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## RECENT TITLES



### Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2014. Paperback 9781623965112 \$45.99. Hardcover 9781623965129 \$85.99. eBook 9781623965136 \$50

Over the last 35 years, studies focusing in young children's knowledge about the mental world have developed into an important area. This body of social knowledge is called theory of mind, which refers to the individuals' ability to interpret and anticipate the other individuals' thinking, feeling, and behavior based on their interpretation of the situation. Many researchers and theorists believe that a representational theory of mind offers a basis for various critical facets of social-cognitive performance, such as teaching and learning, lying and pretending, making and keeping friends, and social learning more generally. The purpose of this volume is to share a collection of research strands on theory of mind research. It describes its historical roots and suggests improved alternatives. The focus of the volume is to provide a review and critical analysis of the literature on a contemporary domain of knowledge on young children's Theory of Mind.

For several decades scholarly research on theory of mind has been flourishing and a collection of new publication outlets have emerged such as the ones reviewed in the volume, which offers a thorough critical analysis of the research in contemporary perspectives on research in theory of mind in early childhood education. The researchers who conducted the critical analyses of the research focused on understanding the mind in relation to (1) young children, (2) several assessment procedures, (3) metacognitive and neuroscientific processes, (3) emotion and educational representations, (4) interaction of social and cultural elements, and (5) inferences and future research directions. The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood theory of mind in a specific area of study.



### Developing and Sustaining Adult Learners

Carrie J. Boden McGill, *Texas State University*  
Kathleen P. King, *University of South Florida*

A volume in the series *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*

2014. Paperback 9781623965143 \$45.99. Hardcover 9781623965150 \$85.99. eBook 9781623965167 \$50

Developing and Sustaining Adult Learners is the second volume in a series of scholarly publications associated with the annual Adult Higher Education Alliance (AHEA, The Alliance) conference. The title of this volume, derived from the theme of the 2012 conference co-sponsored by American Association of Adult and Continuing Education (AAACE) in Las Vegas, NV, encompasses significant issues and questions at the forefront of the field of adult education. At the conference, scholars, practitioners, and adult educators gave presentations and received feedback on some of the most significant and timely issues in their praxis. The Alliance, which values collaboration, transformative dialogue, and collegiality among professionals, considers this volume a continuation of those conversations as the presentations were expanded into chapters. We are glad that you are joining the conversation.

This volume confirms not only that adult learning, higher education, and both fields of research have many contexts, but also that there is so much more to learn about different perspectives and opportunities for research and practice. Opportunities for symbiotic relationship abound. We hope that Developing and Sustaining Adult Learners will be a book that you pull off your bookshelf, or open in your e-reader, often. We know that as we engage in program and course planning, design and teaching, this book will provide needed refreshment and new vision. When research ideas seem too similar, this volume will also provide many seeds for new opportunities.



## The Duality of Women Scholars of Color Transforming and Being Transformed in the Academy

Beverly Irby, *Sam Houston State University*  
Gaëtane Jean-Marie, *University of Oklahoma*  
Cosette M. Grant, *University of Cincinnati*

A volume in the series *Research on Women and Education*

2014. Paperback 9781623965020 \$45.99. Hardcover 9781623965037 \$85.99. eBook 9781623965044 \$50

The seven chapters address long-standing concerns from first-hand perspectives regarding women of color faculty in the academy, the marginalization of women of color scholars in the academy and the benefits of mentoring support. Discussion of such are threaded throughout this book. Mentoring has been a practice of leadership since Greek times, and research has documented the advantages of mentoring. Aligned with the authors espoused mentoring perspectives in this book, is the coined concept of “synergistic mentoring” Accordingly, “Synergistic mentoring is defined as a mentor and mentee working together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

The authors of this book seek to enlighten, dynamic and critical discussions by and about women of color in the academy. Conceivably the most intriguing part of each chapter is the methodological approaches used to address race, gender, and social justice in the academy. Qualitative methods dominate the chapters with effective use of personal narratives and the lived experiences of the participants. The voices of those often ignored or forgotten are examined building on the legacy of women of color in the academy who paved the way for this generation and future scholars of color. Moreover, the chapters presented herein challenge assumptions, perspectives and beliefs about the significance of women of color scholars in the academy. They are provocative and provide direction for future research that advance knowledge and understanding for a better society based on social justice, equity and equal opportunity. They also give voice to both the shared diverse and common experiences of this group of women scholars of color and provide useful guidance and new perspectives on transforming the world’s academics into more inclusive and equitable environments around the globe (Thomas & Hollenshead, 2001). Ultimately, outcomes from these collections of scholarly discourse, may have important implications for effective policy and program practice that raise important questions about institutional commitments that advocate for the advancement of women of color in the academy.



## Higher Education Finance Research Policy, Politics, and Practice

Mary P. McKeown-Moak, *Moak, Casey & Associates*  
Christopher M. Mullin, *Board of Governors of the State University System of Florida*

A volume in the series *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*

2014. Paperback 9781623964931 \$45.99. Hardcover 9781623964948 \$85.99. eBook 9781623964955 \$50

There is a void in the literature on how to conduct research in the finance and economics of higher education. Students, professors, and practitioners have no concise document that examines the field, provides history, definitions of terms, sources of data, and research methods. Higher Education Finance Research: Policy, Politics, and Practice fills that void.

The book is structured in four parts. The first section provides a brief history and description of the general organization of American higher education, the sources and uses of funds over the last 100 years, and who is served in what types of institutions. Definitions of terms that are unique to higher education are provided, and some basic rules for conducting research on the economics and finance of higher education are established. Although in some ways, conducting research in higher education funding is similar to that for elementary/secondary education, there are some important distinctions that also are provided. The second section introduces guiding philosophies, sources of data, data elements/vocabulary, metrics, and analytics related to institutional revenues and expenditures. Chapters in this section focus on student oriented revenues, institutionally-oriented revenues, and funding formulas. The third section introduces accountability-related concepts by first examining the accountability movement in higher education and performance-based approaches applied in budgeting and funding, then looking at methods to determine public and private returns on investment in postsecondary education, and closing with an examination of finance from the perspective of the primary consumer: students. The fourth and last section of the book focuses on presenting postsecondary finance research to policy audiences to assist in connecting academic research and policy making. Chapters focus on accounting for time considerations in analysis, the placing of data in context to make the data and findings relevant, and ways to effectively communicate findings to various policy-making audiences.



## Life Stories

### Exploring Issues in Educational History Through Biography

Linda C. Morice, *Southern Illinois University Edwardsville*  
Laurel Puchner, *Southern Illinois University Edwardsville*

2014. Paperback 9781623964900 \$45.99. Hardcover 9781623964917 \$85.99. eBook 9781623964924 \$50

Life Stories: Exploring Issues in Educational History Through Biography consists of 13 essays, each of which offers perspective on one of four key questions that have long drawn scholarly attention: What should schools teach? Who gets to decide? How should educators adapt to a changing world to provide opportunity for all students? How should educators' experiences be interpreted for future audiences?

The book is written to commemorate the thirtieth anniversary of the International Society for Educational Biography and its journal, *Vitae Scholasticae*. All of the essays have appeared in the journal, and they are set in a variety of educational environments that span 174 years. Taken together, the essays demonstrate the important contributions that biography can make to educational history.

Life Stories would be of interest to educational biographers and historians for use in their own scholarly work. Instructors might also consider assigning Life Stories as a required text in educational history courses.



## Research in Learning and Teaching in Educational Leadership

Liz Hollingworth, *University of Iowa*  
Arnold Danzig, *San Jose State University*

A volume in the series *UCEA Leadership Series*

2014. Paperback 9781623965082 \$45.99. Hardcover 9781623965099 \$85.99. eBook 9781623965105 \$50

This collection of award-winning research in Learning and Teaching in Educational Leadership is sponsored by the Learning and Teaching in Educational Leadership Special Interest Group of the American Educational Research Association (LTEL SIG of AERA). The research includes superintendent preparation, a grow-your-own principal program, and an investigation into the instructional leadership practices of principals with respect to special education.

The LTEL SIG brings together professors and graduate students of educational leadership and administration, discipline specialists, educational theorists, curriculum developers, instructional technology specialists, learning specialists, educational researchers, classroom experts, practitioners, policy makers, and others concerned with Learning and Teaching in Educational Leadership.



## Service-Learning in Literacy Education Possibilities for Teaching and Learning

Valerie Kinloch, *The Ohio State University*  
Peter Smagorinsky, *The University of Georgia*

2014. Paperback 9781623964993 \$45.99. Hardcover 9781623965006 \$85.99. eBook 9781623965013 \$50

This edited collection will stand as the first volume that specifically describes service-learning programs and courses designed as part of teacher education programs in the fields of literacy education, secondary English education, elementary language arts education, and related fields. The contributing authors describe the programs they have developed at their universities and/or in their local communities, providing information about the rationale for their initiative, the design of the course, the outcomes of the experience, and other matters that will help literacy educators develop similar courses and experiences of their own.

Additionally, this edited collection will fill a great gap in the field's knowledge of alternative forms of teacher education. It will provide descriptions of service-learning initiatives that have been field-tested with demonstrable results. Thus far the field has produced widely scattered articles in journals covering a variety of disciplines, but no definitive collection of papers in which service-learning designed to promote literacy instruction is housed in a single volume edited for cross-referencing and thematic categorization.

The two editors have developed courses and received grants to support service-learning initiatives at their universities and believe that others might develop similar programs if they had better understandings of their value and design. Their intention with this volume is to promote service-learning more broadly among literacy educators.



## Understanding Peace Cultures

Rebecca L. Oxford, *Alabama A&M University*

A volume in the series *Peace Education*

2014. Paperback 9781623965051 \$45.99. Hardcover 9781623965068 \$85.99. eBook 9781623965075 \$50

Understanding Peace Cultures is exceptionally practical as well as theoretically grounded. As Elise Boulding tells us, culture consists of the shared values, ideas, practices, and artifacts of a group united by a common history. Rebecca Oxford explains that peace cultures are cultures, large or small, which foster any of the dimensions of peace – inner, interpersonal, intergroup, international, intercultural, or ecological – and thus help transform the world. As in her earlier book, *The Language of Peace: Communicating to Create Harmony*, Oxford contends here that peace is a serious and desirable option.

Excellent educators help build peace cultures. In this book, Shelley Wong and Rachel Grant reveal how highly diverse public school classrooms serve as peace cultures, using activities and themes founded on womanist and critical race theories. Yingji Wang portrays a peace culture in a university classroom. Rui Ma's model reaches out interculturally to Abraham's children: Jewish, Christian, and Muslim youth, who share an ancient heritage. Children's literature (Rebecca Oxford et al.) and students' own writing (Tina Wei) spread cultures of peace.

Deep traditions, such as African performance art, Buddhism, Daoism, Confucianism and Islam, give rise to peace cultures, as shown here by John Grayzel, Sister Jewel (a colleague of Thich Nhat Hanh), Yingji Wang et al., and Dian Marissa et al. Peace cultures also emerge in completely unexpected venues, such as gangsta rap, unveiled by Charles Blake et al., and a prison where inmates learn Lois Liggett's "spiritual semantics." Finally, the book includes perspectives from Jerusalem (by Lawrence Berlin) and North Korea and South Korea (by Carol Griffiths) to help us envision – and hope for – new, transformative peace cultures where now there is strife.



## Abstracts of The First Sourcebook on Asian Research in Mathematics Education

China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *The University of Montana*

Jinfa Cai, *University of Delaware*

Kyeonghwa Lee, *Seoul National University*

Lianghuo Fan, *University of Southampton (UK)*

Yoshinori Shimizu, *University of Tsukuba*

Chap Sam Lim, *Universiti Sains Malaysia*

K. Subramaniam, *Tata Institute of Fundamental Research*

A volume in the series *International Sourcebooks in Mathematics and Science Education*

2013. Paperback 978-1-61735-825-8 \$29.99. Hardcover 978-1-61735-826-5 \$39.99. eBook 978-1-61735-827-2 \$50

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the "flat earth" syndrome, old distinctions and biases between different groups of researcher's persist. In addition limited accessibility to conferences and journals also contribute to this problem.

The International Sourcebooks in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education.

The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education researchers, policy

makers, practitioners and students both in and outside Asia, and complement the Nordic and NCTM perspectives.



## Academic Language In Second Language Learning

Christian J. Faltis, *University of California, Davis*  
M. Beatriz Arias, *Arizona State University*

A volume in the series *Research in Second Language Learning*

2013. Paperback 9781623961145 \$45.99. Hardcover 9781623961152 \$85.99. eBook 9781623961169 \$50

Language in academic settings, also referred to as academic language, has gained attention in the field of second language learning owing to new understandings of the complexities of language inherent in learning academic content, and new efforts to assess English learners' language proficiency in the context of school learning. The concept of academic language as distinct from social language has been in the academic literature since the mid-1950s, and surfaced as a major construct in the field of bilingual education in the 1980s. Many readers will be familiar with the ideas of BICS and CALP, first introduced by Jim Cummins in the 1980s. This book presents a critique of academic language as a separable construct from social language, and introduces current research efforts to understand how English learners interact, interpret, and show understanding of language in academic contexts in ways that re-think and go beyond the distinction between social and academic language.

The book is organized into three main sections, each with a range of chapters that consider how academic language plays into how children and youth learn academic content as emergent bilingual students in school settings. A Foreword and Afterword offer commentary on the book and its contents. The intended audience for this book is graduate students, teacher educators, and researchers interested in issues of language and content learning for English learners, the new mainstream of schools across the nation. There is something for a wide range of readers and students of second language acquisition in this volume.



## Action Research in World Language Classroom

Mary Lynn Redmond, *Wake Forest University*

2013. Paperback 9781623962012 \$45.99. Hardcover 9781623962029 \$85.99. eBook 9781623962036 \$50

The current thrust in the field of education is to improve teachers' understanding of how research on best practices can improve student learning. The field of world language education introduces a double, perhaps a triple, bind: teachers must be able to design and deliver instruction that aligns with national expectations for developing students' language and intercultural abilities for success in the global workplace, yet in schools across America, all K-12 students do not have the opportunity to study languages, even though research supports their astonishing facility for acquisition. Schools and teachers without resources, including time to investigate and implement evidence-based best practices, are ultimately held accountable for student performance. If world language teachers are to advocate for languages, they must use their expertise and share evidence of their students' progress.

The American Council on the Teaching of Foreign Languages (ACTFL) recently began development of a national research priorities agenda for grades preK-16. Action research, which is classroom-centered and inquiry-based, can contribute to our profession's efforts, as it helps us to increase awareness of the critical need for language study in grades preK-16. World language teachers can become teacher-researchers in their own classrooms, gathering deeply meaningful insights into their students' progress that they can share with others. Teacher-researchers investigate innovative approaches in response to their questions about teaching and learning, which are rooted in daily experience. They engage their students in fresh learning activities, and student feedback helps them to make better decisions about instructional and assessment strategies. Results can be shared with stakeholders, including parents, administrators, school board members, and guidance counselors, as evidence of what all kinds of students can do in languages.

At a time in our history when we are striving to prepare teachers for 21st-century schools that prioritize global competence, Action Research in the World Language Classroom is a timely resource for the profession. It describes a natural, engaging, motivating way to contribute, particularly for preservice teachers who are shaping their views and understanding about world language instruction and the connections between research and best practices. The book includes four studies conducted by preservice teachers during their student teaching internships in North Carolina public schools. The editor hopes that their work and observations will inspire and assist world language educators at all stages of their careers.



## Advances in Help-Seeking Research and Applications The Role of Emerging Technologies

Stuart A. Karabenick, *University of Michigan*  
Minna Puustinen, *INS HEA*

2013. Paperback 9781623963347 \$45.99. Hardcover 9781623963354 \$85.99. eBook 9781623963361 \$50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.



## Advancing Cross-Cultural Perspectives on Educational Psychology A Festschrift for Dennis McInerney

Gregory Arief D. Liem, *University of Sydney*  
Allan B. I. Bernardo, *University of Macau*

2013. Paperback 978-1-62396-385-9 \$45.99. Hardcover 978-1-62396-386-6 \$85.99. eBook 978-1-62396-387-3 \$50

Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching, student and teacher motivation, engagement, learning and teaching strategies, and by implication, student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place. This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures. As such, there is a compelling and timely need for educational psychology researchers to harness advanced cross-cultural research designs and look at the different key facets of student and teacher academic careers from a cross-cultural perspective. Dennis McInerney is one of the key pioneering figures in cross-cultural educational psychology and has also edited a book series on Research on Sociocultural Influences on Motivation and Learning (Information Age Publishing). His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning. This volume is a celebration of McInerney's numerous and extensive contributions as a scholar, as well as an appreciation of his personal qualities that make him such an inspiring person. In this festschrift, the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re-examine their research expertise from a cross-cultural perspective. The volume aims to stimulate researchers, scholars, and graduate students in their endeavor to re-look their research from a cross-cultural lens.



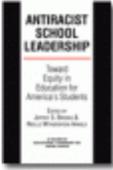
## American Educational History Journal Volume 40, # 1 & 2, 2013

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

2013. Paperback 978-1-62396-421-4 \$45.99. Hardcover 978-1-62396-422-1 \$85.99. eBook 978-1-62396-423-8 \$50

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.



## Anti-Racist School Leadership Toward Equity in Education for America's Students Introduction

Jeffrey S. Brooks, *Iowa State University*  
Noelle Witherspoon-Arnold, *University of Missouri-Columbia*

A volume in the series *Educational Leadership for Social Justice*  
2013. Paperback 9781623962210 \$45.99. Hardcover 9781623962227 \$85.99. eBook 9781623962234 \$50

Since the passing of Brown versus Board of Education to the election of the first Black president of the United States, there has been much discussion on how far we have come as a nation on issues of race. Some continue to assert that Barack Obama's election ushered in a new era—making the US a post-racial society. But this argument is either a political contrivance, borne of ignorance or a bold-faced lie. There is no recent data on school inequities, or inequity in society for that matter, that suggests we have arrived at Dr. King's dream that his "four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Children today are instead still judged by the color of their skin, and this inequitable practice is manifest in today's schools for students of color in the form of: disproportionate student discipline referrals, achievement and opportunity gaps, pushout rates, overrepresentation in special education and underrepresentation in advanced coursework, among other indicators (Brooks, 2012). Though issues of race in the public education system may take an overt or covert form; racial injustice in public schools is still pervasive, complex and cumulative. For example, many students of color, year after year, do not have access to "good" teachers, experience low staff expectations, and are subject to "new and improved" forms of tracking (Brooks, Arnold & Brooks, in press).

The authors in this book explore various ways that racism are manifest in the American school system. Through a plurality of perspectives, they deconstruct, challenge and reconstruct an educational leadership committed to equity and excellence for marginalized students and educators.



## Applications of Self-Regulated Learning across Diverse Disciplines A Tribute to Barry J. Zimmerman

Hefer Bembunty, *Queens College of The City University of New York*  
Anastasia Kitsantas, *George Mason University*  
Timothy J. Cleary, *Rutgers University*

2013. Paperback 9781623961329 \$45.99. Hardcover 9781623961336 \$85.99. eBook 9781623961343 \$50

Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent self-regulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking self-regulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development.



## Bernard Spodek Early Childhood Education Scholar, Researcher, and Teacher

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*  
2013. Paperback 9781623961534 \$45.99. Hardcover 9781623961541 \$85.99. eBook 9781623961558 \$50

Bernard Spodek, one of the most important figures in contemporary early childhood education, has been a seminal figure in early childhood education for approximately six decades. He has also been a creative contributor to contemporary thinking on the integration of theory, research, and practice on the development and education of young children. He is the author of numerous theoretical, research, and practical articles that continue to be published in scholarly journals and the author of textbooks that span the fields of early childhood education and child development.

This book, Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher, offers an understanding of an eminent scholar who has made significant contributions to the field of early childhood education. It has a richly detailed and intimate picture of the construction of a knowledge base for the development and education of young children. All of the chapters show how Bernard Spodek assumes various roles to promote the field of early childhood education as he functions as a mentor, scholar, researcher, and master teacher.

Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher is a text for students who are interested in acquiring the basic knowledge about early childhood education, about the work that practitioners do with young children, and about the ideas that underlie that work. It is an appropriate text for graduate students in four-year colleges and universities.



## Beyond Academics Supporting the Mental, Emotional, and Behavioral Health of Students in Catholic Schools

James M. Frabutt, *University of Notre Dame*

2013. Paperback 9781623962869 \$45.99. Hardcover 9781623962876 \$85.99. eBook 9781623962883 \$50

Schools must ensure that children are granted the greatest opportunity for learning possible. This means not only developing students' academic capabilities, but providing support for their emotional, behavioral, and mental health needs as well. Readers will come away with:

- \* An increased awareness of mental, emotional, and behavioral issues and their prevalence,
- \* A clear understanding that meeting such needs is a matter of faith, residing at the heart of what Catholic schools do: bring human life to fullness,
- \* A knowledge base concerning what Catholic schools currently do to meet student MEB needs and a deep immersion in the perceptions of current Catholic school leaders about how to do so better, and
- \* An appreciation that only through strategic, data informed action can schools best support the children entrusted to their care.

This book foregrounds the belief that student achievement, holistic student wellness, and overall school improvement will only be attained if mental, emotional, and behavioral health in Catholic schools is advanced and supported.



## Beyond the Campus Building a Sustainable University-Community Partnership

Debra Harkins

2013. Paperback 9781623962418 \$45.99. Hardcover 9781623962425 \$85.99. eBook 9781623962432 \$50

This book explores how we approached the issue of community development in the context of competing interests and a differential power imbalance. We used a process-based model for supporting community transformation, a phenomenon in which university-community partnership is but one example.

The people who most will want to read and use *Beyond the Campus* are faculty (e.g., executive coaches and consultants), staff, and action-focused researchers seeking to learn how to enhance their relationships with community leaders (e.g., principals, executive/program directors, teachers and parents) in urban educational settings.



## The Brilliance of Black Children in Mathematics

Jacqueline Leonard, *University of Wyoming*  
Danny B. Martin, *University of Illinois at Chicago*

2013. Paperback 9781623960797 \$45.99. Hardcover 9781623960803 \$85.99. eBook 9781623960810 \$50

This book is a critically important contribution to the work underway to transform schooling for students who have historically been denied access to a quality

education, specifically African American children. The first section of the book provides some historical perspective critical to understanding the current state of education in the U.S., specifically for the education of African American children. The following sections include chapters on policy, learning, ethnomathematics, student identity, and teacher preparation as it relates to the mathematical education of Black children. Through offering “counternarratives” about mathematically successful Black youth, advocating for a curriculum that is grounded in African American culture and ways of thinking, providing shining examples of the brilliance of Black students, and promoting high expectations for all rather than situating students as the problem, the authors of this book provide powerful insights related to the teaching and learning of mathematics for African American students. As is made evident in this book, effective teaching involves much more than just engaging students in inquiry-based pedagogy (Kitchen, 2003). The chapters offered in this book demonstrate how mathematics instruction for African American students needs to take into account historical marginalization and present-day policies that do harm to Black students (Kunjufu, 2005). Empowering mathematics instruction for African American students needs to take into consideration and promote students’ cultural, spiritual, and historical identities. Furthermore, mathematics instruction for African American students should create opportunities for students to express themselves and the needs of their communities as a means to promote social justice both within their classrooms and communities.



## Casebook of Exemplary Evidence-Informed Programs that Foster Community Participation After Acquired Brain Injury

Richard Volpe, *University of Toronto*

2013. Paperback 9781623962890 \$45.99. Hardcover 9781623962906 \$85.99. eBook 9781623962913 \$50

Acquired brain injury (ABI) describes damage to the brain that occurs after birth, caused by traumatic injury such as an accident or fall, or by non-traumatic cause such as substance abuse, stroke, or disease. Today’s medical techniques are improving the survival rate for people of all ages diagnosed with ABI, and current trends in rehabilitation are supporting these individuals returning to live, attend school, and work in their communities. Yet strategies on the best way of providing community participation vary among rehabilitation experts. Because many of survivors of ABI do not and will not return to the status quo of their former lives it is important to examine what constitutes best and promising practices in this area.

This casebook is the world’s first compilation of evidence-informed programs that foster community participation for people of all ages with brain injury. With this review, we elicited and carefully examined existing programmatic efforts that combine emphasis on the individual, the social, and the service systems in a way that captures community participation as a complex process of interactive change in the person-environment relationship – programs that do not divorce ABI survivors from their contexts, and where participation efforts facilitate positive change in the social and political context. We considered community-based programs to be programs where individuals and families actively participate in their own therapy (rehabilitation) and take responsibility for their own health or that of a family/community member.

