

# Service Learning Books Available in CSL Office Library

Title	Author(s)/Editor(s)	ISBN	Copyright	Publisher	Number of Pages	Synopsis
A Framework for Understanding Poverty	Ruby K. Payne	1-929229-14-3	1996	aha! Process, Inc.	207	Describes the educational effects of poverty, the differences between situational and generational poverty, the conflicts between the middle-class assumptions under which most schools operate and the hidden rules which children of poverty bring with them to school.
A Guide to Building Education Partnerships: Navigating Diverse Cultural Contexts to Turn Challenge into Promise	Matthew T. Hora & Susan B. Millar	978-1-57922-472-1	2011	Stylus Publishing, LLC.	218	<p>Education partnerships are central to – and often a requirement of – most education reform initiatives promoted by state and local governments, by foundations, and by business funders. Many fail for failure to understand the dynamics of their complex relationships.</p> <p>This book provides insights and guidance to enable prospective and existing education partners to develop answers to the questions that are critical to success: Why engage in this partnership? How can you communicate the potential benefits of partnership to motivate teachers, faculty, administrators, and community members? How do you select the best organizational structure and procedures for a partnership? How can you maintain open, deliberative discussion while respecting different histories and cultures? How can you produce compelling evidence that the partnership is worthwhile?</p> <p>Based on their observation of a five-year-long publicly funded partnership, research data, and the literature, the authors identify the principles that they consider critical to answering these questions. The authors do not minimize the differences and complexities inherent in partnership work, because they believe that doing so would be to present coherence and homogeneity where none exists. Instead, they seek to make evident how these principles underlie many different partnership situations. Thus, rather than presenting a package of best practices, or a cookie-cutter approach, this book presents the organizational principles for planning and implementing education partnerships, along with sets of strategies for working through them.</p> <p>The authors present the diagnostic tools for undertaking a deliberate and research-based approach to planning, designing, and managing a partnership. By surfacing participants’ often-differing motivations, and the practices and assumptions they bring to the table, the book provides the foundation for developing a constructive relationship. In scope, the book extends beyond school-university partnerships to include schools’ collaboration with state and local governments, nonprofit organizations, and the business sector.</p>
A Practical Guide for Integrating Civic Responsibility into the Community	Karla Gottlieb and Gail Robinson		2002			

A Practical Guide for Integrating Civic Responsibility Into the Curriculum, second edition	Karla Gottlieb, Gail Robinson	0-87117-374-3	2006	Community College Press	97	Community college faculty can turn to this easy-to-use guide for both the theory and the practice of incorporating civic responsibility concepts into service learning courses. Includes multiple faculty and student exercises, activities, and assessment tools.
Acting Locally: Concepts and Models for Service-learning in Environmental Studies	Harold Ward	1-56377-013-X	1999	American Association for Higher Education	214	Ninth in the Service-Learning in the Disciplines Series, this book discusses the pervasive use of service-learning in environmental studies programs and explains why it often is a required part of the environmental studies curriculum. Contributors from a wide range of college and university environmental studies programs discuss the benefits and challenges these programs provide and the consequent natural fit between environmental studies and service-learning.
Affect in the Curriculum: Toward Democracy, Dignity, and Diversity	James A. Beane	0-8077-2999-X	1990	Teachers College Press	215	Presents an in-depth look at affect in the curriculum, a broad area involving personal-social development and efficacy. The author traces the history of theories and proposals regarding self-esteem, values education, multi-cultural education and other affective topics, and critically analyzes their present forms. To resolve the confusion and contradictions surrounding these topics in schools, a proposal is made to reconsider using and integrating the themes of democracy, human dignity and cultural diversity. In making the case, examples of how to bring the themes to life in curricular and institutional practices are described, as well as arrangements for a practical discourse in schools.
American pluralism and the college curriculum: higher education in a diverse democracy	American Commitments (Program)	0-911696-65-2	1995	Association of American College and Universities	44	
An American Mosaic	Carole Lester and Gail Robinson		2007			
Anarchist Pedagogies: Collective Actions, Theories, and Critical Reflections on Education	Robert H. Haworth	978-1-60486-484-7	2012	PM Press	340	Important and challenging issues in the area of anarchism and education are presented in this history of egalitarian and free-school practices. From Francisco Ferrer's modern schools in Spain and the Work People's College in the United States, to contemporary actions in developing "free skools" in the United Kingdom and Canada, the contributors illustrate the importance of developing complex connections between educational theories and collective actions. Major themes in the volume include learning from historical anarchist experiments in education, ways that contemporary anarchists create dynamic and situated learning spaces, and critical reflections on theoretical frameworks and educational practices. Many trailblazing thinkers and practitioners contributed to this volume, such as Jeffery Shantz, John Jordon, Abraham de Leon, Richard Kahn, Matthew Weinstein, and Alex Khasnabish. This thoughtful and provocative collection proves that egalitarian education is possible at all ages and levels.

Assessing Character Outcomes in College	Terrence R. Russell, Sally Kline, Jon C. Dalton	N/A	2004	Jossey-Bass	113	The authors examine several perspectives on the role of colleges and universities in developing student character and illustrate different approaches to defining and assessing character outcomes in the higher education setting. This is the 122nd volume in the Jossey-Bass higher education report New Directions for Institutional Research.
Becoming an Engaged Campus: A Practical Guide for Institutionalizing Public Engagement	Carole A. Beere, James C. Votruba, Gail W. Wells	978-0-470-53226-3	2011	Jossey-Bass	253	Becoming an Engaged Campus offers campus leaders a systematic and detailed approach to creating an environment where public engagement can grow and flourish. The book explains not only what to do to expand community engagement and how to do it, but it also explores how to document, evaluate, and communicate university engagement efforts. Praise for Becoming an Engaged Campus
Becoming World Wise: A Guide to Global Learning	Richard Slimbach	978-1-57922-346-5	2010	Stylus Publishing, LLC.	238	As world travel is growing exponentially, alternative travel has grown apace: from ecotourism, gap years, short-term mission trips, cultural travel-study tours, and foreign language study, to college-level study abroad, “voluntourism”, and international service-learning. This book is intended to help the new generation of ethical and educational travelers make the most of their international experience, and show them how to broaden their cultural horizons while also making a contribution to their host community. This book guides independent and purposeful learners considering destinations off the “beaten path” on connecting with a wider world. Whether traveling on their own, or as part of a group arranged by an educational institution, humanitarian organization, or congregation, this book will enable them to make their international encounter rewarding, authentic, enriching, and learning-oriented. This book draws on the author’s extensive travel and many years of guiding college students’ global learning. Richard Slimbach offers a comprehensive framework for pre-field preparation that includes, but goes beyond, discussions of packing lists and assorted “do’s and don’ts” to consider the ultimate purposes and practical learning strategies needed to enter deeply into a host culture. It also features an in-depth look at the post-sojourn process, helping the reader integrate the experiences and insights from the field into her or his studies and personal life. This book constitutes a vital road map for anyone intent on having their whole being—body, mind, and heart—stretched through the intercultural experience. Becoming World Wise offers an integrated approach to cross-cultural learning aimed at transforming our consciousness while also contributing to the flourishing

<p>Between hope and havoc: essays into human learning and education</p>	<p>Frank Smith</p>	<p>0-435-08857-2</p>	<p>1995</p>	<p>Heinemann Educ Books</p>	<p>124</p>	<p>In" Between Hope and Havoc, " Frank Smith reflects on a range of subjects critical to the professional and personal lives of teachers, from the human potential for learning to the failed bureaucratic efforts to systematize education. Anyone interested in how learning happens and what obstructs it will find a rich source of ideas, insight, and encouragement in this volume. Among other things, Frank Smith considers the act of reading in relation to other kinds of human experience why attitudes toward teaching reading and writing are divided along ideological lines how reading and writing are taught and talked about- frequently to the detriment of learners the way language and the way we are taught form our personal identity the role and influence of teachers as individuals and of schools as communities</p> <p>how realistic are expectations that research will answer our questions about teaching and learning. Frank Smith, one of the most respected researchers and commentators on education in the English-speaking world, is well known for his unflinching support for teachers and his provocative analyses of today's educational scene. The essays featured here were written over the last few years, mainly in conjunction with workshops and seminars he has conducted.</p>
<p>Beyond the Tower: Concepts and Models for Service-learning in Philosophy</p>	<p>C. David Lisman &amp; Irene E. Harvey</p>	<p>1-56377-016-4</p>	<p>2000</p>	<p>American Association for Higher Education</p>	<p>221</p>	<p>This practical guide is intended for faculty and service-learning directors, combining the how-to information and rigorous intellectual framework that teachers seek. What distinguishes this volume is that the contributors are writing for their peers. They discuss how service-learning can be implemented within philosophy and what philosophy contributes to the pedagogy of service-learning. The book offers both theoretical background and practical pedagogical chapters which describe the design, implementation, and outcomes of philosophical service-learning programs, as well as annotated bibliographies, program descriptions and course syllabi.</p>
<p>Bouncing Back: Strengthening Resilience Through Service-Learning</p>	<p>Marty Duckenfield, Sam Drew, and Rebecca Flood</p>		<p>2008</p>			

<p>Bowling Alone: The Collapse and Revival of American Community</p>	<p>Robert D. Putnam</p>	<p>9.78068E+12</p>	<p>2000</p>	<p>Simon and Schuster</p>	<p>541</p>	<p>Once we bowled in leagues, usually after work; but no longer. This seemingly small phenomenon symbolizes a significant social change that Robert Putnam has identified and describes in this brilliant volume, "Bowling Alone." Drawing on vast new data from the Roper Social and Political Trends and the DDB Needham Life Style -- surveys that report in detail on Americans' changing behavior over the past twenty-five years -- Putnam shows how we have become increasingly disconnected from family, friends, neighbors, and social structures, whether the PTA, church, recreation clubs, political parties, or bowling leagues. Our shrinking access to the "social capital" that is the reward of communal activity and community sharing is a serious threat to our civic and personal health. Putnam's groundbreaking work shows how social bonds are the most powerful predictor of life satisfaction. For example, he reports that getting married is the equivalent of quadrupling your income and attending a club meeting regularly is the equivalent of doubling your income. The loss of social capital is felt in critical ways: Communities with less social capital have lower educational performance and more teen pregnancy, child suicide, low birth weight, and prenatal mortality. Social capital is also a strong predictor of crime rates and other measures of neighborhood quality of life, as it is of our health: In quantitative terms, if you both smoke and belong to no groups, it's a close call as to which is the riskier behavior. A hundred years ago, at the turn of the last century, America's stock of social capital was at an ebb, reduced by urbanization, industrialization, and vast immigration that uprooted Americans from their friends, social institutions, and families, a situation similar to today's. Faced with this challenge, the country righted itself. Within a few decades, a range of organizations was created, from the Red Cross, Boy Scouts, and YWCA to Hadassah and the Knights of Columbus and the Urban League. With these and many more cooperative societies we rebuilt our social capital. We can learn from the experience of those decades, Putnam writes, as we work to rebuild our eroded social capital. It won't happen without the concerted creativity and energy of Americans nationwide. Like defining works from the past that have endured -- such as "The Lonely Crowd" and "The Affluent Society" -- and like C. Wright Mills, Richard Hofstadter, Betty Friedan, David Riesman, Jane Jacobs, Rachel Carson, and Theodore Roszak, Putnam has identified a central crisis at the heart of our society and suggests what we can do.</p>
<p>Breaking Out of the Box: Interdisciplinary Collaboration and Faculty Work</p>	<p>Marilyn J. Amey &amp; Dennis F. Brown</p>	<p>1-59311-132-0</p>	<p>2004</p>	<p>Information Age Publishing Inc.</p>	<p>165</p>	<p>Presents a discussion of concepts and definitions of interdisciplinarity and collaboration, and introduces a model of Interdisciplinary Collaboration. Examines how the Interdisciplinary Collaboration model and concepts make sense in academic organizations and affect academic work. Getting all of your information and collaborators from your department's faculty lounge may be a career-limiting decision. Amey and Brown, both of Michigan State University, give a step-by-step plan for developing interdisciplinary collaboration, from confronting tradition to causing transition and transformation. They also describe the groundwork</p>

City by City: Dispatches from the American Metropolis	Keith Gessen & Stephen Squibb	978-0-86547-831-2	2015	Farrar, Straus and Giroux	483	<p>Edited by Keith Gessen and Stephen Squibb, <i>City by City</i> is a collection of essays—historical, personal, and somewhere in between—about the present and future of American cities. It sweeps from Gold Rush, Alaska, to Miami, Florida, encompassing cities large and small, growing and failing. These essays look closely at the forces—gentrification, underemployment, politics, culture, and crime—that shape urban life. They also tell the stories of citizens whose fortunes have risen or fallen with those of the cities they call home. A cross between Hunter S. Thompson, Studs Terkel, and the Great Depression-era WPA guides to each state in the Union, <i>City by City</i> carries this project of American storytelling up to the days of our own Great Recession.</p>
Cityscape: A Journal of Policy Development and Research, Volume 5	United States. Department of Housing and Urban Development. Office of Policy Development and		2000	The Office	259	
Civic Engagement Across the Curriculum: A Resource Book for Service-learning Faculty in All Disciplines	Richard M. Battistoni	0-9667371-8-0	2002	Campus Compact	84	<p><i>Civic Education Across the Curriculum</i> offers faculty in all disciplines rationales and resources for connecting their service-learning efforts to the broader goals of civic engagement. Campuses promoting engagement are beginning to tie service-learning practices to their civic mission of preparing students for participation in a diverse, democratic society. There are, however, few resources for faculty—especially those in fields not traditionally linked with civic education—to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals. This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks. It provides concrete examples of course materials, exercises, and assignments that can be used in service-learning courses to develop students' civic capacities, regardless of disciplinary area. This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus.</p>

College (Un)Bound: The Future of Higher Education and What It Means for Students	Jeffrey J. Selingo	978-0-544-02707-7	2013	Houghton Mifflin Harcourt	238	What is the value of a college degree? The four-year college experience is as American as apple pie. So is the belief that higher education offers a ticket to a better life. But with student-loan debt surpassing the \$1 trillion mark and unemployment of college graduates at historic highs, people are beginning to question that value. In College (Un)bound, Jeffrey J. Selingo, editor at large of the Chronicle of Higher Education, argues that America's higher education system is broken. The great credential race has turned universities into big business and fostered an environment where middle-tier colleges can command elite university-level tuition while concealing staggeringly low graduation rates, churning out graduates with few of the skills needed for a rapidly evolving job market. Selingo not only turns a critical eye on the current state of higher education but also predicts how technology will transform it for the better. Free massive online open courses (MOOCs) and hybrid classes, adaptive learning software, and the unbundling of traditional degree credits will increase access to high-quality education regardless of budget or location and tailor lesson plans to individual needs. One thing is certain—the Class of 2020 will have a radically different college experience than their parents. Incisive, urgent, and controversial, College (Un)bound is a must-read for prospective students, parents, and anyone concerned with the future of American higher education.
Combining Service and Learning: A Resource Book for Community and Public Service, Volume 1	Jane C. Kendall	0-937883-08-5	1990	National Society for Internships and Experiential Education	693	
Combining Service and Learning: A Resource Book for Community and Public Service, Volume 2	Jane C. Kendall and Associates	0-937883-09-3	1990	National Society for Internships and Experiential Education	528	
Common Fire: Leading Lives of Commitment in a Complex World	Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks	0-8070-2005-2	1996	Beacon Press	273	Four educational researchers profile more than one hundred people who have devoted their lives to the common good in a broad spectrum of fields, assessing the experiences, relationships, and ideals that encouraged them to understand themselves as part of a community at large.

<p>Community Literacy and the Rhetoric of Public Engagement</p>	<p>Linda Flower</p>	<p>978-0-8093-2852-9</p>	<p>2008</p>	<p>Southern Illinois University Press</p>	<p>281</p>	<p>Community Literacy and the Rhetoric of Public Engagement explores the critical practice of intercultural inquiry and rhetorical problem-solving that encourages urban writers and college mentors alike to take literate action. Author Linda Flower documents an innovative experiment in community literacy, the Community Literacy Center in Pittsburgh, and posits a powerful and distinctively rhetorical model of community engagement and pedagogy for both marginalized and privileged writers and speakers. In addition, she articulates a theory of local publics and explores the transformative potential of alternative discourses and counter-public performances. In presenting a comprehensive pedagogy for literate action, the volume offers strategies for talking and collaborating across difference, for conducting an intercultural inquiry that draws out situated knowledge and rival interpretations of shared problems, and for writing and speaking to advocate for personal and public transformation. Flower describes the competing scripts for social engagement, empowerment, public deliberation, and agency that characterize the interdisciplinary debate over models of social engagement. Extending the Community Literacy Center's initial vision of community literacy first published a decade ago, Community Literacy and the Rhetoric of Public Engagement makes an important contribution to theoretical conversations about the nature of the public sphere while providing practical instruction in how all people can speak publicly for values and visions of change.</p>
<p>Community Service-Learning: A Guide to Including Service in the Public School Curriculum</p>	<p>Rahima C. Wade</p>	<p>0-7914-3184-3</p>	<p>1997</p>	<p>State University of New York Press</p>	<p>379</p>	<p>Service-learning, the integration of community service with academic course work, is a promising strategy for enhancing learning and developing active democratic citizens. This book responds to the many recent calls for youth involvement in service as part of the public school curriculum. While service-learning holds many benefits for students, teachers, and communities, there are also many challenges to effectively incorporate it into the curriculum. Each of the book's four parts provides a different scope and purpose. Part 1 addresses the components of quality service-learning programs; Part 2 introduces diverse models of service-learning programs at the elementary, middle, and high school levels; Part 3 allows students, agency members, and administrators to tell their own stories of service-learning involvement, to discuss issues with other individuals who share their roles, and to offer recommendations for effective action; and Part 4 asks readers to consider the future of service-learning in public schooling. Community Service-Learning is a comprehensive resource that will be valuable for all those involved with K-12 service-learning programs: administrators, classroom teachers, students, program coordinators, and university teacher education programs.</p>



Community-Based Research and Higher Education: Principles and Practices	Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, Patrick Donohue	0-7879-6205-8	2003	Jossey-Bass	261	Community-Based Research and Higher Education is the long-awaited guide to how to incorporate a powerful and promising new form of scholarship into academic settings. The book presents a model of community-based research (CBR) that engages community members with students and faculty in the course of their academic work. Unlike traditional academic research, CBR is collaborative and change-oriented and finds its research questions in the needs of communities. This dynamic research model combines classroom learning with social action in ways that can ultimately empower community groups to address their own agendas and shape their own futures. At the same time it emphasizes the development of knowledge and skills that truly prepare students for active civic engagement.
Connecting Past and Present: Concepts and Models for Service-learning in History	Ira Richard Harkavy, Bill M. Donovan, Edward A. Zlotkowski	1-56377-020-2	2000	American Association for Higher Education	211	The question that animates this volume, 16th in the "Service-Learning in the Disciplines Series", is: Why connect service-learning to history courses? The contributors answer that question in different ways and illustrate and highlight a diversity of historical approaches and interpretations. All agree, however, that they do their jobs better as teachers (and in some cases as researchers) by engaging their students in service-learning. This book offers an interesting read with a compelling case for the importance of history and how service-learning can improve the historian's craft.

