problem-solving skills, while the participatory dimension strengthens public civic intelligence through collaboration, civic engagement, and collective action.

The relevance of Service-Learning is also evident in sustainability education. Recent research in Malaysian higher education shows that community-based learning can create opportunities for students to apply theoretical knowledge to authentic social and environmental contexts. However, the study also indicates that positive knowledge and attitudes do not necessarily translate automatically into sustained behavioral participation [1]. This finding is important for Civic Education because civic intelligence should likewise be understood not simply as what students know, but also as their capacity and willingness to transform knowledge and values into responsible action.

Service-Learning can therefore function as a bridge between academic knowledge and social reality. In higher education, it has been implemented across different disciplines and contexts, including education, health, engineering, business, social sciences, and sustainability education [11], [12]. Its interdisciplinary character makes it particularly relevant to Civic Education because contemporary civic problems are rarely confined to a single academic field. Environmental problems, social inequality, public health, digital challenges, poverty, and community development all require students to integrate knowledge from multiple domains while working collaboratively with community stakeholders.

Community engagement also introduces an important ethical dimension to Service-Learning. The community should not be positioned merely as a passive recipient of university assistance. Contemporary scholarship emphasizes reciprocity, shared responsibility, and meaningful participation between universities and communities. A systematic review of Service-Learning projects in Spanish universities found that

community participation in project design and evaluation remains limited in many cases and that an overly instrumental or assistentialist approach can weaken reciprocity and co-design [13]. Therefore, effective Service-Learning should move toward more horizontal relationships in which communities are recognized as partners and co-creators.

This principle is also reflected in institutional approaches to Service-Learning. Creswell and Poth [2] emphasize that successful implementation requires long-term collaboration between universities and community partners, institutional support, and the involvement of multiple stakeholders in planning and evaluation. Their findings also indicate that Service-Learning enables students to apply academic knowledge directly to community needs while simultaneously developing professional, methodological, and social competencies [2].

The Malaysian experience further demonstrates the potential of Service-Learning for developing socially responsible graduates. The Service-Learning Malaysia–University for Society (SULAM) model integrates academic learning with community engagement and emphasizes civic responsibility, interdisciplinary collaboration, practical problem-solving, ethical decision-making, and social responsibility [14]. Such an approach illustrates how experiential and reflective learning can contribute to the development of graduates who are academically competent while also socially and ethically engaged.

A particularly relevant example is the Sunway University Community Service for Planetary Health course, in which students identify local challenges, design solutions, and implement community-based projects. One of the associated initiatives, the Sunway Desa Mentari Community Development Programme, provides students with an authentic context for applying classroom knowledge through collaboration with community and institutional stakeholders [15].

Service-Learning also provides opportunities for students to work with vulnerable populations and respond to complex community needs. In Hong Kong, for example, university students have participated in structured Service-Learning activities involving migrant children, developing educational, health, communication, and socio-emotional activities while engaging in planning, implementation, and post-service reflection [16]. Such experiences require students to move beyond abstract understanding toward practical problem-solving and interpersonal interaction.

Service-Learning has also been implemented under highly challenging conditions. Research on higher education in Ukraine demonstrates how students and educators have used Service-Learning during wartime to address issues involving displaced populations, community development, career support, communication, humanitarian assistance, and social integration [17]. These experiences demonstrate that Service-Learning can adapt to complex and rapidly changing social circumstances. At the same time, they reveal the emotional and psychological demands involved in working with communities affected by crisis, highlighting the importance of care, flexibility, and self-care within Service-Learning practice [18].

Despite these benefits, Service-Learning is not without challenges. One of the most frequently reported difficulties is the additional workload required from both students and lecturers. Compared with traditional courses, SL projects require extensive preparation,

coordination, supervision, communication with community partners, and post-service reflection. Creswell and Poth [2] report that the low predictability of community projects, the need for flexibility, and the additional administrative burden can create significant challenges for lecturers. Institutional support is therefore essential for sustaining Service-Learning initiatives.

Another challenge concerns the alignment between academic objectives and community needs. Service-Learning requires educators to balance curriculum requirements with the expectations and priorities of community partners. Communication problems, differences in expectations, and insufficient involvement of community stakeholders can reduce the effectiveness of collaboration [2], [19]. Long-term and reciprocal partnerships are therefore necessary to ensure that projects are not only academically meaningful but also relevant and beneficial to communities.