Each case study chapter depicts a program chosen on its extraordinary merits to provide community participation to its clients. The chapters are cowritten by the stakeholder and a researcher, giving a complete perspective of how the program was established and continues to operate, and provides evidence of excellence.



## Catholic Schools and the Public Interest Past, Present, and Future Directions

Patricia A. Bauch, *The University of Alabama*

A volume in the series *Research on Religion and Education*

2013. Paperback 9781623964399 \$45.99. Hardcover 9781623964405 \$85.99. eBook 9781623964412 \$50

This book is a study of the contributions of Catholic K-12 schools in the United States to the public interest from the 1800’s to the present. It presents seven strategies that have the possibility of leading Catholic schools in positive, new directions. Outsiders often misunderstand the mission, purpose, and inclusivity of Catholic schools. This book brings a new focus on Catholic schools from the perspective of their service to this country through the education of Catholics and non-Catholics. In 16 chapters, a variety of scholars examine these schools across three periods: echoes of the past, realities of the present, and future directions.

The intention of the editor and authors of this volume is that Catholic schools and those interested in conducting Catholic school research will find guidance, especially in examining newer types of partnerships flourishing in different types of Catholic schools in different regions of the country and types of schools from rural, suburban to city and inner-city schools. By increasing the data we have, such studies could help stem the tide of Catholic school demise.

In addition, Catholic school leaders, and parents who chose them or are thinking about choosing them, will find here a balanced description of what constitutes a Catholic school and how they are different from public schools. In understanding better the role and function of Catholic schools in serving the

public interest, new ideas, innovations, and improvements can help these schools survive and grow.



## Challenging Status Quo Retrenchment New Directions in Critical Research

Curry Stephenson Malott, *West Chester University of Pennsylvania*  
Brad J. Porfilio, *Lewis University in Romeoville, IL*  
Tricia M. Kress, *The University of Massachusetts Boston*

A volume in the series *Critical Constructions: Studies on Education and Society*  
2013. Paperback 9781623960490 \$45.99. Hardcover 9781623960506 \$85.99. eBook 9781623960513 \$50

This year (2012) marks ten years of No Child Left Behind and the U.S. federal government's official designation of what qualifies as "scientifically based research" (SBR) in education. Combined, these two policies have resulted in a narrowing of education via standardization and high stakes testing (Au, 2007) as well as the curtailment of forms of inquiry that are deemed legitimate for examining education (Wright, 2006). While there has been much debate about the benefits and limitations of the NCLB legislation (e.g., Au, 2010) and SBR (e.g., Eisenhart & Towne, 2003), critical researchers have held strong to their position: The reductionistic narrowing of education curricula and educational research cannot solve the present and historical inequities in society and education (Shields, 2012). Contrarily, reductionism (via standardization and/or methodological prescription) exacerbates the challenges we face because it effectively erases the epistemological, ontological, and axiological diversity necessary for disrupting hegemonic social structures that lie at the root of human suffering (Kincheloe, 2004). Not only has NCLB proven incapable of overcoming inequalities, but there seems to be sufficient evidence to suggest it was never really intended to eliminate poverty and human suffering. That is, it seems NCLB, despite its lofty title and public discourse, is actually designed to advance the agenda of handing public education over to for-profit corporations to manage and privatize thereby intensifying the capitalist class' war on those who rely on a wage to survive (Malott, 2010). In the present ethos, reductionism upholds and retrenches the status quo (i.e. the basic structures of power), and it puts at risk education and educational research as means of working toward social justice (Biesta, 2007). Because social justice can be interpreted in multiple ways, we might note that we understand critical social justice as oriented toward action and social change. Thus, critical education and research may have potential to contribute to a number of social justice imperatives, such as: redistributing land from the neo-colonizing settler-state to Indigenous peoples, halting exploitative labor relations and hazardous working conditions for wage-earners, and engaging in reparations with formerly enslaved communities.



## Charting Reform, Achieving Equity in a Diverse Nation

Gail L. Sunderman

A volume in the series *Research in Educational Policy: Local, National, and Global Perspectives*  
2013. Paperback 9781623962715 \$45.99. Hardcover 9781623962722 \$85.99. eBook 9781623962739 \$50

This book examines what equity means in a nation where the schools are becoming more diverse. The authors consider how well our educational reform policies, often framed in the language of equity and opportunity, measure up to the challenges of achieving equity in a diverse nation. While there is growing awareness of the increasing racial, ethnic, and socioeconomic diversity of the nation, there is little recognition of how these trends affect the schools, particularly in formerly homogeneous communities. At the same time, inequalities in student achievement between different racial, ethnic, and socioeconomic groups persist, even as educational policy has intensified the focus on the achievement gap. These two challenges make definitions of equity and opportunity as urban problems obsolete and call for a critical examination of educational policy and reform from an equity perspective. Central themes include the critical examination of how equity is conceived under the law and in policy, the experiences of minority students in suburban schools, and the impact of current reform policies and strategies for achieving greater educational opportunities for all students.

This book is designed for graduate and undergraduate courses in educational policy and policy analysis, for policymakers interested in a critical examination of current reform policies and options, and educational leaders and administrators struggling with the implementation of reform mandates. From a policy perspective, it includes a survey of the evolution of educational policies and reforms since the 1960s and traces the mix of legal and legislative legacies that have informed educational policy and equity. It describes how trends in suburban diversification affect the schools, something that has largely escaped the attention of educational reformers. It provides school-based and non-school-based remedies for achieving equity in diversifying suburban communities and articulates alternatives to the current accountability for performance approach. It offers new and innovative analyses of current approaches to school reform, including an analysis of how accountability tests can create the illusion of reducing the achievement gap and an examination of the paradoxes of federally funded compensatory policies that incorporate market-based strategies. Novel approaches—such as social emotional learning and placed-based college access strategies—are examined through an equity lens.



## Clinical Simulations for Teacher Development A Companion Manual for Teachers

Benjamin H. Dotger, *Syracuse University's School of Education*

2013. Paperback 9781623961985 \$19.99. Hardcover 9781623961992 \$29.99. eBook 9781623962005 \$50

Clinical simulations give teachers opportunities to enact and reflect on professional knowledge, skills, and decisions. This companion manual provides teachers with the background conceptual knowledge and documents necessary to participate in twelve different clinical simulations with standardized individuals. Each standardized parent, student, colleague, or community member will present teachers with a variety of problems of practice, where teachers can practice translating what they know about teaching into what they can do to support student learning.



## Common Planning Time in Middle Level Schools Research Studies from the MLER SIG's National Project

Steven B. Mertens, *Illinois State University*  
Vincent A. Anfara, *The University of Tennessee*  
Micki M. Caskey, *Portland State University*  
Nancy Flowers, *CPRD / University of Illinois*

A volume in the series *The Handbook of Research in Middle Level Education*  
2013. Paperback 9781623961022 \$45.99. Hardcover 9781623961039 \$85.99. eBook 9781623961046 \$50

This volume, the ninth volume in the Handbook of Research in Middle Level Education, is a compilation of research studies focusing on the use and implementation of common planning time (CPT) in middle level schools. All of the studies were part of the Middle Level Education Research SIG's National Middle Grades Research Project (NMGPR) on Common Planning Time, which provides additional evidence about teachers' understandings, experiences, the benefits and barriers about CPT.

Since all researchers participating in the SIG-sponsored project utilized the same data collection protocols and followed the same protocols, the overall data collection was systematic and is highly reliable. Five research questions were generated to guide the development of the data collection protocols. While the authors were encouraged to use their data to address these project-level questions, they were not required to do so. The project consisted of both qualitative and quantitative data collection. Phase I (qualitative) consisted of observations of CPT meetings and structured interviews with teachers. Phase II (quantitative) was comprised of an online teacher survey. Within the chapters of this volume, a variety of relevant and meaningful research questions are examined utilizing both qualitative and quantitative methodologies.



## Communication and Language Surmounting the Barriers to Cross-cultural Understanding

Elinor L. Brown, *University of Kentucky*  
Alexander S. Yeung, *University of Western Sydney*  
Cynthia Lee, *Hong Kong Baptist University*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2013. Paperback 978-1-61735-944-6 \$45.99. Hardcover 978-1-61735-945-3 \$85.99. eBook 978-1-61735-946-0 \$50

Communication and Language play a foundational role in the overall pursuit of equity and social justice in education. This volume does not take up the majority and dominant views which are especially visible in developments in the field of linguistic education and English language instruction. Rather, it travels the path less followed, to attend to the language and communication concerns of populations that possess little political and economic power and whose academic and social needs are often neglected. The volume attends to the role of language acquisition in "levelling the playing field" to enable ALL students to develop into contented family members, good neighbours, and productive citizens in an increasingly diverse and global society.

The issue takes on far greater importance, as it gradually comes to light that the capacity for language corresponds to and even implements the ability to interrelate with others. Far from being a mere utilitarian tool this is now appreciated as constituting the realm of abilities to take the position of the other, to share a field of meaning, and to project and pursue truly humane and indeed inter-humane attitudes and goals. In this light communication and language, whether verbal or preverbal, constitute the field in which one first attains and progressively evolves one's humanity.

In this volume, scholars from ten different countries examine issues related to the influence of language and communication patterns on equity and social justice in the lives of disadvantaged and marginalized populations around the globe (i.e., educational opportunities, community stability, economic prospects, and political power). Critical issues addressed include: education in traditional, national, or Western languages; language integration through dialects and code switching; non-verbal academic engagement through art, signing, and photography; cross-cultural engagement through language equity in higher education; and the influence of Western language acquisition on the self-concepts of disadvantaged students. As the succession of sections in this volume makes clear, success in the realization of language and communication abilities is not simple. Rather it reflects human life and interaction in all its complexity.



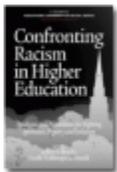
## Comparative Studies in Educational Policy Analysis

Timothy Reagan, *Roger Williams University*

A volume in the series *Contemporary Research in Education*

2013. Paperback 978-1-61735-816-6 \$45.99. Hardcover 978-1-61735-817-3 \$85.99. eBook 978-1-61735-818-0 \$50

This book has a pedagogical goal in mind; it is not a scholarly work so much as an applied text informed by scholarship and research. The book's goal is to provide individuals who are teaching courses in comparative and international education, educational administration, educational policy, and politics of education with a supplementary text that can be used to help their students develop skills in policy analysis, evaluation and development. As is explained in the book, the problem that we face with respect to having students engage in "hands-on" study of particular cases is that by focusing on real cases, students are faced with either virtually unlimited data, or insufficient data (or, indeed, paradoxically with both problems). In addition, students come to such cases with all sorts of preconceptions that can cloud judgment in a host of ways. By making use of fictitious case studies, though, we can carefully limit the amount of data with which students need to deal, and we can also minimize the challenges presented by the "baggage" that students might bring with them about particular real nations.



## Confronting Racism in Higher Education Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation

Jeffrey S. Brooks, *Iowa State University*  
Noelle Witherspoon-Arnold, *University of Missouri-Columbia*

A volume in the series *Educational Leadership for Social Justice*

2013. Paperback 9781623961565 \$45.99. Hardcover 9781623961572 \$85.99. eBook 9781623961589 \$50

Racism and ignorance churn on college campuses as surely as they do in society at large. Over the past fifteen years there have been many discussions regarding racism and higher education. Some of these focus on formal policies and dynamics such as Affirmative Action or The Dream Act, while many more discussions are happening in classrooms, dorm rooms and in campus communities. Of course, corollary to these conversations, some of which are generative and some of which are degenerative, is a deafening silence around how individuals and institutions can actually understand, engage and change issues related to racism in higher education. This lack of dialogue and action speaks volumes about individuals and organizations, and suggests a complicit acceptance, tolerance or even support for institutional and individual racism. There is much work to be done if we are to improve the situation around race and race relation in institutions of higher education.

There is still much work to be done in unpacking and addressing the educational realities of those who are economically, socially, and politically underserved and oppressed by implicit and overt racism. These realities manifest in ways such as lack of access to and within higher education, in equitable outcomes and in a disparity of the quality of education as a student matriculates through the system. While there are occasional diversity and inclusion efforts made in higher education, institutions still largely address them as quotas, and not as paradigmatic changes. This focus on "counting toward equity rather" than "creating a culture of equity" is basically a form of white privilege that allows administrators and policymakers to show incremental "progress" and avoid more substantive action toward real equity that changes the culture(s) of institutions with longstanding racial histories that marginalize some and privilege others.

Issues in higher education are still raced from white perspectives and suffer from a view that race and racism occur in a vacuum. Some literature suggests that racism begins very early in the student experience and continues all the way to college (Berlak & Moyenda). This mis-education, mislabeling and mistreatment based on race often develops as early as five to ten years old and "follows" them to postgraduate education and beyond.



## Contemporary Uses of Technology in K-12 Physical Education Policy, Practice, and Advocacy

Steve Sanders, *University of South Florida*  
Lisa Witherspoon, *University of South Florida*

A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*  
2013. Paperback 978-1-61735-959-0 \$45.99. Hardcover 978-1-61735-960-6 \$85.99. eBook 978-1-61735-961-3 \$50

What do teachers, principals, school administrators, superintendents, state policy makers, and parents need to know about the growing trend to use technology in physical activity environments? How can technology be used to increase not only fitness levels but academic learning in today's youth? How can kids benefit from increased use of technology in physical education? These questions and others are answered in this volume of the series *Educational Policy in the 21st Century: Opportunities, Challenges, and Solutions*.

An entire generation is growing up without the benefits of daily physical activity. The daily experiences of our children are centered on the use of technology driven, mostly sedentary, activities. Technology should be considered a viable tool that can increase physical activity levels when implemented effectively. The lack of contemporary programs and strategies that motivate participants to want to participate daily in physical activity has created a culture of inactivity and obesity and is having a profound effect on the physical health and academic learning potential of today's youth.

In this volume the authors suggest current trends and explore the enormous potential of technology in motivating youth to commit to daily physical activity. Authors detail contemporary programs, teaching strategies and contemporary technologies beginning to be used in schools across the country, and suggest policies, directions, and cost considerations for implementing technology based learning in physical activity and physical education settings.



## Courageous Pedagogy Enacting Critical Science Education

Andrew Gilbert, *Royal Melbourne Institute of Technology*

A volume in the series *Critical Constructions: Studies on Education and Society*  
2013. Paperback 9781623960674 \$45.99. Hardcover 9781623960681 \$85.99. eBook 9781623960698 \$50

There are only a few studies that investigate the actual small-scale classroom processes and approaches that allow for students to participate in "doing" critical science and none that compare CSE to traditional classroom contexts. In a critical science classroom student' thoughts, beliefs, and questions serve as the starting point for scientific investigation where an underlying goal is for students to utilize this scientific knowledge to empower their own lives. One must ask, "What would this process look like? What would happen to the students?" Pruyin (1999) argued that the difficult nature of this type of research has limited the number of studies that investigate small-scale critical classroom approaches. These classroom interactions and approaches will provide valuable insights into the difficult processes that must exist for students to begin to develop transformative notions of the world.



## Crises Of Identifying Negotiating And Mediating Race, Gender, And Disability Within Family And Schools

Dymaneke D. Mitchell, *National Louis University*

A volume in the series *Educational Leadership for Social Justice*  
2013. Paperback 9781623960919 \$45.99. Hardcover 9781623960926 \$85.99. eBook 9781623960933 \$50

Although there has been an increase in literature regarding children of color with disabilities, it mainly focuses on their experiences in one social context. *Crises of Identifying: Negotiating and Mediating Race, Gender, and Disability within Family and Schools* includes narratives on the familial and educational experiences in public, private, and institutional educational settings of five African American adults who have disabilities associated with blindness, cerebral palsy, and speech impairment. As a deaf African American female, the author and researcher also highlights her familial and educational experiences throughout the book as a frame of analysis. This book can serve as a literary resource to academics and educational programs and/or institutions as well as an informational guide to parents, teachers, administrators, and paraprofessionals/caregivers of children with disabilities regarding the significance of leadership, advocacy, activism, and identification development within familial and educational contexts on the experiences of children including the impact of complex dynamics that exist within and between families and schools.

Hopefully, this book will provide parents, teachers, administrators, and paraprofessionals with an understanding and comprehension of complexities concerning disability, gender, and race within family and schools including their association with crises of identifying, essentialist discourses, as well as power and privilege dynamics. This book consists of nine chapters which are organized into three parts. Part I focuses on background, rationale, theoretical and methodological underpinnings of the research this book is based on. Part II introduces the reader to the narratives of five African Americans with disabilities. Each narrative provides insights into the lived experiences and leadership qualities of two males and three females. Part III presents the concluding chapters of the book and highlights the significance of this research for the educational field including disability studies, teacher education programs, and special education.



## Cultural Competence in America's Schools Leadership, Engagement and Understanding

Bruce Anthony Jones, *University of South Florida*  
Edwin J. Nichols, *Nicolas & Associates, Inc.*

A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*  
2013. Paperback 9781623961749 \$45.99. Hardcover 9781623961756 \$85.99. eBook 9781623961763 \$50

Cultural Competence in America's Schools: Leadership, Engagement and Understanding focuses on explicating the impact of culture and issues of race and ethnicity on student learning, teacher and leadership efficacy, and educational policy making in our nation's public school system. The authors agree with Levin (2012), who pointed out that the challenge of dealing effectively with racial and ethnic diversity in education in traditionally homogeneous societies is a global problem. One indicator of this point is revealed in a U.S. study that was commissioned by the National Comprehensive Center for Teacher Quality, which reported on the serious consequences for student achievement and teacher effectiveness in the face of "the gap between teacher training and the realities of the classroom when it comes to teaching diverse populations and students with special needs." (Public Agenda, 2008, p. 2).

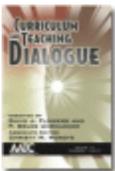


## Curriculum and Teaching Dialogue Volume 15 numbers 1 & 2

David J. Flinders, *Indiana University*  
P. Bruce Uhrmacher, *University of Denver*  
Christy M. Moroye, *University of Northern Colorado*

A volume in the series *Curriculum & Teaching Dialogue*  
2013. Paperback 9781623964306 \$45.99. Hardcover 9781623964313 \$85.99. eBook 9781623964320 \$50

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



## Curriculum and Teaching Dialogue Volume 14 numbers 1 & 2

David J. Flinders, *Indiana University*  
P. Bruce Uhrmacher, *University of Denver*

A volume in the series *Curriculum & Teaching Dialogue*  
2013. Paperback 9781623960223 \$45.99. Hardcover 9781623960230 \$85.99. eBook 9781623960247 \$50

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education,

educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



## A Curriculum of Imagination in an Era of Standardization An Imaginative Dialogue with Maxine Greene and Paulo Freire

Robert Lake, *Georgia Southern University*

A volume in the series *Landscapes of Education*

2013. Paperback 9781623962654 \$45.99. Hardcover 9781623962661 \$85.99. eBook 9781623962678 \$50

A Curriculum of Imagination in an Era of Standardization In A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire, a volume in Landscapes of Education [Series Editors: William H. Schubert, University of Illinois at Chicago & Ming Fang He, Georgia Southern University], Robert Lake explores with the reader what is meant by imagination in the work of Maxine Greene and Paulo Freire and their relevance in an era of increasingly standardized and highly scripted practices in the field of education. The author explores how imagination permeates every aspect of life with the intent to develop capacity with the readers to look beyond the taken-for-granted, to question the normal, to develop various ways of knowing, seeing, feeling, and to imagine and act upon possibilities for positive social and educational change. The principal aspect of the work illustrated in this book that distinguishes it from other work is that an “imaginary” dialogue between Maxine Greene and Paulo Freire runs through the book using actual citations from their work. Each chapter starts with such a dialogue interspersed with the works of others and the author’s critical autobiographical reflections. With a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author explores some of the current iterations of imagination including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of imagination and empathy as social imagination. Reflecting upon emerging tensions, challenges, and possibilities curriculum workers face in such an era of standardization, the author calls for a curriculum of imagination.

After providing a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author looks at some of the current iterations of imagination, including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of the imagination, and empathy as social imagination. All of these ideas are then incorporated in a curriculum of imagination that is envisioned through Joseph Schwab’s four commonplaces of curriculum followed by a discussion of emerging tensions, issues and possibilities for praxis and scholarship in present and future inquiry.



## Curriculum Windows What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today

Thomas S. Poetter, *Miami University, Oxford, Ohio*

2013. Paperback 978-1-62396-388-0 \$45.99. Hardcover 978-1-62396-389-7 \$85.99. eBook 978-1-62396-390-3 \$50

Curriculum Windows: What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 1960s in contemporary terms. The authors explore how key books/authors from the curriculum field of the 1960s illuminate new possibilities forward for us as scholareducators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1960s still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? The chapter authors and editor revisit and interpret several of the most important works of the 1960s by Louise Berman, Jerome Bruner, WEB DuBois, Elliot Eisner, John Goodlad, James Herndon, John Holt, Philip Jackson, Herb Kohl, Robert Mager, A.S. Neill, Philip Phenix, Neil Postman, Joseph Schwab, Hilda Taba, and Sidney Walton. The book’s Foreword is by renowned curriculum theorist William H. Schubert.



## Dangerous Counterstories in The Corporate Academy

Narrating for understanding, solidarity, resistance, and community in the age of Neoliberalism

Brad J. Porfilio, *Lewis University in Romeoville, IL*  
Emily A. Daniels, *SUNY Plattsburgh*

2013. Paperback 9781623961237 \$45.99. Hardcover 9781623961244 \$85.99. eBook 9781623961251 \$50

Although the social reality is stark for progressive scholars who engage in scholarly activities or are committed to guiding their students to develop a social-just praxis in the circles of higher education, some scholars have found fissures amid the alienating, often hostile academic world to learn, grow, and create transformative communities. Up to this date, however, their stories have not been captured. Therefore, the purpose of this volume is to highlight alternative narratives generated by transformative scholars who have maintained their oppositional identity to the structures that oppress the vast majority of citizens. By bringing together these narratives, we focus on those who have joined with likeminded colleagues to teach, engage in activism, and conduct emancipatory forms of research, learning to negotiate and survive academic and corporate realities in spite of restrictive climates.

Not only are these stories vital for helping students, academics, and the wider community understand how commercialized forces are impacting the professional lives of critical scholars in the academy, they have the power to help current and future critical pedagogues define (and redefine) themselves in a social world which is continually “promoting a narrow and intellectually stifling agenda for the role of education and turning the public against the very idea of a critical education” (McLaren, 2006). As stated by Bruner (1986) stories give “a map of possible roles and possible worlds in which action, thought, and self-definition are possible (or desirable)” (p. 2, cited in Collins & Cooper, 2005). These possibilities for definition and redefinition are what we seek to present, explore and understand.



## Demystifying Career Paths after Graduate School

A Guide for Second Language Professionals in Higher Education

Ryuko Kubota, *University of British Columbia*  
Yilin Sun, *South Seattle Community College*

A volume in the series *Contemporary Language Education*

2013. Paperback 9781623960346 \$45.99. Hardcover 9781623960353 \$85.99. eBook 9781623960360 \$50

This edited book offers concrete information and useful suggestions to graduate students who are seeking employment at institutions of higher education in North America and other parts of the world. This book also targets entry-level faculty members who are exploring increased participation in professional activities. The book features critical turning points in career trajectories, demystifies hidden institutional structures, and illuminates blind spots that are critical for career success.

The authors are scholars from nonnative-English-speaking and/or racially minority backgrounds in the fields of applied linguistics and teaching English to speakers of other languages. The firsthand suggestions offered by these authors are also applicable to non-minority professionals and those in other related disciplines. Furthermore, the book assists faculty mentors and administrators to understand the unique challenges and issues faced by minority professionals.

Distinctive features of the book are: (1) theme-based approach with concrete examples and specific advice; (2) focus on victory narratives of success and strategies rather than victim narratives of struggles; (3) accessible style, and (4) wide range of experiences narrated by both novice and established scholars. This guidebook can be read independently or adopted as a resource book for graduate seminars.



## The Development of Teaching Expertise from an International Perspective

Su Liang, *California State University - San Bernardino*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*

2013. Paperback 9781623963767 \$45.99. Hardcover 9781623963774 \$85.99. eBook 9781623963781 \$50

This book provides an insightful view of effective teaching practices in China from an international perspective by examining the grades 7-12 mathematics teacher preparation in the Shandong province of China. It is an excellent reference book for teacher educators, researchers, reformers, and teaching practitioners. A qualitative research approach, involving in-depth interviews with purposive sampling of ten grades 7-12 award-winning mathematics

teachers, was chosen to conduct the study. The participants are from the Shandong province and have been awarded recognition for his/her achievements in teaching grades 7-12 mathematics by the different levels: school, district, city, province, or nation; and his/her students have achieved high average scores in college entrance exams or in high school entrance exams among the classes at the same grade level.