<p>Creating Community-responsive Physicians: Concepts and Models for Service-learning in Medical Education</p>	<p>Sarena D. Seifer, Kris Hermanns, Judy Lewis, American Association for Higher Education</p>	<p>1-56377-014-8</p>	<p>2000</p>	<p>American Association for Higher Education</p>	<p>181</p>	<p>This volume is part of a series of 18 monographs on service learning and the academic disciplines. Essays in this volume focus on understanding how service-learning in medical education differs from traditional clinical medical education. After an Introduction by Sarena D. Seifer, Kris Hermanns, and Judy Lewis, essays in Part 1, "The Broader Context for Service-Learning in Medical Education," analyze trends in the health-care system and the relevance of community-oriented primary care and continuous quality improvement to service learning; titles are: "The Changing Health-Care System and Expectations of Physicians" (Edward H. O'Neil); and "Toward Building Communities of Commitment: Integrating Community-Oriented Primary Care and Continuous Quality Improvement into Service-Learning" (Deborah Gardner, Andrew Schamess, Doreen Harper, and Denice Cora-Bramble). Chapters in Part 2, "Designing and Implementing Service-Learning in Medical Education," describe model programs and courses that embody different approaches to and respond to different challenges in integrating service-learning into the medical education curriculum; titles include: "Partners in Health Education: Service-Learning by First-Year Medical Students" (Joseph F. Walsh, Jennifer Sage Smith, G. Christian Jernstedt, Virginia A. Reed, and Sara Goodman); "Medical Students Go Back to Kindergarten: Service-Learning and Medical Education in the Public Schools" (Kate Cauley, Elvira Jaballas, and Betty Holton); "Service-Learning in Medical Education: Teaching Psychiatry Residents How To Work with the Homeless Mentally Ill" (Richard C. Christensen); "An Interdisciplinary Service-Learning Community Health Course for Preclinical Health Sciences Students" (Daniel Blumenthal, Meryl S. McNeal, Lorine Spencer, JoAnne Rhone, and Fred Murphy); "Service-Learning Opportunities at The Ohio State University: The Community Medicine Rotation and the Community Project" (Franklin R. Banks and Catherine A. Heaney); "University of Connecticut School of Medicine: An Urban Partnership" (Judy Lewis); "Initiating, Maintaining, and Sustaining Community Partnerships: Developing Community-Based Academic Health Professions Education Systems" (Bruce Bennard, Bruce Behringer, Carol Gentry, Mary Jane Kelley, Paul E. Stanton, Jr., and Wanda Vaghan); "Integrating Teaching, Research, and Service at East Tennessee State University: Action and Accountability in Communities" (Joellen B. Edwards, Joy E. Wachs, Sheila M. Virgin, Bruce A. Goodrow, and James E. Florence); "A Community Partnership in Service to the Homeless: University of Pittsburgh and the City of Pittsburgh" (Thomas P. O'Toole, Joyce Holl, and Paul Freyder); and "Student-Initiated Creating Public Value in Practice: Advancing the Common Good in a Multi-Sector, Shared-Power, No-One-Wholly-in-Charge World brings together a stellar cast of thinkers to explore issues of public and cross-sector decision-making within a framework of democratic civic engagement. It offers an integrative approach to understanding and applying the concepts of creating public value, public values, and the public sphere. It presents a framework and language for opening a constructive conversation on what governments, businesses, nonprofits, and citizens can achieve in a democracy that honors a broad range of public values.</p> <p>Public officials, scholars, and citizens alike are engaged in an intense debate about the proper purpose, role, and size of government. In the midst of this debate is a growing concern that important public values are ignored by government reform efforts. This book explores the different definitions of public value and approaches to public value creation, discernment, measurement, and assessment. The text helps clarify the issues and demonstrates how the meaning of public value is intimately related to how it is theorized, operationalized, and measured.</p>
<p>Creating Public Value in Practice: Advancing the Common Good in a Multi-Sector, Shared-Power, No-One-Wholly-in-Charge World</p>	<p>John M. Bryson, Barbara C. Crosby, Laura Bloomberg</p>	<p>978-1-4822-1460-4</p>	<p>2015</p>	<p>CRC Press</p>	<p>407</p>	<p>Public officials, scholars, and citizens alike are engaged in an intense debate about the proper purpose, role, and size of government. In the midst of this debate is a growing concern that important public values are ignored by government reform efforts. This book explores the different definitions of public value and approaches to public value creation, discernment, measurement, and assessment. The text helps clarify the issues and demonstrates how the meaning of public value is intimately related to how it is theorized, operationalized, and measured.</p>

Critical Issues in K-12 Service-Learning: case studies and reflections	Gita Gulati-Partee and William R. Finger		1996			
Crossing Boundaries: Tension and Transformation in International Service-Learning	Patrick M. Green, Mathew Johnson	978-1-57922-619-0	2014	Stylus Publishing, LLC.	278	<p>Are there better ways to address community challenges than expending funds on international service-learning? In attempting to wed learning and service, are we are exploiting the “other” for new, or recycled, aims? As these questions attest, of all types of service-learning, international service-learning (ISL) most starkly illuminates the tensions between the liberatory and oppressive potentials of practice. This book explores the ramifications of realizing a new age of service-learning that pushes beyond single episodic course-based projects to rebalance student learning and community outcome priorities, and provides insight into what it looks like in its execution. In describing eleven international programs designed to achieve reciprocal, sustained relationships in which learning is co-created, the contributors reveal their struggles to change the balance of power relationships and move to a more transformative practice. Common themes are the developmental nature of this work; the recognition that it takes multiple attempts, often over years, for an individual or an institution to get this work even nearly right; that resolving the challenges of unequal resources, power, and privilege can never be completely erased; and that attention has to be given to the micro-level details. What emerge are seven guiding principles that define the nature of partnerships in liberatory practice, and that apply to all forms of service learning. They must be: strategic--linked to the mission and expertise of the institution; long-term; multifaceted--allowing both partners to play a multiplicity of roles; developmental in building capacities; contextualized in historic and cultural understanding; fully reciprocal; and create the potential for community-driven change. In addressing the problematic nature of ISL, and of service-learning in general, this book interrogates whether its experiences create the necessary conditions for the formation of individual values, convictions, and action; and whether their pivotal teaching and learning moments are indeed replicable and transferable across individual, institutional and even cultural contexts. Its conclusions and insights will be of intense interest to administrators and practitioners alike.</p>
Cultivating the Sociological Imagination: Concepts and Models for Service-learning in Sociology	James Ostrow, Garry Hesser, and Sandra Enos	1-56377-005-9	1999	American Association for Higher Education	228	<p>The editors and authors of this book, seventh in the Service-Learning in the Disciplines Series, bring their own sociological wisdom and imagination to demonstrate how service-learning can effectively be used in the sociology curricula and in class exercises. Discussions in the introduction and chapters, along with appended syllabi, provide ways in which such programs can be adopted in undergraduate sociology courses.</p>

<p>Curriculum Integration: Designing the Core of Democratic Education</p>	<p>James A. Beane</p>	<p>0-8077-3683-X</p>	<p>1997</p>	<p>Teachers College Press</p>	<p>122</p>	<p>Going well beyond other books on this subject, James Beane details the history of curriculum integration and analyzes current critiques to provide a complete theory of curriculum integration. He defines curriculum integration as a comprehensive approach rather than simply "rearranging subjects." Using many classroom examples, he explains the relationship between curriculum integration and the disciplines of knowledge. The approach set forth in this groundbreaking volume translates into a democratic vision of general education that ranscends the current standards movement.</p>
<p>Deconstructing ServiceLearning: Research Exploring Context, Participation, and Impacts</p>	<p>Janet Eyler, Shelley H. Billig</p>	<p>1-59311-070-7</p>	<p>2003</p>	<p>Information Age Publishing Inc.</p>	<p>276</p>	<p>This work looks at service learning. It cover such topics as: challenges for servicelearning research; enhancing theorybased research on service learning; dilemmas of service learning teachers; the diffusion of academic service learning in teacher education; and more.</p>
<p>Democratic Dilemmas of Teaching Service-Learning: Curricular Strategies for Success</p>	<p>Christine M. Cress, David M. Donahue, and Associates,</p>	<p>978-1-57922-431-8</p>	<p>2011</p>	<p>Stylus Publishing, LLC.</p>	<p>202</p>	<p>A college student wants to lead a campaign to ban a young adult novel from his child's elementary school as his service-learning project in a children's literature course. Believing the book is offensive to religious sensibilities, he sees his campaign as a service to children and the community. Viewing such a ban as limiting freedom of speech and access to information, the student's professor questions whether leading a ban qualifies as a service project. If the goal of service is to promote more vital democratic communities, what should the student do? What should the professor do? How do they untangle competing democratic values? How do they make a decision about action? This book addresses the teaching dilemmas, such as the above, that instructors and students encounter in service-learning courses. Recognizing that teaching, in general, and service-learning, in particular, are inherently political, this book faces up to the resulting predicaments that inevitably arise in the classroom. By framing them as a vital and productive part of the process of teaching and learning for political engagement, this book offers the reader new ways to think about and address seemingly intractable ideological issues. Faculty encounter many challenges when teaching service learning courses. These may arise from students' resistance to the idea of serving; their lack of responsibility, wasting clients' and community agencies' time and money; the misalignment of community partner expectations with academic goals; or faculty uncertainty about when to guide students' experiences and when direct intervention is necessary. In over twenty chapters of case studies, faculty scholars from disciplines as varied as computer science, engineering, English, history, and sociology take readers on their and their students' intellectual journeys, sharing their messy, unpredictable and often inspiring accounts of democratic tensions and trials inherent in teaching service-learning. Using real incidents – and describing the resources and classroom activities they employ – they explore the democratic intersections of various political beliefs along with race/ethnicity, class, gender, ability, sexual orientation, and other lived differences and likenesses that students and faculty experience in their service-learning classroom and extended community. They share their struggles of how to communicate and interact across the divide of viewpoints and experiences within an egalitarian and inclusive environment all the while managing interpersonal tensions and conflicts among diverse people in complex, value-laden situations. The experienced contributors to this book offer pedagogical strategies for constructing service-learning courses, and non-prescriptive approaches to</p>

Democratic Schools	Michael W. Apple, James A. Beane	0-87120-241-7	1995	Association for Supervision and Curriculum Development	106	<p>This book illustrates how educators in four U.S. communities committed themselves to preparing students for the democratic way of life. In four narratives, educators directly involved in four different school-reform efforts describe how they initiated demographic practices in their educational settings. The four schools serve as reminders that public schools play an important role in laying a firm foundation for the future of American democratic society. Acting as models of democratic principles in action, the schools help students understand the nature of citizenship and teach them the knowledge and skills necessary to maintaining a democracy. The book is based on Dewey's belief that schools should offer students the very qualities that characterize education in a democratic society--shared interests, freedom in interaction, participation, and social relationships.</p> <p>Chapter 1 offers a rationale for democratic schools and describes their characteristics. Chapters 2 through 5 present the stories of the following schools: Central Park East Secondary School (in New York City); the Dindas School of</p>
Deschooling Society	Ivan Illich	978-0-7145-0879-5	1970	Marion Boyards Publishers LTD	116	<p>Schools have failed our individual needs, supporting false and misleading notions of 'progress' and development fostered by the belief that ever-increasing production, consumption and profit are proper yardsticks for measuring the quality of human life. Our universities have become recruiting centers for the personnel of the consumer society, certifying citizens for service, while at the same time disposing of those judged unfit for the competitive rat race. In this bold and provocative book, Illich suggest some radical and exciting reforms for the education system.</p>
Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms	Stephen D. Brookfield, Stephen Preskill	0-7879-4458-0	1999	Jossey-Bass	248	<p>1999 Critics' Choice Selection of the American Educational Studies Association</p> <p>In this guide to planning, conducting, and evaluating lively discussions, authors Stephen Brookfield and Stephen Preskill offer a variety of practical ideas, tools, and techniques for creating democratic classrooms. They suggest exercises to get discussion started, strategies for maintaining its momentum, ways to elicit a diversity of views and voices, ideas for creative groupings and formats, and processes to encourage student participation. In exploring the role of the teacher in discussion, they address the tensions and possibilities arising from ethnic, cultural, social class, and gender differences. Throughout the book, the authors emphasize how discussion fosters democratic participation and enhances learning.</p> <p>Additionally, they review how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion. From the early stages of preparing students to participate in discussion to the final stages of evaluating its meaning and effects, the authors provide a comprehensive guide to realizing the promises--and avoiding the pitfalls--of this way of teaching.</p> <p>Each chapter contains numerous techniques, suggestions, and applications that can be adapted to a wide range of discussion settings. Sample exercises and formats are provided throughout, including case studies of successful practices. Discussion as a Way of Teaching is an accessible, practical resource for teachers, trainers, faculty, administrators, professional developers, facilitators, and other educational leaders. It will be useful to anyone who uses discussion to help people learn.</p>

<p>Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners : what Research and Practice Say about Improving Achievement</p>	<p>ASCD Improving Student Achievement Research Panel</p>	<p>0-87120-237-9</p>	<p>1995</p>	<p>Association for Supervision and Curriculum Development</p>	<p>184</p>	<p>The culmination of work by the Association for Supervision and Curriculum Development's (ASCD) Urban Middle Grades Network, a special Advisory Panel on Improving Student Achievement, and the Improving Student Achievement Research Panel, this book proposes a repertoire of tools for educators meeting the needs of an increasingly diverse student population. The book is divided into nine chapters preceded by a foreword (Gene R. Carter) and a Preface (Helene Hodges) which set forth ASCD's values and beliefs about teaching, the organization's educational philosophy, and ASCD's 3-High Achievement Model. Chapter 1, "Educating Everybody's Children" (Marie Carbo), provides a demographic portrait of poverty, race, and ethnicity of America's children; school funding inequities; and the need for a shift in paradigms. Chapter 2, "Barriers to Good Instruction" prepared by the ASCD Advisory Panel on Improving Student Achievement, presents an overview of attitudes, beliefs, and institutional practices that are often barriers to good instruction. Chapter 3, "A Baker's Dozen: Effective Instructional Strategies" (Lloyd W. Kline) presents strategies that range in complexity and magnitude, cut across content areas, and share the following characteristics: they are inclusive (not exclusive), work best in context with other ideas, focus on students working with social situations, are interactive and interdisciplinary, and empower students to be actively involved in their own learning (the chapter contains a bibliography of 138 items). Chapter 4, "Diverse Teaching Strategies for Diverse Learners" (Marietta Saravia-Shore and Eugene Garcia) discusses teaching strategies shown by research to be effective in educating student learners from diverse racial, ethnic, cultural, and linguistic backgrounds, and who come from communities of low socioeconomic status. Chapter 5, "Strategies for Increasing Achievement in Reading" (Marie Carbo and Barbara Kapinus) examines the state of the art of reading instruction and details classroom techniques that enhance reading achievement. Chapter 6 focuses on "Strategies for Increasing Achievement in Writing" (Sally Hampton), while chapter 7 presents strategies for Increasing Achievement in Mathematics" (Beatriz d'Ambrozio and others). Chapter 8 discusses "Effective Strategies for Increasing Achievement in Oral Communication (James Chesebro and others). The final chapter, titled "ASCD Talks Back," provides an opportunity for educators to respond to the ideas in the book. Contains over 100 references. (DR)</p>
<p>Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement</p>	<p>Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold</p>	<p>978-0-7879-8554-7</p>	<p>2010</p>	<p>Jossey-Bass</p>	<p>364</p>	<p>Educating for Democracy reports the results of the Political Engagement Project, a study of educational practices at the college level that prepare students for responsible democratic participation. In this book, coauthors Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold show that education for political development can increase students' political understanding, skill, motivation, and involvement while contributing to many aspects of general academic learning.</p>