A further challenge concerns the sustainability of project outcomes. A short-term student project may produce immediate benefits but may not necessarily result in lasting community change. This concern reinforces the importance of designing projects around genuine community needs, involving community partners in decision-making, and incorporating participatory evaluation mechanisms [2], [19]. Sustainable Service-Learning should therefore emphasize continuity, mutual benefit, and community ownership.

In crisis contexts, the challenges become even more complex. Research on Service-Learning during the war in Ukraine identifies emotional fatigue, anxiety, uncertainty, and burnout as important considerations for educators and participants [20]. These findings suggest that civic engagement should not be conceptualized exclusively in terms of outward action. A sustainable model of civic learning must also recognize the emotional capacity and well-being of those who participate in community-based action.

Based on these considerations, Service-Learning can be understood as a pedagogical strategy with substantial potential for strengthening civic intelligence in Citizenship Education. Its experiential, participatory, collaborative, and reflective characteristics provide opportunities to develop private civic intelligence through knowledge, attitudes, critical reflection, and problem-solving skills, while simultaneously strengthening public civic intelligence through civic participation, collective engagement, collaboration, and action.

The integration of Service-Learning into Civic Education therefore represents more than a methodological innovation. It provides an opportunity to transform civic learning from a predominantly classroom-based process into an experience in which students encounter real social problems, collaborate with communities, reflect critically on their experiences, and develop concrete responses to issues affecting the common good. Through this process, students are positioned not only as learners but also as emerging citizens and agents of social change.

Accordingly, strengthening civic intelligence through Service-Learning has the potential to contribute to the development of graduates who are academically competent, socially responsible, ethically grounded, and capable of participating actively in addressing public problems. The success of this approach, however, depends on careful pedagogical design, structured reflection, reciprocal university-community partnerships, adequate

institutional support, and sustained evaluation. When these conditions are fulfilled, Service-Learning can serve as an important bridge between Civic Education, civic intelligence, and meaningful community engagement.

2. METHOD

This study employed a qualitative case study design to explore how Service-Learning contributes to the development of students' civic intelligence within a Civic Education course. A qualitative case study was considered appropriate because the study sought to understand students' experiences, interpretations, interactions, and reflections within their natural educational and community contexts [21]. The participants consisted of 40 undergraduate students enrolled in a Civic Education course at Sultan Ageng Tirtayasa, Indonesia, who were selected through purposive sampling based on their full participation in the Service-Learning process, including community needs identification, project planning, implementation, and reflection. Data were collected through students' reflective journals, project proposals and reports, observations of community-based activities, and focus group discussions, with interviews involving lecturers and community partners conducted where appropriate to provide complementary perspectives. Data were analyzed using thematic analysis following [22], involving familiarization with the data, generation of initial codes, development and review of themes, definition and naming of themes, and production of the final analytical account. Both deductive and inductive coding were employed, with deductive codes derived from the conceptual framework of civic intelligence, particularly private civic intelligence, encompassing knowledge, attitudes, critical reflection, and individual skills, and public civic intelligence, encompassing participation, collaboration, collective problem-solving, and civic action; inductive coding was subsequently used to identify themes emerging from participants' experiences beyond the predetermined framework. The trustworthiness of the findings was established through the criteria of credibility, transferability, dependability, and confirmability proposed by [23], supported by data triangulation, member checking, contextual description, procedural documentation, and reflexive analysis. Ethical principles included voluntary participation, informed consent, confidentiality, and the protection of participant identities through the use of codes or pseudonyms.

3. RESULTS AND DISCUSSION

The analysis generated four major themes that explain how Service-Learning contributed to the development of students' civic intelligence: (1) the transformation of civic knowledge into contextual understanding, (2) the development of private civic intelligence, (3) the emergence of public civic intelligence through collective action, and (4) reflection as the mechanism connecting individual capacity and public engagement. A fifth theme concerning implementation challenges was also identified. The findings were derived from 32 reflective journals, six group project reports, observations of community-based activities, and two focus group discussions involving the participating students. The analysis was conducted using deductive codes based on the dimensions of private and

public civic intelligence, while inductive coding was used to capture themes emerging from students' experiences.

3.1. From Classroom Knowledge to Contextual Understanding

The first finding concerns a substantial transformation in how students understood community problems. Before engaging with the community, students tended to interpret social problems through relatively general explanations derived from classroom learning. Analysis of the reflective journals showed that 25 of the 32 students (78.1%) initially explained community problems primarily in terms of individual behavior, including low awareness, lack of discipline, and limited civic responsibility. After direct engagement with community members, however, 27 students (84.4%) reported that their understanding had become more contextualized, incorporating structural, institutional, economic, cultural, and relational factors.