Data analysis revealed the following findings: first, grades 7-12 mathematics teachers from the Shandong province of China were prepared to teach through pre-service training, in-service training, and informal learning. The pre-service training can be characterized as emphasizing formal mathematics training at advanced level. The in-service training is integrated with teacher collaboration and teaching research, and has the characteristics of diversity, continuity, and orientation toward teaching practice. The in-service training also stimulates teachers to conduct self-directed learning. Second, the award-winning grades 7-12 mathematics teachers are identified by the following characteristics: they are passionate about mathematics and share their passion through teaching; they actively take part in teaching research through application of teaching research in the classroom, collaboration with peers, and systematic lesson preparation; they apply technology into teaching; and they take an active role in teaching research in order to expand their professional opportunities.

Based on the findings of this study, the following conclusions were reached: pre-service training and in-service training are both necessary processes for mathematics teachers to build up their knowledge base for effective teaching. Pre-service training is just a starting point for the teaching profession. In-service training, integrated with teacher collaboration and teaching research should be a continuous activity that is a part of a teacher's everyday life.



## Distance Education Statewide, Institutional, and International Applications of Distance Education

Michael Simonson, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*  
2013. Paperback 9781623962746 \$45.99. Hardcover 9781623962753 \$85.99. eBook 9781623962760 \$50

Distance Learning journal is a premiere outlet for articles featuring practical applications of distance education in states, institutions, and countries. Distance Education Around the World is a collection of readings from Distance Learning journal written by practitioners for practitioners.



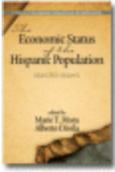
## Dystopia & Education Insights into Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong

Jessica A. Heybach, *Aurora University*  
Eric C. Sheffield, *Missouri State University*

A volume in the series *Studies in the Philosophy of Education*  
2013. Paperback 9781623962838 \$45.99. Hardcover 9781623962845 \$85.99. eBook 9781623962852 \$50

Dystopia and Education: Insights into Theory, Praxis, and Policy in an age of Utopia Gone Wrong provides an as-of-yet unexplored critical perspective for examining contemporary educational theory, praxis, and policy with particular reference to the current state of dehumanizing and often oppressive policy and practices that have come to demarcate the era of NCLB and RTT. The authors in this collection employ dystopian themes found in literature, film, visual art, and video games as the lens for that critical inquiry. As such Dystopia and Education: Insights into Theory, Praxis, and Policy is an essential contribution to the philosophical/critical tradition in educational scholarship. It is especially valuable because the inquiry undertaken is from a new perspective—one that will extend the critical tradition into a yet unexplored arena.

Given the educational climate established by NCLB and RTT, this collection is especially important to the ongoing critical analysis of such policy mandates. There is also a significantly important timeliness to this book given NCLB's utopian expectation of universal academic proficiency among American schoolchildren by the year 2014: as educators race to achieve such a noble yet naïve goal, this collection of essays examines the educational environment that has been enacted to achieve such ends, and describes our current state as a utopia-gone wrong.



## The Economic Status of the Hispanic Population Selected Essays

Marie T. Mora, *The University of Texas - Pan American*  
Alberto Dávila, *The University of Texas - Pan American*

A volume in the series *The Hispanic Population in the United States*  
2013. Paperback 9781623961862 \$45.99. Hardcover 9781623961879 \$85.99. eBook 9781623961886 \$50

In 2010, Hispanics represented one out of every six people in the U.S. (up from one out of eight in 2000), such that the economic status of this population has become increasingly important for the economic direction of the nation. This volume brings together a group of scholars who analyze a variety of socioeconomic issues (particularly those related to education, poverty, and health) to assess how Hispanics have been faring relative to other Americans. A common theme across the chapters is that Hispanics tend to lag behind non-Hispanics with respect to their economic outcomes. Despite this lag, however, some of the studies indicate that Hispanics have been making progress in terms of improving their relative economic position in recent years. Several of the chapters also discuss policy implications.

The intended audience includes social scientists, students, policymakers, and anyone interested in learning more about the economic conditions of Hispanic Americans. Many of the authors employed rigorous statistical methods to analyze the economic status of Hispanics, but the chapters were written to be accessible to a broad audience instead of one comprised mainly of quantitatively-oriented academics.



## Educating About Social Issues in the 20th and 21st Centuries Vol. 2 A Critical Annotated Bibliography

Samuel Totten, *University of Arkansas, Fayetteville*  
Jon Pedersen, *University of Nebraska-Lincoln*

A volume in the series *Research in Curriculum and Instruction*  
2013. Paperback 9781623961626 \$45.99. Hardcover 9781623961633 \$85.99. eBook 9781623961640 \$50

Over the course of the past decade and a half, we, Samuel Totten and Jon E. Pedersen, have co-edited a series of books on teaching and learning about social issues. Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues. As we created and added to the series (see for example: *Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field*; *Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education*; *Teaching and Studying Social Issues: Major Programs and Approaches*), we came to the conclusion that the development of an annotated bibliography of the key works (books, chapters, articles, reports, and research) on a wide-range of issues/topics germane to teaching and learning about social issues was a logical addition to the series. In *Educating About Social Issues in the 20th and 21st Centuries Volume 1: A Critical Annotated Bibliography* (which was published in early 2012), the focus was on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues. This new book constitutes Volume Two in the series entitled *Educating About Social Issues in the Twentieth and Twenty First Centuries* and picks up where Volume One left off.

Included in this book are the pioneering works of the following: Boyd Bode, Alan F. Griffin, G. Gordon Hullfish, Richard Gross, Robert Yager, and James Banks. Collectively, their work on social issues spans the period between the late 1930s through the present (with James Banks and Robert Yager continuing to publish through today). As for the subjects/topics (other than pioneers of teaching about social issues) addressed in this volume, they are: Issues-Centered Approaches to Teaching Geography, Addressing Social Issues in Sociology and Anthropology Courses, Peace Studies, The Vietnam War, and LGBT.



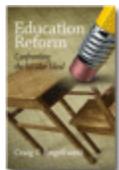
## Educating Asian Americans Achievement, Schooling, and Identities

Russell Endo, *University of Colorado*  
Xue Lan Rong, *University of North Carolina - Chapel Hill*

A volume in the series *Research on the Education of Asian Pacific Americans*  
2013. Paperback 9781623962135 \$45.99. Hardcover 9781623962142 \$85.99. eBook 9781623962159 \$50

The achievement, schooling, and the ethnic identities of Asian American students are among the core areas in the field of Asian American education, yet there is much that remains to be uncovered, verified, contradicted, and learned through sound research, especially as the Asian American population rapidly

increases in size and in the diversification of its characteristics. The chapters in this book deal present cutting-edge work in these three areas and contain innovative perspectives, new qualitative quantitative data, and discussions of the implications of findings for educational policies, practices, and programs. These chapters cover such specific topics as academic achievement gaps between Asian American and White students, contemporary school experiences of Southeast Asians and of undocumented Asian American students, perspectives on teaching immigrant and refugee students, and the development of ethnic identities. This work is authored by well-known higher education faculty as well as emerging scholars. Overall, this material represents a valuable, timely, and useful contribution to the literature on Asian Americans that will be of interest to faculty, administrators, policymakers, researchers, and students.



## Education Reform Confronting the Secular Ideal

Craig S. Engelhardt, *Director, Society for the Advancement of Christian Education (SACE)*

2013. Paperback 9781623963224 \$45.99. Hardcover 9781623963231 \$85.99. eBook 9781623963248 \$50

Education Reform challenges “secular education” as a failed educational paradigm and proposes an alternate paradigm with far-reaching potential. It reveals how secular schools have insufficient resources to support the public’s educational interests. Further, it reveals how religious schools, within a plural public education system, have the superior capacity to nurture citizens with the moral, intellectual, and civic qualities of good citizenship. The fulcrum upon which Engelhardt’s argument rests is the recognition that beliefs and values of a religious nature not only provide motivating frameworks for individual life, but also, they naturally provide core sources of meaning, understanding, and motivation for education. Whereas secular schools avoid these ideological resources, they potentially suffuse the curriculum, climate, and community of “religious” schools to increase their educational success. Thus, this book argues that the move to a plural public education system, in which families are free to choose publicly supportive “religious” schools, will advance the educational interests of America. The argument of this book is developed in three parts. The first entails a multi-chapter analysis of education history to discern the relationship between religion and the public’s education goals. By tracing ways in which “religion” is a key resource for curricular meaning, parent buy-in, rational thought, individual morality, public unity, and academic inspiration, it correlates school secularization with many of our education problems. Part two engages criticisms that may arise from the proposal to reform the secular education model - such as concerns regarding autonomy, skills of deliberation, equity, and public cohesion. Finally, part three illumines superior ways in which religious schools can address the public’s educational concerns. It ends by proposing ideas and principles to guide the development of an American plural public education system that allows the public to draw from the strengths of religious schools without secularizing them in the process.



## Educational Leadership Building Bridges Among Ideas, Schools, And Nations

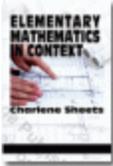
Christa Boske, *Kent State University*

A volume in the series *Educational Leadership for Social Justice*

2013. Paperback 978-1-61735-989-7 \$45.99. Hardcover 978-1-61735-990-3 \$85.99. eBook 978-1-61735-991-0 \$50

Educational Leadership: Building Bridges Among Ideas, Schools, and Nations breaks new ground by connecting many ideas to educational leadership that have traditionally been discussed as part of leaders’ contexts by connecting them and showing how international issues can unite scholars and educators in action. The book draws on the authors’ extensive experiences in U.S. public schools, research in the field of educational leadership, and programmatic practices to prepare school leaders to commit themselves to social justice.

The book provides a forum for this important work in the ongoing conversation about equity and excellence in education, and the role(s) leadership can assume in building bridges among ideas, people, and educational organizations. Chapters center on creating spaces for vigorous dialogue. Authors call upon scholars and practitioners to reconsider their intent to empower those who live on the margins. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and those they serve.



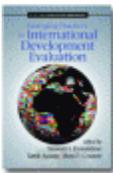
## Elementary Mathematics in Context

Charlene Sheets

2013. Paperback 9781623963798 \$45.99. Hardcover 9781623963804 \$85.99. eBook 9781623963811 \$50

These materials were developed, in part, by a grant from the federally-funded Mathematics and Science Partnership through the Center for STEM Education. Some of the activities were adapted from the National Council of Teachers of Mathematics Illuminations, the National Library of Virtual Manipulatives, Hands-On Math Projects with Real Applications by Judith A. Muschla and Gary R. Muschla, Learning Math with Calculators: Activities for Grades 3-8 by Len Sparrow and Paul Swan, and Mathematical Ideas by Charles D. Miller, Vern E. Heeren and John Hornsby.

The following UNC Charlotte, Charlotte, North Carolina graduates contributed to the development of the work products: Anna Athanasopoulou, Stephen Chambers, Fabio Franco, Jen Krieger, Morgan Leith, Chris Muellenbach, Ashley Nagowski, Jamie Pursley, Brandy Reece, Lauren Selvey and Linda Xiong.



## Emerging Practices in International Development Evaluation

Stewart I. Donaldson, *Claremont Graduate University*  
Tarek Azzam, *Claremont Graduate University*  
Ross F. Conner, *University of California Irvine*

A volume in the series *Evaluation and Society*

2013. Paperback 978-1-62396-183-1 \$45.99. Hardcover 978-1-62396-184-8 \$85.99. eBook 978-1-62396-185-5 \$50

The impetus for this volume comes from reflecting on many years of experience, successes and failures in development evaluation in Asia and Africa, and from recent work supported by the Rockefeller Foundation on Rethinking, Reshaping, and Reforming Evaluation. The concepts, frameworks and ideas presented in this volume are a useful contribution to the ongoing efforts at rethinking, reforming and reshaping international development evaluation. They come from leading thinkers and practitioners in development, evaluation, research and academia who have recognized that development evaluation must evolve if it is to respond to the challenges of the 21st Century and play a meaningful role in social and economic transformation. This volume will be of great interest to evaluation scholars, practitioners, and students, particularly to those interested in international development projects, programs, and policies. This book will be appropriate for a wide range of courses, included Introduction to Evaluation, International Development Evaluation, Program Evaluation, Policy Evaluation, and evaluation courses in International Development, International Relations, Public Policy, Public Health, Human Services, Sociology, and Psychology.



## English Learner Instruction through Collaboration and Inquiry in Teacher Education

James F. Nagle, *Saint Michael's College*

2013. Paperback 9781623964849 \$45.99. Hardcover 9781623964856 \$85.99. eBook 9781623964863 \$50

In an era of accountability and increased demand of literacy competency, this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners. The chapters in this book follow a teacher learning framework that highlights joint work, features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching.

While the chapters feature different venues for teacher learning, they all depict the process of teachers and teacher educators striving to integrate English learner instruction into mainstream teacher education. This book will be a resource for faculty in teacher education programs and for administrative personnel in school districts to illustrate the process of building authentic collaborations that can improve teacher learning and understanding about English learner instruction.



## Exploring the School Choice Universe Evidence and Recommendations

Kevin G. Welner, *University of Colorado - Boulder*  
Patricia H. Hinchey, *Pennsylvania State University*  
William J. Mathis, *University of Colorado, Boulder*  
Gary Miron, *Western Michigan University*

A volume in the series *The National Education Policy Center Series*  
2013. Paperback 9781623960438 \$39.99. Hardcover 9781623960445 \$85.99. eBook 9781623960452 \$50

Exploring the School Choice Universe: Evidence and Recommendations gives readers a comprehensive, complete picture of choice policies and issues. In doing so, it offers cross-cutting insights that are obscured when one looks only at single issue or a single approach to choice. The book examines choice in its various forms: charter schools, home schooling, online schooling, voucher plans that allow students to use taxpayer funds to attend private schools, tuition tax credit plans that provide a public subsidy for private school tuition, and magnet schools and other forms of public school intra- and interdistrict choice. It brings together some of the top researchers in the field, presenting a comprehensive overview of the best current knowledge of these important policies.

The questions addressed in Exploring the School Choice Universe are of most importance to researchers and policy makers. What do choice programs actually do? What forms do they take? Who participates, and why? What are the funding implications? What are the results of different forms of school choice on outcomes that matter, like student performance, segregation, and competition effects? Do they affect teachers' working conditions? Do they drive innovation?

The contents of this book offer reason to believe that choice policies can further some educational goals. But they also suggest many reasons for caution. If choice policies are to be evidence-based, a re-examination is in order. The information, insights and recommendations facilitate a more nuanced understanding of school choice and provide the basis for designing sensible school choice reforms that can pursue a range of desirable outcomes.



## A Feast of Learning International Perspectives on Adult Learning and Change

Roger Hiemstra  
Philippe Carré

A volume in the series *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*  
2013. Paperback 978-1-62396-373-6 \$45.99. Hardcover 978-1-62396-374-3 \$85.99. eBook 978-1-62396-375-0 \$50

This book provides perspectives from authors in six countries (Canada, Colombia, Germany, France, UK, USA) pertaining to adult learning in the 21st Century. This book grew out of an exciting International Conference on Adult Learning (ICAL) held in Paris, May 27-29, 2012.

Imagine "listening in" as these international scholars, representing expertise in various areas related to adult education, focus their collective attention to the topic of adult learning. Their task is to concentrate their research and intellectual acumen on where adult learning is heading in the 21st Century and to bring together their varied areas of expertise to expand the field of adult education's knowledge base. This book provides more than a record of their papers and meetings. Instead, each author has revised their paper with symposium feedback to help capture the discussion, synergy and growing knowledge base we envision together. Now you can read how these leading scholars understand adult learning in light on their collective work.

Areas of focus include

- Heuristics of Adult Learning
- Facilitating Self Directed Learning
- Individuals and the Learning Process
- Executives' Self-Development
- Distance Learning
- Science Self Directed Learning for All
- Entertainment-Education Communication Strategy
- Positive Deviance to Transform Education
- Learning Through the Life Course

This book will benefit teachers, researchers, administrators, and students in the field of adult education, learning, and practice. The synergistic result of bringing together nine scholars results in many new practical applications, research streams, scholarship, and practice suggestions.



## Fieldbook of ibstpi Evaluator Competencies

Darlene F. Russ-Eft, *Oregon State University*  
Tiffany A. Koszalka, *Syracuse University*  
Marcie J. Bober-Michel, *San Diego State University*  
Catherine M. Sleezer, *Training and Performance Improvement Specialists*

A volume in the series *The Ibstpi Book Series*  
2013. Paperback 9781623964429 \$45.99. Hardcover 9781623964436 \$85.99. eBook 9781623964443 \$50

The book, *Evaluator Competencies: Standards for the Practice of Evaluation*, details the development and validation of evaluator competencies by the International Board of Standards for Training, Performance, and Instruction (ibstpi). Developing an understanding of the ibstpi Evaluator Competencies may not be sufficient for individuals to determine how to improve their, or their colleagues', competencies. This Fieldbook provides additional information, resources, and tools to assist those who want to improve their own competencies or those who want to help other individuals improve. Thus, the goals for the present companion volume are:

- To provide additional practical information in each of the four evaluator domains (i.e., professional foundations, planning and designing the evaluation, implementing the evaluation plan, and managing the evaluation).
- To present practical tools and resources that support specific evaluator competencies, whether as an internal or an external evaluator.
- To offer practical insights on the evaluator competencies from experienced evaluators.
- To provide practical evaluation exercises and resources that can be used with undergraduate and graduate courses.



## Finding John Galt People, Politics, and Practice in Gifted Education

Elizabeth Romey, *Columbus State University*

A volume in the series *Studies in the History of Education*  
2013. Paperback 978-1-62396-370-5 \$45.99. Hardcover 978-1-62396-371-2 \$85.99. eBook 978-1-62396-372-9 \$50

This volume covers significant highlights in the history of gifted education, addressing significant contributors to the field, important political and policy concerns, and programs and practices of note. The book's scope is holistic, using Ayn Rand's concept of "men [and women] of the mind" to frame giftedness as a quality of individuals that extends beyond the academic or "schoolhouse" setting and into a range of aspects of the lived human experience of gifted individuals.



## The First Sourcebook on Asian Research in Mathematics Education China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *The University of Montana*  
Jinfa Cai, *University of Delaware*  
Kyeonghwa Lee, *Seoul National University*  
Lianghuo Fan, *University of Southampton (UK)*  
Yoshinori Shimizu, *University of Tsukuba*  
Chap Sam Lim, *Universiti Sains Malaysia*  
K. Subramaniam, *Tata Institute of Fundamental Research*

A volume in the series *International Sourcebooks in Mathematics and Science Education*  
2013. Paperback 9781623960285 \$139. Hardcover 9781623960292 \$189. eBook 9781623960308 \$50

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the "flat earth" syndrome, old distinctions and biases between different groups of researcher's persist. In addition limited accessibility to conferences and journals also contribute to this problem.

The International Sourcebooks in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education.

The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education researchers, policy makers, practitioners and students both in and outside Asia, and complement the Nordic and NCTM perspectives.



## The Future of Evaluation in Society A Tribute to Michael Scriven

Stewart I. Donaldson, *Claremont Graduate University*

A volume in the series *Evaluation and Society*

2013. Paperback 9781623964511 \$45.99. Hardcover 9781623964528 \$85.99. eBook 9781623964535 \$50

The impetus for this volume lives in a rich and vibrant past. It is organized to honor one of the founders and most prolific contributors to the profession and transdiscipline of evaluation -- Professor Michael Scriven, and to illuminate the future of evaluation in society. Professor Scriven often shares stories of his meetings with Albert Einstein and the frame-breaking evaluation revolution he has led against the value free doctrine of the social sciences. Both his wide eyed graduate students and the more grizzled evaluation veterans in his professional development workshops quickly learn that Scriven is well traveled and has exchanged some of the boldest ideas and visions with the most brilliant thinkers of his time. Scriven insisted that the 2011 Stauffer Symposium and this volume be organized in that genre. He urged us to invite the most thoughtful and influential evaluation theorists and practitioners we could find to join him in a conversation about the future of evaluation in society.

Scriven challenges us to examine the five great paradigm shifts that have revolutionized the foundations of evaluation, and that he believes will form the basis for a much brighter future for evaluation in society. Scriven's revolutionary ideas are followed and challenged by a group of thought leaders in evaluation who do not necessarily shared his views on evaluation, but who have earned his deepest respect and whose evaluation work he admires including Michael Quinn Patton, Ernest House, Daniel Stufflebeam, Robert Stake, Jennifer Greene, Karen Kirkhart, Melvin Mark, Rodney Hopson, and Christina Christie. However, despite his insistence that his colleagues stay focused on the future of evaluation, you will find that many have recounted their adventures, exchanges, and debates with him over the years, as well as pointed out the many contributions that he has made to the development of evaluation and to the improvement of society through his amazing portfolio of evaluation contributions.

The Future of Evaluation in Society: A Tribute to Michael Scriven will be of great interest to evaluation scholars, practitioners, and students of evaluation. It will be appropriate for use in a wide range of evaluation courses including Introduction to Evaluation, Evaluation Theory, and Evaluation Practice courses.



## Going Back for Our Future Carrying Forward the Spirit of Pioneers of Science Education

Jon Pedersen, *University of Nebraska-Lincoln*  
Kevin D. Finson, *Bradley University*  
Barbara S. Spector, *University of South Florida*  
Paul Jablon, *Lesley University*

A volume in the series *Pioneers of Science Education*

2013. Paperback 9781623962531 \$45.99. Hardcover 9781623962548 \$85.99. eBook 9781623962555 \$50

This book is the first volume of an attempt to capture and record some of the answers to these questions—either from the pioneers themselves or from those persons who worked most closely with them. We know there are many pioneers and early trailblazers who are not included in this volume, but there are other volumes to follow. As we have posed questions, rummaged through files and oft-neglected books, and probed the memories of many individuals, we have come to realize our list of true pioneers is ever growing. There are names on the list that most of us readily recognize, and there are names of whom few of us have heard—yet who were significant in their roles as mentors or idea development and teaching. We quickly discovered that the “family tree” showing connections between these people is not a neat, clean simple branching tree, but is more like spaghetti. The connections are many, are intertwined, and all have their significance. The stories in this volume demonstrate how vital this network was in supporting the individual pioneers during their journey in difficult times and continues to be for those of us today in our own enterprise.



## Great Leaders Equal Great Schools Alliances and Discourse for Educational Reform

Autumn Cypres, *University of Tennessee*

A volume in the series *Leaders, Schools, and Change*

2013. Paperback 9781623960131 \$45.99. Hardcover 9781623960148 \$85.99. eBook 9781623960155 \$50

The networks of Tennessee politicians, school leaders, and academics are rife with significant contributors to the national fabric of educational reform. This cadre includes Former White House Chief of Staff Howard Baker, United States Senator Bill Frist (currently Chairman of the Tennessee State Collaborative on Reforming Education) former United States Secretary of Education Lamar Alexander (currently United States Senator and Conference Chair of the Republican Party) and current Governor Bill Haslam. This network has deep, current ties to The University of Tennessee, the Knoxville area, and school systems across the state of Tennessee. The Center for Educational Leadership is a highly funded, highly visible model for education reform throughout the state of Tennessee. This 3 book series will serve as a calling card for all activities that The Center for Educational Leadership is involved in around the state of Tennessee and the United States. This includes all school leadership summits for policy makers, practitioners, scholars, and legislators. It represents the shared vision and commitment of educational leaders, politicians, educational reformers, and legislators. This book will be distributed to school leaders, professional development coaches, teacher unions, scholars at several Tennessee institutions of higher education, and members of the Tennessee legislature and Department of Education. The audience for this series is primarily school leaders and scholars who are launching and designing new programs or revising and strengthening existing programs. However, those who are discussing policy at the local, state, and national level would be interested in the information given within these pages as it relates clearly to their work in educational leadership.



## Guide to Transforming Teaching Through Self-Inquiry

James Pelech, *Benedictine University*

2013. Paperback 9781623961596 \$45.99. Hardcover 9781623961602 \$85.99. eBook 9781623961619 \$50

In the past twenty years, the importance of reflection has been recognized by all professions, especially the education profession. In the field of education, terms and practices such as reflective practice, action research, journaling, collaborative observation, professional development, peer observation, and professional portfolios have become organizing units of discussion and practice. This book extends knowledge in the field, not just by providing prompts and examples of "things to do," but also by presenting an organized and cohesive system consisting of definitions, principles, and guidelines that can be used for all reflective practice activities. This system blends ideas and concepts from phenomenology, the Constructivist philosophy, experiential learning, critical reflection, theories on turning knowledge into action, and transformative learning. Moreover, the book creates a logical system for reflective practice that provides a foundation for a framework that organizes teacher transformation through reflection. This system is anchored by the practical examples provided, thus making this book practical for all those interested in improving student learning. The strength of this book is that it is not a recipe-type publication; rather it is a cohesive system which creates a rationale for the system, presents the system, and provides many examples. The intended audience includes practitioners, teacher educators, teacher candidates, and administrators.