Education on the Edge of Possibility	Renate Nummela Caine, Geoffrey Caine	0-87120-282-4	1997	Association for Supervision and Curriculum Development	279	<p>This book describes the implementation of a learning theory based on a holistic interpretation of brain research in two schools--Dry Creek Elementary School (Rio Linda, California) and Park View Middle School (Yucaipa, California). It describes how these two schools engaged in a process of restructuring based on changing mental models. Data were gathered from more than 100 hours of video and audio documentation and a questionnaire sent to schools and educators. Section 1 deals with the changes in the collective philosophy as the new sciences, systems thinking, and comparable developments in other fields replace a Newtonian frame of reference. The new view is that reality is much more fluid, less predictable, and far more interconnected than previously understood. The nature of the education system and educators' roles must be rethought; what is needed is a view of the brain and of learning that is compatible with the new sciences and the whole person. The section concludes with a new paradigm of the brain and mind and with a summary of a theory of learning that can guide new approaches to teaching and education. Section 2 describes work with educators to help them implement brain-based learning. The practical interventions, processes, and strategies had the greatest impact on the sense of community in the schools. The process also helped teachers experiment and develop their creativity. Section 3 identifies the three instructional approaches and perceptual orientations used in becoming learning communities. Twenty-one figures and an index are included. (Contains 282 references.) (LMI)</p>
Education, Information, and Transformation: Essays on Learning and Thinking	Jeffrey Kane	0-13-520594-8	1999	Prentice-Hall, Inc.	346	<p>Designed to spark educators to reflect on the nature of human thinking and the academic goals of education, this collection of essays -- by scholars from widely disparate orientations and disciplines -- explores and explains the human cognitive capacities that transcend computation and substantially affect our judgment and action. Asks the critical questions -- Is there more to thinking than information processing?, What more is there?, and What difference does it make to education? Addresses numerous critical issues -- from educational standards, to the environmental/social and moral dimensions, to the role of the senses in human development. Demonstrates how to identify new intelligences and identifies both Naturalist and Existential Intelligences. Explores the question of how science may address questions of spirituality. Introduces and provides unique insight into cultural educational issues. Considers different educational levels to demonstrate the practical meanings of the various theoretical positions. For prospective and practicing educational professionals.</p>
Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning	Barbara L. Cambridge, Susan Kahn, Daniel P. Tompkins, Kathleen Blake Yancey	1-56377-050-4	2001	Stylus Publishing, LLC.	229	<p>This book addresses rationales for creating an electronic portfolio; possible features of the portfolio; examples of current practice; cautions; and recommendations. Chapters by nineteen portfolio practitioners from a range of disciplines and institutions describe the construction and use of electronic portfolios.</p>

<p>Engaging departments: moving faculty culture from private to public, individual to collective focus for the common good</p>	<p>Kevin Kecskes</p>	<p>1-933371-02-1</p>	<p>2006</p>	<p>Anker Pub. Co.</p>	<p>299</p>	<p>While the importance of service-learning and engaged campuses has gained broad recognition in recent years, the infrastructure for enabling such deep academic and civic engagement has yet to emerge. The authors of this book embrace the call for such institutional renewal and provide the critical guidance needed for leaders in higher education who are serious about building genuinely engaged campuses. Engaging Departments fills an important niche in the literature on institutional engagement and advances the National Campus Compact agenda to create engaged departments. Representing a range of disciplines and institutional types—including two-year and four-year, public and private, comprehensive and research—this work features case studies of 11 departments and their journeys to engagement. The book presents readers with transferable steps and strategies, key factors that helped move civic engagement from the individual faculty level to the collective departmental level, an analysis of successes and barriers, and visions for the future. Also outlined are engagement efforts at the institutional and state levels. Written for department chairs, faculty, and faculty developers, this book offers approaches to support and sustain the building of engaged departments and invites readers to contemplate and refresh their visions for the relevancy of their disciplines in the 21st century.</p>
<p>Essential Resources: for campus-based service, service-learning, and civic engagement</p>	<p>Brown University</p>		<p>2004</p>			
<p>Experiential learning in higher education: linking classroom and community, Volume 5, Issue 7</p>	<p>Jeffrey A. Cantor, ERIC Clearinghouse on Higher Education, Association for the Study of Higher Education</p>	<p>1-878380-71-0</p>	<p>1997</p>	<p>Graduate School of Education and Human Development, The George Washington University</p>	<p>137</p>	<p>This report reviews the literature and research on the use of experiential learning in higher education, focusing on classroom-community linkages. It defines experiential learning and reviews the current employment of experiential learning in higher education. An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education, current levels of participation, a conceptual framework, and administrative issues and concerns. The next two sections discuss the issues in programs using experiential learning in the arts and humanities, social sciences, health care, social work, science and engineering, business education, and technology programs. The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues. The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty, community, students, and businesses. The final section provides a synthesis of successful practices. This section stresses the importance of a systematic approach to designing experiential learning activities, program administration, and evaluation.</p>



<p>Exploring a Vision: Integrating Knowledge for Food and Health</p>	<p>National Research Council, Division on Earth and Life Studies, Board on Agriculture and Natural Resources, Planning Group for a Workshop on Exploring a Vision: Integrating Knowledge for Food and Health, Debra P. Davis, Tina I. Rouse</p>	<p>0-309-09057-1</p>	<p>2004</p>	<p>National Academies Press</p>	<p>80</p>	<p>Centuries of scientific advances in agriculture have increased the quantity, quality, and variety of our food supply. Food in the United States is abundant and affordable, incomes are at record levels, nutrition and health knowledge is at an all-time high. Yet many Americans are not eating a proper diet. The result is an obesity epidemic that contributes to rising healthcare costs from increased rates of heart disease, stroke, diabetes, and several cancers.</p> <p>Whether we see food as medicine or as the cause of disease, medical and agricultural research have the potential to come together in innovative ways to help consumers and producers understand and face the challenges of following a healthful diet. More than 100 leaders in agriculture, health research, education policy, and industry convened at the National Academies in June 2003 to share their opinions on what would be a more efficient and effective system for conducting food and health research. Some of their thoughts follow. Participants concluded that no one organization or agency can solve food-related health issues alone-- the nation needs better mechanisms for bringing together its agriculture and health-care infrastructures to address food-related health problems. Addressing the obesity issue, in particular, will require a multidisciplinary strategy that includes research on foods, consumer knowledge and behavior, and the economics of food- and health-related activities, including food pricing, health-care costs, and agricultural support programs.</p>
<p>Extending Our Reach; Voices of Service Learning at Cornell</p>	<p>Paula Horrigan</p>		<p>2007</p>			
<p>Finding Funding: Grantwriting From Start to Finish, Including Project Management and Internet Use</p>	<p>Ernest W. Brewer, Charles M. Achilles</p>	<p>978-1-4129-6000-7</p>	<p>2008</p>	<p>Corwin Press</p>	<p>393</p>	<p>This latest edition of the best-selling Finding Funding brings the reader up to date with the ever-changing technology and strategies of writing successful government, foundation, and private grants. With this significant update, the authors focus on the same winning strategy as the previous best-selling editions find people and organizations with money, target proposals effectively, and understand how to traverse the various terrains of funding agencies to find and obtain the funding you need. This book is an absolute necessity for any educator interested in winning grants for research, programs, or special projects.</p>

From Passion to Objectivity: International and CrossDisciplinary Perspectives on ServiceLearning Research	Shelley H. Billig, Sherril B. Gelmon	978-1-59311-845-7	2007	Information Age Publishing Inc.	262	This volume is the seventh in the Advances in ServiceLearning Research series, and presents a collection of papers selected from those presented at the Sixth International Servicelearning Research, hosted by Portland State University in Portland, Oregon in October 2006. The theme of the conference, which is also the title of this volume, was “From Passion to Objectivity: International and CrossDisciplinary Perspectives on ServiceLearning Research.” This theme was selected to showcase several important topics in contemporary service learning and community engagement research. Of key importance is the way in which the chapters selected for this volume reflect the evolution and maturation of research in the field of servicelearning—moving from descriptive narratives of the passion for addressing social problems and inequities that was evident in much of the early research (and is still reflected today) to increasingly sophisticated research that draws on multiple methodologies, presents solid evidence, and offers the basis for replication and further exploration through future research.
From the Studio to the Streets: Service-learning in Planning and Architecture	Mary C. Hardin	1-56377-100-4	2006	Stylus Publishing, LLC.	234	Architecture should be the ideal field of study for applying to service learning since it requires mastery of theoretical concepts for direct application to human situations and needs. Though architecture has long fostered learning by doing, it is only recently that the field's hands-on aspects have been subjected to more systematic appraisal. This book is the first book to make a formal connection between service learning pedagogy and architectural practice, and to address the related issues, both professional and ethical.
Fundamentals of Service-Learning Course Construction	Kerrissa Heffernan, Ed.D.		2001			
Guide to Service-Learning Colleges & Universities	Student Horizons, Inc		2009			

Higher Education in America	Derek Bok	978-0-691-15914-0	2013	Princeton University Press	479	<p>Higher Education in America is a landmark work--a comprehensive and authoritative analysis of the current condition of our colleges and universities from former Harvard president Derek Bok, one of the nation's most respected education experts. Sweeping in scope, this is a deeply informed and balanced assessment of the many strengths as well as the weaknesses of American higher education today. At a time when colleges and universities have never been more important to the lives and opportunities of students or to the progress and prosperity of the nation, Bok provides a thorough examination of the entire system, public and private, from community colleges and small liberal arts colleges to great universities with their research programs and their medical, law, and business schools. Drawing on the most reliable studies and data, he determines which criticisms of higher education are unfounded or exaggerated, which are issues of genuine concern, and what can be done to improve matters.</p> <p>Some of the subjects considered are long-standing, such as debates over the undergraduate curriculum and concerns over rising college costs. Others are more recent, such as the rise of for-profit institutions and massive open online courses (MOOCs). Additional topics include the quality of undergraduate education, the stagnating levels of college graduation, the problems of university governance, the strengths and weaknesses of graduate and professional education, the environment for research, and the benefits and drawbacks of the pervasive competition among American colleges and universities.</p> <p>Offering a rare survey and evaluation of American higher education as a whole, this book provides a solid basis for a fresh public discussion about what the system is doing right, what it needs to do better, and how the next quarter century could be made a period of progress rather than decline.</p>
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Higher Education in the Digital Age	William G. Bowen	0-691-15930-0	2013	Princeton University Press	172	<p>Two of the most visible and important trends in higher education today are its exploding costs and the rapid expansion of online learning. Could the growth in online courses slow the rising cost of college and help solve the crisis of affordability? In this short and incisive book, William G. Bowen, one of the foremost experts on the intersection of education and economics, explains why, despite his earlier skepticism, he now believes technology has the potential to help rein in costs without negatively affecting student learning. As a former president of Princeton University, an economist, and author of many books on education, including the acclaimed bestseller <i>The Shape of the River</i>, Bowen speaks with unique expertise on the subject.</p> <p>Surveying the dizzying array of new technology-based teaching and learning initiatives, including the highly publicized emergence of "massive open online courses" (MOOCs), Bowen argues that such technologies could transform traditional higher education--allowing it at last to curb rising costs by increasing productivity, while preserving quality and protecting core values. But the challenges, which are organizational and philosophical as much as technological, are daunting. They include providing hard evidence of whether online education is cost-effective in various settings, rethinking the governance and decision-making structures of higher education, and developing customizable technological platforms. Yet, Bowen remains optimistic that the potential payoff is great. Based on the 2012 Tanner Lectures on Human Values, delivered at Stanford University, the book includes responses from Stanford president John Hennessy, Harvard University psychologist Howard Gardner, Columbia University literature professor Andrew Delbanco, and Coursera cofounder Daphne Koller.</p>
Honoring the Breath of Life: The Native American Journal of Service Learning	National Indian Youth Leadership Project		2007			
Igniting the Flame: Establishing a Service Learning Task Force	Wren Middle School Faculty		1998			
Improving Service-learning Practice: Research on Models to Enhance Impacts	Susan Root, Jane Callahan, Shelley H. Billig	1-59311-457-5	2005	Information Age Publishing Inc.	249	<p>This fifth book in the <i>Advances in Service-Learning Research</i> series continues to expand the discussion of service-learning research and practice. The chapters were selected through a refereed, blind-review process from papers presented at the 4th Annual International K-H Service-Learning Research Conference held October 2004 in Greenville, South Carolina. The chapters focus on topics that address a variety of issues in higher education and teacher education and are organized into four sections.</p>

<p>Inspiring Active Learning: A Handbook for Teachers</p>	<p>Merrill Harmin</p>	<p>0-87120-228-X</p>	<p>1994</p>	<p>Association for Supervision and Curriculum Development</p>	<p>198</p>	<p>This book provides practical, commonsense strategies successfully used by teachers to help students become active, responsible learners. In general, these strategies are centered on mutual respect, not bossiness; collaboration, not isolation; commitment to learning, not fear of failure; and the dignity of all, not praise or rewards for a few. Each strategy is described and examples of how it can be used by teachers, regardless of grade level or subject specialty, are provided.</p> <p>Strategies are grouped into broad general categories. The first category, "Instructing" includes strategies for developing high-involvement lessons and basic instructional strategies. Next, "Raising Student Motivation" incorporates strategies for expanding student confidence, for encouraging beyond praise and rewards, and for raising standards of excellence. The third category, "Organizing the Classroom," focuses on strategies for beginning a class, for concluding a class, for cooperative group work, and for efficiently using class time. "Handling Homework, Testing and Grading" is the subject of the fourth category. Finally, "Producing Meaningful Learning" contains strategies for reviewing and mastering information, for stimulating thinking, and for teaching beyond facts and details.</p> <p>An indexed glossary offers quick access to all strategies. (LL)</p>
<p>Integrating Service-Learning Into the University Classroom</p>	<p>J. Alison Bryant, Nicole Schonemann, Doug Karpa</p>	<p>978-0-7637-8075-3</p>	<p>2011</p>	<p>Jones &amp; Bartlett Publishers, LLC</p>	<p>191</p>	<p>Service-learning is on the rise across campuses, as more and more students and professors are engaging with the communities around them. While this is a rewarding experience for students and the communities served, a tremendous amount of effort is needed to incorporate service-learning into the curriculum. It takes trial-and-error to find the right pedagogical tools and the perfect balance of in-field and in-class learning, as well as considerable time spent fostering relationships with community partners. For many, this can be too daunting.</p> <p>Integrating Service-Learning into the University Classroom helps simplify the process by providing educators with a series of course portfolios to follow. Written by instructors who have taught service-learning courses across a variety of disciplines, these portfolios model how to effectively design, teach, and evaluate a course. As service-learning courses range in topic, format, learning goals and community commitment, the book highlights both the variety and best practices of service-learning courses in higher education. Each chapter provides a detailed course description, including the goals of the course and the materials and assignments; a narrative of what has worked and what has not worked in the course; a section citing student feedback; and finally, an instructor reflection on the overall value of the course to the students, department, community partner, and themselves.</p>

<p>International Service Learning: Conceptual Frameworks and Research</p>	<p>Robert G. Bringle, Julie A. Hatcher, Steven G. Jones</p>	<p>978-1-57922-339-7</p>	<p>2011</p>	<p>Stylus Publishing, LLC.</p>	<p>400</p>	<p>International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment, contribute to their personal growth, and develop global civic outcomes.</p> <p>The international service experience provides opportunities for additional learning goals, activities, and relationships that are not available in a domestic service learning course or in a traditional study abroad course. The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course. The international education component further broadens students' perspectives by providing opportunities to compare and contrast North American and international perspectives on course content.</p> <p>This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential to improving the quality of ISL's implementation and delivery, and providing the evidence that will lead to wider support and adoption by the academy, funders, and partners. It is intended for both practitioners and scholars, providing guidance and commentary on good practice. The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy.</p> <p>Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL. The contributors demonstrate sensitivity to ethical implications of ISL, to issues of power and privilege, to the integrity of partnerships, to reflection, reciprocity, and community benefits</p>
<p>Introduction to Leadership concepts and Practice</p>	<p>Peter G. Northouse</p>	<p>978-1-4129-8952-7</p>	<p>2012</p>	<p>SAGE Publications, Inc.</p>	<p>267</p>	<p>Providing practical strategies for becoming a better leader, this bestselling book includes interactive elements to help students apply leadership concepts to their own lives. The book examines one quality of leadership per chapter, enabling students to apply concepts and skills to their leadership development. It provides self-assessment questionnaires, observational exercises, and reflection and action worksheets in each chapter. A new chapter on handling conflict has been added to the Second Edition, giving a multi-faceted view of conflict and methods for resolving conflict in leadership situations. Case studies have been added to the end of each chapter, including more global examples, and followed by questions to stimulate class discussion.</p>

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty second edition	Campus Compact		2003			
Journal of Community Practice: Organizing, Planning, Development & Change volumen 12, numbers 3/4	Association for Community Organization and Social Administration		2004			
Journal of Public Scholarship in Higher Education	A publication of Missouri Campus Compact at Missouri State University	Journal- more information visit <a href="https://jpshe.missouristate.edu/">https://jpshe.missouristate.edu/</a>	2012	Missouri State University Board of Governors	131	The Journal of Public Scholarship in Higher Education aims to advance the status and prospects for publicly engaged teaching and research in the academy by showcasing the new disciplinary and/or pedagogical knowledge generated by engagement with the community. JPSHE provides a venue for higher education faculty and administrative leadership to reflect on the ways that community engagement affects work in higher education – and its outcomes for broad issues such as classroom teaching, the advancement of research and knowledge creation across the disciplines, faculty development, tenure and promotion processes, the preparation of graduate students, etc. JPSHE welcomes diverse manuscripts, from empirically-based examinations to critical reflection pieces, theoretical investigations, commentaries, case studies, and pedagogical and research designs. All submissions must identify implications for the growth and viability of public scholarship in the academy.
Journal of Public Scholarship in Higher Education	A publication of Missouri Campus Compact at Missouri State University	Journal- more information visit <a href="https://jpshe.missouristate.edu/">https://jpshe.missouristate.edu/</a>	2011	Missouri State University Board of Governors	160	The Journal of Public Scholarship in Higher Education aims to advance the status and prospects for publicly engaged teaching and research in the academy by showcasing the new disciplinary and/or pedagogical knowledge generated by engagement with the community. JPSHE provides a venue for higher education faculty and administrative leadership to reflect on the ways that community engagement affects work in higher education – and its outcomes for broad issues such as classroom teaching, the advancement of research and knowledge creation across the disciplines, faculty development, tenure and promotion processes, the preparation of graduate students, etc. JPSHE welcomes diverse manuscripts, from empirically-based examinations to critical reflection pieces, theoretical investigations, commentaries, case studies, and pedagogical and research designs. All submissions must identify implications for the growth and viability of public scholarship in the academy.
Keys to Service Learning	Carol Carter and Sarah Lyman Kravits		2012			