The shift was particularly evident in students' problem statements. Four of the six project groups revised their initial problem formulation after conducting community observations and discussions. For example, one group initially identified its problem as "low community environmental awareness." Following interaction with residents, the group reformulated the issue as a combination of limited environmental facilities, weak coordination among residents, inadequate access to information, and inconsistent institutional support.

One participant explained:

"At first, I thought the problem was simply the residents' lack of awareness. After talking with them, I realized that awareness was not the only issue. Limited facilities, communication, and opportunities to participate also influenced their behavior."
(Student 7)

Another participant expressed a similar change:

"The concept we learned in class helped us identify the issue, but the community experience showed us that the causes were more complicated than we initially thought." (Student 14)

The observational data reinforced these reflections. During the first stage of community engagement, students primarily focused on identifying visible problems and documenting community conditions. In subsequent meetings, however, they increasingly asked about the causes of the problems, community priorities, existing resources, and previous attempts to address the issues. This change indicates a movement from problem identification toward problem interpretation.

This finding is significant because it suggests that Service-Learning does not simply provide an opportunity for students to "apply" previously acquired knowledge. Rather, the experience can lead students to reconstruct their knowledge through interaction with social realities. Creswell and Poth [2] describe Service-Learning as a curricular format in which students apply academic knowledge directly to community needs while simultaneously developing professional, methodological, and social competencies. The present finding extends this argument by showing that application can also involve the critical revision of previously held assumptions. The result is also consistent with [25],

who found that students may possess theoretical knowledge about sustainability while still experiencing difficulty translating that knowledge into meaningful real-world engagement. Community engagement therefore becomes important because it places academic concepts within situations characterized by complexity, uncertainty, and competing perspectives.

From the perspective of civic intelligence, this transformation represents the first stage in the development of private civic intelligence. Knowledge is not treated simply as the ability to recall civic concepts but as the ability to interpret public problems critically and contextually. In this sense, Service-Learning strengthens the epistemic dimension of citizenship by helping students understand that public problems rarely have a single cause or a straightforward solution.

3.2. Reflection as the Mechanism Linking Private and Public Civic Intelligence

The fourth and most theoretically significant finding concerns the role of reflection as the connecting mechanism between private and public civic intelligence. The analysis revealed that students' experiences became educationally meaningful when they were processed through systematic reflection. The reflection journals and FGD discussions showed a recurring sequence:

experience → reflection → reinterpretation → revised understanding → action.

Students first described what they experienced in the field. They then reconsidered their initial interpretations and identified what they would do differently. Finally, they translated these insights into revised project strategies or future civic intentions. Student 11 provided an illustrative example:

“During the activity, I was frustrated because only a few residents participated. In the reflection session, I realized that we had designed the activity based on our own assumptions instead of the community’s daily schedule. If we did it again, I would involve residents in the planning from the beginning.”

This reflection illustrates the transition from experience to learning and then to future action. The student did not simply report that the activity failed. Instead, the student identified the assumption underlying the failure and formulated a different approach. This finding is important because it suggests that experience alone is not sufficient for developing civic intelligence. The educational value of Service-Learning depends on how students interpret experience and connect it with conceptual knowledge [17], which provides empirical support for this mechanism by demonstrating that reflective and collaborative learning significantly predict student outcomes. Blanco Cano and J. García-Martín [16] likewise position reflective practice as an important mechanism through which experiential engagement can contribute to ethical and civic development. Based on these findings, the relationship between the two dimensions of civic intelligence can be conceptualized as:

Civic knowledge → Community experience → Critical reflection → Private civic intelligence → Public civic intelligence → Civic action

This conceptualization represents the central contribution of the study. Rather than treating private and public civic intelligence as separate outcomes, the findings indicate that they are dynamically interconnected through experiential reflection. Private civic intelligence provides the cognitive, affective, and skill-based foundation for civic action, while public action generates new experiences that subsequently reshape private understanding.

3.3. Service-Learning as a Bridge between Civic Education and Civic Action

The findings collectively position Service-Learning as a pedagogical bridge between Civic Education and authentic civic practice. Within conventional classroom learning, concepts such as democracy, citizenship, responsibility, participation, equality, and social justice may remain abstract. Service-Learning places these concepts in situations where students must actually negotiate, deliberate, collaborate, and make decisions. For example, the concept of civic participation was transformed from a theoretical principle into a practical challenge when students had to encourage community involvement. Similarly, social responsibility became more tangible when students had to consider whether their project actually responded to community needs rather than merely satisfying course requirements.