## Handbook of Educational Theories

Beverly Irby, *Sam Houston State University*  
Genevieve H. Brown, *Sam Houston State University*  
Rafael Lara-Aiecio  
Dr. Shirley A. Jackson, *Sam Houston State University*

2013. Paperback 978-1-61735-865-4 \$100. Hardcover 978-1-61735-866-1 \$200. eBook 978-1-61735-867-8 \$100

Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume.

A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting

practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included.

The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory.

The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.



## Historically Black College Leadership & Social Transformation How Past Practices Inform the Present and Future

Vickie L. Suggs, *University of North Carolina at Chapel Hill*

2013. Paperback 9781623964573 \$45.99. Hardcover 9781623964580 \$85.99. eBook 9781623964597 \$50

Historically Black College Leadership & Social Transformation Little research has been conducted to identify aspects of effective social transformation leadership in American college and university leadership. The authors of this book argue that while much less has been done at predominantly White institutions to practically apply the processes of social transformation as a leadership model, HBCUs have historically relied upon strategies of social transformation as they sought to build and sustain the distinct mission of their institutions that enhance college access, inclusion, and choice.

This publication is intended to serve as a departure from the examination of the typology of transformation leadership in the private sector and, instead, view this leadership model through the lens of higher education. The authors' intent is to focus on institutional leadership at historically Black colleges and universities (HBCUs) and provide a deeper understanding of the Social Change Model and how it can be successfully situated as a conduit for realizing and sustaining the mission of Black colleges from perspectives of the past, present, and future.



## History Education and the Construction of National Identities

Mario Carretero, *Universidad Autónoma de Madrid*  
Mikel Asensio, *Universidad Autónoma de Madrid*  
María Rodríguez-Moneo, *Universidad Autónoma de Madrid*

A volume in the series *International Review of History Education*

2013. Paperback 978-1-61735-935-4 \$45.95. Hardcover 978-1-61735-936-1 \$85.95. eBook 978-1-61735-937-8 \$50

How is history represented? As just a record of the past, as a part of a present identity or as future goals? This book explores how historical contents and narratives are presented in school textbooks and other cultural productions (museums, monuments, etc) and also how they are understood by students, in the context of increasing globalization. In these contemporary conditions, the relation between history learning processes, in and out of school, and the construction of national identities presents an ever more important topic. It is being studied by looking at the appropriation of historical narratives, which are frequently based on the official history of a nation state. Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada, France, Germany, Latin America, Spain, the Netherlands, the United Kingdom and the United States. Covering such a broad sample of cultural and national contexts, they provide a rich reflection on history as a subject related to patriotism, cosmopolitanism, both or neither.



## I Had No Idea Clinical Simulations for Teacher Development

Benjamin H. Dotger, *Syracuse University's School of Education*

2013. Paperback 9781623961954 \$45.99. Hardcover 9781623961961 \$85.99. eBook 9781623961978 \$50

Clinical simulations provide teachers with opportunities to enact professional knowledge, skills, and dispositions. Building on medical education's long-standing use of standardized patients, this book infuses standardized individuals and clinical simulations into teacher education. As participating teachers engage with standardized parents, students, paraprofessionals, and community members, they encounter a variety of situations common to K-12 teaching. This book provides teacher educators and professional development facilitators with the background knowledge, training procedures for standardized individuals, logistical steps, and all documents necessary for successful implementation of twelve different clinical simulations.

This book is constructed for teacher educators and school district personnel who intend to facilitate clinical simulations for teachers. Teachers serving as participants in the clinical simulations should consult the separate text: *Clinical Simulations for Teacher Development: A Companion Manual for Teachers.*"



## Identifying and Recruiting Language Teachers A Research-Based Approach

Peter B. Swanson, *Georgia State University*

A volume in the series *Contemporary Language Education*

2013. Paperback 978-1-61735-856-2 \$45.99. Hardcover 978-1-61735-857-9 \$85.99. eBook 978-1-61735-858-6 \$50

This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. "resist wounding inscriptions" of the intersecting emotional and physical violence of homes, communities, and antiimmigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

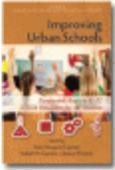


## Improving Instruction Through Supervision, Evaluation, and Professional Development

Michael DiPaola, *The College of William and Mary*  
Wayne K. Hoy, *The Ohio State University*

2013. Paperback 9781623964788 \$45.99. Hardcover 9781623964795 \$85.99. eBook 9781623964801 \$50

This new book recognizes the reality that all principals are responsible for supervision, evaluation, and professional development of their teachers—tasks that are neither simple nor without conflict. The primary audience of this text is aspiring and practicing principals. We hope to help them understand both the theory and practice of supervision, evaluation, and professional development. Observing instruction, collection data for reflection, and having conversations about teaching however, are not sole provinces of principals. Master teachers, teacher leaders, and teacher colleagues can also benefit from the Supervisory sections of the book, especially the chapters on high-quality instruction, improving instruction, and the classroom data collecting tools.



## Improving Urban Schools Equity and Access in K-16 STEM Education

Chance W. Lewis, Ph.D., *University of North Carolina at Charlotte*  
Mary Margaret Capraro, *Texas A&M University*  
Robert M. Capraro, *Texas A&M University*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2013. Paperback 9781623962302 \$45.99. Hardcover 9781623962319 \$85.99. eBook 9781623962326 \$50

Although STEM (Science, Technology, Engineering, and Mathematics) has been diversely defined by various researchers (e.g. Buck Institute, 2003; Capraro & Slough, 2009; Scott, 2009; Wolf, 2008), during the last decade, STEM education has gained an increasing presence on the national agenda through initiatives from the National Science Foundation (NSF) and the Institute for Educational Sciences (IES). The rate of technological innovation and change has been tremendous over the past ten years, and this rapid increase will only continue. STEM literacy is the power to “identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them” (Washington State STEM, 2011, Internet). In order for U.S. students to be on the forefront of this revolution, ALL of our schools need to be part of the STEM vision and guide students in acquiring STEM literacy. Understanding and addressing the challenge of achieving STEM literacy for ALL students begins with an understanding of its element and the connections between them. In order to remain competitive, the Committee on Prospering in the Global Economy has recommended that the US optimize “its knowledge-based resources, particularly in science and technology” (National Academies, 2007, p. 4). Optimizing knowledge-based resources needs to be the goal but is also a challenge for ALL educators (Scheurich & Huggins, 2009). Regardless, there is little disagreement that contemporary society is increasingly dependent on science, technology, engineering, and mathematics and thus comprehensive understandings are essential for those pursuing STEM careers. It is also generally agreed that PK-12 students do not do well in STEM areas, both in terms of national standards and in terms of international comparisons (Kuenzi, Matthews, & Mangan, 2006; Capraro, Capraro, Yetkiner, Corlu, Ozel, Ye, & Kim, 2011). The question then becomes what might PK-12 schools do to improve teachers’ and students’ STEM knowledge and skills? This book will look at equity and access issues in STEM education from PK-12, university, and administrative and policy lenses.



## In the Beginning Biblical Sparks for a Child’s Week

Vered Hankin, *Northwestern University*  
Kalman J. Kaplan, *University of Illinois at Chicago*  
Amiram Raviv, *Tel Aviv University*

A volume in the series *The University of Miami School of Education and Human Development Series*  
2013. Paperback 9781623964368 \$29.99. Hardcover 9781623964375 \$59.99. eBook 9781623964382 \$50

For religious and non-religious alike, the Bible constitutes an important source of cultural heritage, fundamental values, and basic codes of social conduct. This book presents seven Biblical stories ordered to the days of Creation and adapted for children in pre K-5th grades. Day 1: David and Goliath; Day 2: The Tower of Babel; Day 3 Noah and the Flood; Day 4: Abraham Breaking the Idols; Day 5: Jonah and the Big Fish; Day 6: Adam Names the Animals; and Day 7 (The Sabbath): Elijah Rests. Commentaries, questions and activities follow each story and can be used by grandparents, parents and educators to discuss real-life issues with children and foster social skills and values.



## In Their Own Words A Journey to the Stewardship of the Practice in Education

Jill Alexa Perry, *Duquesne University*  
David Lee Carlson, *Arizona State University*

2013. Paperback 9781623962562 \$45.99. Hardcover 9781623962579 \$85.99. eBook 9781623962586 \$50

The Carnegie Project on the Education Doctorate (CPED)—an inter-institutional action project of the Carnegie Foundation—is a consortium of universities pursuing the goals of instituting a clear distinction between the professional doctorate in education and the research doctorate; and improving reliably and across contexts the efficacy of programs leading the professional doctorate in education. To this end, the aim is to advance the Education Doctorate (EdD) as the highest quality degree for the professional preparation of educational practitioners. With this book, the editors offer multiple perspectives of graduates from several CPED-influenced programs and allow these graduates to describe how they have experienced innovative professional practice preparation. The chapters in this book tell the reader a story of transformation providing several narratives that describe each graduate’s progression through their doctoral studies. Authors specifically chronicle how individual EdD programs prepared them to be scholarly practitioners, and how their doctoral studies changed who

they have become as people and practitioners. The primary market for this project would be scholars, professors, and students interested in higher education and doctoral education. In particular, those that are interested in understanding the purpose of the Education Doctorate (EdD) and its role in preparing Stewards of the Practice.



## Indigenous Peoples Education and Equity

Rhonda G. Craven, *University of Western Sydney*  
Gawaian Bodkin-Andrews, *University of Western Sydney*  
Janet Mooney, *University of Sydney*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2013. Paperback 978-1-61735-962-0 \$45.99. Hardcover 978-1-61735-963-7 \$85.99. eBook 978-1-61735-964-4 \$50

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph of scholarly works that are seeking to advance knowledge and understanding of a diverse range of Indigenous or First Peoples across the globe. With the overarching emphasis being towards education, this collection of works outlines the unique history, policy, and lived experiences of Indigenous peoples within education systems around the world. The volume itself is split into three sections that offer: (i) an overview of the past and current educational conditions of Indigenous peoples; (ii) policy and practice aimed at enhancing cultural inclusiveness and resisting deculturalization, and (iii) finally the identification of pedagogical factors that may be important for the educational progress of a diversity of Indigenous students. Overall, this volume will act as a valuable source for those seeking to maintain and restore Indigenous cultures and languages within the education system, as well as identifying other methods and practices that may increase the engagement and resilience of Indigenous students within a variety of education settings. As a result, this collection of works will be a valuable tool for educators, researchers, policy makers, and school counselors who may be seeking to further understand the experiences of Indigenous students within the education system.



## Informing the Practice of Teaching Using Formative and Interim Assessment A Systems Approach

Robert W. Lissitz, *University of Maryland*

A volume in the series *The MARCES Book Series*  
2013. Paperback 9781623961114 \$45.99. Hardcover 9781623961121 \$85.99. eBook 9781623961138 \$50

This book focuses on interim and formative assessments as distinguished from the more usual interest in summative assessment. I was particularly interested in seeing what the experts have to say about a full system of assessment. This book has particular interest in what information a teacher, a school or even a state could collect that monitors the progress of a student as he or she learns. The authors were asked to think about assessing the effects of teaching and learning throughout the student's participation in the curriculum.

This book is the product of a conference by the Maryland Assessment Research Center for Education Success (MARCES) with funding from the Maryland State Department of Education.



## Instructional Designer Competencies The Standards (Fourth Edition)

Tiffany A. Koszalka, *Syracuse University*  
Darlene F. Russ-Eft, *Oregon State University*  
Robert Reiser, *Florida State University*

A volume in the series *The Ibstpi Book Series*  
2013. Paperback 978-1-62396-403-0 \$45.99. Hardcover 978-1-62396-404-7 \$85.99. eBook 978-1-62396-405-4 \$50

This book provides the most current and complete version of statements defining a competent instructional designer, for those who are or aspire to practice in virtually any context, anywhere in the world. The research conducted to update and validate these standards included obtaining feedback from over 1000 senior to novice practitioners and scholars working in the North, South, and Central Americas, Europe, Asia, Australia and New Zealand, and African nations.

This book is intended for those who hire, train, and prepare instructional designers and those who work (or plan to work) as instructional designers. It provides an updated description of the profession. It lays out the most critical competencies (e.g., knowledge, skills, and attitudes) of the successful instructional designer, regardless of the context in which they work (e.g., K-12, higher education, business and industry, government and military, private consultancy, informal or formal), the location in which they practice (e.g., the Americas, Europe, Asia, Africa, Australia), and the type of delivery for which they design (e.g., face-to-face, paper-based, digital, blended).

There have always been questions about what instructional designers do... such questions led to the creation of ibstpi more than 30 years ago. Yet, this questioning is especially true today with the growing call for developers of e-learning and other technology-supported instruction. The term 'instructional designer' seems to have become a generic phrase that now lends itself to a broad range of meanings, and yet, it is a definitive profession with a specific scope and focus. The more widely the label 'instructional designer' is used, the more room there is for misunderstanding about what is called for in skills, behaviors, competencies, and outputs. What is called for in the midst of this learning boom is clarity, direction and uniform expectations. With a common understanding, we can help avert poor design, especially in e-learning and technology-supported instruction, which often fails learners or has high attrition rates.

Grounded on rigorous research, consulting hundreds of practitioners around the world, this book articulates and explains what is required to be a competent instructional designer. It includes the set of standards that clarifies the profession and provides a set of competencies for creating hiring schemes, professional development guidelines, performance assessments, work plans, and curriculum to prepare instructional designers. The instructional designer profession continues to grow in wake of emerging technologies, new pedagogies, and virtual learning environments.

However, many educators, instructors, and even training specialists often lack the competencies to design, develop, implement, and evaluate these newer types of instructional solutions. This book articulates and explains the competencies that are required to be a competent instructional designer.



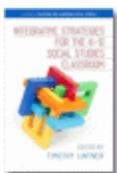
## Integrating Play Techniques in Comprehensive School Counseling Programs

Jennifer Curry, *Louisiana State University*  
Laura Fazio-Griffith, *Southeastern Louisiana University*

2013. Paperback 9781623963040 \$45.99. Hardcover 9781623963057 \$85.99. eBook 9781623963064 \$50

Play therapy interventions are critical elements of providing responsive services within the context of comprehensive school counseling programs. However, many school counselors are not trained in the use of play therapy techniques during their graduate training programs as Play Therapy is not a required course based on standards set by the Council for Accreditation of Counseling and Related Education Programs (CACREP) (2009). Indeed, while there are over 400 school counseling programs in the U. S., there are only 11 certified play therapy training centers. Even more critically, school counselors may not know which play therapy approaches and interventions are evidenced based for specific childhood concerns (e. g., selective mutism, social skills deficits, parent deployment).

Play therapy is a structured, theoretically-based approach to counseling that builds on the normal communicative and learning processes of children as they may not have developed the complexities of language to accurately express their concerns (Carmichael, 2006; Gil, 1991; Landreth, 2002; O'Connor & Schaefer, 1983). Further, children who are most in crisis may be the ones who need play concepts integrated in counseling; yet, many school counselors are unprepared to provide these vital resources. The focus of this book is on various play techniques and the application of various play therapy theories (i. e., Child Centered Play Therapy, Solution Focused Play Therapy, Cognitive Behavioral Play Therapy) within comprehensive school counseling programs, addressing various childhood concerns, prevention and intervention. Each chapter offers vignettes, a literature review of a specific childhood concern (e.g., homelessness, separation anxiety), pragmatic interventions for the school environment, and a case study to demonstrate application of techniques.



## Integrative Strategies for the K-12 Social Studies Classroom

Timothy Lintner, *University of South Carolina Aiken*

A volume in the series *Teaching and Learning Social Studies*

2013. Paperback 9781623960827 \$45.99. Hardcover 9781623960834 \$85.99. eBook 9781623960841 \$50

While the concept of integration or an interdisciplinary curriculum has been around for decades, the purposeful practice of integration is a relatively new educational endeavor. Though classroom teachers often say they "integrate," there generally seems to be a lack of understanding of what this thing called integration is (theory) and what it is supposed to look like in the classroom (practice).

Arguably, no other discipline has felt the pressure to integrate more than social studies. Marginalized by federal initiatives such as No Child Left Behind and

suffering from a general crisis of credibility, social studies has been pushed further and further to the proverbial back burner of educational importance. Yet regardless of perspective or position, social studies remains ripe for integration.

The crux of this book is to provide educators insights and strategies into how to integrate social studies with other discipline areas. Calling upon national experts in their respective fields, each chapter chronicles the broad relationship between individual content areas and social studies. Multiple examples of integrative opportunities are included. At the end of each chapter is a series of grade-specific integrative lesson plans ready for implementation. This book was purposefully designed as a how-to, hands-on, ready-reference guide for educators at all stages and all levels of teaching.



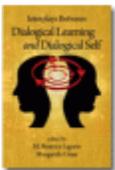
## The Interdependence of Teaching and Learning

Bryant Griffith  
Douglas J. Loveless, *James Madison University*

2013. Paperback 9781623961411 \$45.99. Hardcover 9781623961428 \$85.99. eBook 9781623961435 \$50

The varied chapters of this book seek to capture the complexities of teaching and learning in today's schools, and they share an interest in exploring the influences of knowledge construction in the moment and over time. Teaching and learning are human processes, interrelated and dynamic. We assembled this collection to unpack what it means to teach and to learn, teasing out some of the implications and challenges of such complicated educational processes that are often misconstrued as causal or linear. As educators currently residing in the United States, we find this a particularly pressing agenda, given the current focus on common core standards and reducing teaching and learning to conceptual and pedagogical step-by-step procedures. Our primary concern in putting together this book was to provide a conceptual and political foundation from which to construct and defend understandings and practices of teaching and learning that embody the complexity of educational endeavors and relationships. The isolation of teaching from learning, and the othering of both teachers and students, one from the other, suggests that knowledge is synonymous with information. This book challenges such assumptions.

The project underlying this text can be seen as a means of rethinking how teachers' and students' perspectives of practice and curriculum influence what learning opportunities are provided to students. Chapters written by established and new thinkers in the field of education demonstrate the ways in which teachers reformulate relationships between teaching and learning in school settings. Our second objective is to examine local constructions of knowledge over time and how those constructions are consequential for teacher and student learning. By examining patterns of practice and processes of knowledge construction in elementary, secondary, and undergraduate classrooms, the authors of these chapters lay a foundation for examining commonalities and differences in the construction of knowledge and practices across educational levels, disciplines, and in-school and out-of-school settings.



## Interplays Between Dialogical Learning and Dialogical Self

M. Beatrice Ligorio, *Università degli Studi di Bari*  
Margarida César, *Universidade de Lisboa, Instituto de Educação*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2013. Paperback 9781623960643 \$45.99. Hardcover 9781623960650 \$85.99. eBook 9781623960667 \$50

Education is a main issue in all countries. Policy makers, educators, families, students and, in a more general way, societies expect schools to provide a high quality education. They also expect students to be able to achieve and to become active and critical citizens. As senior researchers in education, we address some of the most complex and demanding research questions: How does learning affect identity? How does participation to educational settings, scenarios and situations impact the way we are or became? Can changes in how we perceive our Selves be considered as part of the learning process?

This book attempts to outline some answers to such broad questions using a very robust and updated theoretical frame: the dialogical approach. In these chapters very well-known international authors from different continents and countries analyze school and educational situations through new lens: by considering the teaching and learning processes as multi-voiced and socially complex and considering identity development as a true leverage for development.

The focus on the dialogical nature of both learning and identities makes this book interesting not only for educators and educational researchers but also for anyone interested in human sciences, policy makers, students and their families. We also aimed at producing a book that can be useful for different cultures and educational systems. Thus, in this book there are researches and comments from different cultural perspectives, making it appealing for a very large target-public.



## Intersection of Service and Learning Research and Practice in the Second Language Classroom

Gregory Thompson, *University of Central Florida*

2013. Paperback 978-1-61735-892-0 \$45.99. Hardcover 978-1-61735-893-7 \$85.99. eBook 978-1-61735-894-4 \$50

This book on service-learning provides a current view of service-learning research in the second language classroom and practical applications for the acquisition of both cultural knowledge as well as the different language modalities. This book helps in understanding how using service-learning in the language classroom can facilitate language acquisition. The author addresses many of the challenges faced by teachers in the second language classroom as they try to implement service-learning programs in their curriculum. Based on the research as well as the experience of the author and other practitioners in the field, suggestions are given in each chapter as to how to maximize student learning and acquisition of specific aspects of a language as well as on the formation of successful programs and service-learning experiences. These suggestions are integrated into the individual chapters based on the focus of the unit.

This text shows how service-learning allows students real world application of the language they are learning in the classroom. This text discusses how service-learning assists students in contextualizing their learning and seeing the reality of their field of study and the applicability of their language classes to settings that they encounter in their own communities. Finally, at all levels teachers, professors, and administrators are being asked to provide standards and assessments to demonstrate achievement and excellence in their different fields. This text addresses how service-learning aids students in meeting these proficiency standards and helps them achieve many of the goals set forth by national and international foreign/second language learning organizations.



## Killing ideas softly? The promise and perils of creativity in the classroom

Ronald A. Beghetto, *University of Oregon*

2013. Paperback 9781623963644 \$45.99. Hardcover 9781623963651 \$85.99. eBook 9781623963668 \$50

Creativity is a hot topic in education. As such, there is no shortage of insights or suggestions for how teachers might incorporate creativity into their curriculum. Wading through these suggestions can, however, be quite daunting. This is because many of these suggestions imply that teachers need to somehow radically change their approach to teaching, adopt a new curriculum, or add-on to their existing curriculum. Consequently, many teachers feel that such changes are not feasible and may even come at the cost of supporting students' academic learning.

This book provides an alternative. Teachers need not adopt a new curriculum, radically change what they are already doing, or attempt to add more to their already overflowing plate of curricular responsibilities. Rather, teaching for and with creativity is often more about doing what one is already doing, only slightly better.

The aim of this book is to help teachers understand how they can make slight changes to their own teaching, which can substantially support the development of students' creative potential and result in a more creative approach to teaching. The insights and practical suggestions presented in this book represent some of the newest and most promising work being done in the field of creativity studies. This book is unique in that it presents teachers with concrete ideas for how to simultaneously support creativity and learning. A particularly novel feature of this book is that it offers a blend of theoretical insights and vivid classroom examples to illustrate the kinds of opportunities and challenges that teachers face when they attempt to teach for and with creativity. As such, this book will provide teachers, scholars, researchers, and anyone interested in classroom creativity with new directions for future research and educational practice.



## The Language of Peace Communicating to Create Harmony

Rebecca L. Oxford, *Alabama A&M University*

A volume in the series *Peace Education*

2013. Paperback 9781623960940 \$45.99. Hardcover 9781623960957 \$85.99. eBook 9781623960964 \$50

The Language of Peace: Communicating to Create Harmony offers practical insights for educators, students, researchers, peace activists, and all others interested in communication for peace. This book is a perfect text for courses in peace education, communications, media, culture, and other fields. Individuals concerned about violence, war, and peace will find this volume both crucial and informative.

This book sheds light on peaceful versus destructive ways we use words, body language, and the language of visual images. Noted author and educator Rebecca L. Oxford guides us to use all these forms of language more positively and effectively, thereby generating greater possibilities for peace.

Peace has many dimensions: inner, interpersonal, intergroup, international, intercultural, and ecological. The language of peace helps us resolve conflicts, avoid violence, and reduce bullying, misogyny, war, terrorism, genocide, circus journalism, political deception, cultural misunderstanding, and social and ecological injustice. Peace language, along with positive intention, enables us to find harmony inside ourselves and with people around us, attain greater peace in the wider world, and halt environmental destruction. This insightful book reveals why and how.



## A Learner Centered Approach To Online Education

Lisa Harrell, *Instructional Designer and Online Course Instructor*

2013. Paperback 9781623962920 \$45.99. Hardcover 9781623962937 \$85.99. eBook 9781623962944 \$50

The purpose of this book is to serve as a guide for designing, developing, and teaching learner centered online courses and/or modules of instruction. Chapter 1 provides an introduction to online education. Chapter 2 provides information on the resources and support needed to teach and learn in an online environment. Chapter 3 provides information and considerations in regards to the online learner. Chapter 4 provides information on the domains of learning. Chapter 5 provides information on learning outcomes and instructional objectives. Chapter 6 provides information on online course interaction. Chapter 7 provides information pertaining to assessment and grading rubrics. Each chapter of the book includes an application exercise.