Leadership and Democracy	Adel Safty	0-9701984-4-2	2004	International Partnership for Service-Learning and Leadership	344	Written by Adel Safty, Permanent UNESCO Chair in International Leadership and President of the Global Leadership Forum. A political scientist, Dr. Safty reviews the primary philosophers of democratic theory and the democratic revolutions in various parts of the world through the 1990s, putting forth the argument that democracy can thrive in various cultures and that the quality of leadership-and therefore leadership education-is crucial.
Leadership in place: how academic professionals can find their leadership voice	Jon F. Wergin	978-1-933371-18-4	2007	Anker Pub. Company, Inc.	254	<p>In this stimulating collection of stories, ten academic leaders reflect from personal experience on leadership in place—an emergent mode of leadership that brings people together in order to effect organizational change. Originating from diverse sectors of the academy, each of the book's contributors brings a fresh and deeply human perspective on academic leadership theories and their effective applications. Leadership in Place calls for a shift in attitude about leaders and leadership. It departs from the hierarchical view that academic leadership flows from a leadership position, and instead embraces a more lateral view where leadership roles are available to everyone. It calls for a rethinking of how our colleges and universities are led and organized by discussing the following:</p> <ul style="list-style-type: none"> <li>Importance of strong academic communities in preserving the integrity of academic programs</li> <li>Empowerment of part-time faculty by combining adaptive and transformative learning models</li> <li>Opportunities for, benefits of, and challenges in collaborative leadership</li> <li>Problems that can emerge in times of leadership transitions and possible solutions</li> <li>Concept of leadership as an attribute of the many rather than the few</li> </ul> <p>Advocating for academics to reengage and recommit to their institutions, the book creates an agenda for what higher education must do to create conditions under which leadership in place is the norm rather than the exception.</p>



Leadership: Theory and Practice	Peter G. Northouse	978-1-4129-7488-2	2010	SAGE Publications, Inc.	435	<p>Leadership: Theory and Practice, Fifth Edition is the market-leading survey text for leadership courses across disciplines. Author Peter Northouse combines an academically robust account of major theories, approaches, models, and themes of leadership with an accessible style and numerous practical exercises to allow students to apply what they learn about leadership both to themselves and to specific contexts and situations. The book is divided into fifteen chapters, which cover all of the key aspects in the leadership field: defining leadership; trait approaches; skills approaches; style approaches; situational approach; contingency theory; path-goal theory; leader-member exchange theory; authentic leadership; transformational leadership; team leadership; psychodynamic approach; diversity and leadership; culture and leadership, and leadership ethics. Enhancing the academic coverage are new case examples, questions for reflection, and leadership instruments and questionnaires that promote a more interactive and enriching experience for students.</p> <p>Features and Benefits</p> <p>Breadth of theory coverage is substantial yet synthesized in such a way as to leave room for specific application and greater discussion of discipline- or program-specific issues</p> <p>Numerous, contemporary case studies supplement each major theory or topic to allow students to apply leadership concepts to specific scenarios</p> <p>Leadership instruments and questionnaires provide effective reflection opportunities and often add a significant and immediate reality check to the theory presented</p> <p>New coverage of authentic leadership and servant leadership expose students to additional contemporary theories and concepts of leadership</p> <p>The chapter on Women and Leadership is expanded to broader diversity issues, to still include gender</p> <p>The enhanced Instructor Resources offer more test items, new cases, and access to academic journal articles, organized by topic and/or discipline.</p> <p>A new accompanying Study Site- featuring additional topics, exercises, projects, cases, chapter summaries, video clips, and social networking tools- encourages active participation and learning among groups inside or outside the classroom</p>
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<p>Learner-Centered Teaching: Putting the Research on Learning into Practice</p>	<p>Terry Doyle</p>	<p>978-1-57922-743-2</p>	<p>2011</p>	<p>Stylus Publishing, LLC.</p>	<p>207</p>	<p>This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.</p>
<p>Learning by Doing: Concepts and Models for Service-Learning in Accounting</p>	<p>D. V. Rama</p>	<p>1-56377-008-3</p>	<p>1998</p>	<p>American Association for Higher Education</p>	<p>228</p>	<p>This volume is part of a series of 18 monographs on service learning and the academic disciplines. It is designed to (1) develop a theoretical framework for service learning in accounting consistent with the goals identified by accounting educators and the recent efforts toward curriculum reform, and (2) describe specific active learning strategies that are useful and powerful teaching tools.</p>
<p>Learning Through Serving: A Student Guidebook for Service-learning Across the Disciplines</p>	<p>Christine Marie Cress, Peter John Collier, Vicki Lynn Reitenauer</p>	<p>1-57922-119-X</p>	<p>2005</p>	<p>Stylus Publishing, LLC.</p>	<p>153</p>	<p>Intended for college-level students who are engaged in service-learning. This book aims to enable the reader to derive the benefit from the experience - in terms of providing service to the community partner, developing his/her skills and knowledge, connecting back what she or he learns to course objectives and the framework of their discipline.</p>

<p>Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities, Second Edition</p>	<p>Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer</p>	<p>978-1-57922-990-0</p>	<p>2013</p>	<p>Stylus Publishing, LLC.</p>	<p>220</p>	<p>This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning Experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students.</p> <p>This text is a student-friendly, self-directed guide to service-learning that:</p> <ul style="list-style-type: none"> <li>* Develops the skills needed to succeed</li> <li>* Clearly links service-learning to the learning goals of the course</li> <li>* Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses <ul style="list-style-type: none"> <li>* Promotes independent and collaborative learning</li> <li>* Equally suitable for courses of a few weeks' or a few months' duration</li> <li>* Shows students how to assess progress and communicate end-results</li> </ul> </li> <li>* Written for students participating in service learning as a class, but also suitable for students working individually on a project.</li> </ul>
<p>Learning with the Community: Concepts and Models for Service-learning in Teacher Education</p>	<p>Joseph Arthur Erickson &amp; Jeffrey B. Anderson</p>	<p>1-56377-011-3</p>	<p>1997</p>	<p>American Association for Higher Education</p>	<p>254</p>	<p>This practical guide is intended for faculty and service-learning directors, combining the how-to information and rigorous intellectual framework that teachers seek. What distinguishes this volume is that the contributors are writing for their peers. They discuss how service-learning can be implemented within teacher education and what teacher education contributes to the pedagogy of service-learning. The book offers both theoretical background and practical pedagogical chapters which describe the design, implementation, and outcomes of teacher education service-learning programs, as well as annotated bibliographies, program descriptions and course syllabi.</p>

Learning with the Community: Concepts and Models for Service-learning in Teacher Education	Joseph Arthur Erickson & Jeffrey B. Anderson	1-56377-011-3	1997	American Association for Higher Education	254	This practical guide is intended for faculty and service-learning directors, combining the how-to information and rigorous intellectual framework that teachers seek. What distinguishes this volume is that the contributors are writing for their peers. They discuss how service-learning can be implemented within teacher education and what teacher education contributes to the pedagogy of service-learning. The book offers both theoretical background and practical pedagogical chapters which describe the design, implementation, and outcomes of teacher education service-learning programs, as well as annotated bibliographies, program descriptions and course syllabi.
Neoliberalism's War on Higher Education	Henry A. Giroux	978-1-60846-334-3	2014	Haymarket Books	240	Neoliberalism's War on Higher Education reveals how neoliberal policies, practices, and modes of material and symbolic violence have radically reshaped the mission and practice of higher education, short-changing a generation of young people. Giroux exposes the corporate forces at play and charts a clear-minded and inspired course of action out of the shadows of market-driven education policy. Championing the youth around the globe who have dared to resist the bartering of their future, he calls upon public intellectuals—as well as all people concerned about the future of democracy—to speak out and defend the university as a site of critical learning and democratic promise.
New directions in civic engagement: university avenue meets main street	Pew Partnership for Civic Change		2004	Pew Partnership for Civic Change	114	
Official knowledge: democratic education in a conservative age	Michael W. Apple	0-415-90749-7	1993	Routledge	226	A powerful examination of the rightist resurgence in education and the challenges it presents to concerned educators, Official Knowledge analyzes the effects of conservative beliefs and strategies on educational policy and practice. Apple looks specifically at the conservative agenda's incursion into education through the curriculum, textbook adoption policies and the efforts of the private and business sectors to centralize its interests within schools. At the same time, however, he points out areas of hope for the future, showing how students and teachers have continued the struggle and are now successfully engaged in building more democratic education policies and practices. Finally, Apple writes in personal terms about his own teaching techniques and work with students which challenge some of the ideological and educational policies and practices of the Right.

On Critical Pedagogy	Henry A. Giroux	978-1-4411-1622-2	2011	Bloomsbury Publishing USA	183	<p>For thirty years Henry Giroux has been theorizing pedagogy as a political, moral and cultural practice, drawing upon critical discourses that extend from John Dewey and Zygmunt Bauman to Paulo Freire. This impassioned book opens by discussing the crucial role of pedagogy in schools before extending the notion to the educational force of the wider culture. Giroux focuses on five crucial elements associated with critical pedagogy. First, he presents an overview of the term as it applies to schooling and to larger cultural spheres. Second, he analyses the increasingly empirical orientation of teaching, focusing on the culture of positivism. Third, he examines some of the major economic, social, and political focus undermining the promise of democratic schooling in both public and higher education. Giroux then outlines increasing attempts by both right wing and liberal interests to reduce schooling to training and students merely to customers. Finally the book focuses on the legacy of Paulo Freire and issues a fundamental challenge to educators, public intellectuals, and others who believe in the promise of radical democracy.</p>
One with the Community: Indicators of Engagemnet at Minority-Serving Institutions	Edward Zlotkowski, Rosalyn Jacobs jones, Margarita Maria Lenk, Jennifer Meeropol, Sherril B. Gelmon, Katrina H. Norvell		2005			
Passing and Pedagogy: The Dynamics of Responsibility	Pamela L. Caughie	0-252-02466-4	1999	University of Illinois Press	286	<p>The current academic milieu displays a deep ambivalence about the teaching of Western culture and traditional subject matter. This ambivalence, the product of a unique historical convergence of theory and diversity, opens up new opportunities for what Pamela Caughie calls "passing": recognizing and accounting for the subject positions involved in representing both the material being taught and oneself as a teacher. Caughie's discussion of passing illuminates a recent phenomenon in academic writing and popular culture that revolves around identities and the ways in which they are deployed, both in the arts and in lived experience. Through a wide variety of texts -- novels, memoirs, film, drama, theory, museum exhibits, legal cases -- she demonstrates the dynamics of passing, presenting it not as the assumption of a fraudulent identity but as the recognition that the assumption of any identity, including for the purposes of teaching, is a form of passing.</p> <p>Astutely addressing the relevance of passing for pedagogy, Caughie presents the possibility of a dynamic ethics responsive to the often polarizing difficulties inherent in today's culture. Challenging and thought-provoking, Passing and Pedagogy offers insight and inspiration for teachers and scholars as they seek to be responsible and effective in a complex, rapidly changing intellectual and cultural environment.</p>

<p>Pedagogy of Freedom: Ethics, Democracy, and Civic Courage</p>	<p>Paulo Freire</p>	<p>978-0-8476-9047-3</p>	<p>2000</p>	<p>Rowman &amp; Littlefield Publishers</p>	<p>176</p>	<p>This volume looks at the territory of learning and activism, the essence of human life. This book shows why an engaged way of learning and teaching is central to the creation of the individual, culture and history. The author, Paulo Freire, finds in the emerging global society a new context in which education cannot be indifferent to the reproduction of dominant ideologies and the interrogation of them. Freire shows why an acceptance of fatalism leads to loss of personal and societal freedoms, he argues against progressive liberalism and its acceptance of a world where poverty must inevitably coexist with opulence.</p>
<p>Pedagogy of the Oppressed: 30th Anniversary Edition</p>	<p>Paulo Freire</p>	<p>978-0-8264-1276-8</p>	<p>2014</p>	<p>Bloomsbury Publishing USA</p>	<p>183</p>	<p>First published in Portuguese in 1968, Pedagogy of the Oppressed was translated and published in English in 1970. The methodology of the late Paulo Freire has helped to empower countless impoverished and illiterate people throughout the world. Freire's work has taken on especial urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is increasingly accepted as the norm. With a substantive new introduction on Freire's life and the remarkable impact of this book by writer and Freire confidant and authority Donaldo Macedo, this anniversary edition of Pedagogy of the Oppressed will inspire a new generation of educators, students, and general readers for years to come.</p>
<p>Portfolio Assessment Uses, Cases, Scoring, and Impact: Assessment Update Collections</p>	<p>Trudy W. Banta and Associates</p>	<p>0-7879-7286-X</p>	<p>2003</p>	<p>Jossey-Bass</p>	<p>76</p>	<p>Mined from the archives of the award-winning Assessment Update, a bimonthly newsletter on assessment in higher education edited by Trudy W. Banta, and available for the first time in this convenient format, the articles in this booklet present some of the best thinking on portfolio assessment from the leading researchers and practitioners in the field. They show how portfolios, including web-based portfolios, have been used at various institutions to assess and improve programs in general education, the major, and advising, as well as overall institutional effectiveness. These articles explore ways portfolios can be scored, students' perspectives on portfolios, how portfolios changed the faculty culture at one institution, and more.</p> <p>Assessment Update Collections provide readers with information on specific areas of assessment gathered together for the first time in a single, easy-to-use booklet format. Specifically selected by editor Trudy W. Banta from the rich archives of Assessment Update, the articles in these booklets represent the best thinking on these topics and are chosen to ensure that readers have information that is relevant, comprehensive, and illustrates effective practice.</p> <p>Other booklets in the collection include Community College Assessment and The Hallmarks of Effective Outcomes Assessment.</p>

<p>Portfolio Development and the Assessment of Prior Learning: Perspectives, Models, and Practices</p>	<p>Elana Michelson, Alan Mandell and Contributors</p>	<p>1-57922-090-8</p>	<p>2004</p>	<p>Stylus Publishing, LLC.</p>	<p>297</p>	<p>For over thirty years, portfolios have been used to help adult learners gain recognition for their prior learning and take greater control of their educational experiences. The portfolio has become a distinctive means of assessing such learning, serving as a meaningful alternative to conventional papers and standardized testing. Portfolio Development and the Assessment of Prior Learning: Perspectives, Models, and Practices provides a primer of flexible approaches to shaping and conducting portfolio-development courses. It offers practitioners in the field an extensive range of model assignments, readings, and classroom activities, each organized around a specific theme: Academic Orientation, The Meaning of Education, Personal Exploration, Learning from the Outsider Within, The World of Work and Careers, and Dimensions of Expertise. Twelve case studies by practitioners in the field then show how academics in the US and around the English-speaking world have adapted the portfolio to changing circumstances in order to deliver academically rich educational services for adults. These case studies highlight portfolio development in the context of web-based instruction, changing institutional imperatives, service to historically disenfranchised groups, partnerships with industry, and cross-institutional cooperation. In addition to serving as a valuable hands-on resource for practitioners, Portfolio Development and the Assessment of Prior Learning locates portfolios and assessment in a broad social and intellectual context. Thus, the authors also offer an historical overview of the usefulness of portfolios in the assessment of prior learning and then consider their use in the future, given current trends in higher education for adults. The book explores the implications of a changing educational landscape, in which new student populations, budgetary pressures, and understandings of knowledge both enrich and challenge student-centered approaches such as portfolios. The approaches and case studies are not only valuable to adult educators but, equally, to faculty in higher education concerned with the development of competency- and outcomes-based assessment.</p>
<p>Practising Public Scholarship: Experiences and Possibilities Beyond the Academy</p>	<p>Katharyne Mitchell</p>	<p>978-1-4051-8912-5</p>	<p>2008</p>	<p>John Wiley &amp; Sons</p>	<p>152</p>	<p>A cross-disciplinary collection of 20 essays describing the journey to public scholarship, exploring the pleasures and perils associated with breaching the town-gown divide. Includes contributions from departments of geography, comparative literature, sociology, communications, history, English, public health, and biology Discusses their efforts to reach beyond the academy and to make their ideas and research broadly accessible to a wider audience Opens the way for a new kind of democratic politics—one based on grounded concepts and meaningful social participation Includes deeply personal accounts about the journey to becoming a public scholar and to intervening politically in the world, while remaining within a university system Provides a broad prescription for social change, both within and outside the university</p>

Praxis I: A Faculty Casebook on Community Service Learning	Jeffrey Howard	0-9638136-1-7	1993	Office of Community Service Learning Press	199	
Program Evaluation Handbook	Robert C. Serow	0-536-01053-6	1998	Simon & Schuster Custom Publishing	69	<p>Over the past quarter-century, experiential education has attracted considerable interest among educators at both the secondary and postsecondary levels. Along with this growth and visibility has come the necessity to evaluate the effectiveness of experiential programs both for internal purposes as well as for outside funders.</p> <p>Program Evaluation has been written specifically to introduce experiential educators to the basic elements of program evaluation. The first section covers each stage of program evaluation from planning to data gathering to follow up, illustrating points with examples. The second section offers the reader case studies from schools and and insitutions to demonstrate the wide variety of approaches to evaluating experiential programs. The growing demand for accountability and quality in education and the implications of these demands on experiential programs make this essential for any experiential educator.</p>
Projects that Matter: Concepts and Models for Service-learning in Engineering	Edmund Tsang	1-56377-019-9	2000	American Association for Higher Education	184	<p>This book represents the 14th in the Service-Learning in the Disciplines' Series and concentrates on how service-learning can be successfully incorporated in engineering programs, a discipline to which is it relatively new. Contributors to the volume are experienced in using service-learning and address issues of concern to engineering educators. As one peer reviewer commented, ""The audience for this [book] is the engineering education community - that community will expect practical applications of the theory that will lead to improved engineering education.'</p>