This finding supports [2], who conceptualize Service-Learning as a course format that combines academic learning with community engagement and enables students to apply academic knowledge to community needs. The implication for Civic Education is significant. Civic learning should not be evaluated exclusively through students' ability to recall definitions or explain institutional processes. More transformative civic learning requires students to demonstrate the capacity to understand social problems, engage with different perspectives, deliberate collectively, and act responsibly. Service-Learning therefore provides more than an alternative teaching activity. It changes the location of civic learning: from the classroom alone toward an interaction between the classroom and the community.

3.4. Reciprocity and Community Partnership

The analysis also identified reciprocity as a condition that influenced the quality of students' civic learning. Students who described their interactions with community members as reciprocal generally reported richer learning experiences than students who viewed themselves primarily as service providers. Across the six project groups, four explicitly described community members as "partners" or "co-designers" in their final reports. This distinction is pedagogically important. If students enter communities with predetermined solutions, they may reproduce a hierarchical relationship in which the university is positioned as the source of knowledge and the community as the recipient.

Such an approach is inconsistent with the democratic values that Civic Education seeks to cultivate. Mahmud [8] similarly found that many Service-Learning projects remain limited by instrumental conceptions of community participation and argue for more

horizontal relationships in which communities become co-responsible actors. The findings therefore suggest a potentially important principle: the pedagogy used to teach citizenship should itself embody the democratic principles of citizenship. Dialogue, reciprocity, participation, mutual respect, and shared decision-making should characterize the relationship among students, lecturers, and community members. Under this condition, Service-Learning becomes not simply learning *about* citizenship but learning *through the practice of citizenship*.

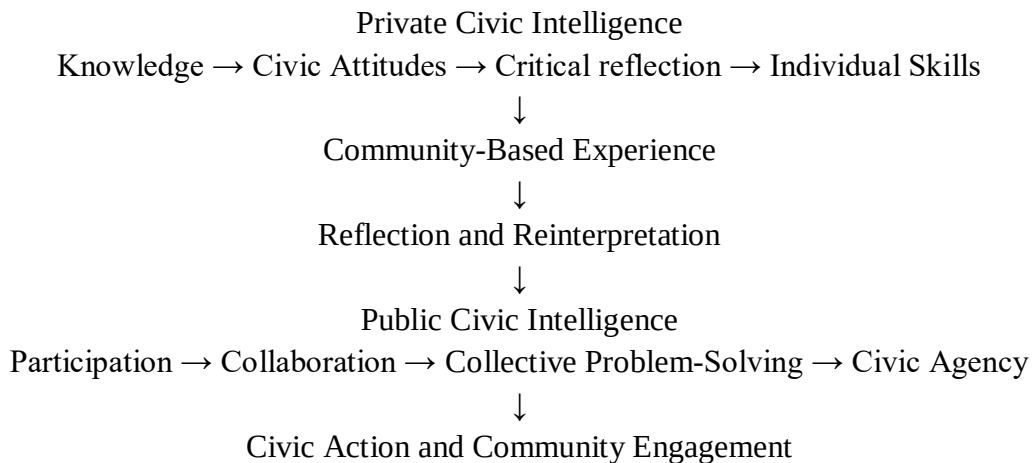
3.5. Challenges in Developing Civic Intelligence through Service-Learning

Although the findings were generally positive, the implementation also generated several challenges. The most frequently identified challenges were time constraints, uneven group participation, communication difficulties, unpredictable community conditions, and the need to adapt project plans. Twenty students (62.5%) reported difficulty balancing Service-Learning activities with other academic responsibilities. Fourteen students (43.8%) identified unequal participation within project groups as a recurring challenge, while 11 students (34.4%) reported difficulties in communication with community stakeholders during the initial stages. The lecturers' observations similarly suggested that Service-Learning required substantially more coordination than conventional classroom activities. Project schedules sometimes changed because of community availability, and several groups had to revise their activities after receiving feedback from community partners.

