- Boss, J. A. (1994). The effect of community service work on the moral development of college ethics students. *Journal of Moral Education*, 23(2), 183–198.
- Brewer, J., & Daane, C. (2002). Translating constructivist theory into practice in primary-grade mathematics. *Education*, 123(2), 416–421.
- Burgin, S. R. (2020). A three-dimensional conceptualization of authentic inquiry-based practices: a reflective tool for science educators. *International Journal of Science Education*, *42*(9), 1,465–1,484.
- Cabrera, G., Juan, Á., Lazaro, D., Marques, J. M., & Proskurnia, I. (2014). A simulation-optimization approach to deploy Internet services in large-scale systems with user-provided resources. *Simulation*, *90*(6), 644–659.
- Darling-Hammond, L., Cantor, P., Hernández, L. E., Theokas, C., Schachner, A., Tijerina, E., & Plasencia, S. (2021). *Design Principles for Schools: Putting the Science of Learning and Development into Action*. Learning Policy Institute
- Dishon, G. (2021). The new natural? Authenticity and the naturalization of educational technologies. *Learning, Media and Technology, 46*(2), 156–173. https://doi.org/10.1080/17439884.2020.1845727
- Dymond, S. K., Chun, E. J., Kim, R. K., & Renzaglia, A. (2013). A validation of elements, methods, and barriers to inclusive high school service-learning programs. *Remedial and Special Education*, *34*(5), 293–304.
- Eyler, J., & Giles Jr., D. E. (1999). Where's the learning in service-learning? Jossey-Bass.
- Filges, T., Dietrichson, J., Viinholt, B. C., & Dalgaard, N. T. (2022). Service learning for improving academic success in students in grade K to 12: A systematic review. *Campbell Systematic Reviews*, 18(1).
- Gibson, H. L., & Chase, C. (2002). Longitudinal impact of an inquiry-based science program on middle school students' attitudes toward science. *Science Education*, 86(5), 693–705.
- Giles Jr., D. E., & Eyler, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service learning. *Michigan Journal of Community Service Learning*, 1(1), 77–85. http://hdl.handle.net/2027/spo.3239521.0001.109
- Harris, C. J., Phillips, R. S., & Penuel, W. R. (2012). Examining teachers' instructional moves aimed at developing students' ideas and questions in learner-centered science classrooms. *Journal of Science Teacher Education*, 23(7), 769–788.
- Hod, Y., & Sagy, O. (2019). Conceptualizing the designs of authentic computer-supported collaborative learning environments in schools. *International Journal of Computer-Supported Collaborative Learning*, 14(2), 143–164. https://doi.org/10.1007/s11412-019-09300-7
- Kenyon, E. (2020). Critical inquiry into moments of historical change: Fostering broader understandings of citizenship. *The Social Studies*, 111(5), 219–225. https://doi.org/10.1080/00377996.2020.1740968
- Kolb, L. (2017). *Learning first, technology second: The educator's guide to designing authentic lessons.* International Society for Technology in Education.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2015). Guided inquiry: Learning in the 21st century. ABC-CLIO.
- Leming, J. S. (2001). Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students' sociomoral development. *Adolescence*, *36*(141), 33–45.
- Moses, L., Rylak, D., Reader, T., Hertz, C., & Ogden, M. (2020). Educators' perspectives on supporting student agency. *Theory Into Practice*, *59*(2), 213–222. https://doi.org/10.1080/00405841.2019.1705106
- Nachtigall, V., Shaffer, D. W., & Rummel, N. (2022). Stirring a secret sauce: A literature review on the conditions and effects of authentic learning. *Educational Psychology Review, 34*(3), 1,479–1,516. https://doi.org/10.1007/s10648-022-09676-3
- Reif-Stice, C., & Smith-Frigerio, S. (2021). Communication, flexibility, and resilience: Navigating the shift to virtual service-learning during COVID-19. *Journalism & Mass Communication Educator*, 76(4), 477–488.

- Ryan, R. M., & Deci, E. L. (2019). Supporting autonomy, competence, and relatedness: The coaching process from a self-determination theory perspective. In S. English, J. M. Sabatine, & P. Brownell (Eds.), *Professional coaching: Principles and practice* (pp. 231–245). Springer.
- Shumer, R., Stanton, T. K., & Giles Jr., D. E. (2017). History and pre-cursors of service-learning theory, development, and research. In R. Shumer (Ed.), *Where's the wisdom in service-learning?* (pp. 1–32). Information Age Publishing.
- Skinner, R., & Chapman, C. (1999). Service-learning and community service in K-12 public schools. *Education Statistics Quarterly*, 1(4), 51–59.
- Sprague Martinez, L. S., Reich, A. J., Flores, C. A., Ndulue, U. J., Brugge, D., Gute, D. M., & Peréa, F. C. (2017). Critical discourse, applied inquiry and public health action with urban middle school students: Lessons learned engaging youth in critical service-learning. *Journal of Community Practice*, 25(1), 68–89.
- White, E. S., & Mistry, R. S. (2016). Parent civic beliefs, civic participation, socialization practices, and child civic engagement. *Applied Developmental Science*, 20(1), 44–60.