<p>Promising Practices for Family and Community Involvement during High School</p>	<p>Lee Shumow</p>	<p>978-1-60752-124-2</p>	<p>2009</p>	<p>Information Age Publishing Inc.</p>	<p>137</p>	<p>This volume focuses on family and community connections with education during the high school years. In comparison to the wealth of attention that has been focused on involving parents with schools during the early childhood and elementary school years, less attention has been directed to parents of high school students and fewer educational programs have been developed to forge connections between family, community, students, and educators at the high school level. Researchers have found that family and community have a very significant impact on student achievement and on post secondary attainment despite the considerable decline in parental involvement by high school. Educators know that family and community factors are important for student success in high school while, at the same time, they identify working with families and connecting the curriculum to the community as difficult. Currently, scholars from various fields are involved in conducting research to better understand how schools can best enhance the education of the young through interactions with students' families and communities. Educational practitioners also are pioneering efforts to involve and serve families as well as to connect with communities in order to enrich the educational environment and enlarge opportunities for students, teachers, families, and community members. This volume, which will be of interest to both researchers and educators, reflects the interdisciplinary nature of the field. The contributors were recruited from diverse fields and workplaces. Chapters are organized into two sections to reflect whether the genesis of the work described is from theory and research or from practice and policy. Chapters originating from theory and research address: adolescent development and family involvement; the role of family and community in extracurricular activity participation; and the evolution of trust relationships in school community partnership development. Chapters originating from practice and policy address: transition to high school, using the community as a "text" for learning; career education partnerships with businesses, post secondary institutions, and community organizations; as well as, state policies and programs that support parental involvement in postsecondary planning.</p>
<p>Reflections of Engagement: Connecting Points Points Connecting</p>	<p>Mesa Community College</p>		<p>2003</p>			

<p>Research for What?: Making Engaged Scholarship Matter</p>	<p>Barbara E. Moely, Barbara A. Holland, Jeff Keshen</p>	<p>978-1-61735-165-5</p>	<p>2010</p>	<p>Information Age Publishing Inc.</p>	<p>228</p>	<p>Research on servicelearning and community engagement has exploded over the past decade. It is a field now characterized by increasing methodological and theoretical sophistication, vast quantitative and qualitative studies, interdisciplinary research, myriad subjects, and the internationalization of scholarship. The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa, Canada's national capital. The conference theme, Research for What? emphasized fundamental questions, namely: to what extent is rigorous research uncovering best practices in, and demonstrating the positive results of, servicelearning on teaching, learning and building better communities? The papers examine such themes through lenses that include the application of theory to practice, K12 and universitybased servicelearning, interdisciplinary initiatives, and international servicelearning. The introduction provides an overview of the very recent, but remarkable, growth of servicelearning in Canada, and the conclusion, written by the recipient of the Association's annual Distinguished Researcher Award, discusses major developments, and continuing challenges, in servicelearning research.</p>
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Research on Service Learning: Conceptual Frameworks and Assessments	Robert G. Bringle, Julie A. Hatcher, Patti H. Clayton	978-1-57922-340-3	2013	Stylus Publishing, LLC.	332	<p>The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Constituting a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2B, sold separately, also opens with chapters focused on defining the criteria for quality research. It looks at community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.</p>
Savage Inequalities: Children in America's Schools	Jonathan Kozol	0-06-097499-0	1991	HarperCollins	262	National Book Award-winning author Jonathan Kozol presents his shocking account of the American educational system in this stunning New York Times bestseller, which has sold more than 250,000 hardcover copies.
Season Service	Campus Compact's Annual Report for Fiscal Year		2004			

Service Learning and Literary Studies in English	Laurie Grobman & Roberta Rosenberg	978-1-60329-201-6	2015	The Modern Language Association of America	284	<p>Service learning can help students develop a sense of civic responsibility and commitment, often while addressing pressing community needs. One goal of literary studies is to understand the ethical dimensions of the world, and thus service learning, by broadening the environments students consider, is well suited to the literature classroom. Whether through a public literacy project that demonstrates the relevance of literary study or community-based research that brings literary theory to life, student collaboration with community partners brings social awareness to the study of literary texts and helps students and teachers engage literature in new ways.</p> <p>In their introduction, the volume editors trace the history of service learning in the United States, including the debate about literature's role, and outline the best practices of the pedagogy. The essays that follow cover American, English, and world literature; creative nonfiction and memoir; literature-based writing; and cross-disciplinary studies. Contributors describe a wide variety of service-learning projects, including a course on the Harlem Renaissance in which students lead a community writing workshop, an English capstone seminar in which seniors design programs for public libraries, and a creative nonfiction course in which first-year students work with elderly community members to craft life narratives. The volume closes with a list of resources for practitioners and researchers in the field.</p>
Service Learning and Teacher Education	Kevin J. Swick, II, Larry Winecoff, Michael Rowls, Nancy Freeman, Jennifer		1998			
Service Learning: Innovations in Scholarships, Service and Outreach	The University of Alabama		2013			

ServiceLearning: Educating for Citizenship	Amber DaileyHebert, Emily Donnelly Sallee, Laurie N. DiPadovaStocks	978-1-59311-920-1	2008	Information Age Publishing Inc.	150	<p>This edited collection, the first of its kind, marries the two fastestgrowing movements in higher education: servicelearning and eLearning. While these two innovative pedagogies are widely assumed to be incompatible, this collection highlights their complementary approaches as a new teaching method for 21st Century learners. The collection offers a new pedagogical model—serviceservice eLearning—defined as an integrative pedagogy that engages learners through technology in civic inquiry, service, reflection, and action. Servicelearning is an “academically rigorous instructional method that incorporates meaningful community service into the curriculum. Focusing on critical, reflective thinking and civic responsibility, servicelearning involves students in organized community service that addresses local needs, while developing their academic skills, respect for others, and commitment to the common good” (DiPadovaStocks, 2006). At the same time, distance education has grown from paperbased correspondence courses to highly interactive and dynamic pedagogies that incorporate online technologies to ensure rapid and meaningful interaction between geographicallydispersed faculty and students. The goal of this edited collection is to consider how these two educational innovations have and can combine to further encourage civic engagement while meeting the demands of an increasingly global, competitive, and diverse educational marketplace. This edited collection, the first of its kind, defines and addresses the emergent blending of service learning and eLearning to create a new integrated pedagogical model: serviceeLearning. ServiceeLearning: Educating for Citizenship starts a conversation about the marriage of two powerful educational innovations. While readers of this collection may be familiar with existing work on servicelearning and technology use, this book demonstrates the potential of a new model which acknowledges eLearning as a pedagogy within its own right. The new model presented here blends eLearning pedagogy with existing approaches to servicelearning. The result is an integrated pedagogical approach: Service eLearning. As the work presented herein highlights, serviceeLearning responds to the challenges of today’s rapidlychanging, technologymediated reality.</p>
Service-Learning and School-to-Work: A Partnership Strategy for Education Renewal, Second Edition	National Association of Partners in Education, Inc.					

Service-Learning and Social Justice: Engaging Students in Social Change	Susan Benigni Cipolle	978-1-60709-519-4	2010	Rowman & Littlefield Publishers	177	<p>Service-Learning and Social Justice provides everything administrators and teachers need to build service-learning programs that prepare students as engaged citizens committed to equity and justice. Cipolle describes practical strategies for classroom teachers along with the theoretical framework so readers can deftly move beyond the book to a meaningful program for their schools. Writing in a conversational style, the author explains service-learning's unlimited potential in terms of student empowerment and academic achievement and as tool in developing a student's a lifetime commitment to service and social justice. This book's contribution to new knowledge and practice is three-fold as it promotes (a) understanding of how individuals become committed to social justice, (b) identification of how one's orientation to service-learning and social justice changes as one develops a more critical consciousness, and (c) practical strategies that teachers can use to support and guide students as they become more critically aware. Practitioners will improve their service-learning programs and have a framework for preparing students for their experiences, as well as ideas for reflection activities. Educators will gain a better understanding of the psychology and sociology of developing a commitment to service for social justice.</p>
Service-learning and the first-year experience: preparing students for personal success and civic responsibility	Edward A. Zlotkowski	1-889271-38-1	2002	the University of South Carolina	166	
Service-Learning Companion	Dawn Duncan & Joan Kopperud	978-0-618-75898-2	2008	Houghton Mifflin Company	137	<p>More and more, students, instructors, and institutions are seeing how service learning--a means of combining community service with academic education--enhances the studies, careers, and overall lives of students as they work toward becoming civic-minded citizens and leaders. Service-Learning Companion provides guidance to students who have enrolled in a program with a service-learning component, or a special individual course that focuses on service learning. Its versatile structure allows instructors to implement it as a companion to a main text or to use it as a stand-alone text. Concise and affordable, this text provides clear definitions of service learning terminology, a theoretical foundation, a step-by-step process of implementation and assessment, and specific examples. Hands-on exercises that allow students to respond to real-life situations and practice their responses in the classroom prepare them to perform effectively in communities.</p>

<p>Service-Learning Essentials: Questions, Answers, and Lessons Learned</p>	<p>Barbara Jacoby</p>	<p>978-1-118- 62794-5</p>	<p>2015</p>	<p>Jossey-Bass</p>	<p>322</p>	<p>Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Written by one of the field's leading experts and sponsored by Campus Compact, the book is the definitive work on this high-impact educational practice. Service-learning has been identified by the Association of American Colleges and Universities as having been widely tested and shown to be beneficial to college students from a wide variety of backgrounds. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service-learning center or program, with examples drawn from a variety of disciplines, situations, and institutional types. The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service-learning. Topics include:</p> <ul style="list-style-type: none"> <li>Determining what service-learning opportunities institutions should offer</li> <li>How to engage students in critical reflection in academic courses and in cocurricular experiences</li> <li>Best practices for developing and sustaining mutually beneficial campus-community partnerships</li> <li>Integrating service-learning into the curriculum in all disciplines and at all levels, as well as various areas of student life outside the classroom</li> <li>Assessing service-learning programs and outcomes</li> <li>The dilemmas of service-learning in the context of power and privilege</li> <li>The future of service-learning in online and rapidly globalizing environments</li> </ul> <p>Service-learning has virtually limitless potential to enable all persons</p>
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<p>Service-learning in higher education: concepts and practices</p>	<p>Barbara Jacoby and Associates</p>	<p>0-7879-0291-8</p>	<p>1996</p>	<p>Jossey-Bass Publishers</p>	<p>381</p>	<p>There is a growing expectation, on campus and in communities, that higher education will not only sharpen its focus on student learning and development but also expand its commitment to resolve social problems and address human needs. Increasingly, colleges and universities are meeting this challenge by developing service-learning programs. This intentional linking of community service with specific learning and development outcomes is valuable to students, colleges and universities, and communities. Combining the most current theory and practice in the field of service-learning with many examples from actual campuses, Service-Learning in Higher Education is a comprehensive guide to developing high-quality service-learning experiences both in the curriculum and through student affairs programs. The book contains such useful information as? Basic principles that define a solid, viable service-learning program? Guidelines for designing programs to encourage desired outcomes? Methods to maximize the potential for service and learning in one-time or short-term experiences? Ways in which faculty can integrate service-learning into courses? A review of intensive service-learning experiences, including alternative breaks, summer experiences, and national and international service? Issues faculty need to consider in deciding how to achieve course objectives through service-learning? Assisting students to make career and lifestyle choices based on the values they acquire through service-learning.? The steps to take when starting a service-learning program? Institutionalizing service-learning to ensure it is sustainable over timeAs an added value, the book describes and provides contact information for national organizations that support service-learning and resources that are useful in helping students make postcollege service and career choices. Service-Learning in Higher Education is an invaluable resource for all campus professionals</p>
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<p>Service-Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students, and Communities.</p>	<p>Anderson, Jeffrey B., Ed.; Swick, Kevin J., Ed.; Yff, Joost, Ed.</p>	<p>0-89333-184-8</p>	<p>2001</p>	<p>American Association of Colleges for Teacher Education</p>	<p>336</p>	<p>This book provides teacher educators, administrators, practicing teachers who work with preservice teachers, policymakers, and researchers with information on the conceptual, research, and application areas of service-learning in preservice teacher education. The collection of papers offers teacher educators' thoughts about ways to enhance the usefulness of service-learning in preservice teacher preparation. The book is grouped into five main parts. Part 1 deals with theories, standards, and principles of practice. Part 2 includes several research studies and reviews as well as a suggested framework for further research and development. Part 3 explicates 11 different approaches to implementing service-learning in teacher education in the form of case studies. Part 4 deals with administrative and organizational arrangements as well as issues surrounding the teaching of service-learning, diversity, and assessment. Part 5 presents thoughts for the future from one of service-learning's long-standing adherents and researchers. It also includes an annotated bibliography. Three appendixes include: standards of quality for school-based and community-based service-learning; tools for teaching the pedagogy of service-learning; and contributing authors.</p>
<p>Service-Learning Instructor's Manual: From Classroom to Community to Career</p>	<p>Marie Watkins, Linda Braun</p>	<p>1-55864-150-5</p>	<p>2005</p>	<p>Jist Works</p>	<p>184</p>	<p>This is the instructor's manual for Service-Learning (1-55864-150-5).Service-learning has become a powerful way to engage today's teens in education; it builds their skills and character as they meet real needs in their communities. The Corporation for National and Community Service says the federal grant program Learn and Serve America has more than 750,000 youth participants nationwide. In fact, educators in California believe so strongly in service-learning that they set a goal that by this year (2005) 50% of all districts will offer service-learning as part of their regular instructional practice, engaging students in at least one service-learning experience at each grade span (K?5, 6?8, and 9?12). The goal of this workbook is to help students enrich their service-learning experience. It informs students of the purpose of service-learning, prepares them to make effective contributions, inspires them to give their best, and encourages them to use reflections on their experiences for personal growth. Additionally, both authors have studied over 200 reflective papers written by students who have successfully completed service-learning projects. This book shares the students' perceptions of the best practices in service-learning; fears and anxieties about the service-learning experience; honesty about situations they experienced for which they wish they had been better prepared; and tremendous personal and professional growth through service-learning.</p>

<p>Service-learning: a movement's pioneers reflect on its origins, practice, and future</p>	<p>Timothy Stanton, Dwight Giles, Nadinne I. Cruz</p>	<p>0-7879-4317-7</p>	<p>1999</p>	<p>Jossey-Bass Publishers</p>	<p>272</p>	<p>In this fascinating collection of stories, leaders in service-learning describe their early efforts to combine education with social action. Their reflections help construct a pedagogy of service-learning that will inspire newcomers and guide program development. The authors assess pioneering experiences and recommend steps for future policy and practice, emphasizing the critical need to preserve an activist commitment as programs become increasingly institutionalized. This highly readable book will assist academic leaders, faculty members, student services professionals, educational researchers, adult educators, and public policymakers who seek a common understanding of the origins, purposes, and objectives of this vital learning initiative.</p>
<p>Single-case Research Designs: Methods for Clinical and Applied Settings</p>	<p>Alan E. Kazdin</p>	<p>0-19-503021-4</p>	<p>1982</p>	<p>Oxford University Press, Inc.</p>	<p>368</p>	<p>Single-case research has played an important role in developing and evaluating interventions that are designed to alter a particular facet of human functioning. Now thoroughly updated in its second edition, acclaimed author Alan E. Kazdin's Single-Case Research Designs provides a notable contrast to the quantitative methodology approach that pervades the biological and social sciences. While focusing on widely applicable methodologies for evaluating interventions--such as treatment or psychotherapy using applied behavior analysis--this revised edition also encompasses a broader range of research areas that utilize single-case designs, demonstrating the pertinence of this methodology in various disciplines, from psychology and medicine to business and industry. This well-written, clear, and thoroughly updated text is ideal for practitioners, instructors, and students alike. Features: * Offers new options in experimental design, presenting combinations of designs that increase the range of questions that can be asked about alternative interventions * Details the underlying rationale and methods of evaluating intervention effects through visual inspection in the area of data evaluation * Provides an expanded description of methods (e.g., assessment) and a greater range of examples * Includes an appendix at the end of the book to encourage discussion of the challenges, advances, and dilemmas of data evaluation in the design</p>
<p>Soul of a Citizen: Living With Conviction in a Cynical Time</p>	<p>Paul Rogat Loeb</p>	<p>0-312-20435-3</p>	<p>1999</p>	<p>St. Martin's Press</p>	<p>362</p>	<p>Soul of a Citizen awakens within us the desire and the ability to make our voices heard and our actions count. We can lead lives worthy of our convictions. A book of inspiration and integrity, Soul of a Citizen is an antidote to the twin scourges of modern life--powerlessness and cynicism. In his evocative style, Paul Loeb tells moving stories of ordinary Americans who have found unexpected fulfillment in social involvement. Through their example and Loeb's own wise and powerful lessons, we are compelled to move from passivity to participation. The reward of our action, we learn, is nothing less than a sense of connection and purpose not found in a purely personal life.</p>

<p>Soul of a Citizen: Living with Conviction in Challenging Times</p>	<p>Paul Rogat Loeb</p>	<p>978-0-312-59537-1</p>	<p>2010</p>	<p>St. Martin's Press</p>	<p>400</p>	<p>Soul of a Citizen awakens within us the desire and the ability to make our voices heard and our actions count. We can lead lives worthy of our convictions. A book of inspiration and integrity, Soul of a Citizen is an antidote to the twin scourges of modern life--powerlessness and cynicism. In his evocative style, Paul Loeb tells moving stories of ordinary Americans who have found unexpected fulfillment in social involvement. Through their example and Loeb's own wise and powerful lessons, we are compelled to move from passivity to participation. The reward of our action, we learn, is nothing less than a sense of connection and purpose not found in a purely personal life. Soul of a Citizen has become the handbook for budding social activists, veteran organizers, and anybody who wants to make a change—big or small—in the world around them. At this critical historical time , Paul Loeb's completely revised edition—and inspiring message—is more urgently important than ever.</p>
<p>Student Success in College: Doing What Works!</p>	<p>Christine Harrington</p>	<p>978-1-111-83286-5</p>	<p>2013</p>	<p>Wadsworth, Cengage Learning</p>	<p>247</p>	<p>Raise the academic bar for your students and watch their confidence and student success skills increase. STUDENT SUCCESS IN COLLEGE: DOING WHAT WORKS! offers an accessible and relevant way for students to move beyond opinions and advice about how to succeed in college by offering an integrated approach of research backed student success practices paired with student success research studies. Your students will find success as they learn how to put the information on skills for success into practice as they strive to accomplish their academic goals. With an overall theme of reading, critical thinking and information literacy skills, STUDENT SUCCESS IN COLLEGE will help students feel comfortable with the structure of research study articles, making it more likely that they will use these higher level sources earlier in their academic careers. By providing students with shared content that is relevant and meaningful, they can practice skills they can apply immediately to their other classes. The 7 chapters in the text covers key strategies for success in college including how to use campus resources, staying motivated, setting goals, making good decisions, staying positive and establishing a support system, using memory techniques and taking notes, and preparing for tests.</p>