These findings correspond with [2], who identified low predictability, higher workload, flexibility requirements, and administrative demands as significant challenges in implementing Service-Learning. However, the challenges should not be understood entirely as weaknesses. Some of them also created meaningful learning opportunities. Students were forced to negotiate uncertainty, respond to disagreement, revise assumptions, and adapt their plans precisely the types of experiences that authentic civic life requires. Thus, the pedagogical challenge is to provide sufficient structure without eliminating the uncertainty of authentic community engagement. Students need faculty guidance, but excessive instructor control may reduce opportunities for students to exercise civic agency. The findings suggest four conditions are particularly important: adequate preparation, lecturer facilitation, structured reflection, and reciprocal university-community partnerships. Institutional support is also necessary because Service-Learning generates additional logistical and administrative requirements.

3.6. Integrating Private and Public Civic Intelligence

The overall findings suggest that the development of civic intelligence through Service-Learning is best understood as an iterative process rather than a linear progression. Private civic intelligence was demonstrated through contextual knowledge, civic attitudes, reflection, and individual skills. Public civic intelligence emerged through participation, collaboration, collective problem-solving, and civic agency. Reflection connected the two domains by transforming experience into learning and learning into more purposeful action. The findings can therefore be summarized in the following conceptual model:



This model highlights that civic intelligence is neither exclusively an internal cognitive capacity nor simply observable participation. It is a dynamic relationship between what citizens understand, how they interpret social reality, and how they act collectively. The model also explains why Service-Learning may have uneven effects across civic outcomes. Students may develop knowledge and interpersonal skills without immediately becoming consistently civically active. Recent research has similarly shown that positive student outcomes can coexist with variability in sustained engagement [1]. Consequently, strengthening civic intelligence requires opportunities for repeated civic practice. A single Service-Learning experience may initiate the process, but sustained civic intelligence is more likely to emerge when higher education institutions provide continuous opportunities for students to participate in community problem-solving.

3.7 Theoretical Contribution

The findings contribute to the Service-Learning and Civic Education literature in three ways. First, they extend the discussion from whether Service-Learning produces positive outcomes toward how those outcomes are generated. Second, they distinguish between the individual and public dimensions of civic intelligence while demonstrating their interdependence. Third, they identify reflection as the mechanism connecting experiential learning with civic action. This contribution is particularly relevant because recent empirical work demonstrates that the effects of Service-Learning may vary across different civic competencies. Lincoln and Guba [7], for example, found stronger effects on interpersonal and problem-solving skills than on civic action. The present conceptualization helps explain this variation by suggesting that the translation of private civic capacities into public civic action depends on opportunities for reflection, collaboration, authentic community participation, and continued civic practice. Thus, the value of Service-Learning in Civic Education may lie less in its ability to produce a single measurable “civic outcome” and more in its capacity to create a developmental pathway from knowledge to reflection and from reflection to collective civic action.

4. CONCLUSION

This study concludes that Service-Learning provides a meaningful pedagogical mechanism for strengthening students’ civic intelligence in Civic Education by connecting

academic knowledge with authentic community engagement. The findings indicate that students moved from understanding civic and social issues primarily at a conceptual level toward more contextualized interpretations developed through direct interaction with community members. This process contributed to the development of private civic intelligence, reflected in contextual knowledge, civic attitudes, critical reflection, communication, problem-solving, and individual decision-making skills. At the same time, Service-Learning created opportunities for the development of public civic intelligence through direct participation, collaboration, collective problem-solving, and civic agency. Students were required to negotiate different perspectives, respond to community needs, adapt their plans, and take collective responsibility for project outcomes. These experiences demonstrate that civic intelligence is not limited to what students know about citizenship but also encompasses their capacity to enact citizenship through meaningful engagement in public and community contexts.

A key contribution of the study is the identification of reflection as a connecting mechanism between private and public civic intelligence. Community experience provided students with concrete social encounters, while structured reflection enabled them to reinterpret those experiences, reconsider their assumptions, and translate individual learning into more purposeful forms of collective action. The process can therefore be understood as a movement from civic knowledge to community experience, critical reflection, civic capacity, and civic action. The study further emphasizes that the effectiveness of Service-Learning depends on meaningful university-community reciprocity, adequate faculty facilitation, structured reflection, sufficient time, and sustained institutional support. Service-Learning should therefore not be treated simply as an additional community-service activity, but as an integrated pedagogical approach in which students learn about citizenship through the practice of citizenship.

In this sense, integrating Service-Learning into Civic Education offers a promising pathway for preparing graduates who are not only academically competent but also critically reflective, socially responsible, collaborative, and capable of contributing to the common good. Future research should examine whether the civic capacities developed through Service-Learning are sustained beyond the course context and how private and public civic intelligence develop longitudinally across different educational and community settings.

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