This book will assist the reader in understanding the important factors in regards to online education. This book would also provide the foundational information, tools, and resource information needed to design, develop, and teach a learner centered online course or modules of instruction. This book would be a valuable resource for any educator interested in teaching online and for those who may already be teaching online. Educators in a variety of areas wishing to learn more about online teaching, course design, and course development could benefit from this book. This book could also serve as a text book for undergraduate and graduate courses related to online teaching, course design, and course development. This book could also serve as an administrative resource and guide for programs developing online courses and for faculty training and professional development purposes.



## Learning from the Boys Looking Inside the Reading Lives of Three Adolescent Boys

Valarie G. Lee, *Rowan University*

A volume in the series *Literacy, Language and Learning*

2013. Paperback 978-1-61735-977-4 \$45.99. Hardcover 978-1-61735-978-1 \$85.99. eBook 978-1-61735-979-8 \$50

The “Boy Crisis” is cited often in educational and news reports due to the consistent reading achievement gap for boys and the statistics paint a dismal picture of boys in school. Politicians and researchers often focus on boys’ low scores on reading achievement tests and compare these scores to the girls’ scores with little consideration for the actual reading lives of boys. As a result, adolescent boys’ vernacular reading is most often misunderstood.

This book documents my journey as a mother of three boys and teacher of adolescents, as I attempt to articulate both the in-school and out-of-school

experiences of boys. The book describes my attempts at creating a more complete picture of the reading lives and experiences of adolescent boys by describing three boys and their reading experiences in their natural contexts. It provides a rich description, revealing disconnects between school literacy practices and boys' vernacular literacy practices.

In this book, parents, administrators, and teachers will find discover the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for "the boy problem" so often seen in response to low test scores. This book provides parents, administrators, and teachers with an in-depth description of three boy readers. What emerges is a description of the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for "the boy problem" so often seen in response to low test scores. Teachers interested in mentoring boy readers will find this book helpful. This book can also be used with pre-service and in-service teachers, in undergraduate and graduate courses, and in professional development.



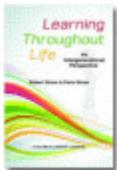
## Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*  
Matthew T. McCrudden, *Victoria University of Wellington*  
Daniel Robinson, *Colorado State University*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*  
2013. Paperback 9781623962333 \$45.99. Hardcover 9781623962340 \$85.99. eBook 9781623962357 \$50

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.



## Learning Throughout Life An Intergenerational Perspective

Robert D. Strom, *Arizona State University*  
Paris S. Strom, *Auburn University*

A volume in the series *Lifespan Learning*  
2013. Paperback 9781623960469 \$45.99. Hardcover 9781623960476 \$85.99. eBook 9781623960483 \$50

The dangers of age segregation and the benefits of age integration are examined. Each generation should be recognized as an essential source for learning. Harmony will increasingly depend on general awareness of how other age groups interpret events, respect for values that guide their behavior, responsiveness to their needs and concerns, consideration of their criticisms and solutions, and acknowledgement of their contributions.

This book describes: (a) personality assets and mental abilities to focus learning at each stage of development; (b) obstacles to anticipate and overcome; (c) a rationale to make reciprocal learning common; (d) research findings which identify generational learning needs; and (e) benefits of providing lifelong education. Six stages are explored: infancy and early childhood (birth-age 6); middle and later childhood (ages 6-10); adolescence (ages 10-20); early adulthood (ages 20-40); middle adulthood (ages 40-60); and older adulthood (age 60+). Some outcomes of lifelong learning include self-control, patience, integrity, resilience, persistence, problem solving ability, acceptance of criticism, and generativity. The intended audiences for this book are professionals working with individuals and families.



## Learning to Learn with Integrative Learning Technologies (ILT) A Practical Guide for Academic Success (Chinese Edition)

Anastasia Kitsantas, *George Mason University*  
Nada Dabbagh, *George Mason University*

2013. Paperback 9781623962241 \$45.99. Hardcover 9781623962258 \$85.99. eBook 9781623962265 \$50

The purpose of this practical guide is to facilitate college students' academic success by fostering self-regulated learning skills or learning to learn through the use of Integrative Learning Technologies (ILT). It enables the college instructor, online instructor, instructional developer, or educator to envision, plan for, and implement customized instructional and curricular designs that foster learning to learn and motivate students to take ownership of their own learning.

Specifically, this book demonstrates how college faculty who use Learning Management Systems (LMS) as well as emerging technologies such as Web 2.0 applications and social software can design learning tasks and course assignments that support and promote student:

- goal setting
- use of effective task strategies
- self-monitoring and self-evaluation
- time management
- help seeking
- motivation and affect

Given the emphasis on retention of freshmen as a measure of institutional effectiveness, the focus on student success, and the increasing use of ILT in higher education, this book fulfills a dire need in the literature on the integration of technology and self-regulated learning.



## Left Behind in the Race to the Top Realities of School Reform

Julie A. Gorlewski, *SUNY New Paltz*  
Brad J. Porfilio, *Lewis University in Romeoville, IL*

2013. Paperback 9781623963286 \$27.5. Hardcover 9781623963293 \$59.99. eBook 9781623963309 \$50

Public education is suffering attacks that are well funded and extraordinarily complex and multifaceted. These conditions make it difficult for educators and citizens to gather the information they need to mount meaningful resistance, especially since mainstream media tends to be uncritically supportive of neoliberal reforms. The Orwellian language of reforms is adopted and promoted through news outlets, politicians, and film; thus, arguments against these reforms must bubble up through social media and alternative outlets. By providing a coherent, comprehensive description of contemporary neoliberal initiatives and analyzing their effects on students, teachers, administrators, and teacher education, this book will allow educators, parents, students, and citizens to strengthen their resolve to save public education and, potentially, work to preserve the promise of democracy.

This book examines and uncovers the effects of standardization and privatization on public education. Contributors consider the how of standardized curriculum and assessment, coupled with philanthropic and corporate pressure, have influenced the experiences of students, parents, and teachers. Divided in sections entitled Testing, Testing; Privatization and Militarization: Redefining Schools; Alienation: Displacing Students and Teachers; and Resistance: Opting Out and Hope for Change, this text offers a combination of information and inspiration for teachers, teacher educators, policymakers, parents and anyone interested in understanding the current state of public education.



## The Left Handed Curriculum Creative Experiences for Empowering Teachers

Morna M. McDermott, *Towson University*

2013. Paperback 9781623961770 \$45.99. Hardcover 9781623961787 \$85.99. eBook 9781623961794 \$50

Teaching is not merely a technical process- it is one that requires creative and inspirational thinking, not only on the part of students but for teachers themselves as artful, reflective beings. The purpose of this book is to provide educators with creative experiences which unlock their imaginative potential so

they can re-envision their curriculum to promote active learning, culturally relevant pedagogy, and differentiated instruction.

This book guides the reader through a series of experiences intended to tap into the right side of the brain, and provide educators opportunities to re-imagine their existing curriculum in new ways. Through this re-imagining (or re-envisioning) of the creative potential within themselves, teachers can redesign their curricula in ways that best meet the needs of their learners, schools, and communities. This book emphasizes creativity in teaching as a collaborative effort. The experiences and ideas presented in this book are intended to inspire small groups or whole communities (including schools) to work together and support each other in their creative efforts. Creativity does not just exist for individuals in isolated contemplation but resides instead in the relational work that community members create together toward a shared vision. In order to encourage imaginative students who will have the capacities to see the world, not merely as it is, but as it could be, we need to encourage teachers to tap into their creative imaginative capacities to teach as well. Such work cannot be performed in isolation. Creative social change requires that we imagine together that which we cannot do alone.



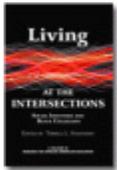
## Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, *Valdosta State University*  
David L. Humpal, *Independent Researcher*  
Leilya Pitre, *Louisiana State University*  
Jolanta Smolen Santana, *Oregon State University*

A volume in the series *Curriculum and Pedagogy*

2013. Paperback 9781623964245 \$45.99. Hardcover 9781623964252 \$85.99. eBook 9781623964269 \$50

Liminal Spaces and Call for Praxis(ing) follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.



## Living at the Intersections Social Identities and Black Collegians

Terrell Strayhorn, *Ohio State University*

A volume in the series *Research on African American Education*

2013. Paperback 9781623961473 \$45.99. Hardcover 9781623961480 \$85.99. eBook 9781623961497 \$50

Living at the Intersections: Social Identities and Black Collegians brings together 21 diverse authors from 14 different institutions, including our nation's most prestigious public and private universities, to advance the use of intersectionality and intersectional approaches in studying Black students in higher education.

Chapters cover a diversity of topics, ranging from spirituality to sexuality and masculinity, from Black students at HBCUs to those in STEM majors, and a host of issues related to race, class, gender, and other identities. Authors draw upon a wealth of data including national surveys, interviews, focus groups, narratives, and even historical research. A smooth blend of anthropology, historiography, psychology, sociology, and intersectional approaches from multiple disciplines, this book breaks new ground on the "who, what, when, where, and how" of intersectionality applied to social problems affecting Black collegians. The authors go beyond merely stating the importance of intersectionality in research, but they also provide countless examples, recommended strategies, and tools for doing so. This book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in intersectionality and Black collegians.



## Making Sense of Infinite Uniqueness The Emerging System of Idiographic Science

Sergio Salvatore, *University of Salento*  
Jaan Valsiner, *Clark University*  
Alessandro Gennaro, *University of Salento*

A volume in the series *Yearbook of Idiographic Science*  
2013. Paperback 9781623960254 \$45.99. Hardcover 9781623960261 \$85.99. eBook 9781623960278 \$50



## Mathematics Teacher Education in the Public Interest Equity and Social Justice

Bharath Sriraman, *The University of Montana*  
Laura J. Jacobsen, *Radford University*  
Jean Mistele, *Radford University*

A volume in the series *International Perspectives on Mathematics Education - Cognition, Equity & Society*  
2013. Paperback 9781617359682 \$45.99. Hardcover 9781617359699 \$85.99. eBook 9781617359705 \$50

Mathematics teacher education has a critical role to play in preparing teachers to put at center stage goals to support equity in mathematics education and to diversify student interest and participation in mathematics. These goals must also resonate with broader public interest goals to improve educational and social conditions both in the U.S. and abroad. The Mathematics Teacher Education in the Public Interest book aims to support mathematics teacher educators to prepare teachers with new knowledge and skills to support all students to learn mathematics and to become informed, engaged, and critical citizens within their community, nation, and world. While internationally there is considerable interest among mathematics educators in issues of equity and social justice, the literature on mathematics teacher education for equity and social justice thus far has been very limited. The book provides theoretical discussions on the need for equity and social justice emphases in mathematics teacher education, as well as practical examples from mathematics teacher educators, documenting their own professional efforts to center practices on equity and social justice. Section emphases include critical perspectives on mathematics teacher education, the use of equity and social justice-themed activities in mathematics teacher preparation courses, and issues of identity and community and cultural contexts in mathematics teacher education. In addition syntheses of major ideas of the book are offered by experienced researchers.



## Membership and Moral Formation Shame as an Educational and Social Emotion

John F. Covalleskie, *University of Oklahoma*

2013. Paperback 978-1-62396-192-3 \$45.99. Hardcover 978-1-62396-193-0 \$85.99. eBook 978-1-62396-194-7 \$50

This book is an attempt to relate moral formation to democratic life and to the emotional emotion of shame. The argument is that shame is essential to moral formation, that it tells us when we are violating our own moral norms. Contrary to common belief, I argue that shame is neither imposed on us by others (though it is certainly a product of our communal memberships) nor necessarily harmful. In fact I argue that shame not only can be beneficial for us, but that moral formation and growth are both inextricably linked to a proper sense of shame, a properly formed conscience.

The process of moral formation is an important one for any society, but perhaps most of all for a democratic society. The foundational premise of democratic life is that we have the capacity to be self-governing, the desire to do the right thing, and the wisdom to discern what the right thing is. This is unlikely to happen unless there is a conscious effort to form the conscience of the young so that they can become democratic citizens.

Which brings up, then, the question of moral education. Whatever it is that a particular society or community considers to be “moral,” the question of moral education is how do members of the community come to be moral? Given that moral formation of the young is necessary, this discussion ends with a look at the practice of two exemplary democratic moral practitioners, Vivian Paley and Deborah Meier, whose pedagogy shows how formation of young consciences can be done by thoughtful adults with integrity.



## Middle Grades Curriculum Voices and Visions of the Self-Enhancing School

Kathleen Roney, *University of North Carolina Wilmington*  
Richard P. Lipka, *St. Bonaventure University*

A volume in the series *Middle Level Education and the Self-Enhancing School*  
2013. Paperback 9781623962272 \$45.99. Hardcover 9781623962289 \$85.99. eBook 9781623962296 \$50

High stakes testing, standards, and accountability politics is taking us away from the importance of the affective domain in curriculum development. This critical learning domain is often an unrecognized and infrequently considered topic in the literature. Through this book we extend the current knowledge base by addressing a curriculum model developed in the 1980s. We add a 2012 knowledge base as we delineate the role of self-perceptions in school-related learning, how middle level curriculum affects self-perceptions, and the type of curriculum planning which enhances self-perceptions and improves learning in the cognitive, affective, and psychomotor domains.

The combination of sound psychological principles and practical teaching and curriculum suggestions with an empirical basis makes the book attractive to both higher education and local school professional libraries. In the former it will serve as the primary text in graduate and advanced undergraduate middle level education programs and practices courses. It might also be a primary text in courses or workshops in affective education or other experiences which emphasize affective, values, and self-concept. It also has potential as a supplementary text in undergraduate educational psychology courses. At the in-service level this book could be used as a workshop resource or as a professional reference for middle level teachers, administrators, curriculum workers, and supervisors.

Our interest in young adolescents and their school setting coincides with the fourth edition of *This We Believe* (NMSA, 2010). The self-enhancing school is characterized by “from-to” statements; for example, “from” avoiding parents “to” working with parents. Using theory and research we discuss the costs of staying in the “from” position and the benefits derived from moving to the “to” position. By combining educational psychology and curriculum development we make a unique contribution to middle grades curriculum developers.



## Migrants and Refugees Equitable Education for Displaced Populations

Elinor L. Brown, *University of Kentucky*  
Anna Krasteva, *New Bulgarian University*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2013. Paperback 9781623964665 \$45.99. Hardcover 9781623964672 \$85.99. eBook 9781623964689 \$50

*International Advances in Education: Global Initiatives for Equity and Social Justice* is an international research monograph series of scholarly works that primarily focus on empowering students (children, adolescents, and young adults) from diverse current circumstances and historic beliefs and traditions to become non-exploited/non-exploitive contributing members of the global community. The series draws on the research and innovative practices of investigators, academics, and community organizers around the globe that have contributed to the evidence base for developing sound educational policies, practices, and programs that optimize all students' potential. Each volume includes multidisciplinary theory, research, and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring, adapting, and replicating innovative strategies that enable ALL students to realize their full potential. This volume provides the reader with promising policies and practices that promote social justice and educational opportunity for the many displaced populations (migrants, asylum-seekers, refugees, and immigrants) around the globe. The volume is divided into four sections that offer: (1) insights into the educational integration of displaced children in industrialized nations, (2) methods of creating pedagogies of harmony within school environments, (3) ways to nurture school success by acknowledging and respecting the cultural traditions of newcomers, and finally (4) strategies to forge pathways to educational equity. Overall, this volume contributes to the body of knowledge on equitable educational opportunities for displaced youth and will be a valuable resource for all who seek to enable the displaced a place at the political, economic, and social table of civil society.



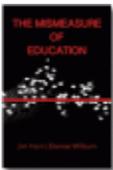
## The Miseducation of English Learners A Tale of Three States and Lessons to be Learned

Grace P. McField, *California State University, San Marcos*

2013. Paperback 9781623964542 \$45.99. Hardcover 9781623964559 \$85.99. eBook 9781623964566 \$50

Immersion (SEI), an English-only program mandated for English Learners (ELs) in California, Arizona, and Massachusetts in the United States. The book features analyses of: the legal context and parameters of SEI; research history on SEI; SEI language policy and policy implementation according to situated context; and the educational priorities and legal rights of ELs. The book examines the history of SEI in the educational research literature and as it has been interpreted in the context of the legal requirement for schools to take “appropriate action” to meet the needs of ELs following the historic *Lau v. Nichols* (1974) court decision. The *Miseducation of English Learners* also presents and considers the implementation of SEI in comparative contexts from various perspectives including teacher education, the classroom, and legal. In several of the chapters, SEI implementation is examined in concert with other factors that have effected the teaching and progress of ELs such as Senate Bill 2042 (2001) that overhauled the teacher education process in California, and the federal No Child Left Behind legislation (signed into law on January 8, 2002). Moreover, the book provides implications and recommendations for teaching, research, advocacy, and policy change. The *Miseducation of English Learners* addresses and invites the readers to consider the following key questions:

- How “appropriate” is the mandated SEI program for ELs, both in substance and in the one-year duration as specified in the three voter-initiated propositions (Proposition 227, Proposition 203, and Question 2)?
- What issues, themes, and patterns can be noted in the implementation of SEI in California, Arizona, and Massachusetts?
- Why might the student outcomes not show the desired results in measures such as achievement test scores or dropout rates?
- What necessary changes are called for in order to enhance (or in some cases supplant) the SEI programs and services in place for ELs?
- Are ELs, parents, and other stakeholders able to thoughtfully select desired and optimal instructional programs, and participate meaningfully in the educational process of language minority students under the SEI mandates?



## The Mismeasure of Education

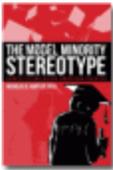
Jim Horn  
Denise Wilburn

2013. Paperback 9781623963910 \$27.5. Hardcover 9781623963927 \$49.99. eBook 9781623963934 \$50

With new student assessments and teacher evaluation schemes in the planning or early implementation phases, this book takes a step back to examine the ideological and historical grounding, potential benefits, scholarly evidence, and ethical basis for the new generation of test based accountability measures. After providing the political and cultural contexts for the rise of the testing accountability movement in the 1960s that culminated almost forty years later in *No Child Left Behind* and *Race to the Top*, this book then moves on to provide a policy history and social policy analysis of value-added testing in Tennessee that is framed around questions of power relations, winners, and losers.

In examining the issues and exercise of power that are sustained in the long-standing policy of standardized testing in schools, this work provides a big picture perspective on assessment practices over time in the U. S.; by examining the rise of value-added assessment in Tennessee, a fine-grained and contemporary case is provided within that larger context. The last half of the book provides a detailed survey of the research based critiques of value-added methodology, while detailing an aggressive marketing campaign to make value-added modeling (VAM) a central component of reform strategies following NCLB. The last chapter and epilogue place the continuation of test-based accountability practices within the context of an emerging pushback against privatization, high stakes testing, and other education reforms.

This book will be useful to a wide audience, including teachers, parents, school leaders, policymakers, researchers, and students of educational history, policy, and politics.



## The Model Minority Stereotype Demystifying Asian American Success

Nicholas Daniel Hartlep, *Illinois State University*

2013. Paperback 9781623963583 \$45.99. Hardcover 9781623963590 \$85.99. eBook 9781623963606 \$50

Researchers, higher education administrators, and high school and university students desire a sourcebook like *The Model Minority Stereotype: Demystifying Asian American Success*. This book will assist readers in locating research and literature on the model minority stereotype. This sourcebook is composed of an annotated bibliography on the stereotype that Asian Americans are successful. The most powerful resource for scholars to use and teachers to read must not simply duplicate what others (and previous literature) have written about, but must challenge it. Each chapter in *The Model Minority Stereotype* is thematic and challenges the model minority stereotype. Consisting of ten chapters, this book is the most comprehensive book written on the model minority myth to date.



## More than a Curriculum Education for Peace and Development

Johan Galtung, *Founder, TRANSCEND: A Peace Development Environment Network*  
S. P. Udayakumar, *Founder: South Asian Community Center for Education and Research*

A volume in the series *Peace Education*

2013. Paperback 978-1-61735-547-9 \$45.99. Hardcover 978-1-61735-548-6 \$85.99. eBook 9781617355493 \$50

Exploring the field of peace education, the bulk of the book analyzes and critically evaluates contemporary schools and universities. Providing some successful and not-so-successful alternative school and university projects and experiments, the book proposes peace and development education as a life process and presents a whole array of non-conventional tools and approaches.

The unique feature of the book is that instead of putting emphasis on teaching peace and development, it insists on being and becoming what we teach. It makes a great textbook for education courses and programs, and a good handbook for peace educators and peace researchers around the world.

The authors of the book are two teachers who are not attached to any regular educational institution anywhere in the world and are qualified to say what they have said in the book. The two authors have played significant, instrumental roles in promoting peace studies.



## Navigating the Academic Career Common Issues and Uncommon Strategies

Victor N. Shaw, *California State University–Northridge*

2013. Paperback 9781623961176 \$45.99. Hardcover 9781623961183 \$85.99. eBook 9781623961190 \$50

There is an urgent need to provide academic professionals with individual, institutional, and contextual accounts of their careers and career-making endeavors. An individual account makes academicians think about what they do and how they might do it better. An institutional account makes academicians reflect upon the organizational environment in which they function and ponder what they might do to improve it. A contextual account connects academicians and their work to knowledge, the knowledge enterprise, and the larger social structure so that they know and understand the impact they and their career-making efforts have on themselves, academia, and general social processes.

This book examines academic careers and career-making activities with respect to their main aspects, milestones, and general pathways. In content, it divides into four identifiable parts. Part I focuses on professional preparation. It examines education, degree, reeducation, job search, and job change. Part II centers on organizational employment. It investigates position, research, teaching, service, and tenure. Part III revolves around professional networking. It looks into publication, conference presentation, application for grants and awards, and membership in academic associations. Part IV rises above specific issues. It explores general career pathways and overall scholarly identity.



## Necessary Spaces

### Exploring the Richness of African American Childhood in the South

Sandra Murray Nettles, *University of Illinois at Urbana-Champaign*

A volume in the series *Landscapes of Education*

2013. Paperback 978-1-62396-331-6 \$45.99. Hardcover 978-1-62396-332-3 \$85.99. eBook 978-1-62396-333-0 \$50

In *Necessary Spaces: Exploring the Richness of African American Childhood in the South*, Sandra Murray Nettles takes the reader on a journey into neighborhood networks of learning at different times and places. Using autobiographical accounts, Nettles discusses the informal instructional practices of community “coaches” from the perspective of African American adults who look back on their childhood learning experiences in homes, libraries, city blocks, schools, churches, places of business, and nature. These eyewitness accounts reveal “necessary spaces,” the metaphor Nettles uses to describe seven recurring experiences that converge with contemporary notions of optimal black child development: connection, exploration, design, empowerment, resistance, renewal, and practice.

Nettles weaves the personal stories with social scientific theory and research and practical accounts of community-based initiatives to illuminate how local communities contributed human, built, and natural resources to support children’s achievement in schools. The inquiry offers a timely and accessible perspective on how community involvement for children can be developed utilizing the grassroots efforts of parents, children, and other neighborhood residents; expertise from personnel in schools, informal institutions (such as libraries and museums); and other sectors interested in disparities in education, health, and the quality of physical settings.

Grounded in the environmental memories of African American childhood, *Necessary Spaces* offers a culturally relevant view of civic participation and sustainable community development at the local level. Educational researchers and policy makers, pre-service and in-service teachers, and people who plan for and work with children and youth in neighborhoods will find this book an engaging look at possibilities for the social organization of educational resources. Qualitative researchers will find a model for writing personal scholarly essays that use the personal to inform larger issues of policy and practice. In *Necessary Spaces*, local citizens in neighborhoods across the United States will find stories that resonate with their own experiences, stimulate their recollections, and inform and inspire their continuing efforts to create brighter futures for children and communities.



## New Directions in Social Education Research

### The Influence of Technology and Globalization on the Lives of Students

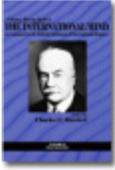
Brad M. Maguth, *The University of Akron*

A volume in the series *Research in Social Education*

2013. Paperback 9781623960018 \$45.99. Hardcover 9781623960025 \$85.99. eBook 9781623960032 \$50

Through rapid developments in commerce, transportation and communication, people once separated by space, language and politics are now interwoven into a complex global system (Friedman, 2005). With the rise of new technology, local populations, businesses and states are better equipped to participate and act in a thriving international environment. Rising instability in the Middle East is immediately reported to oil and gas brokers in the U.S. Within seconds cable channels, iPods, social networking sites, and cell phones are relaying how protests in Egypt and Libya give hope to citizens around the world yearning for freedom. As events like 9/11 and the 2008 Financial Crisis have demonstrated, there is no retreating from the interconnectedness of the global system. As societies strive to empower citizens with the skills, understandings and dispositions needed to operate in an interconnected global age, teachers are being encouraged to help students use technologies to develop new knowledge and foster cross cultural understandings.