<p>Studying Service-Learning: Innovations in Education Research Methodology</p>	<p>Shelley H. Billig, Alan S. Waterman</p>	<p>0-8058-4276-4</p>	<p>2003</p>	<p>Erlbaum Associates, Inc., Publishers</p>	<p>260</p>	<p>This volume represents a breakthrough discussion of the research issues surrounding innovative pedagogies. Using service-learning as its focus, it explores ways in which researchers and evaluators can study a teaching and learning approach that has multiple goals, including both academic and affective development. The chapter authors show how to study a topic that is multilayered, complex, and involves the ways in which individuals make meaning of their experiences. Seven challenges that researchers need to grapple with in studying service-learning are identified and addressed: defining service-learning; basing service-learning research on strong theoretical foundations; refining service-learning research design and methodology; interpreting service-learning results; disseminating service-learning research findings; improving service-learning practice; and building funding to support service-learning research. In addition, practical recommendations are provided for professionals involved in doing research on service-learning and more broadly on any form of experiential education, community service and development, or educational reform. Studying Service-Learning: Innovations in Education Research Methodology is an essential resource for researchers who are interested in studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.</p>
<p>Successful Fund Raising for Higher Education: The Advancement of Learning</p>	<p>Frank H. T. Rhodes</p>		<p>1997</p>			
<p>Teacher/mentor: A Dialogue for Collaborative Learning</p>	<p>Peg Graham, Sally Hudson-Ross, Chandra Adkins, Patti McWhorter, and Jennifer McDuffie Stewart</p>	<p>0-8077-3793-3</p>	<p>1999</p>	<p>Teachers College Press</p>	<p>192</p>	<p>Using the subjects of language arts and English in the secondary school setting, this extremely practical volume will inspire the development and refinement of teacher education at all levels and in all subject areas. Written in the voices of public school teachers and grounded in the everyday theory and practice of faculty in public schools and a research university, Teacher/Mentor features: an alternative to the "professional development school"; descriptions of actual guidelines, activities, assignments, and professional problem-solving methods; honest discussions of the relationships between mentors and student/beginning teachers and between public school teachers and university faculty; discussion of the subcultures and realities of public high schools across rural, suburban, and urban districts; attention to the special concerns of beginning teachers; and much, much more!</p>

<p>Teaching Community: A Pedagogy of Hope</p>	<p>bell hooks</p>	<p>0-415-96818-6</p>	<p>2003</p>	<p>Routledge</p>	<p>200</p>	<p>Ten years ago, bell hooks astonished readers with Teaching to Transgress: Education as the Practice of Freedom. Now comes Teaching Community: A Pedagogy of Hope - a powerful, visionary work that will enrich our teaching and our lives. Combining critical thinking about education with autobiographical narratives, hooks invites readers to extend the discourse of race, gender, class and nationality beyond the classroom into everyday situations of learning. bell hooks writes candidly about her own experiences. Teaching, she explains, can happen anywhere, any time - not just in college classrooms but in churches, in bookstores, in homes where people get together to share ideas that affect their daily lives. In Teaching Community bell hooks seeks to theorize from the place of the positive, looking at what works. Writing about struggles to end racism and white supremacy, she makes the useful point that "No one is born a racist. Everyone makes a choice." Teaching Community tells us how we can choose to end racism and create a beloved community. hooks looks at many issues-among them, spirituality in the classroom, white people looking to end racism, and erotic relationships between professors and students. Spirit, struggle, service, love, the ideals of shared knowledge and shared learning - these values motivate progressive social change. Teachers of vision know that democratic education can never be confined to a classroom. Teaching - so often undervalued in our society -- can be a joyous and inclusive activity. bell hooks shows the way. "When teachers teach with love, combining care, commitment, knowledge, responsibility, respect, and trust, we are often able to enter the classroom and go straight to the heart of the matter, which is knowing what to do on any given day to create the best climate for learning."</p>
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Teaching Critical Thinking: Practical Wisdom	bell hooks	978-0-415-96820-1	2010	Taylor & Francis	191	<p>In Teaching Critical Thinking, renowned cultural critic and progressive educator bell hooks addresses some of the most compelling issues facing teachers in and out of the classroom today.</p> <p>In a series of short, accessible, and enlightening essays, hooks explores the confounding and sometimes controversial topics that teachers and students have urged her to address since the publication of the previous best-selling volumes in her Teaching series, Teaching to Transgress and Teaching Community. The issues are varied and broad, from whether meaningful teaching can take place in a large classroom setting to confronting issues of self-esteem. One professor, for example, asked how black female professors can maintain positive authority in a classroom without being seen through the lens of negative racist, sexist stereotypes. One teacher asked how to handle tears in the classroom, while another wanted to know how to use humor as a tool for learning.</p> <p>Addressing questions of race, gender, and class in this work, hooks discusses the complex balance that allows us to teach, value, and learn from works written by racist and sexist authors. Highlighting the importance of reading, she insists on the primacy of free speech, a democratic education of literacy. Throughout these essays, she celebrates the transformative power of critical thinking. This is provocative, powerful, and joyful intellectual work. It is a must read for anyone who is at all interested in education today.</p>
Teaching for Justice: Concepts and Models for Service-learning in Peace Studies	Kathleen Maas Weigert & Robin Jeffrey Crews	1-56377-015-6	1999	American Association for Higher Education	187	<p>This volume is part of a series of 18 monographs on service learning and the academic disciplines. This volume offers a collection of essays on the integration of service learning in the field of peace studies.</p>

Teaching Sustainability / Teaching Sustainably	Kirsten Allen Bartels, Kelly A. Parker	978-1-57922-738-8	2012	Stylus Publishing, LLC.	284	<p>Over the coming decades, every academic discipline will have to respond to the paradigm of more sustainable life practices because students will be living in a world challenged by competition for resources and climate change, and will demand that every academic discipline demonstrate substantial and corresponding relevance. This book takes as its point of departure that integrating a component of sustainability into a discipline-specific course arises from an educator asking a simple question: in the coming decades, as humanity faces unprecedented challenges, what can my discipline or area of research contribute toward a better understanding of these issues? The discipline need not be future-oriented: an archaeologist, for instance, could incorporate into a course some aspects of sustainable archaeological practices in areas threatened by rapid climate change, as well as examples of sustainable or unsustainable ways of living practiced by members of the long-gone society under investigation. This book also argues that courses about sustainability need to cross disciplinary boundaries, both because of the inter-relatedness of the issues, and because students will require the ability to use interdisciplinary approaches to thrive through the multiple careers most of them will face. The contributions to this book are presented under four sections.</p> <p>“Sustainability as a Core Value in Education” considers the rationale for incorporating sustainability in disciplinary courses. “Teaching Sustainability in the Academic Disciplines” presents eight examples of courses from disciplines as varied as agriculture, composition, engineering, and teacher education. “Education as a Sustainable Practice” reviews how the physical environment of the classroom and the delivery of instruction need themselves to reflect the values being taught. The final section addresses the issues of leadership and long-term institutional change needed to embed sustainable practice as a core value on campus.</p>
Teaching To Transgress: Education as the Practice of Freedom	Bell Hooks	0-415-90808-6	1994	Routledge	216	<p>In this book, the author shares her philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation. She writes about a new kind of education, education as the practice of freedom. She advocates the process of teaching students to think critically and raises many concerns central to the field of critical pedagogy, linking them to feminist thought. In the process, these essays face squarely the problems of teachers who do not want to teach, of students who do not want to learn, of racism and sexism in the classroom. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for the author, the teacher's most important goal</p>

<p>The American Curriculum: A Documentary History</p>	<p>George Willis, Robert V. Bullough, Jr., William H. Schubert, Craig Kridel, and John T. Holton</p>	<p>0-275-95030-1</p>	<p>1994</p>	<p>Praeger</p>	<p>425</p>	<p>At a time marked by strong demands for educational reform, the American school curriculum is a topic of special concern. This volume provides a comprehensive historical record of the evolution of the curriculum in America from the colonial period to the present day. The editors have compiled a collection of influential and representative documents in primary, secondary, and higher education in the United States. Each document is introduced by a short essay that discusses its historical context and significance. The result is a valuable chronicle of the development of the American school curriculum.</p> <p>The work begins with an introductory piece that overviews the development of the curriculum and surveys the most important works on curriculum history. The introduction is followed by excerpts from 34 documents representative of the school curriculum from The Rules and Course of Study of Harvard College, 1642 to the 1983 report, A Nation at Risk: The Imperative for Educational Reform. The essay that introduces each document closes with a brief bibliography, and the volume concludes with a more extensive list of sources for further reading. By consulting this reference, historians and educators can trace the development of the curriculum over the last 350 years.</p>
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<p>The Big Picture: Education Is Everyone's Business</p>	<p>Dennis Littky &amp; Samantha Grabelle</p>	<p>0-87120-971-3</p>	<p>2004</p>	<p>Association for Supervision and Curriculum Development</p>	<p>248</p>	<p>What is the purpose of education? What kind of people do we want our children to grow up to be? How can we design schools so that students will acquire the skills they'll need to live fulfilled and productive lives?</p> <p>These are just a few of the questions that renowned educator Dennis Littky explores in <i>The Big Picture: Education Is Everyone's Business</i>. The schools Littky has created and led over the past 35 years are models for reformers everywhere: small, public schools where the curriculum is rich and meaningful, expectations are high, student progress is measured against real-world standards, and families and communities are actively engaged in the educational process.</p> <p>This book is for both big "E" and small "e" educators:</p> <ul style="list-style-type: none"> <li>* For principals and district administrators who want to change the way schools are run.</li> <li>* For teachers who want students to learn passionately.</li> <li>* For college admissions officers who want diverse applicants with real-world learning experiences.</li> <li>* For business leaders who want a motivated and talented workforce.</li> <li>* For parents who want their children to be prepared for college and for life.</li> <li>* For students who want to take control over their learning . . . and want a school that is interesting, safe, respectful, and fun.</li> <li>* For anyone who cares about kids.</li> </ul> <p>Here, you'll find a moving account of just what is possible in education, with many of the examples drawn from the Metropolitan Regional Career and Technical Center ("The Met") in Providence, Rhode Island--a diverse public high school with the highest rates of attendance and college acceptance in the state.</p> <p>The Met exemplifies personalized learning, one student at a time. <i>The Big Picture</i> is a book to reenergize educators, inspire teachers in training, and start a new conversation about kids and schools, what we want for both, and how to make it happen.</p>
<p>The Call of Service: A Witness to Idealism</p>	<p>Robert Coles</p>	<p>0-395-71084-7</p>	<p>1993</p>	<p>Houghton Mifflin Company</p>	<p>306</p>	<p>In this passionate book filled with profound stories, a Pulitzer Prize winner explores the compelling nature of idealism--what inspires it and sustains it, how it is expressed, and its importance to both individuals and society.</p>

The Civically Engaged Reader	Adam Davis & Elizabeth Lynn	0-945159-49-8	1994	The Great Books Foundation	290	<p>This book is for anyone who has ever tossed a dime in a panhandler's cup--or had one tossed in his own. It's for anyone who has ever served at a soup kitchen, volunteered to bake cookies, tutored a child, or fought a war. Admittedly, it raises as many questions as it answers and complicates as much as it simplifies. But if you've ever considered the possibility of a better world, and reflected on how you might take part in such a place, this is the book to take along for the journey." -- Billy Lombardo, author of <i>The Logic of a Rose: Chicago Stories</i> and former Service Learnign Program director at the Latin School of Chicago</p> <p>The Civically Engaged Reader assembles more than forty provocative and diverse readings that range across literature, philosophy, and religion. These selections invite reflection on all kinds of civic-minded activities--from giving and serving to leading and associating--and on the vital connections between thought and service.</p> <p>The selections in <i>The Civically Engaged Reader</i> will stimulate both individual contemplation and lively group discussion and debate. Appendixes with questions for discussion and tips for making those discussions meaningful make this anthology a ready-to-go resource for service and volunteer groups, as well as college classrooms.</p> <p>Published with support from the Project on Civic Reflection.</p>
The collaborative department: how five campuses are inching toward cultures of collective responsibility	Jon F. Wergin, Forum on Faculty Roles & Rewards (American Association for Higher Education)	978-1-56377-035-7	1994	American Association for Higher Education	127	<p>The first empirical examination and analysis of collective responsibility that is, departments trying to act as "self-directed collectives working collaboratively toward goals derived from a well-articulated institutional mission". Based on five case studies of institutions involved in such initiatives and includes corresponding internal documents and an overview by the author. This is the companion volume to <i>Departmental Assessment</i>.</p>
The Compact Impact: best practice partnerships in the state of texas	A Publication of campus & community		2009			

<p>The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, &amp; Social Action</p>	<p>Cathryn Berger Kaye, M.A.</p>	<p>1-57542-133-X</p>	<p>2004</p>	<p>Free Spirit Publishing Inc.</p>	<p>228</p>	<p>A wealth of activities, ideas, resources, and more to encourage K-12 service learning. Service learning can be so much more than picking up trash or recycling, although both are a great place to start! Cathryn Berger Kaye, a former classroom teacher who is an educational workshop leader and speaker, has written an eloquent, exhilarating guide to help teachers and youth workers engage young hearts and minds in service learning. Kaye presents service learning, its importance, elements, steps, and challenges, within classroom and community settings. The book features chapters on a variety of topics (animals, the environment, hunger, homelessness, social justice, and more) and provides relevant quotations, background information, activities, real-life examples, and ideas that have worked for other teachers. In addition, special "Bookshelf" sections highlight and describe nearly 300 books that the author feels offer insightful teachable moments about service learning, responsibility, caring, and helping, as well, as ways to encourage discussion and make the lesson last. Interviews with authors James Howe, Michael J. Rosen, Francesco Jimenez, and others provide additional insight into the character-building importance of giving back. Includes reproducible handout masters.</p>
<p>The Craft of Research, Third Edition</p>	<p>Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams</p>	<p>978-0-226-06566-3</p>	<p>2009</p>	<p>University of Chicago Press</p>	<p>317</p>	<p>With more than 400,000 copies now in print, The Craft of Research is the unrivaled resource for researchers at every level, from first-year undergraduates to research reporters at corporations and government offices. Seasoned researchers and educators Gregory G. Colomb and Joseph M. Williams present an updated third edition of their classic handbook, whose first and second editions were written in collaboration with the late Wayne C. Booth. The Craft of Research explains how to build an argument that motivates readers to accept a claim; how to anticipate the reservations of readers and to respond to them appropriately; and how to create introductions and conclusions that answer that most demanding question, "So what?" The third edition includes an expanded discussion of the essential early stages of a research task: planning and drafting a paper. The authors have revised and fully updated their section on electronic research, emphasizing the need to distinguish between trustworthy sources (such as those found in libraries) and less reliable sources found with a quick Web search. A chapter on warrants has also been thoroughly reviewed to make this difficult subject easier for researchers. Throughout, the authors have preserved the amiable tone, the reliable voice, and the sense of directness that have made this book indispensable for anyone undertaking a research project.</p>

<p>The Future of Service-learning: New Solutions for Sustaining and Improving Practice</p>	<p>Jean R. Strait, Marybeth Lima</p>	<p>978-1-57922-365-6</p>	<p>2009</p>	<p>Stylus</p>	<p>236</p>	<p>As a new generation of practitioners engages with service learning, at a time when higher education faces questions about learning outcomes and costs, and in the context of such issues as globalization and the environment, this book poses important questions about practice, institutional sustainability, and future directions. Among these are:</p> <p>What counts as service learning? What value does it bring to institutions? Is it appropriate for all students? How is globalization impacting service learning? Divided into three thematic parts, this book successively covers institutional and administrative issues; service learning as a springboard for research; and presents new practices that address emerging challenges and changing student populations.</p> <p>The contributors review how different institutional types have structured their service learning activities; address the issue of centralization or decentralization; propose better ways to form community partnerships; consider promotion and tenure implications; postulate framing service-learning and community engagement as scholarship; and examine service-learning as a springboard for research.</p> <p>Further chapters offer a new blueprint for funding to achieve sustainability; examples of international service learning from a European perspective; a case study and framework for using on-line formats to extend the reach of a program; raise the urgent issue of the experiences and contributions of underrepresented students; and present the rationale and processes for developing effective student-led evaluation of programs.</p>
<p>The Giving Family: Raising Our Children to Help Others</p>	<p>Susan Crites Price</p>	<p>0-913892-99-8</p>	<p>2001</p>	<p>Council on Foundations</p>	<p>119</p>	<p>The Giving Family outlines eight specific steps parents, grandparents, teachers, religious leaders and other adults can take to instill the spirit of giving and volunteering in children ages 5 to 18. It explains how children can learn philanthropy in and out of the home, how young people can become involved with nonprofit groups as advisors or even as board members, and how parents can learn from the experiences of family foundations. In addition, The Giving Family offers tips and activities as well as inspired ideas and real stories to foster volunteerism and philanthropy in children.</p>

<p>The Heart of Higher Education: A Call to Renewal</p>	<p>Parker J. Palmer, Arthur Zajonc, Megan Scribner</p>	<p>978-0-470-48790-7</p>	<p>2010</p>	<p>Jossey-Bass</p>	<p>237</p>	<p>A call to advance integrative teaching and learning in higher education. From Parker Palmer, best-selling author of <i>The Courage to Teach</i>, and Arthur Zajonc, professor of physics at Amherst College and director of the academic program of the Center for Contemplative Mind in Society, comes this call to revisit the roots and reclaim the vision of higher education. <i>The Heart of Higher Education</i> proposes an approach to teaching and learning that honors the whole human being—mind, heart, and spirit—an essential integration if we hope to address the complex issues of our time. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades. Presents Parker Palmer’s powerful response to critics of holistic learning and Arthur Zajonc’s elucidation of the relationship between science, the humanities, and the contemplative traditions Explores ways to take steps toward making colleges and universities places that awaken the deepest potential in students, faculty, and staff Offers a practical approach to fostering renewal in higher education through collegiality and conversation <i>The Heart of Higher Education</i> is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses.</p>
<p>The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear</p>	<p>Paul Loeb</p>	<p>0-465-04166-3</p>	<p>2004</p>	<p>Basic Books</p>	<p>422</p>	<p>In <i>The Impossible Will Take a Little While</i>, a phrase borrowed from Billie Holliday, the editor of <i>Soul of a Citizen</i> brings together fifty stories and essays that range across nations, eras, wars, and political movements. Danusha Goska, an Indiana activist with a paralyzing physical disability, writes about overcoming political immobilization, drawing on her history with the Peace Corps and Mother Teresa. Vaclav Havel, the former president of the Czech Republic, finds value in seemingly doomed or futile actions taken by oppressed peoples. Rosemarie Freeney Harding recalls the music that sustained the civil rights movement, and Paxus Calta-Star recounts the powerful vignette of an 18-year-old who launched the overthrow of Bulgaria's dictatorship. Many of the essays are new, others classic works that continue to inspire. Together, these writers explore a path of heartfelt community involvement that leads beyond despair to compassion and hope. The voices collected in <i>The Impossible Will Take a Little While</i> will help keep us all working for a better world despite the obstacles.</p>

