

**Recent Community-based Learning Publications
By PSU Faculty and Staff**

- Allen, J.H., Gerwing, J.J., & McBride, L.G. (2010). Building capacity for sustainability through curricular and faculty development: A learning outcomes approach. *Metropolitan Universities Journal*.
- Cress, C. (2008). Creating inclusive learning communities: The role of student-faculty relationships in mitigating negative campus climate. *Learning Inquiry*, 2(2), 95-111.
- Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, Va: Stylus Pub.
- Cress, C. M., Yamashita, M., Duarte, R., & Burns, H. (2010). A transnational comparison of service-learning as a tool for leadership development. *International Journal of Organizational Analysis*, 18(2), 228-244.
- Driscoll, A. (2009). Carnegie's new community engagement classification: Affirming higher education's role in community. *New Directions for Higher Education*, 2009(147), 5-12.
- Driscoll, A., & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, Va: Stylus.
- Freiberg, H. J., & Driscoll, A. (2005). *Universal teaching strategies*. Boston: Pearson/A & B.
- Gelmon, S. B. (2000). Challenges in assessing service-learning. *Michigan Journal of Community Service Learning*, 84-90.
- Gelmon, S. B. (2000). How do we know that our work makes a difference? Assessment strategies for service-learning and civic engagement. *Metropolitan Universities: An International Forum*, 11(2), 28-39.
- Gelmon, S. B., Billig, S., & International Service-Learning Research Conference. (2007). *From passion to objectivity: International and cross-disciplinary perspectives on service-learning research*. Charlotte, N.C: IAP/Information Age Pub.
- Howard, J. P. F., Gelmon, S. B., & Giles, D. E. J. (2000). From yesterday to tomorrow: Strategic directions for service-learning research. *Michigan Journal of Community Service Learning*, 5-10.
- Kecskes, K (in press). Engaging departments in the game: Increasing awareness and assessment for the academic unit. In J. Saltmarsh and E. Zlotkowski (Eds.), *Higher education and democracy: Collected essays on service-learning and civic engagement*. Temple University Press.

- Kecskes, K. (2006). Behind the rhetoric: Applying a cultural theory lens to community-campus partnership development. *Michigan Journal of Community Service Learning*, 12(2), 5-14.
- Kecskes, K. (2006). *Engaging departments: Moving faculty culture from private to public, individual to collective focus for the common good*. Bolton, Mass: Anker Publishing Company.
- Kecskes, K. (2008). Engagement in the disciplines. *The Department Chair*, 18(3), 16-18.
- Kecskes, K. (in review). The engaged department and higher education reform: Research, theory, and transformation of the academic unit. In Clayton, Bringle, & Hatcher, (Eds.), *Research on service learning: Conceptual frameworks and assessment*. Stylus Publications (invited chapter).
- Kecskes, K. & Robinson, J. (2010). Making values education real: Exploring the nexus between service-learning and values education. In T. J. Lovett (Ed.), *International research handbook on values education and student wellbeing*. Springer Publications (invited chapter).
- Kecskes, K., & Kerrigan, S. (2009). Capstone experiences: Integrating education for civic engagement. In B. Jacoby (Ed.), *Civic Engagement in Higher Education*, San Francisco: Jossey-Bass.
- Kecskes, K., Kerrigan, S., & Patton, J. (2006). The heart of the matter: Aligning curriculum, pedagogy and engagement in higher education. *Metropolitan Universities*, 17(1), 51-61.
- Kerrigan, S. (2007). Infusing service-learning into the curriculum. In Colburn, K. J., & Newmark, R. (Eds.), *Service-learning paradigms: Intercommunity, interdisciplinary and international*. Indianapolis, IN: University of Indianapolis Press.
- Kerrigan, S., Gelmon, S., & Spring, A. (2003). The community as classroom: Multiple perspectives on student learning. *Metropolitan Universities: An International Forum*, 14(3), 53-67.
- McBride, L. (2008). Exploring common ground: Community food systems and social sustainability. In J. Dillard, V. Dujon, & M. King (Eds.), *Understanding the Social Dimension of Sustainability*, New York: Routledge.
- Messer, W. B & Kecskes, K. (2008). Social capital and community-university partnerships: Constructing the 'soft infrastructure' of social sustainability. In J. Dillard, V. Dujon & M.C. King (Eds.), *Understanding the Social Dimension of Sustainability*. New York: Routledge.
- Messer, W. B. & Kecskes, K. (2008). An anatomy of a community university partnership: The structure of community collaboration, *Journal of Higher Education Outreach and Engagement*.

- Reynolds, C., Lablssiere, Y., & Haack, P. (2004). Developing reflective practice in teaching assistants through electronic portfolios. *The Journal of Staff, Program & Organization Development*, 20(1), 37.
- Shandas, V., & Messer, W. B. (2008). Fostering green communities through civic engagement: Community-based environmental stewardship in the Portland area. *Journal of the American Planning Association*, 74(4), 408.
- Spring, A., Morgain, W., et al. (2010). *VALUE rubric: Civic engagement*. AAC&U. <http://www.aacu.org/value/index.cfm>
- Stefl, M. E., Gelmon, S. B., & Hewitt, A. M. (2006). *Promoting civic engagement in healthcare management education: Concepts and case*. Arlington, Va: Association of University Programs in Health Administration.
- Stevens, D. D., & Cooper, J. E. (2009). *Journal keeping: How to use reflective writing for effective learning, teaching, professional insight, and positive change*. Sterling, Va: Stylus Publications.
- Voegele, J. D. & McBride, L. (2009). Rendering promotion and tenure transparent: A faculty learning community approach. *Academic Leader*, 25(4), 2-3.
- Wang, A. (2009). *Cognitive styles and hypermedia-assisted instruction: Implications for design of HAI*. VDM Verlag.
- Zlotkowski, E., & Williams, D. (2003). The faculty role in civic engagement. *Peer Review*, 5(3), 9-11.