As pressures mount for society to equip today’s youth with both the global and digital understandings necessary to confront the challenges of the 21st century, a more thorough analysis must be undertaken to examine the role of technology on student learning (Peters, 2009). This work will highlight the complex, contested, and contingent ways new technologies are being used by today’s youth in a digital and global age. This text will present audiences with in-demand research that investigates the ways in which student use of technology mediates and complicates their learning about the world, its people, and global issues.



## Nicholas Murray Butler's *The International Mind*

An Argument for the Judicial Settlement of International Disputes with a New Introduction by Charles F. Howlett

Charles F. Howlett, *Molloy College*

A volume in the series *Peace Education*

2013. Paperback 9781623961381 \$45.99. Hardcover 9781623961398 \$85.99. eBook 9781623961404 \$50

This new edition of Nicholas Murray Butler's *The International Mind* marks the 100th anniversary of its publication. Widely read at the time, it has reached the status of classic work. Butler is one of the 20th Century's most famous college presidents. He transformed Columbia University into a famous research institution of higher learning. More importantly, this work still has an important message for today's readers: how can we establish an international mind that builds a lasting peace for the world. This work is based on Butler's famous speeches as president of the Lake Mohonk Conferences on International Arbitration, which took place just prior to the start of World War I. Butler was a strong proponent of judicial internationalism and education as the mechanism through which the settlement of disputes between nations could be resolved. As head of the just-established Carnegie Endowment for International Peace's Division of Intercourse and Education, Butler put forth his own views on international understanding. Later, Butler would become president of Carnegie's Peace Endowment and was most responsible for helping to bring forth the 1928 Kellogg-Briand Pact, renouncing war as an instrument of national policy. In 1931, based on his efforts for world peace, which began at Lake Mohonk (NY), Butler shared the Nobel Peace Prize with Jane Addams.

This new edition has a scholarly introduction as well as an extensive bibliographic essay on American Peace Writings by Charles F. Howlett. An added feature to this new edition is a listing of Butler's most notable works, the platforms of the 1907 & 1912 Lake Mohonk Conferences, and an lengthy 1914 interview with Butler by New York Times reporter, Edward Marshall. Readers will find the appendices an added bonus to a now classic work.

This new edition of Butler's important book will bring to light one of the early 20th century peace classics devoted to the study of international arbitration. It offers a clear and compelling argument as to the importance of internationalism as proposed by some of the more prominent educational leaders, statesmen, and jurists of the pre-World War I period. Most importantly, reissuing this work in its one hundredth anniversary year bears testimony to its lasting importance since Butler's efforts and those at the Lake Mohonk Conferences on International Arbitration led to the creation of a Permanent Court of International Justice only a few years after the conclusion of the First World War.



## On the Move

Mobile Learning for Development

Wanjira Kinuthia, *Georgia State University*  
Stewart Marshall, *The University of the West Indies*

A volume in the series *Educational Design and Technology in the Knowledge Society*

2013. Paperback 9781623963071 \$45.99. Hardcover 9781623963088 \$85.99. eBook 9781623963095 \$50

This book integrates research, action research, best practice and case studies detailing how some educators have embraced the opportunities afforded by mobile learning. In particular, it brings together a range of scenarios, solutions and discussions relating to mobile learning in development and other resource challenged contexts.

The book will appeal to elected public/government representatives, public service agencies, community groups, regional development bodies, researchers, educational technologists and others interested in mobile learning. Students on senior undergraduate or postgraduate courses in educational technology, education, development studies, information technology, information systems, business, health, and social work will find this book useful in their studies related to the application of mobiles in learning and development.



## Online Learner Competencies Knowledge, Skills, and Attitudes for Successful Learning in Online Settings

Michael Beaudoin, *University of New England*  
Gila Kurtz, *College for Academic Studies*  
Insung Jung, *International Christian University*  
Katsuaki Suzuki, *Kumamoto University*  
Barbara L. Grabowski, *Pennsylvania State University*

A volume in the series *The Ibstpi Book Series*

2013. Paperback 978-1-62396-400-9 \$45.99. Hardcover 978-1-62396-401-6 \$85.99. eBook 978-1-62396-402-3 \$50

The book identifies a set of validated competencies and performance statements, with supporting explanation and data to inform and equip online learners with the critical attitudes, knowledge and skills for successful learning in online and/or blended learning settings. The work also enables online education providers (e.g., instructors, course designers, program administrators, scholars) to better understand learner needs in order to design and deliver online education products and services best suited to learners. Supplementing a large number of anecdotally-based “how to” books published for those engaged in online education, this volume offers a definitive set of 14 competencies and 75 performance statements (that demonstrate those competencies). Validated by systematic research and input from over 1,000 online users and providers worldwide, this work should impact the quality of learning and teaching at both the individual and organizational levels, involved in online education.



## Peace Education from the Grassroots

Ian Harris, *University of Wisconsin - Milwaukee*

A volume in the series *Peace Education*

2013. Paperback 978-1-62396-349-1 \$45.99. Hardcover 978-1-62396-350-7 \$85.99. eBook 978-1-62396-351-4 \$50

Historians often ignore the day-to-day struggles of ordinary people to improve their lives. They tend to focus on the accomplishments of illustrious leaders. *Peace Education from the Grassroots* tells the stories of concerned citizens, teachers, and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace. The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing.

This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations (Belgium, Canada, El Salvador, Germany, India, Jamaica, Japan, Mexico, the Philippines, South Korea, Spain, Uganda, and the United States). A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans, Iran, Senegal, and the United States. These chapters describe a variety of schools, colleges, peace movement organizations, community-based organizations, and international nongovernmental organizations engaged in peace education.



## Perspectives and Provocations in Early Childhood Education

Vivian Vasquez, *American University*  
Jeffrey Wood, *Laurentian University*

2013. Paperback 978-1-61735-965-1 \$45.99. Hardcover 978-1-61735-966-8 \$85.99. eBook 978-1-61735-967-5 \$50

Mandates to implement practices that are antithetical to what we embrace as supportive of young children’s literacy learning are pervasive. Teachers of young children are asked to teach-to-the test in ways that take away opportunities for holistic, thoughtful, play-oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children. *Perspectives and Provocations in Early Childhood Education* is a publication of the ECEA. The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities. All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood teachers to participate in conferences and professional development events.



## Perspectives and Provocations in Early Childhood Education Volume 2

Vivian Vasquez, *American University*  
Jeffrey Wood, *Laurentian University*  
Carol Branigan Felderman, *American University*

2013. Paperback 9781623963378 \$45.99. Hardcover 9781623963385 \$85.99. eBook 9781623963392 \$50

Mandates to implement practices that are antithetical to what we embrace as supportive of young children's literacy learning are pervasive. Teachers of young children are asked to teach-to-the test in ways that take away opportunities for holistic, thoughtful, play-oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children. *Perspectives and Provocations in Early Childhood Education* is a publication of the ECEA. The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities. All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood teachers to participate in conferences and professional development events.



## Principal 2.0 Technology and Educational Leadership

Matthew Militello, *North Carolina State University*  
Jennifer Friend, *University of Missouri - Kansas City*

2013. Paperback 9781623963019 \$45.99. Hardcover 9781623963026 \$85.99. eBook 9781623963026 \$50

This volume of essays provides insights into educational technology from a diverse set of vantage points. Each chapter provides school leaders with both conceptual insights and practical guides. Moreover, the authors of these insights and guides are eclectic including: current K-12 school educators and students, professors and graduate students of educational technology and educational leadership, and technology industry leaders. Our goal was to provide a thoughtful and thought-provoking set of essays that propels your own work in the world of educational technology forward.

The audience for this book includes teachers, school and district leaders, educational technologists, educational policymakers, and higher education faculty. Chapters demonstrate a number of specific uses of advanced technologies in schools, in educational leadership, and in leadership preparatory programs. Chapters are accompanied by screen-captured images and links to multimedia examples that are accessible to readers via the Internet, including digital artifacts of leadership and learning that will guide readers to implementation in diverse educational settings.

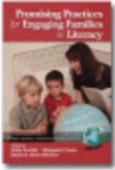


## Principals Improving Instruction Supervision, Evaluation, and Professional Development

Michael DiPaola, *The College of William and Mary*  
Wayne K. Hoy, *The Ohio State University*

2013. Paperback 9781623960971 \$29. eBook 9781623960988 \$50

This work integrates the core instructional leadership tasks of all principals: supervision, evaluation, and professional development. The text demonstrates a hands-on approach grounded in sound theory and rigorous research. It provides both a conceptual frame and realistic exercises that today's principals and supervisors can use to improve their practice. The book highlights observation tools that focus on high-yield instructional strategies. Principals and supervisors are encouraged to collect data in classrooms and provide this instructional feedback so together with teachers they can reflect and identify areas for growth. The models of supervision, evaluation, and professional development are research-based and are consistent with contemporary challenges that confront principals and others committed to improving instruction.



## Promising Practices for Engaging Families in Literacy

Holly Kreider, *The Heising-Simons Foundation*  
Diana Hiatt-Michael, *Pepperdine University*  
Margaret Caspe, *Education and Research Consultant*

A volume in the series *Family School Community Partnership Issues*  
2013. Paperback 9781623962982 \$45.99. Hardcover 9781623962999 \$85.99. eBook 9781623963002 \$50

(sponsored by the Family School Community Partnership Issues SIG)

Promising Practices for Engaging Families in Literacy fulfills the need from parents and teachers to improve home/school assistance in every child's literacy development. Literacy skills are required and valued in all academic areas and at all levels of education from preschool through adulthood.

This volume provides suggestions and support to improve parent/child involvement in literacy activities from preschool through teacher education programs. Research is provided to undergird the documented practices that increase student academic achievement through improved literacy skills across academic areas. Practices include connections between home and school across age groups, developmental needs groups, universities, community groups, and technologies.



## Promising Practices for Fathers' Involvement in Children's Education

Diana Hiatt-Michael, *Pepperdine University*  
Hsiu-Zu Ho, *University of California, Santa Barbara*

A volume in the series *Family School Community Partnership Issues*  
2013. Paperback 978-1-61735-950-7 \$45.99. Hardcover 978-1-61735-951-4 \$85.99. eBook 978-1-61735-952-1 \$50

A timely collection of sound research addresses father involvement in their children's education. Promising Practices for Fathers' Involvement in Their Children's Education visits a less known side of parent involvement, the side of fathers' active engagement with their children's education in the home and that is less visible in the schools. Their contributions from preschool to career decision-making and accessibility to their children's education are covered in ten chapters, focusing on in-depth research from Canada to Argentina and Korea to Africa.



## Queer South Rising Voices of a Contested Place

Reta Ugena Whitlock, *Kennesaw State University*

A volume in the series *Landscapes of Education*  
2013. Paperback 9781623961688 \$45.99. Hardcover 9781623961695 \$85.99. eBook 9781623961701 \$50

Queer South Rising: Voices of a Contested Place is a collection of essays about the South by people who identify as both Southern and queer. The collection's name hints at the provocative nature of its contents: placing Queer and South side-by-side challenges readers to think about each word differently. The idea that a queer South might rise undermines the Battle Cry of "The South's Gonna rise Again!" embedded in the collective memory of a conservative South. This rising does not refer to a kind of Enlightenment transcendence where the region achieves some sort of distinctive prominence. It suggests instead ruptures, like furrows in a plowed field where seeds are sown. The rising Whitlock envisions is akin to breaking and turning over meanings of Southern place. The title further serves to remind readers of the complexities of the place as it calls into question notions of a universal, homogenous LGBT, queer, identity. Queer South Rising is the first truly interdisciplinary collection of essays on the South and queerness that deliberately aims for multiple approaches to the topics. This collection is intended for a wide audience of "regular" folks. Essays explore multiple intersections of Southern place—religion, politics, sexuality, race, education—that transcend regional boundaries. This book counters conventional scholarly texts; it invites all readers interested in the South and queer themes to engage with the narratives it holds—and perhaps question their assumptions. Whitlock has sought, in collecting these essays, to seek out a diverse group of authors—across disciplines, professions, and interests—to shatter perceptions about a nostalgic, romanticized Southern culture in general.



## Queer Voices from the Classroom

Paul Chamness Miller, *Akita International University*  
Hidehiro Endo, *Akita International University*

A volume in the series *Research in Queer Studies*

2013. Paperback 9781623964726 \$45.99. Hardcover 9781623964733 \$85.99. eBook 9781623964740 \$50

This inaugural volume of the new book series, *Research in Queer Studies* is a collection of memoirs or short narrative essays in which lesbian, gay, bisexual, trans, intersex or queer PK-12 teachers and/or administrators (either “out” or “not out”) recount their personal experiences as a queer teachers. The authors of these stores write about significant experiences that describe how their sexual identity has shaped who they are today as teachers/administrators, by answering the following questions:

- In light of your sexual identity, how did you become who you are today?
- Why did you decide to become a teacher? What role did your sexual identity play in that decision?
- What kinds of significant moments, including queer issues (e.g., bullying) regarding students and/or yourself, have you experience in your teaching?
- In light of who you are as an individual, what do you hope to achieve and become as a queer teacher in the future?



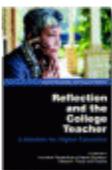
## Re-envisioning Higher Education Embodied Pathways to Wisdom and Social Transformation

Jing Lin, *University of Maryland*  
Rebecca L. Oxford, *Alabama A&M University*  
Edward J. Brantmeier, *James Madison University*

A volume in the series *Transforming Education for the Future*

2013. Paperback 9781623963972 \$45.99. Hardcover 9781623963989 \$85.99. eBook 9781623963996 \$50

This book will expand the horizon of higher education, helping students, faculty and administrators to return to their roots and be in touch with their whole being. This book stresses that learning is much more than just accumulating knowledge and skills. Learning includes knowing ourselves—mind, body, and spirit. The learning of compassion, care, and service are as crucial or even more important in higher education in order for universities to address students’ individual needs and the society’s needs. Higher education must contribute to a better world. The book acknowledges that knowing not only comes from outside, but also comes from within. Wisdom is what guides students to be whole, true to themselves while learning. There are many ancient and modern approaches to gaining wisdom and wellness. This book talks about contemplative methods, such as meditation, qigong, yoga, arts, and dance, that help people gain wisdom and balance in their lives and enhance their ability to be reflective and transformative educators and learners.



## Reflection and the College Teacher A Solution for Higher Education

Rachel Wlodarsky, *Ashland University*  
Howard Walters, *Ashland University*

A volume in the series *Innovative Perspectives of Higher Education: Research, Theory and Practice*

2013. Paperback 9781623964696 \$45.99. Hardcover 9781623964702 \$85.99. eBook 9781623964719 \$50

Higher education is facing many challenges, not least of which is retaining excellent faculty and cultivating their continued professional growth. This book explicitly ties the literature to the practical concerns and recommendations related to applying the reflective process in a college setting. In this way, the theories and empirical findings of the most recent literatures are linked to practical recommendations. The reflective tools described in this book provide an important resource for faculty’s reflective practice. Unlike other books on the topic, the model developed and presented in this book allows for the reflective process to validate faculty’s previous actions or accomplishments and maintain these practices. In other words, the endpoint of reflective process supports self-satisfaction. Instead of a deficit model, the focus is development.

In this comprehensive volume, readers discover the seminal and the recent research in reflective practice drawn from a wide range of sources, including the authors’ recent research findings on college teachers’ reflection.

Altogether, Wlodarsky and Walters systematically address these critical questions:

- a. What is reflection?
- b. Of what practical use or benefit does reflection serve?
- c. How do college teachers model reflection in the workplace?
- d. What are the steps in the reflective process?
- e. How can the reflective process be harnessed for program improvement in the college setting and in individual faculty practices?

Wlodarsky and Walters understand and address the real needs of college teachers today. They created not only a thorough academic book, but also a compelling, relevant read. Specifically, they designed the chapters to include scenarios—developed from interview transcripts with college teachers. These stories powerfully contextualize the types of problems and tensions which surround the professional work environment of a college campus and the roles of the college teacher.



## Reflections From The Field How Coaching Made Us Better Teachers

Eric J. DeMeulenaere, *Clark University*  
Colette N. Cann, *Vassar College*  
James E. McDermott, *Clark University*  
Chad R. Malone, *Premier Elite Athlete's Collegiate*

2013. Paperback 9781623962685 \$24.99. Hardcover 9781623962692 \$49.99. eBook 9781623962708 \$50

The coaching metaphor first entered the educational literature over twenty-five year ago when Ted Sizer urged classroom teachers to model the pedagogical relationship between coaches and athletes. Yet, since then, educators have rarely drawn direct lessons from the athletic arena for their practice... until now. DeMeulenaere, Cann, Malone and McDermott, in this groundbreaking analysis, explore the implications of athletic coaching for improved pedagogy. They offer concrete lessons and suggestions for best practices in the classroom.



## Research on Technology in English Education

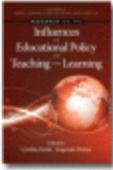
Carl A. Young, *North Carolina State University*  
Sara Kajder, *Shady Side Academy*

A volume in the series *Research Methods for Educational Technology*

2013. Paperback 9781623960858 \$45.99. Hardcover 9781623960865 \$85.99. eBook 9781623960872 \$50

This book brings together the voices of leading English Education researchers who work to offer views into the changing landscape of English as a result of the use of digital media in classrooms, out of school settings, universities and other contexts in which readers and writers work. But, as in most useful texts, the purpose is more nuanced and far reaching than simply offering a glimpse into where we currently find ourselves as a field. In sum, the collection brings together and interweaves what we are coming to know and understand about teaching English within a shifting digital landscape as well as the implications for teacher education and the discipline of English Education specifically.

The intended audience for this particular book is English educators, doctoral candidates in the field of English education, researchers and scholars in the field, and English language arts teachers – especially those interested in the impact digital technologies can have in our field.



## Research on the Influences of Educational Policy on Teaching and Learning

Cynthia Szymanski Sunal, *University of Alabama*  
Kagendo Mutua, *University of Alabama*

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*  
2013. Paperback 9781623962500 \$45.99. Hardcover 9781623962517 \$85.99. eBook 9781623962524 \$50

The 14 chapters in this book address education policy as it is being implemented in three world regions, Africa, the Caribbean, and the Middle East. The diverse authors utilize original local data, interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences.

The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally. Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs, is an ongoing task for policymakers.

The researchers authoring the book's chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation. They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented. The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other.



## School and District Leadership in an Era of Accountability

Bruce G. Barnett, *University of Texas at San Antonio*  
Alan R. Shoho, *University of Texas at San Antonio*  
Alex J. Bowers, *University of Texas at San Antonio*

A volume in the series *International Research on School Leadership*  
2013. Paperback 9781623963828 \$45.99. Hardcover 9781623963835 \$85.99. eBook 9781623963842 \$50

Our fourth book in the International Research on School Leadership series focuses on school leadership in an era of high stakes accountability. Fueled by sweeping federal education accountability reforms, such as the United States' No Child Left Behind (NCLB) and Race to the Top (R2T) and Australia's Performance Measurement and Reporting Taskforce, school systems around the world are being forced to increase academic standards, participate in high-stakes testing, and raise evaluation standards for teachers and principals. These results-driven reforms are intended to hold educators "accountable for student learning and accountable to the public" (Anderson, 2005, p. 2, emphasis in original). While policymakers and the public debate the merits of student achievement accountability measures, P-12 educational leaders do not have the luxury to wait for clear guidance and resources to improve their schools and operating systems. Instead, successful leaders must balance the need to create learning communities, manage the organizational climate, and encourage community involvement with the consequences testing has on teacher morale and public scrutiny. The chapters in this volume clearly indicate that as school leaders attend to these potentially competing forces, this affects their problem-solving strategies, ability to facilitate change, and encourage community involvement.

We were delighted with the responses from colleagues around the world who were eager to share their research dealing with how leaders are functioning effectively within a high-accountability environment. The nine chapters in this volume provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. In particular, the voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies. The breadth of studies is impressive, ranging from case studies of individual principals to cross-district comparisons to national data from the National Center for Education Statistics. To highlight important findings, we have organized the book into five sections. The first section (Chapters 2, 3, and 4) highlights the problem-solving strategies used by principals and superintendents when pressured to turn around low-performing schools. In the second section (Chapters 5 and 6), attention is devoted to ways in which school leaders act as "buffers" by reducing the impact of external demands within their local school contexts. Next, Chapters 7 and 8 explore creative ways in which financial analyses can be used to assess the cost effectiveness of programs and services. Chapters 9 and 10 examine how principals enact their instructional leadership roles in managing curriculum reforms and evaluating teachers. Finally, in the last section (Chapter 11), Kenneth Leithwood synthesizes the major themes and ideas emerging across these chapters, paying particular attention to practical issues influencing school leaders in this era of school reform and accountability as well as promising areas for future research.



## Schooling for Tomorrow's America

Marcella L. Kysilka, *University of Central Florida*  
O. L. Davis, *University of Texas - Austin*

A volume in the series *Research in Curriculum and Instruction*

2013. Paperback 9781623963552 \$45.99. Hardcover 9781623963569 \$85.99. eBook 9781623963576 \$50

This book can be read by educators at all stages in their careers. What a great selection for a book study group of practicing teachers or for a seminar with graduate students. The authors share their thoughts about education for the future, but also inform us about the past. Whether you encounter this book as a textbook or for a professional learning community, the contents will inform and inspire you, encouraging you to think deeply and work towards the improvement of education.



## Seeking the Common Dreams between the Worlds Stories of Chinese Immigrant Faculty in North American Higher Education

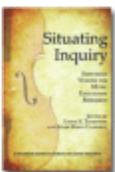
Yan Wang, *University of Macau*  
Yali Zhao, *Georgia State University*

2013. Paperback 9781623963521 \$45.99. Hardcover 9781623963538 \$85.99. eBook 9781623963545 \$50

This is the first book that probes the lived experiences of Chinese immigrant faculty in North American higher education institutions: their struggles, challenges, successes, etc. It explores how their past experiences in China have shaped who they are now, what they do and how they pursue their teaching, research, and service, as well as the reality of their everyday life that inevitably intertwines with their present and past diverse cultural backgrounds and unique experiences.

Different from previous books that explore immigrant/minority faculty defined ambiguously and broadly and from the theoretical framework of ethnic relations, this book has a particular focus on mainland Chinese immigrant faculty, which offers a richer and deeper understanding of their cross-culture experiences through autoethnographic research and by multiple lenses. Through authors' vivid portray of the ebbs and flows of their life in the academe, readers will gain an enjoyable and holistic knowledge of the cultural, political, linguistic, scholarly, and personal issues contemporary Chinese immigrant faculty encounter as they cross the border of multiple worlds.

All contributors to this book had the experience of being the first-generation Chinese immigrants, and they either are currently teaching or used to teach in North American higher education institutions, who were born, brought up, educated in Mainland China and came to North America for graduate degrees from early 1980s to 2000.



## Situating Inquiry Expanded Venues for Music Education Research

Linda K. Thompson, *Lee University*  
Mark Robin Campbell, *SUNY at Potsdam*

A volume in the series *Advances in Music Education Research*

2013. Paperback 978-1-61735-895-1 \$45.99. Hardcover 978-1-61735-896-8 \$85.99. eBook 978-1-61735-897-5 \$50

This volume of *Advances in Music Education Research* with the idea of research as “situated inquiry.” We intend this metaphor to stand for a general description of the contextualized processes music education researchers use to frame, generate, augment and refine knowledge. The works in this volume illustrate the many ways in which knowledge has been constructed out of multiple approaches to studying an idea or exploring questions. All seek to expand our knowledge of music education in some form.

How we go about engaging in knowledge construction, and what we learn from the different processes involved, is a function of the activities, contexts, and cultures in which our work is “situated.” Both knowledge and action is “located,” that is, research is placed, positioned or embedded (Lave & Wenger, 1990). Each study illustrates these ideas: All are informed by different theoretical frameworks, use different pathways to explore problems of interest and concern, and have something important to say to different constituencies or stakeholders. All, however, are the result of perceived phenomena or human interpretations of a context.

Situated inquiry is neither a quantitative nor qualitative approach to research, nor is it a “mixed-methods” approach. Rather, situated inquiry is a function of the beliefs and behaviors of the individuals involved in it. It is also a function (and outcome) of the individuals who seek to join a community of practitioners who practice and engage in research. Although the authors in this volume identify with or have self-selected to employ specific kinds of approaches, they exemplify their communities of practices by the very discourses and structures of their reports. Active perception, however, remains central to their inquiry and to the way they frame, generate, augment and refine knowledge.