<p>The Learning Portfolio: Reflective Practice for Improving Student Learning</p>	<p>John Zubizarreta</p>	<p>978-0-470-38847-1</p>	<p>2009</p>	<p>Jossey-Bass</p>	<p>351</p>	<p>The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth. This second edition of this important book offers new samples of print and electronic learning portfolios. An academic understanding of and rationale for learning portfolios and practical information that can be customized. Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration. Includes revised sample assignment sheets, guidelines, criteria, evaluation rubrics, and other material for developing print and electronic portfolios.</p>
<p>The Measure of Service Learning: Research Scales to Assess Student Experiences</p>	<p>Robert G. Bringle, Mindy A. Phillips, Michael Hudson</p>	<p>1-59147-077-3</p>	<p>2004</p>	<p>American Psychological Association</p>	<p>230</p>	<p>The Measure of Service Learning will be a valuable resource for program evaluators and researchers who want to inform the practice of service learning. This useful volume provides an extensive compilation of scales for use in studying students in service learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. In addition, the text includes a primer on measurement theory. The authors advocate the use of multiple-item scales, present the rationale for their use, and explain how readers can evaluate them for reliability and validity. This volume will foster innovative research that will lead to a broader and deeper understanding of the value of service learning and similar pedagogies in higher education.</p>
<p>The Mentor's Guide: Facilitating Effective Learning Relationships</p>	<p>Lois J. Zachary</p>	<p>0-7879-4742-3</p>	<p>2000</p>	<p>Jossey-Bass</p>	<p>195</p>	<p>Thoughtful and rich with advice, The Mentor's Guide explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Now managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on worksheets and exercises in this unique resource.</p> <p>Readers will learn how to:</p> <ul style="list-style-type: none"> <li>Assess their readiness to become a mentor</li> <li>Establish the relationship</li> <li>Set appropriate goals</li> <li>Monitor progress and achievement</li> <li>Avoid common pitfalls</li> <li>Bring the relationship to a natural conclusion</li> </ul>

<p>The Only Grant-writing Book You'll Ever Need</p>	<p>Ellen Karsh, Arlen Sue Fox</p>	<p>978-0-78671-754-5</p>	<p>2006</p>	<p>Carroll &amp; Graf Publishers</p>	<p>413</p>	<p>This is the revised and expanded edition of the most sought-after guide for everyone seeking grants: nonprofits, state and local governments, universities, school administrators, teachers, artists, and those seeking funds for scholarly and cultural enterprises. Written by two authors who have won millions of dollars in grants -- and updated to include vital information and advice accumulated since "The Only Grant-Writing Book You'll Ever Need" first appeared -- this new edition provides a comprehensive, step-by-step guide for grant writers, demystifying the process while offering indispensable advice from funders and grant recipients. It includes the following.</p> <ul style="list-style-type: none"> <li>- Guidance on developing a realistic, cost-effective, collaborative program</li> <li>- Concrete suggestions (with practice exercises and examples) for approaching each section of a grant so that the proposal is absolutely clear to the funder</li> <li>- A glossary of terms with any word, phrase, or concept a grant writer may need, plus fifty tips for writing a winning proposal</li> <li>- Funders roundtables put you inside the minds of the people who award grants</li> </ul>
<p>The Power of Partnership : Seven Relationships That Will Change Your Life</p>	<p>Riane Eisler</p>	<p>1-57731-408-5</p>	<p>2010</p>	<p>New World Library</p>	<p>304</p>	<p>The Power of Partnership is filled with powerful examples and extensive research that shows how a simple shift in perspective can help us break free of domination's shackles and discover the power and joy of partnership in every life relationship -- and the book covers them all, including our relationship with ourselves, our loved ones, our co-workers, our community, our nation, and our world, as well as our relationship with nature and with spirit. The book is visionary yet practical, providing solutions that go beyond conservative or liberal, religious or secular, communist or capitalist, worker or employer, male or female. The Power of Partnership provides us with the necessary tools to make major changes in our lives, to break free of the old habits and patterns of domination with their tension, fear, and unhappiness, and to grow and thrive in partnership with all.</p>

<p>The Practice of Change: Concepts and Models for Service-learning in Women's Studies</p>	<p>Kerrisa Heffernan, Barbara J. Balliet, Edward A. Zlotkowski</p>	<p>1-56377-023-7</p>	<p>2000</p>	<p>American Association for Higher Education</p>	<p>220</p>	<p>This volume, 17th in a series of monographs on service-learning and the academic disciplines, discusses the role of service learning as part of women's studies. Essays discuss the ways that the ideology of service has allowed the devaluation of service work, and they consider the importance of service learning for the student as well as the community. Many of these authors call into question the notion that service learning exists to assist those identified as "lacking" in some aspect. Women's studies offers the possibility of turning questions of inequity into activist practice. The chapters are: (1) "On Critical Thinking and Connected Knowing" (Blythe McVicker Clinchy); (2) "Educating the Artist: A Political Statement" (S. A. Bachman with D. Attyah); (3) "A Feminist Challenge to Community Service: A Call To Politicize Service-Learning" (Tobi Walker); (4) "The History of Women and Service in the United States: A Rich and Complex Heritage" (Helen Damon-Moore); (5) "Service-Learning and Women's Studies: A Community College Perspective" (Karen Bojar); (6) "The 'Different Voice' of Service" (Catherine Ludlum Foss); (7) "Learning across Boundaries: Women's Studies, Praxis, and Community Service" (Mary Trigg and Barbara J. Balliet); (8) "Women's Studies and Community-Based Service Learning: A Natural Affinity" (Patricia A. Washington); (9) "Educated in Agency: Student Reflections on the Feminist Service-Learning Classroom" (Melissa Kesler Gilbert); (10) "The Urban Educational Initiative: Supporting Educational Partnerships with Young, Urban Girls" (Kimberly Farah and Kerrisa Heffernan); (11) "Women, AIDS, and Social Justice: An Autobiography of Activism and Academia" (Sally Zierler); (12) "TCBY in Limon, Costa Rica: Women's Studies and the (Re)construction of Identity in International Service-Learning" (Debra J. Liebowitz); (13) "'Civic Character' Engaged: Adult Learners and Service-Learning" (Eve Allegra Raimon and Jan L. Hitchcock); and (14) "Resolving a Conundrum: Incorporating Service-Learning into a Women and the Law Course" (Mary Pat Treuthart). An appendix contains a bibliography of 70 items and a list of contributors to the volume. (SLD)</p>
<p>The Promise of Partnerships: Tapping into the College as a Community Asset</p>	<p>Jim Scheibel, Erin M. Bowley, Steven Jones</p>	<p>978-0-9729394-3-0</p>	<p>2005</p>	<p>Campus Compact</p>	<p>110</p>	<p>Designed specifically for community-based organizations, The Promise of Partnerships offers straightforward guidance on how to tap into the resources and expertise of local colleges and universities. For the first time, organizations can gain inside information on making contact with the right people on campus, refining the planning process to ensure that they are true partners in any enterprise, working with students and faculty, and building long-term success. Examples from the field cover a range of partnership activities, from recruiting and training effective volunteers to establishing multimillion-dollar alliances. In addition, each section of the book includes practical tools such as tips, checklists, and best practices.</p>



<p>The Reorder of Things: The University and Its Pedagogies of Minority Difference</p>	<p>Roderick A. Ferguson</p>	<p>978-0-8166-7279-0</p>	<p>2012</p>	<p>University of Minnesota Press</p>	<p>286</p>	<p>In the 1960s and 1970s, minority and women students at colleges and universities across the United States organized protest movements to end racial and gender inequality on campus. African American, Chicano, Asia American, American Indian, women, and queer activists demanded the creation of departments that reflected their histories and experiences, resulting in the formation of interdisciplinary studies programs that hoped to transform both the university and the wider society beyond the campus. In <i>The Reorder of Things</i>, however, Roderick A. Ferguson traces and assesses the ways in which the rise of interdisciplinary--departments of race, gender, and ethnicity; fields such as queer studies--were not simply a challenge to contemporary power as manifest in academia, the state, and global capitalism but were, rather, constitutive of it. Ferguson delineates precisely how minority culture and difference as affirmed by legacies of the student movements were appropriated and institutionalized by established networks of power. Critically examining liberationist social movements and the cultural products that have been informed by them, including works by Adrian Piper, Toni Cade Bambara, Jhumpa Lahiri, and Zadie Smith, <i>The Reorder of Things</i> argues for the need to recognize the vulnerabilities of cultural studies to co-option by state power and to develop modes of debate and analysis that may be in the institution but are, unequivocally, not of it.</p>
<p>The Revolution Will Not Be Funded: Beyond the Non-profit Industrial Complex</p>	<p>Incite! Women of Color Against Violence</p>	<p>978-0-89608-766-8</p>	<p>2007</p>	<p>South End Press</p>	<p>257</p>	<p>A \$1.3 trillion industry, the US nonprofit sector is the world's seventh largest economy. From art museums and university hospitals to think tanks and church charities, over 1.5 million organizations of staggering diversity share the tax-exempt 501(c)(3) designation, if little else. Many social justice organizations have joined this world, often blunting political goals to satisfy government and foundation mandates. But even as funding shrinks and government surveillance rises, many activists often find it difficult to imagine movement-building outside the nonprofit model.</p> <p><i>The Revolution Will Not Be Funded</i> gathers original essays by radical activists from around the globe who are critically rethinking the long-term consequences of this investment. Together with educators and nonprofit staff they finally name the "nonprofit industrial complex" and ask hard questions: How did politics shape the birth of the nonprofit model? How does 501(c)(3) status allow the state to co-opt political movements? Activists or -careerists? How do we fund the movement outside this complex? Urgent and visionary, <i>The Revolution Will Not Be Funded</i> is an unbeholden exposé of the "nonprofit industrial complex" and its quietly devastating role in managing dissent.</p>
<p>The Role of Service-Learning in Educational Reform</p>	<p>Robert Bhaerman, Karin Cordell, and Barbara Gomez</p>		<p>1998</p>			

<p>The SAGE Sourcebook of Service-Learning and Civic Engagement</p>	<p>Omobolade Delano-Oriaran, Marguerite W. Penick-Parks, Suzanne Fondrie</p>	<p>978-1-5063-1725-0</p>	<p>2015</p>	<p>SAGE Publications, Inc.</p>	<p>471</p>	<p>Service-Learning and Civic Engagement: A Sourcebook focuses on historical, philosophical, social foundations, practices and models of service-learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. Key Features:</p> <p>Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work</p> <p>58 signed chapters are organized into thematic parts, such as Concepts &amp; Theoretical Approaches, Historical &amp; Social Foundations, The Role of Service-Learning in Higher Education, The Role of the Community, Lessons Learned &amp; Future Directions, etc.</p> <p>Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service-learning.</p> <p>Glossary (key terms commonly used in discussions and research on service-learning and civic engagement)</p> <p>Bibliography of sources consulted in production of the volume</p> <p>This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical, philosophical social foundations, practices and models of service-learning and civic engagement.</p>
<p>The Unheard Voices: Community Organizations and Service Learning</p>	<p>Randy Stoecker, Elizabeth A. Tryon, Amy Hilgendorf</p>	<p>978-1-59213-995-8</p>	<p>2009</p>	<p>Temple University Press</p>	<p>211</p>	<p>Service learning has become an institutionalized practice in higher education. Students are sent out to disadvantaged communities to paint, tutor, feed, and help organize communities. But while the students gain from their experiences, the contributors to The Unheard Voices ask, "Does the community?"</p> <p>This volume explores the impact of service learning on a community, and considers the unequal relationship between the community and the academy. Using eye-opening interviews with community-organization staff members, The Unheard Voices challenges assumptions about the effectiveness of service learning. Chapters offer strong critiques of service learning practices from the lack of adequate training and supervision, to problems of communication and issues of diversity. The book's conclusion offers ways to improve service learning so that future endeavors can be better at meeting the needs of the communities and the students who work in them.</p>

<p>The Urban Campus: Educating the New Majority for the New Century</p>	<p>Peggy G. Elliott, Peggy Gordon Elliott Miller</p>	<p>0-89774-818-2</p>	<p>1994</p>	<p>American Council on Education and The Oryx Press</p>	<p>162</p>	<p>This book reveals how major changes in society have created major challenges for the delivery of higher education--challenges that can be met successfully by the power and potential of the urban campus and its flexibility in offering education and services to nontraditional students. Elliott discusses the true significance of urban-based nontraditional campuses, which not only serve student populations that extend beyond 18- to 22-year-old full-time students, but also interact with and respond to the needs of surrounding communities. She describes inequities in accreditation, funding, and faculty performance evaluation and explores limitations and misplaced fears about territorial concerns. Understanding how the urban campus works actually gives the reader an important perspective on our traditional higher education system.</p>
<p>The World Is Flat 3.0: A Brief History of the Twenty-first Century</p>	<p>Thomas L. Friedman</p>	<p>978-0-312-42507-4</p>	<p>2007</p>	<p>Picador</p>	<p>660</p>	<p>This Independence Day edition of The World is Flat 3.0 includes an an exclusive preview of That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back, by Thomas L. Friedman and Michael Mandelbaum, on sale September 5th, 2011. A New Edition of the Phenomenal #1 Bestseller "One mark of a great book is that it makes you see things in a new way, and Mr. Friedman certainly succeeds in that goal," the Nobel laureate Joseph E. Stiglitz wrote in The New York Times reviewing The World Is Flat in 2005. In this new edition, Thomas L. Friedman includes fresh stories and insights to help us understand the flattening of the world. Weaving new information into his overall thesis, and answering the questions he has been most frequently asked by parents across the country, this third edition also includes two new chapters--on how to be a political activist and social entrepreneur in a flat world; and on the more troubling question of how to manage our reputations and privacy in a world where we are all becoming publishers and public figures. The World Is Flat 3.0 is an essential update on globalization, its opportunities for individual empowerment, its achievements at lifting millions out of poverty, and its drawbacks--environmental, social, and political, powerfully illuminated by the Pulitzer Prize--winning author of The Lexus and the Olive Tree.</p>

<p>To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, Volume 22</p>	<p>Catherine M. Wehlburg</p>	<p>1-882982-65-7</p>	<p>2004</p>	<p>Anker Publishing Company, Inc.</p>	<p>354</p>	<p>An annual publication of the Professional and Organizational Development (POD) Network in Higher Education, volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty, instructional, and organizational development in ensuring excellence in education. Recognizing the urgency caused by a recent rash of budget and staff cuts and falling course enrollment, the authors provide new perspectives on how to address the growing need for providing quality, effective higher education.</p> <p>The book is divided into six sections:</p> <p>Section I, Past, Present, and Future of SoTL: provides an overview of the scholarship of teaching and learning</p> <p>Section II, Assessment and Faculty Development: presents tested methods for assessing both student learning and the impact of faculty development</p> <p>Section III, Curriculum Design and Evaluation: describes different tools for redesigning curriculum and improving student learning</p> <p>Section IV, Faculty Development Tools: presents models for enhancing current methods of faculty development</p> <p>Section V, Student Learning and Faculty Development: focuses on helping faculty work with students to enhance and improve their learning</p> <p>Section VI, Faculty Development with Part-Time Instructors: includes ideas for integrating adjunct faculty and graduate students into the life of an institution</p> <p>This book makes sense of how the changing climate in higher education is affecting how, when, and in what circumstances American students are learning. It offers an essential resource for improvement in higher education to faculty and instructional development staff, department chairs, deans, student services staff, chief academic officers, and educational consultants.</p>
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<p>Transformative Learning Through Engagement: Student Affairs Practice as Experiential Pedagogy</p>	<p>Jane Fried</p>	<p>978-1-57922-759-3</p>	<p>2012</p>	<p>Stylus Publishing, LLC.</p>	<p>200</p>	<p>Jane Fried's overarching message is that higher education is based on a profoundly outdated industrial model of the purpose and delivery of learning and needs urgently to be changed. Student affairs professionals and academic faculty have become frustrated with the alienation of so many students from academic learning because they cannot see its connection to their lives. This book: addressed to everyone involved in helping college students learn; presents what we now know about the learning process, particularly those elements that promote behavioral change and the ability to place information in a broader context of personal meaning and long term impact. Central to its argument is that learning must be experiential and engage students holistically; that it must be grounded in brain science and an understanding of the cultural drivers of knowledge construction; that academic faculty and student affairs professionals must cooperate to help students make connections and see the implications of their learning for their lives; and that the entire learning environment needs to be integrated to reflect the organic nature of the process.</p> <p>A second purpose of this book is to enable student affairs professionals to articulate their own role in helping students learn. Student affairs, as a profession, has had difficulty describing its work with students as teaching because the dominant paradigm of teaching continues to suggest a classroom, an academic expert and a model of learning that is basically verbal and cognitive. Student affairs professionals who read this book will be able to understand and articulate the processes of experiential, transformative education to their academic colleagues and to help collegially design integrated learning experiences as partners with academic faculty.</p> <p>The book concludes with a number of brief invited chapters that describe a few emerging models and programs that illustrate Jane Fried's vision of transformative learning experiences that integrate experience, study, and reflection.</p>
<p>Understanding ServiceLearning and Community Engagement: Crossing Boundaries through Research</p>	<p>Julie A. Hatcher, Robert G. Bringle</p>	<p>978-1-61735-656-8</p>	<p>2012</p>	<p>Information Age Publishing Inc.</p>	<p>204</p>	<p>There is an increasing proliferation of servicelearning courses in colleges and universities in the U.S. and internationally, and research in the field has seen significant growth in diverse geographic areas in the past decade. Membership organizations now exist to convene scholars and practitioners across the globe. Chapters in this volume are based on presentations given at the 2010 annual conference of the International Association for Research on Service Learning and Community Engagement held in Indianapolis, IN. The conference theme "International Perspectives: Crossing Boundaries through Research" was chosen to highlight ways in which research crosses all kinds of boundaries: disciplinary boundaries, cultural boundaries, and national boundaries. Although servicelearning is valued as an active learning strategy across the globe, little is known about the ways that servicelearning is similar or different in varied contexts. Understanding servicelearning and community engagement from crosscultural and crossdisciplinary perspectives will improve both research and practice. Together, these chapters represent the diversity, complexity, and creativity evident by scholars and practitioners in this field of study.</p>

<p>Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University</p>	<p>Jessica Restaino &amp; Laurie JC Cella</p>	<p>978-0-7391-7256-8</p>	<p>2013</p>	<p>Lexington Books</p>	<p>275</p>	<p>Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University, edited by Jessica Restaino and Laurie Cella, explores short-lived university/community writing projects in an effort to rethink the long-held “gold standard” of long-term sustainability in community writing work. Contributors examine their own efforts in order to provide alternate models for understanding, assessing, and enacting university/community writing projects that, for a range of reasons, fall outside of traditional practice. This collection considers what has become an increasingly unified call for praxis, where scholar-practitioners explore a specific project that fell short of theorized “best practice” sustainability in order to determine not only the nature of what remains—how and why we might find value in a community-based writing project that lacks long-term sustainability, for example—but also how or why we might rethink, redefine, and reevaluate best practice ideals in the first place. In so doing, the contributors are at once responding to what has been an increasing acknowledgment in the field that, for a variety of reasons, many community-based writing projects do not go as initially planned, and also applying—in praxis—a framework for thinking about and studying such projects. Unsustainable represents the kind of scholarly work that some of the most recognizable names in the field have been calling for over the past five years. This book affirms that unpredictability is an indispensable factor in the field, and argues that such unpredictability presents—in fact, demands—a theoretical approach that takes these practical experiences as its base.</p>
<p>VirginiaTech Answers the Call to Service: Stories of Engagement</p>	<p>VirginiaTech</p>					

<p>Voices of Strong Democracy: Concepts and Models for Service-Learning in Communication Studies</p>	<p>Droge, David, Ed.; Murphy, Bren Ortega, Ed.</p>	<p>1-56377-012-1</p>	<p>1999</p>	<p>American Association for Higher Education</p>	<p>215</p>	<p>This volume is part of a series of 18 monographs on service learning and the academic disciplines. These essays demonstrate some "best practices" for service-learning, providing rigorous learning experiences for students and high-quality service to the community. A Preface by James L. Applegate and Sherwyn P. Morreale, "Service-Learning in Communication: A Natural Partnership," and an Introduction by David Droge and Bren Ortega Murphy, are followed by Part 1, "Program-Level Overviews," including: "Service-Learning in Communication: Why?" (Paul A. Soukup); "Integrating Communication Theory and Practice in Community Settings: Approaches, Opportunities, and Ongoing Challenges" (Christine M. Bachen); "Integrating Service-Learning into the Communication Curriculum at a Research University: From Institutionalization to Assessment of Effectiveness" (Mark J. Bergstrom and Connie Bullis); "Service-Learning at the Graduate Level" (Sally Perkins, Virginia Kidd, and Gerri Smith); and "Faculty Incentives: A Necessity for Integrating Service-Learning" (Kathleen H. Stacey and Chris Wood Foreman.) Part 2, "Service-Learning in Communication Courses," includes "Learning Language, Culture, and Community" (Peggy Hashemipour); "Service-Learning and Interpersonal Communication: Connecting Students with the Community" (Tasha Souza); "Small Group Problem Solving as Academic Service-Learning" (Paul Yelsma); "Performance of Oral Traditions: A Service-Learning Approach" (Kristin Bervig Valentine); "Advocacy in Service of Others: Service-Learning in Argumentation Courses" (Mark A. Pollock); "Giving Students 'All of the Above': Combining Service-Learning with the Public Speaking Course" (Sara Weintraub); "Communication and Social Change: Applied Communication Theory in Service-Learning" (Robbin D. Crabtree); "Community Media as a Pedagogical Laboratory" (Virginia Keller, Jeff Harder, and Craig Kois); "Read All about It! Using Civic Journalism as a Service-Learning Strategy" (Eleanor Novek); "The Communication Campaigns Course as a Model for Incorporating Service-Learning into the Curriculum" (Katherine N. Kinnick); and "Public Relations and Public Service: Integrating Service-Learning into the Public Relations Seminar" (Lynne A. Texter and Michael F. Smith). Part 3, "Reflections and Resources," includes: "Critical Organizational Communication Theory, Feminist Research Methods, and Service-Learning: Praxis as Pedagogy" (Angela Trethewey) and "Communication and Service-Learning: Bridging the Gap" (April R. Kendall). An annotated bibliography of print and electronic references is appended. (All papers include references.) (SM)</p>
<p>What's Liberal About the Liberal Arts?: Classroom Politics and "Bias" in Higher Education</p>	<p>Michael Bérubé</p>	<p>978-0-393-33070-0</p>	<p>2006</p>	<p>W. W. Norton &amp; Company</p>	<p>344</p>	<p>Described as one of the "101 Most Dangerous Academics in America" by right-wing critic David Horowitz, Michael B rub has become a leading liberal voice in the ongoing culture wars. This "smooth and swift read" (New Criterion) offers a definitive rebuttal of conservative activists' most incendiary claims about American universities, and in the process makes a supple case for liberalism itself. An important polemic as well as "a clear-eyed, occasionally quite humorous account of the joys and frustrations of running a college classroom" (New York Observer), this book is required reading for anyone concerned about the political climate on and off campus.</p>

Where is the learning in service-learning?	Janet Eyler, Dwight Giles	0-7879-4483-1	1999	Jossey-Bass Inc.	315	<p>"It is hard to overstate the importance of this book to the field. The research presented here should contribute significantly to those responsible for improving program effectiveness or advocating for this kind of pedagogy. The careful research and thoughtful commentary provide a wealth of insights about service-learning and how best to do it."</p> <p>--Michigan Journal of Community Service Learning</p> <p>"A groundbreaking book that unearths what all service-learning researchers and practitioners need to know."</p> <p>--Andrew Furco, director, Service-Learning Research &amp; Development Center, University of California at Berkeley</p> <p>This timely volume is the first to explore service-learning as a valid learning activity. The authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.</p>
Where's The Learning in Service-Learning?	Janet Eyler & Dwight E. Giles, Jr.	0-7879-4483-1	1999	Jossey-Bass	315	<p>This book focuses on the enormous potential of service learning to enhance the learning process for college students by melding cognitive learning and affective service. Conclusions are based primarily on data from two national research projects, one which compared models of service learning using survey data and intensive student interviews, and the other, a project which examined students' experience in service-learning through in-depth interviews with 67 students at seven institutions. Chapter 1 is an overview of the book's main themes and outlines how service-learning helps students achieve important outcomes of a college education. Chapters 2 through 7 show how service-learning can develop these outcomes, which are: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship. Chapter 8 examines program characteristics and summarizes the impact of key program characteristics on the outcomes identified earlier. Implications for practice are discussed in chapter 9. Appendixes include a list of study participants, the study methodology, survey and interview instruments, and survey regression tables.</p> <p>(Contains approximately 175 references.) (DB)</p>



<p>Why Culture Counts: Teaching Children of Poverty</p>	<p>Donna Walker Tileston, Sandra K. Darling</p>	<p>978-1-934009-24-6</p>	<p>2008</p>	<p>Solution Tree Press</p>	<p>196</p>	<p>Current models do not address the complexity of achievement gaps among racial and socioeconomic groups. As the National Task Force on Minority High Achievement and current assessment data show, children of color, even those who are not poor, often score lower on achievement tests than whites who are poor. Culture trumps poverty in its impact on achievement. Culture defines what children will focus their attention on, how they interpret the world to give it meaning, what background knowledge they bring to learning, and how they will value that learning. The focus of our interventions to close the achievement gap must therefore be to attend to the culture of the learner. This book shows how to build the necessary supports to move classrooms from the traditional, Eurocentric model to one that respects and incorporates the cultures of the learners.</p>
<p>Why Didn't I Learn this in College?</p>	<p>Paula Rutherford</p>	<p>0-9663336-1-6</p>	<p>2002</p>	<p>Just ASK Publications</p>	<p>328</p>	<p>This title is in no way meant to condemn those who direct our collegiate experiences. The realities are that we may well have studied these topics and earned a good grade on a test over the theoretical aspects of this information but had no classroom experience on which to hook the information, that we took an alternative approach to entering the profession, that our focus was elsewhere at the time, or perhaps, in fact, it was not taught. Whatever the case may be, teachers new to the classroom clearly need support and a repertoire of effective teaching strategies during their first years of classroom work and this book is designed to provide just that. Why Didn't I Learn This in College? is based on the constructs that: * The best management program is a good instructional program, * If the end we have in mind is student learning, we do not want to concentrate on control and compliance but rather on building learning centered environments, and * We need efficient and effective organizational systems for ourselves, our students, and our classroom.</p>
<p>With Service in Mind: Concepts and Models for Service-learning in Psychology</p>	<p>Robert G. Bringle, Donna Killian Duffy, American Association for Higher Education, American Psychological Association</p>	<p>1-56377-010-5</p>	<p>1998</p>	<p>American Association for Higher Education</p>	<p>211</p>	<p>This volume, sixth in the Service-Learning in the Disciplines Series, reflects the growing interest among psychology educators in service-learning from the perspectives of research, practice, and teaching. The first part of the book addresses how psychological theory, research, and practice bear on collaborating with communities, while the second half shows how service-learning can be effectively integrated into a variety of psychology courses to increase the breadth and depth of student learning.</p>
<p>Working for the Common Good: Concepts and Models for Service-learning in Management</p>	<p>Paul C. Godfrey &amp; Edward T. Grasso</p>	<p>1-56377-021-0</p>	<p>2000</p>	<p>American Association for Higher Education</p>	<p>211</p>	<p>Service-learning prepares business students to see new dimensions of relevance of their coursework. It provides structures for students to establish caring relationships with others that validate their humanity. Service-learning is an important way for management faculty to help their departments, schools, and universities to better fulfill their missions and visions. This volume, 15th in the Service-Learning in the Discipline Series, provides an excellent way to get involved.</p>

Writing and Community Engagement: A Critical Sourcebook	Thomas Deans, Barbara Roswell, Adrian J. Wurr	978-0-312-56223-6	2010	Bedford/St. Martin's	547	Writing and Community Engagement: A Critical Sourcebook collects key research on the theory and practice of community-based writing. Selections from community projects are also included to help connect scholarly and pedagogical work. Chapters address writing in communities, ethics, community engagement, service-learning, the rhetoric of civic writing, and practical pedagogy.
Writing for Change: A Community Reader	Ann Watters, Marjorie Ford	0-07-068615-7	1995	McGraw-Hill	458	WRITING FOR CHANGE: A COMMUNITY READER is a thematic reader designed for the first or second course in Freshmen Composition. It provides a rich selection of readings that address issues concerning family, community, work, education, health, diversity, and the environment. The innovative approach of WRITING FOR CHANGE is to enable students to move from private reflection to public statement and to an active role in changing their community on issues of public concern that bind us together as a community. This strong contemporary reader can be used in any composition course and can also be used with the companion handbook, A GUIDE FOR CHANGE, to develop a writing course that focuses on community based writing.
Writing the Community: Concepts and Models for Service-learning in Composition	Linda Adler-Kassner, Robert Crooks, Ann Watters	1-56377-006-7	2006	Stylus Publishing, LLC.	203	The first volume in AAHE and Campus Compact's series on service-learning in the disciplines, the book discusses the microrevolution in college-level Composition through service-learning. The essays in this volume show why service-learning and communication are a natural pairing and give a background on the relationship between service-learning and communication with maps to suggest where it should go in the future."

## Service Learning Books Available through UTA Library

Title	Author(s)/Editor(s)	ISBN	Copyright	Publisher	Number of Pages	Synopsis
Promoting Health and Wellness in Underserved Communities: Multidisciplinary Perspectives Through Service Learning	Anabel Pelham, Elizabeth Sills	978-1-57922-241-3	2009			Starting from the premise that our health status, vulnerability to accidents and disease, and life spans as individuals and communities are determined by the organization, delivery, and financing (or lack thereof) of health care, this book explores how educators and community caretakers teach the complex web of interconnection between the micro level of individual health and well-being and the macro level of larger social structures. Through the lenses of courses in anthropology, ESL, gerontology, management information systems, nursing, nutrition, psychology, public health, and sociology, the contributors offer examples of intergenerational and interdisciplinary practice, and share cutting-edge academic creativity to model how to employ community service learning to promote social change.

Higher Education Service-learning Sourcebook	Robin Jeffrey Crews	1-57356-253-X	2002		<p>Service-learning in higher education symbiotically combines community service and academic study--that both fields strengthen in the union is one reason for the movement's increasing popularity. This comprehensive guide to service-learning in colleges and universities includes:</p> <ul style="list-style-type: none"> <li>A-Z encyclopedia of terms and concepts</li> <li>Directory of service-learning programs and services at 325 colleges and universities</li> <li>Resource guide to essential information culled from books, journals, Web sites, and Internet discussion groups</li> <li>Directory of service-learning organizations, conferences, institutes, and training opportunities</li> <li>Inventory of awards, scholarships, fellowships, internships, and grants in the field</li> </ul> <p>This multi-faceted new resource is a gold mine for college administrators, faculty, students, and volunteer coordinators involved in higher education service-learning."</p>
The Little Orange Book: Short Lessons in Excellent Teaching	The University of Texas System Academy of Distinguished Teachers	978-1-4773-0235-4	2015		<p>The Little Orange Book captures reflections and tips on teaching and learning from the sixteen members of the University of Texas System Academy of Distinguished Teachers. Its many vignettes span a wide range of topics and teaching interests, from establishing a safe learning space to classroom silences, from curriculum development to modeling the best teachers, and from giving thanks to those teachers who came before us to leaving our own legacies. The Little Orange Book is the perfect text for first-time college instructors who are just getting started on their instructional careers, as well as longtime faculty who have many experiences in the college-level classroom.</p> <p>This book is written exclusively by members of the Academy of Distinguished Teachers for the UT System. This program of recognition for teaching excellence started in 2013, and there are now a total of seventeen faculty members from across the UT System in the academy. To the editors' knowledge, this is the only system-wide academy of teaching excellence in the entire nation.</p>

<p>Research on Service Learning: Conceptual Frameworks and Assessments</p>	<p>Robert G. Bringle, Julie A. Hatcher, Patti H. Clayton</p>	<p>978-1-57922-341-0</p>	<p>2013</p>			<p>The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Constituting a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2B, sold separately, also opens with chapters focused on defining the criteria for quality research. It looks at community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.</p>
<p>Service-Learning and Social Entrepreneurship in Higher Education: A Pedagogy of Social Change</p>	<p>Sandra L. Enos</p>	<p>978-1-137-55443-7</p>	<p>2015?</p>			<p>Educating students for twenty-first century engagement with communities, both local and global, presents universities with opportunities to teach critical reflection on the social challenges they face. Building on the strong foundation established by the service-learning movement in higher education, social entrepreneurship education is becoming prominent on many campuses. Enos conducted research at ten campuses in the United States recognized for their leadership and gives an instructive look into how campuses - large and small, public and private - organize their resources to engage students with the community. The author proposes four strategies to educate students: organizing frames that serve as unifying visions, expanded concepts of engagement, the exchange of the 'best' of service-learning and social entrepreneurship practices with each other, and the design of learning goals and strategies that achieve the ends of both approaches.</p>

<p>Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education</p>	<p>D. Butin</p>	<p>978-0-230-62251-7</p>	<p>2010</p>			<p>This book offers a comprehensive rethinking of the theory and practice of service-learning in higher education. Democratic and community engagement are vital aspects of linking colleges and communities, and this book critically engages the best practices and powerful alternative models in the academy. Drawing on key theoretical insights and empirical studies, Butin details the limits and possibilities of the future of community engagement in developing and sustaining the engaged campus.</p>
<p>Social Entrepreneurship: New Models of Sustainable Social Change</p>	<p>Alex Nicholls</p>	<p>0-19-928387-7</p>	<p>2006</p>			<p>'Social Entrepreneurship' is a term that has come to be applied to the activities of grass-roots activists, NGOs, policy makers, international institutions, and corporations, amongst others, which address a range of social issues in innovative and creative ways. Themed around the emerging agendas for developing new, sustainable models of social sector excellence and systemic impact, Social Entrepreneurship offers, for the first time, a wide-ranging, internationally-focused selection of cutting-edge work from leading academics, policy makers, and practitioners. Together they seek to clarify some of the ambiguity around this term, describe a range of social entrepreneurship projects, and establish a clear set of frameworks with which to understand it. Included in the volume are contributions from Muhammad Yunus, the father of microfinance, Geoff Mulgan, former head of the British prime minister's policy unit, and Bill Drayton, founder of the Ashoka network of social entrepreneurs. Jeff Skoll, founder of the Skoll Foundation, and first president of eBay, provides a preface.</p>

The Community Service Learning Program (CSL) offers students opportunities to connect in classroom learning with real life experiences in the community. This is done through both curricular (course based) and co-curricular (open to all students) programs and projects with community partners. CSL is different from traditional volunteer work and experiential education (co-op, internships, and practicum), in that the focus is not only learning but also service and the beneficiary is not only the student but also the organization served. The goal is to educate students about their roles as engaged