## The Status of Social Studies Views from the Field

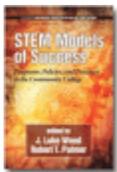
Jeff Passe, *The College of New Jersey*  
Paul G. Fitchett, *University of North Carolina at Charlotte*

A volume in the series *International Social Studies Forum: The Series*  
2013. Paperback 9781623964122 \$45.99. Hardcover 9781623964139 \$85.99. eBook 9781623964146 \$50

A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers' training, their professional development experiences, and even whether they serve as coaches.

The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master's student examining the field of social studies education.

It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers' use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book's content will immediately be relevant and useful.



## STEM Models of Success Programs, Policies, and Practices in the Community College

J. Luke Wood, *San Diego State University*  
Robert T. Palmer, *SUNY Binghamton*

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*  
2013. Paperback 9781623964818 \$45.99. Hardcover 9781623964825 \$85.99. eBook 9781623964832 \$50

As the U.S. focuses on positioning itself to retain and advance its status as a world leader in technology and scientific innovation, a recognition that community colleges are a critical site for intervention has become apparent. Community colleges serve the lion's share of the nation's postsecondary students. In fact, 40% of all undergraduate students are enrolled in community colleges, these students account for nearly 30% of all STEM undergraduate majors in postsecondary institutions. These students serve as a core element of the STEM pipeline into four-year colleges and universities via the community college transfer function. Moreover, community colleges are the primary postsecondary access point for non-traditional students, including students of color, first-generation, low-income, and adult students. This is a particularly salient point given that these populations are sordidly underrepresented among STEM graduates and in the STEM workforce.

Increasing success among these populations can contribute significantly to advancing the nation's interests in STEM. As such, the community college is situated as an important site for innovative practices that have strong implications for bolstering the nation's production and sustenance of a STEM labor force. In recognition of this role, the National Science Foundation and private funding agencies have invested millions of dollars into research and programs designed to bolster the STEM pipeline. From this funding and other independently sponsored inquiry, promising programs, initiatives, and research recommendations have been identified. These efforts hold great promise for change, with the potential to transform the education and outcome of STEM students at all levels. This important book discusses many of these promising programs, initiatives, and research-based recommendations that can impact the success of STEM students in the community college. This compilation is timely, on the national landscape, as the federal government has placed increasing importance on improving STEM degree production as a strategy for America's future stability in an increasingly competitive global marketplace. Informed by research and theory, each chapter in this volume blazes new territory in articulating how community colleges can advance outcomes for students in STEM, particularly those from historically underrepresented and underserved communities.



## Storybridge to Second Language Literacy

The theory, research and practice of teaching English with children's literature

Irma-Kaarina Ghosn, *Lebanese American University*

2013. Paperback 9781623962777 \$45.99. Hardcover 9781623962784 \$85.99. eBook 9781623962791 \$50

Storybridge to Second Language Literacy makes a case for using authentic children's literature—alternately also referred to as 'stories' or 'real books'—as the medium of instruction in teaching English to young learners, particularly in contexts where children must access general curriculum subjects in English. The author first proposes theoretical foundations for the argument that illustrated children's books are superior to traditional language teaching courses in the primary school. She builds the case around the motivational power of stories, the language and content of quality children's literature, and the potential of literature to contribute to development of second language academic literacy. She then reviews research of the past thirty years that clearly supports her claim. Finally, she uses transcripts from real classrooms to illustrate how teachers in diverse contexts make use of stories. Through the classroom vignettes, a practical model of literature-based instruction emerges that is adaptable to a wide range of primary school teaching contexts, including English as a second language contexts in core-English countries.

Storybridge to Second Language Literacy compiles in one volume solid theoretical foundations for story-based instruction, research evidence of the past thirty years supporting the approach (not currently available in a single source), and extensive classroom vignettes illustrating diverse practical applications (not lesson plans). This makes the book valuable for anyone in the field of young learner ELT.

MA students in TESOL will find the book useful and will develop an understanding of why and how literature-based instruction works and develop insight to guide their practice. Members of TESOL Elementary Education, EFL, and Bilingual Education SIGs, and IATEFL Young Learner SIG will be interested in the volume. Instructors of teacher development courses should also find the proposed volume a valuable addition to assigned readings. Each chapter is followed by 'Think about it' questions and 'Try it out' suggestions.



## Structural Equation Modeling

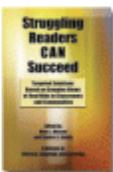
A Second Course (2nd ed.)

Gregory R. Hancock, *University of Maryland*  
Ralph O. Mueller, *University of Hartford*

A volume in the series *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching*  
2013. Paperback 9781623962449 \$45.99. Hardcover 9781623962456 \$85.99. eBook 9781623962463 \$50

Sponsored by the American Educational Research Association's Special Interest Group for Educational Statisticians

This volume is the second edition of Hancock and Mueller's highly-successful 2006 volume, with all of the original chapters updated as well as four new chapters. The second edition, like the first, is intended to serve as a didactically-oriented resource for graduate students and research professionals, covering a broad range of advanced topics often not discussed in introductory courses on structural equation modeling (SEM). Such topics are important in furthering the understanding of foundations and assumptions underlying SEM as well as in exploring SEM, as a potential tool to address new types of research questions that might not have arisen during a first course. Chapters focus on the clear explanation and application of topics, rather than on analytical derivations, and contain materials from popular SEM software.



## Struggling Readers Can Succeed

Teaching Solutions Based on Real Kids in Classrooms and Communities

Nina L. Nilsson, *Saint Joseph's University*  
Sandra E. Gandy, *Governors State University*

A volume in the series *Literacy, Language and Learning*  
2013. Paperback 9781623961800 \$45.99. Hardcover 9781623961817 \$85.99. eBook 9781623961824 \$50

In spite of No Child Left Behind and the support provided by Response To Intervention, significant numbers of students continue to struggle with literacy. This text addresses learning-related needs of individual students in addition to interventions for the challenges they face. Struggling readers represent many different ethnicities, socio-economic levels, languages, and dialects in any combination and possess an even wider variety of social, cultural, motivational,

literacy, and real world experiences. Through the presentation of case studies, this book considers these factors and their influence on literacy development and suggests ways to adapt research-based instructional strategies and approaches, as well as classroom practices to address them. It also includes related recommended resources. The text appeals to the concerns of classroom teachers, reading specialists, and faculty in teacher education programs, as well as anyone looking for practical, research-based ways to further the literacy development of individuals who struggle to read.



## Studies and Global Perspectives of Second Language Teaching and Learning

John W. Schwieter, PhD

A volume in the series *Research in Second Language Learning*

2013. Paperback 9781623962104 \$45.99. Hardcover 9781623962111 \$85.99. eBook 9781623962128 \$50

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more.

One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.



## Sustainability, Growth, and Globalization A Social Science Perspective

Richard A. Diem, *University of Texas - San Antonio*

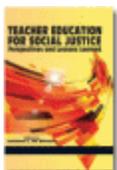
James E. Davis, *Executive Director of the Social Science Education Consortium*

A volume in the series *International Social Studies Forum: The Series*

2013. Paperback 9781623962470 \$45.99. Hardcover 9781623962487 \$85.99. eBook 9781623962494 \$50

Over the past decade the notion of sustainability has emerged as a precept that has been applied to government, commerce, the environment and technology. This volume will discuss how sustainability is reflected in economics, political science and geography through the lens of socio-economic change and globalization through theoretical and real world perspectives.

Using the Costa Rican Cloud Forest community of Monteverde readers will be able to understand how the notion of sustainability has been applied in a community context whose experiences have global implications.



## Teacher Education for Social Justice Perspectives and Lessons Learned

Luciana C. de Oliveira, *Purdue University*

2013. Paperback 9781623961084 \$45.99. Hardcover 9781623961091 \$85.99. eBook 9781623961107 \$50

A group of multiethnic scholars and practitioner researchers explore concepts of teaching for social justice and preparing teachers to work towards social justice in schools and communities. The objectives of this book are to 1. present different perspectives on the preparation of teachers for social justice work; 2.

contribute to the existing literature on social justice; 3. provide pedagogical implications and suggestions for teacher education programs that want to incorporate social justice into their preparation courses. This volume is intended for an audience of researchers in education and students in advanced undergraduate and graduate courses.



## Teaching Marx The Socialist Challenge

Curry Stephenson Malott, *West Chester University of Pennsylvania*  
John M. Elmore, *West Chester University of Pennsylvania*  
Mike Cole, *Bishop Grosseteste University College Lincoln*

A volume in the series *Critical Constructions: Studies on Education and Society*

2013. Paperback 9781623961206 \$45.99. Hardcover 9781623961213 \$85.99. eBook 9781623961220 \$50

We are in the midst of yet another global crisis in capitalism. In the UK, we have the most right wing and ideologically driven government since Thatcher; a ruthless cabal of millionaires intent on destroying the welfare state. In the US, President Obama, whose initial record did not live up to the expectations of many on the Left, is increasingly driven by right-wing republicanism and other corporate interests. At the same time, there are developments in Latin America, in particular Venezuela, which are heralding the dawn of a new politics, and recovering the voice of Marx, but with a twenty-first century socialist focus, thus giving hope to the lives of millions of working people throughout the world. This is why the world media is intent on discrediting President Hugo Chávez; and insisting that ordinary people have to pay the cost of the crisis in capitalism. The Arab Spring and the Occupy movement also show signs of an anti-capitalist movement in embryo. In Greece, perhaps more than anywhere else in Europe (even France), the austerity-stricken working-classes are pushing for real existing socialism. It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo-Nazi, fascist Golden Dawn party threatening civil war should they lose power as a class. Now is a prescient time to bring twenty-first century socialism to the educational institutions of the world, to teach Marx across the curriculum and across the globe.

Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx's theory to curriculum. However, while this book provides concrete examples of how Marx can and has informed a revolutionary critical education, it is not intended to be prescriptive. That is, the chapters should not be read as a how to guide, but they should be taken as inspiration for new, creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge.

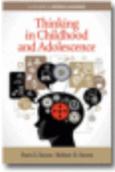


## Theory Into Practice Unlocking the Power and the Potential of Reflective Journals

Timothy S. O'Connell, *Brock University*  
Janet E. Dymont, *University of Tasmania*

2013. Paperback 9781623961503 \$45.99. Hardcover 9781623961510 \$85.99. eBook 9781623961527 \$50

Reflective journals have been used by post-secondary educators in a wide variety of teacher-training courses to encourage students to better understand the topics that they are studying. Reflective journals are often used in courses in which pre-service and in-service teachers are studying both the theoretical and practical aspects of the subject matter such as secondary teaching methods, language and literacy, teacher education, and outdoor education. While there are books on the market that address some facets of reflective journaling, there are no integrative books such as *Reflective Journaling: Unlocking the Power and the Potential* that are targeted specifically to pre-service and in-service teachers. There are few resources currently available to teachers wishing to use reflective journals that include: the theoretical underpinnings of reflection, the integration and impacts of research on the praxis of journaling in each chapter, and practical strategies for successful, fun journal writing for students. This book addresses this need by providing "full coverage" of using reflective journals as a pedagogical tool. *Reflective Journaling: Unlocking the Power and the Potential* includes four figures, 15 tables, 25 works of art, four cartoons, and 10 photos that enhance each chapter.



## Thinking in Childhood and Adolescence

Paris S. Strom, *Auburn University*  
Robert D. Strom, *Arizona State University*

A volume in the series *Lifespan Learning*

2013. Paperback 978-1-62396-433-7 \$45.99. Hardcover 978-1-62396-434-4 \$85.99. eBook 978-1-62696-435-1 \$50

Until recently educators were expected to provide all the knowledge students would need to ensure their future. However, the Internet has altered conditions of learning in ways that motivate students to be more self-directed and less dependent on direct instruction. Neuroscience discoveries about brain functioning also urge schools to adopt thinking as an aspect of core curriculum. Students who acquire thinking skills needed to locate information, process and organize data, generate creative and practical ideas, communicate with all age groups, and collaborate can adapt to technology change and social evolution.

Encouraging adolescents to choose some goals they pursue respects their need for autonomy. Recognizing the need to amend certain goals is important so a person knows when change in personal direction is warranted. Exploring careers in a low risk setting motivates realistic aspirations and helps students to shape their future. Employer expectations for teamwork require attention. Performing well in groups including peer and self-evaluation yields productive thinking and is conducive to mental health.

The intended audience for this book is college students preparing to become teachers in preschool, elementary or secondary education. The book describes ways schools and families can support higher order thinking during childhood and adolescence. Learning that occurs outside school is ignored by tests that reflect only classroom lessons. New instruments that measure thinking are needed to enable transformation of school goals and evaluation of student progress. Shifting to a dual emphasis on thinking and learning is a challenge for teachers of all grade levels.



## Timeless Teachers and Ethical Visions

K. K. Kuriakose

2013. Paperback 9781623961299 \$45.99. Hardcover 9781623961305 \$85.99. eBook 9781623961312 \$50

The industrial monoculture spreading across the globe is highly competitive, greedy and egotistical; in the shaping of educational policy, global communities have accepted a model based on science and technology, which lacks aspects that should be addressed in the goal of education. The book *Timeless Teachers and Ethical Visions* is a historical inquiry of educational concerns that have developed through the centuries. It is a systematic discussion of prominent educators, including their theories and experiments: St. Thomas Aquinas, Al-Ghazali, Ibn Khaldun, Leo Tolstoy, Mahatma Gandhi, John Dewey and Paulo Freire.

In addition, the inquiry investigates the strengths and weaknesses of the neoliberal educational policy, the suggestions to construct an educational policy considering the common good, criticize uncontrolled individualism while emphasizing the goal of education that enhances community consciousness to the learner. Finally, the aim of this book is to propose an alternative educational policy that is beneficial to the global community.



## Transforming Schools Alternative Perspectives on School Reform

D. G. Mulcahy, *Central Connecticut State University*

A volume in the series *Contemporary Research in Education*

2013. Paperback 9781623961442 \$45.99. Hardcover 9781623961459 \$85.99. eBook 9781623961466 \$50

President Obama has on a number of occasions rejected policies that have been tried and do not work. Legislation such as No Child Left Behind and policies such as Race to the Top are neither effective nor based on sound research. Educational policy-making is now, more than ever, the preserve of politicians, advocacy foundations, and lobbyists parading as corporate leaders. Teachers have little voice; their role is merely to be held responsible for policies foisted upon them.

In *Transforming Schools: Alternative Perspectives on School Reform*, our aim is to provide alternative perspectives to the dead-end educational policies by which our governments have become consumed. We turn the spotlight on a select range of topics that have become the focus of concern and we consider the implications for school improvement. These topics include school reform in general, the achievement gap, literacy, standardized assessment, social justice and ecojustice, aesthetic and moral education, and general education.



## Transforming Teacher Education through Service-Learning

Virginia M. Jagla, *National Louis University*  
Joseph A. Erickson, *Augsburg College*  
Alan S. Tinkler, *University of Vermont*

A volume in the series *Advances in Service-Learning Research*

2013. Paperback 9781623964184 \$45.99. Hardcover 9781623964191 \$85.99. eBook 9781623964207 \$50

*Transforming Teacher Education through Service-Learning* provides a fresh look at educational reform through the lens of teacher preparation. It poses the question “Why service-learning now?” as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow’s children.

The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates’ future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform.

Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today’s youth.



## Varied Perspectives on Play and Learning Theory and Research on Early Years Education

Ole Fredrik Lillemyr, *Queen Maud University College*  
Sue Dockett, *Charles Sturt University*  
Bob Perry, *Charles Sturt University*

2013. Paperback 978-1-62396-415-3 \$45.99. Hardcover 978-1-62396-416-0 \$85.99. eBook 978-1-62396-417-7 \$50

This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries – Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education.

Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children’s play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children’s play, risky play and the impact of Westernised approaches to play in different contexts.

This book argues for the importance of children’s play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers.

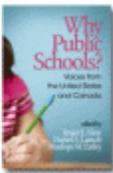


## Visual Data and Their Use in Science Education

Jon Pedersen, *University of Nebraska-Lincoln*  
Kevin D. Finson, *Bradley University*

2013. Paperback 9781623962043 \$45.99. Hardcover 9781623962050 \$85.99. eBook 9781623962067 \$50

Visual Data in Science Education builds upon previous work done by the editors to bring some definition to the meaning of visual data as it relates to education, and highlighted the breadth of types and uses of visual data across the major academic disciplines. In this book, the editors have brought this focus specifically to science education through the contributions of colleagues in the field who actively research about and engage in teaching with visual data. The book begins by examining how the brain functions with respect to processing visual data, then explores models of conceptual frameworks, which then leads into how related ideas are actuated in education settings ranging from elementary science classrooms to college environments. As a whole, this book fosters a more coherent image of the multifaceted process of science teaching and learning that is informed by current understandings of science knowledge construction, the scientific enterprise, and the millennium student as they relate to visual data.

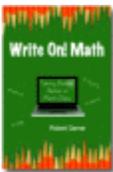


## Why Public Schools? Voices from the U.S. and Canada

Jenice L. View, *George Mason University*  
Daniel A. Laitsch, *Simon Fraser University*  
Penelope M. Earley, *George Mason University*

2013. Paperback 9781623961053 \$45.99. Hardcover 9781623961060 \$85.99. eBook 9781623961077 \$50

What is the purpose of public education? What is the value of taxpayer supported public schools? Who is invited to answer these questions? Except among policymakers, few publicly answer or debate these questions. Instead, the neoliberal forces of competition and deregulation seem to be driving education decision-making. The formal education system is seen as a tool for personal and national economic growth. Much of the education policy debate is centered on how to attain academic success as measured by standardized high stakes tests and evaluations. But, how to educate children and youth is a second order question. The first question must be ‘what is the purpose of schooling, and is it limited to the presumed answer that it is to prepare workers so our nations can sustain economic superiority?’ Students, parents, teachers, business people, artists, retirees, First Nations people, military veterans, and religious professionals are not typically invited to answer these questions – despite their stake in educational outcomes. Twenty-four such people, including professional educational policy makers and scholars, offer their thoughts in these essays from the US and Canada. The intended audience for this volume includes all who are concerned with the future of public schools in both nations.



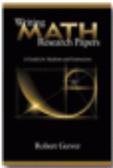
## WRITE ON! MATH Taking Better Notes in Math Class

Robert Gerver

2013. Paperback 978-1-62396-406-1 \$29.99. Hardcover 978-1-62396-407-8 \$49.99. eBook 978-1-62396-408-5 \$50

Write On! Math is a program that offers specific strategies and projects designed to keep your students engaged during math class, strengthen their mathematics, and teach them technical writing skills. Write On! Math is a program that will teach students systematically how to take better notes in math class. Total concentration is a prerequisite to learning how to take better notes. Therefore, a by-product of taking better notes is staying focused in class.

Possibly, as a teacher, you at one time remarked to a colleague how you understood something better (or even for the first time!) when you had to teach it. There is no better way to ensure you know something well than to have to teach it to somebody else. The Write On! Math program requires students to do exactly that—that is why it improves their mathematics as well as teaches them a valuable writing technique not taught in English class. Write On! Math will improve the way you present material to your students in class and on your handouts.



## Writing Math Research Papers A Guide for Students and Instructors

Robert Gerver

2013. Paperback 9781623962395 \$45.99. eBook 9781623962401 \$50

Mathematics research papers provide a forum for all mathematics enthusiasts to exercise their mathematical experience, expertise and excitement. The research paper process epitomizes the differentiation of instruction, as each student chooses their own topic and extends it as far as their desire takes them. The features and benefits of the research paper process offer a natural alignment with all eight Common Core State Standards for Mathematical Practice.

Writing Math Research Papers serves both as a text for students and as a resource for instructors and administrators. It systematically describes the steps involved in creating a mathematics research paper and an oral presentation. The chapters offer tips on technical writing, formatting, and preparing visual aids. For instructors and administrators, the book covers the logistics necessary in setting up a mathematics research program in a high school setting. This program received the 1997 Chevron Best Practices in Education Award as the premier high school mathematics course in the United States.



## Writing Visions of Hope Teaching Twentieth-Century American Literature and Research

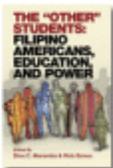
Richard C. Raymond

2013. Paperback 9781623962623 \$45.99. Hardcover 9781623962630 \$85.99. eBook 9781623962647 \$50

This nine-chapter book narrates a writing-centered approach to the teaching of literature and literary research. As the title suggests, the book also embraces a thematic approach to reading and writing about twentieth-century American literature, focusing on the grounds for hope in an age of despair.

The first five chapters explore in detail the teaching of the twentieth-century American literature course at the University of Pristina in Kosovo, where the author served as Fulbright Professor of American Literature in the spring semester of 2012. Throughout, these chapters narrate students' in-class interactions to illustrate writing-to-learn strategies for teaching the literature. Chapter six then follows the same cohort of 22 students as they learned to ground their literary research in their own questions about American and Balkans narratives of oppression and liberty, of despair and hope.

The last three chapters document the responses of students and their professors to this American theme of liberty and hope as seen through the Balkans lenses of ethnic violence and emerging republican government. Specifically, chapter seven focuses on students' participation in a blog featuring Balkans literature that explores the same issues of liberty and justice examined in the American literature they have read. Chapter eight then celebrates student writing, the fruit of the writing-to-learn strategies narrated in earlier chapters. Finally, chapter nine narrates professors' and students' responses, gathered through surveys and interviewing, to questions about their country's violent past and the value of literary study in preparing citizens to shape a new republic.



## The 'Other' Students Filipino Americans, Education, and Power

Dina C. Maramba, *SUNY Binghamton*  
Rick Bonus, *University of Washington*

2012. Paperback 9781623960735 \$45.99. Hardcover 9781623960742 \$85.99. eBook 9781623960759 \$50

Though the Filipino American population has increased numerically in many areas of the United States, especially since the influx of professional immigrants in the wake of the 1965 Immigration Act, their impact on schools and related educational institutions has rarely been documented and examined. The Other Students: Filipino Americans, Education, and Power is the first book of its kind to focus specifically on Filipino Americans in education. Through a collection of historical and contemporary perspectives, we fill a profound gap in the scholarship as we analyze the emerging presence of Filipino Americans both as subjects and objects of study in education research and practice. We highlight the argument that one cannot adequately and appropriately understand the complex histories, cultures, and contemporary conditions faced by Filipino Americans in education unless one grapples with the specificities of their colonial pasts and presents, their unique migration and immigration patterns, their differing racialization and processes of identity formations, the connections between diaspora and community belonging, and the various perspectives offered by ethnic group-centered analysis to multicultural projects. The historical, methodological, and theoretical approaches in this anthology will be of interest to scholars, researchers, and students in disciplines which include Education,



## The 21st Century Parent Multicultural Parent Engagement Leadership Strategies Handbook

Mary Johnson, *Pepperdine University*

2012. Paperback 978-1-61735-853-1 \$45.99. Hardcover 978-1-61735-854-8 \$85.99. eBook 978-1-61735-855-5 \$50

The 21st Century Parent emphatically remind us that the missing ingredient in closing the gaps in achievement is heaping measure of parent engagement and community. This is one-of-a kind book, even the most savvy expert will find novel advice and useful tools, sample school practices, and strategies. The book is outstanding resources recognizing and building upon asset that Parents and communities bring in creating partnership for children's school success.

Packed with tips for parents, principals and teachers, resource tools, and an invaluable guide for engaging parents, The 21st Century Parent reveals how to build strong collaborative relationships and offers practical advice for improving interactions between parents and teachers, from insuring that parents are constructive and inclusive to navigating the complex issues surrounding diversity in the classroom and how parents can be transformative change agents for their children and their schools.

Written with candor, clarity, and humor, 21st Century Parent is essential reading for teachers, parents on the front lines in public schools, and administrators and policy makers at all levels.



## Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East

Kagendo Mutua, *University of Alabama*  
Cynthia Szymanski Sunal, *University of Alabama*

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*  
2012. Paperback 978-1-61735-771-8 \$45.99. Hardcover 978-1-61735-772-5 \$85.99. eBook 978-1-61735-773-2 \$50

This edited volume explores various issues pertaining to the education of children with disabilities in Africa, the Caribbean and Middle East. As a group, persons with disabilities have been subjected to social, cultural and educational exclusions of various forms and for various socially-scripted reasons. In education, for instance, individuals with disabilities have been altogether excluded from educational participation in many parts of the developing world or they have been excluded from pursuing meaningfully beneficial higher levels of education in developed countries like the United States. One of the social responses/remedies to the widely-acknowledged exclusionary practices experienced by learners with disabilities has been the widespread implementation of inclusive practices in the education of individuals with disabilities across countries, in the west and the developing regions of the world. A distinctive marker of difference in the way inclusive practices have been enacted in western countries versus those in the developing world has primarily stemmed from the fact that majority of western countries operate under funded mandates that also regulate the provision of education to persons with disabilities. While the ideal of inclusion has been highly desirable, many of countries in the developing world have floundered in their implementation due to lack sound legislative framework to guide implementation coupled with socio-cultural factors related to negative perceptions of disabilities and limited funding sources. Chapters in this volume explore inclusive education from a variety of perspectives.



## African American Males and Education Researching the Convergence of Race and Identity

T. Elon Dancy II, *University of Oklahoma*  
M. Christopher Brown, *Alcorn State University*

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*  
2012. Paperback 978-1-61735-941-5 \$45.99. Hardcover 978-1-61735-942-2 \$85.99. eBook 978-1-61735-943-9 \$50

African American Males in Education: Researching the Convergence of Race and Identity addresses a number of research gaps. This book emerges at a time when new social dynamics of race and other identities are shaping, but also shaped by, education. Educational settings consistently perpetuate racial and other

forms of privilege among students, personnel, and other participants in education. For instance, differential access to social networks still visibly cluster by race, continuing the work of systemic privilege by promoting outcome inequalities in education and society.

The issues defining the relationship between African American males and education remain complex. Although there has been substantial discussion about the plight of African American male participants and personnel in education, only modest attempts have been made to center analysis of identity and identity intersections in the discourse. Additionally, more attention to African American male teachers and faculty is needed in light of their unique cultural experiences in educational settings and expectations to mentor and/or socialize other African Americans, particularly males.

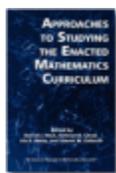


## American Educational History Journal VOLUME 39, NUMBERS 1 & 2 2012

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

2012. Paperback 9781623960070 \$45.99. Hardcover 9781623960087 \$85.99. eBook 9781623960094 \$50



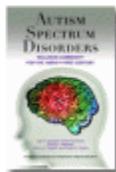
## Approaches to Studying the Enacted Mathematics Curriculum

Kathryn Chval, *University of Missouri*  
Dan Heck, *Horizon Research, Inc.*  
Iris Weiss, *Horizon Research, Inc.*  
Steven W. Ziebarth, *Western Michigan University*

A volume in the series *Research in Mathematics Education*

2012. Paperback 978-1-61735-877-7 \$45.99. Hardcover 978-1-61735-878-4 \$85.99. eBook 978-1-61735-879-1 \$50

Curriculum materials are among the most pervasive and powerful influences on school mathematics. In many mathematics classes, student assignments, the questions the teacher asks, the ways students are grouped, the forms of assessment, and much more originate in curriculum materials. At the same time, teachers have considerable latitude in how they use their curriculum materials. Two classes making use of the same materials may differ markedly in what mathematics content is emphasized and how students are engaged in learning that content. This volume considers a variety of research tools for investigating the enactment of mathematics curriculum materials, describing the conceptualization, development, and uses of seven sets of tools. Mathematics education researchers, curriculum developers, teacher educators, district supervisors, teacher leaders, and math coaches will find insights that can improve their work, and guidance for selecting, adapting, and using tools for understanding the complex relationship between curriculum materials and their enactment in classroom instruction.



## Autism Spectrum Disorders Inclusive Community for the 21st Century

Julie A. Deisinger, *Saint Xavier University*  
Sandra Burkhardt, *Saint Xavier University*  
Timothy J. Wahlberg, *Wahlberg and Associates*  
Anthony F. Rotatori, *Saint Xavier University*  
Festus E. Obiakor, *University of Wisconsin-Milwaukee*

A volume in the series *Contemporary Perspectives in Special Education*

2012. Paperback 978-1-61735-780-0 \$45.99. Hardcover 978-1-61735-781-7 \$85.99. eBook 978-1-61735-782-4 \$50

Autism Spectrum Disorders (ASD) has received considerable educational, research, medical and media attention the past ten years. Yet the condition was first described more than a hundred years ago. Due to the disorder being confused with childhood schizophrenia, there was a lack of definitive attention by special educators, medical professionals and mental health clinicians to advance parameters related to: causes; prevalence; identification and diagnosis; education and treatment. Positively, this confusion changed starting in the 1980s with the clarification of the differences between these disorders with the 1980 publication of the "Diagnostic and Statistical Manual of Mental Disorders" (DSM-III). Soon after, the 1990 federal legislation "Individuals with Disabilities Education Act" recognized the disorder as a disability category eligible for special education services. Both of these events lead to an explosion of information related to: finding causes; accurate identification and diagnosis; best educational practices; and social, emotional, and behavioral treatments.

Even with this explosion in the body of knowledge concerned with this disorder, much more needs to be learned and discovered. The successful use of this body of knowledge requires that accurate information be provided to educators, parents, clinicians, medical professionals, and mental health professionals to counter misinformation that exists among the general public, educators and clinical professionals. This is the primary purpose of “Autism Spectrum Disorders: Inclusive Community for the 21st Century”. It is accomplished by chapters on: the delineation of a blueprint for systems of care for persons with ASD and their families; a model to assist professionals in tackling the challenge of developing employability for individuals with high functioning ASD; best practice and research guidelines that lead to an affirmative ASD diagnosis; a comprehensive and current synopsis of genetic factors associated with ASD; adjustment challenges that may be present for a sibling of an individual with ASD; a comprehensive description of an innovative community-based clinic that provides services needed by Individuals with ASD to meet their social, behavioral, educational and mental health needs; and effective treatment strategies and techniques that can be utilized by parents and educators to work effectively with children who have ASD. The chapters are written by researchers, clinicians, business professionals, and university professors who have an extensive knowledge of ASD. The contents of the book are an excellent reference for special education teachers, school psychologists, practicing mental health clinicians, and parents and family members of children and adults with ASD.



## The Bilingual School in the United States A Documentary History

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *Research in Bilingual Education*

2012. Paperback 978-1-61735-798-5 \$45.99. Hardcover 978-1-61735-799-2 \$85.99. eBook 978-1-61735-800-5 \$50

This much-needed volume is an edited collection of primary sources that document the history of bilingual education in U.S. public schools during the nineteenth and twentieth centuries. Part I of the volume examines the development of dual-language programs for immigrants, colonized Mexicans, and Native Americans during the nineteenth century. Part II considers the attacks on bilingual education during the Progressive-era drive for an English-only curriculum and during the First World War. Part III explores the resurgence of bilingual activities, particularly among Spanish speakers and Native Americans, during the interwar period and details the rise of the federal government’s involvement in bilingual instruction during the post-WWII decades. Part IV of the volume examines the recent campaigns against bilingual education and explores dual-language practices in today’s classrooms. A compilation of school reports, letters, government documents, and other primary sources, this volume provides rich insights into the history of this very contentious educational policy and practice and will be of great interest to historians and language scholars, as well as to educational practitioners and policymakers.



## Black Graduate Education at Historically Black Colleges and Universities

Robert T. Palmer, *SUNY Binghamton*

Adriel A. Hilton, *Upper Iowa University*

Tiffany Patrice Fountaine, *Morgan State University*

2012. Paperback 978-1-61735-850-0 \$45.99. Hardcover 978-1-61735-851-7 \$85.99. eBook 978-1-61735-852-4 \$50

This book provides context about the experiences of Black graduate and professional students attending HBCUs. Indeed, such research is important, particularly since HBCUs play a significant role in the number of Blacks who receive doctorates and professional degrees (i.e. M.D., D.D.S., J.D. etc.), especially in science and engineering. In fact, according to Redd and Minor (2008), the role of HBCUs in graduate education will become even more significant as more seek to offer graduate and professional programs, particularly at the doctoral level. This book focuses on the historical nature of graduate and professional education at HBCUs and the programs’ contribution to society.

Further, it provides context about the experiences of students who have attended these institutions for their post-baccalaureate pursuits. Finally, the book addresses the future of graduate and professional education at HBCUs and what fundamental aspects are needed to ensure their survival, competitiveness, and growth.

This book appeals to faculty, departmental chairs, administrators, and students. Furthermore, higher education scholars, who conduct or have an interest in pursuing empirical research on Black graduate and professional education or the efficacy and relevance of HBCUs, will find this book useful given its unique and comprehensive approach focusing on supporting retaining, and graduating Black graduate students at HBCUs. In addition, this book is an invaluable teaching resource for faculty in Higher Education Administration, Student Affairs, or Sociology program.



## Black Males in Postsecondary Education

### Examining their Experiences in Diverse Institutional Contexts

Adriel A. Hilton, *Upper Iowa University*  
Chance W. Lewis, Ph.D., *University of North Carolina at Charlotte*  
J. Luke Wood, *San Diego State University*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2012. Paperback 978-1-61735-932-3 \$45.99. Hardcover 978-1-61735-933-0 \$85.99. eBook 978-1-61735-934-7 \$50

*Black Males in Postsecondary Institutions: Examining their Experiences in Diverse Institutional Contexts* offers a comprehensive examination of the experiences of Black males in our nation's higher education institutions. In recognizing the role of institutions in fostering distinctive educational experiences, this volume systematically explores the status, academic achievement, and educational realities of Black men within numerous institutional types (i.e., community colleges, For-profit colleges, Liberal arts colleges, historically Black colleges and universities, ivy league institutions, religious-affiliated institutions, private institutions, Hispanic-serving institutions, research intensive institutions, and predominately White institutions). In line with a core commitment towards transformative change, chapter authors also provide recommendations for future research, policy, and practice aimed at fostering enhanced personal, academic, and career outcomes for Black men in college.



## The Brother Code

### Manhood and Masculinity among African American Men in College

T. Elon Dancy II, *University of Oklahoma*

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*  
2012. Paperback 978-1-61735-760-2 \$45.99. Hardcover 978-1-61735-761-9 \$85.99. eBook 978-1-61735-762-6 \$50

*The Brother Code: What is the role of manhood and masculinity in the lives of African American males in college? How do manhood norms influence decisions within and beyond college? How might mothers and fathers differentially affect manhood and masculinity in their sons? What are African American's men unique ways of knowing themselves and their surroundings? The Brother Code: Manhood and Masculinity among African American Men in College* situates itself at the intersection of higher education and cultural studies to address these questions and more. Primarily, this book offers colleges and universities a penetrative gaze into a complex web of identities—the manhood of African American males in college. Yet the book also seizes a rare opportunity in higher education research to review six historical eras of African American manhood as well as the troublesome relationship between African American males and education in general.

This knowledge is important for understanding all aspects of African American male participation in college, including enrollment, retention, curricular, and co-curricular involvement. Based on an empirical study, the data in this book emerged from one-on-one interviews in which 24 African American males enrolled in 12 colleges discussed how manhood matters in their social and college lives. The aim is to help unearth the marginalized topics of manhood, gender, and masculinity in males generally but, more specifically among African American males, a marginalized student group in education. Using an interdisciplinary approach, the book draws upon literature in history, African American studies, gender studies, sociology, cultural studies, psychology, and anthropology.



## Can Educators Make a Difference?

### Experimenting with, and Experiencing, Democracy in Education

Paul R. Carr, *Lakehead University*  
Marc Pruyne, *Monash University*  
David Zyngier, *Monash University*

A volume in the series *Critical Constructions: Studies on Education and Society*  
2012. Paperback 978-1-61735-813-5 \$45.99. Hardcover 978-1-61735-814-2 \$85.99. eBook 978-1-61735-815-9 \$50

As the title of this book suggests, how we understand, perceive and experience democracy may have a significant effect on how we actually engage in, and with, democracy. Within the educational context, this is a key concern, and forms the basis of the research presented in this volume within a critical, comparative analysis. The Global Doing Democracy Research Project (GDDRP), which currently has some 70 scholars in over 20 countries examining how educators do democracy, provides the framework in which diverse scholars explore a host of concerns related to democracy and democratic education,

including the impact of neoliberalism, political literacy, critical engagement, teaching and learning for and about democracy, social justice, and the meaning of power/power relations within the educational context.

Ultimately, the contributors of this book collectively ask: can there be democracy without a critically engaged education, and, importantly, what role do educators play in this context and process? Why many educators in diverse contexts believe that they are unable, dissuaded and/or prevented from doing thick democratic education is problematized in this book but the authors also seek to illustrate that, despite the challenges, barriers and concerns about doing democracy in education, something can, and should, be done to develop, cultivate and ingratiate schools and society with more meaningful democratic practices and processes.

This book breaks new ground by using a similar empirical methodology within a number of international contexts to gauge the democratic sentiments and actions of educators, which raises a host of questions about epistemology, teacher education, policy development, pedagogy, institutional cultures, conscientization, and the potential for transformational change in education.



## Canaries Reflect on the Mine Dropouts' Stories of Schooling

Jeanne Cameron, *Tompkins Cortland Community College*

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2012. Paperback 978-1-61735-998-9 \$29.99. Hardcover 978-1-61735-999-6 \$59.99. eBook 978-1-62396-000-1 \$50

In *Canaries Reflect on the Mine: Dropouts' Stories of Schooling*, Jeanne Cameron invites the reader to see schooling and early school leaving through the eyes of high school dropouts themselves. The transcendent desires revealed by this research – to be known and valued, to learn with purpose and autonomy – are spoken with poignant clarity by the young people who story these pages. This study offers a compelling and timely critique of the dominant, neoliberal discourse on schooling and early school leaving. It challenges conventional wisdom about dropouts, and shows how the experiences and needs of those who leave school early and those who persist to graduation are more similar than different. Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by *No Child Left Behind* and *Race to the Top*. More importantly, they offer a vision for schooling that lovingly embraces and extends all students' experiences, enriches their biographies, and celebrates and supports each of their talents and purposes with equal passion. Pre-service and in-service teachers, educational researchers and policy makers, administrators, and advocates for equitable and democratic schooling have much to learn from this book. Qualitative researchers will find a powerful model for working collaboratively with youth to represent their experiences and to craft solutions to the challenges they face. Students of sociology will discover a compelling illustration of C. Wright Mills' sociological imagination and his charge to "take it big" by drawing connections between individual biographies and the social and historical structures that frame lived experience. For professional social scientists, it embodies Mills' challenge to embrace the moral sensibilities required to understand and improve the human condition.



## The Changing Nature of Instructional Leadership in the 21st Century

Alan R. Shoho, *University of Texas at San Antonio*  
Bruce G. Barnett, *University of Texas at San Antonio*  
Autumn K. Tooms, *Kent State University*

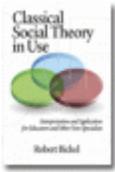
A volume in the series *International Research on School Leadership*

2012. Paperback 978-1-61735-938-5 \$45.99. Hardcover 978-1-61735-939-2 \$85.99. eBook 978-1-61735-940-8 \$50

This third book in the Information Age book series, *International Research on School Leadership*, focuses on the changing nature of instructional leadership in the 21st century. Our goal is to examine instructional leadership from multiple educational and international perspectives. Unlike many leadership books that focus on conceptualizations and personal narratives, the seven chapters provide empirical evidence of how instructional leadership is evolving in the 21st century. From the effective schools research of the 1980s to today's relentless calls for improved student performance, attention has focused on the instructional leadership roles and responsibilities of school principals, headteachers, and educational system leaders. The emphasis on student performance has gone global as evidenced by highly-publicized international studies, such as the Trends in International Math and Science Studies (TIMSS) and the Program for International Student Assessment (PISA), comparing student achievement in different countries.

These developments have had substantial effects on school leaders, especially building-level principals and headteachers. Rather than being the only ones overseeing school improvement aimed at increasing student learning, many school administrators are distributing leadership responsibilities to other administrators and teachers on their campuses. To fully understand instructional leadership in the 21st century, the book examines three important dimensions of instructional leadership: (1) the current context for turning around low-performing schools, increasing teacher effectiveness, and providing equitable outcomes for all students, (2) international perspectives of instructional leadership development, particularly the value of teacher coaching and leadership development for aspiring and practicing school leaders in a developing country, and (3) the obstacles instructional leaders confront as they deal with fiscal

constraints, political pressure, diverse student populations, and high-stakes standards-based reforms.



## Classical Social Theory in Use Interpretation and Application for Educators and Other Non-Specialists

Robert Bickel, *Marshall University*

2012. Paperback 9781623960704 \$45.99. Hardcover 9781623960711 \$85.99. eBook 9781623960728 \$50

This book provides an introduction to classical social theory through discussion, application, and synthesis of the work of Karl Marx, Emile Durkheim, and George Herbert Mead. Rather than merely summarizing and evaluating their continuing influence, their ideas and ways of reasoning are applied in thoroughly developed fashion to contemporary issues and historical events of enduring importance. In the process, contributions of these three very different authors are used to complement each other and are eventually synthesized, making clear that they can be melded into one multilevel, even if tentative and rudimentary, theoretical perspective. The book is intended to systematically and compactly introduce the most useful concepts of the three classical theorists. However, new concepts are typically introduced as part of the narrative, rather than in box-text definitional fashion. This is consistent with the book's primary purpose: to enable the reader to begin to think like Marx, Durkheim, and Mead, especially insofar as their work can be synthesized into one point of view, dealing with inter-related macro-level, middle range, and micro-level social phenomena. The section on Marx will be longer than the sections on Durkheim and Mead. In part, the length of the discussion of Marx's work is due to use of this section to begin introducing pertinent ideas of Durkheim and Mead.



## Co-Teaching and Other Collaborative Practices in The EFL/ESL Classroom Rationale, Research, Reflections, And Recommendations

Andrea Honigsfeld, *Molloy College*  
Maria G. Dove, *Molloy College*

2012. Paperback 978-1-61735-686-5 \$45.99. Hardcover 978-1-61735-687-2 \$85.99. eBook 978-1-61735-688-9 \$50

Much has been written about the cognitive and academic language needs of those learning English as a new language (be it a second language in the United States or other English-speaking countries or as a foreign language in all other parts of the world). Many guidebooks and professional development materials have been produced on teacher collaboration and co-teaching for special education, inclusive classrooms. Similarly, much has been published about effective strategies teachers can use to offer more culturally and linguistically responsive instruction to their language learners. However, only a few resources are available to help general education teachers and ESL (English-as-a-second-language) specialists, or two English-as-a-foreign-language (EFL) teachers (such as native and nonnative English speaking) teachers to collaborate effectively.

With this volume, our goal is to offer an accessible resource, long-awaited by educators whose individual instructional practice and/or institutional paradigm shifted to a more collaborative approach to language education. Through this collection of chapters, we closely examine ESL/EFL co-teaching and other collaborative practices by (a) exploring the rationale for teacher collaboration to support ESL/EFL instruction, (b) presenting current, classroom-based, practitioner-oriented research studies and documentary accounts related to co-teaching, co-planning, co-assessing, curriculum alignment, teacher professional development, and additional collaborative practices, and (c) offering authentic teacher reflections and recommendations on collaboration and co-teaching. These three major themes are woven together throughout the entire volume, designed as a reference to both novice and experienced teachers in their endeavors to provide effective integrated, collaborative instruction for EFL or ESL learners. We also intend to help preservice and inservice ESL/EFL teachers, teacher educators, professional developers, ESL/EFL program directors, and administrators to find answers to critical questions.



## Computers and Their Impact on State Assessments Recent History and Predictions for the Future

Robert W. Lissitz, *University of Maryland*  
Hong Jiao, *University of Maryland*

A volume in the series *The MARCES Book Series*

2012. Paperback 978-1-61735-725-1 \$45.99. Hardcover 978-1-61735-726-8 \$85.99. eBook 978-1-61735-727-5 \$50

The Race To The Top program strongly advocates the use of computer technology in assessments. It dramatically promotes computer-based testing, linear or

adaptive, in K-12 state assessment programs. Moreover, assessment requirements driven by this federal initiative exponentially increase the complexity in assessment design and test development. This book provides readers with a review of the history and basics of computer-based tests. It also offers a macro perspective for designing such assessment systems in the K-12 setting as well as a micro perspective on new challenges such as innovative items, scoring of such items, cognitive diagnosis, and vertical scaling for growth modeling and value added approaches to assessment. The editors' goal is to provide readers with necessary information to create a smarter computer-based testing system by following the advice and experience of experts from education as well as other industries.

This book is based on a conference (<http://marces.org/workshop.htm>) held by the Maryland Assessment Research Center for Education Success. It presents multiple perspectives including test vendors and state departments of education, in designing and implementing a computer-based test in the K-12 setting. The design and implementation of such a system requires deliberate planning and thorough considerations. The advice and experiences presented in this book serve as a guide to practitioners and as a good source of information for quality control.

The technical issues discussed in this book are relatively new and unique to K-12 large-scale computer-based testing programs, especially due to the recent federal policy. Several chapters provide possible solutions to psychometricians dealing with the technical challenges related to innovative items, cognitive diagnosis, and growth modeling in computer-based linear or adaptive tests in the K-12 setting.



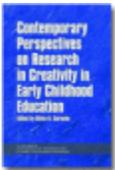
## Contemporary Challenges Confronting School Leaders

Michael DiPaola, *The College of William and Mary*  
Patrick B. Forsyth, *The University of Oklahoma*

A volume in the series *Research and Theory in Educational Administration*

2012. Paperback 978-1-61735-927-9 \$45.99. Hardcover 978-1-61735-928-6 \$85.99. eBook 978-1-61735-929-3 \$50

Contemporary Challenges Confronting School Leaders is the eleventh in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Consequently, the chapters include analyses that investigate relationships between school organizations and administrative practice that affect teacher and student effectiveness. This edition is organized around concepts that are significant to contemporary school leaders: student achievement and variables that contribute to it or influence achievement indirectly.



## Contemporary Perspectives on Research in Creativity in Early Childhood Education

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2012. Paperback 978-1-61735-740-4 \$45.99. Hardcover 978-1-61735-741-1 \$85.99. eBook 978-1-61735-742-8 \$50

Recently, a new understanding of creative thought and creative performance has surfaced. In addition, an interest has emerged in professional organizations especially those in early childhood education. In addition, current creativity researchers have initiated a far more sophisticated understanding of young children's creative thinking, ways to assess creativity, strategies to promote creativity, and research methodologies. The purpose of this volume is to present a wide range of different theories and areas in the study of creativity to help researchers and theorists work toward the development of different perspectives on creativity with young children. It focuses on critical analyses and reviews of the literature on topics related to creativity research, development, theories, and practices. It will serve as a reference for early childhood education researchers, scholars, academics, general educators, teacher educators, teachers, graduate students, and scientists to stimulate further "dialogue" on ways to enhance creativity. The chapters are of high quality and provide scholarly analyses of research studies that capture the full range of approaches to the study of creativity --- behavioral, clinical, cognitive, cross-cultural, developmental, educational, genetic, organizational, psychoanalytic, psychometric, and social. Interdisciplinary research is also included, as is research within specific domains such as art and science, as well as on critical issues (e.g., aesthetics, genius, imagery, imagination, insight, intuition, metaphor, play, problem finding and solving). Thus, it offers critical analyses on reviews of research in a form that are useful to early childhood researchers, scholars, educators, and graduate students. It also places the current research in its historical context. The volume is also of interest to the general readers who are interested in the young children's creativity. The chapters are authored by established scholars in the field of young children's creativity.



## Contemporary Science Teaching Approaches Promoting Conceptual Understanding in Science

Dr. Funda Ornek, *Bahrain Teachers College, University of Bahrain*  
Dr. Issa M. Saleh, *Bahrain Teachers College in University of Bahrain*

2012. Paperback 978-1-61735-608-7 \$45.99. Hardcover 978-1-61735-609-4 \$85.99. eBook 9781617356100 \$50

Contemporary science teaching approaches focus on fostering students to construct new scientific knowledge as a process of inquiry rather than having them act as passive learners memorizing stated scientific facts. Although this perspective of teaching science is clearly emphasized in the National Research Council's National Science Education Standards (NRC, 1996), it is however challenging to achieve in the classroom. Science teaching approaches should enhance students' conceptual understanding of scientific concepts which can be later utilized by students in deeper recognition of real world (Marsak & Janouskova, 2007). This book identifies and describes several different contemporary science teaching approaches and presents recent applications of these approaches in promoting interest among students. It promotes conceptual understanding of science concepts among them as well. This book identifies pertinent issues related to strategies of teaching science and describes best practice. The chapters in this book are culmination of years of extensive research and development efforts to understand more about how to teach science by the distinguished scholars and practicing teachers.



## Contemporary Voices From The Margin African Educators on African and American Education

Peter Ukpokodu  
Omiunota N. Ukpokodu, *University of Missouri-Kansas City*

2012. Paperback 978-1-61735-795-4 \$45.99. Hardcover 978-1-61735-796-1 \$85.99. eBook 978-1-61735-797-8 \$50

Traditionally, American educators and communities have looked to Europe and Asia for ideas for rethinking and reforming education for America's diverse children. This book, *Contemporary Voices from the Margin: African Educators on African and American Education*, brings together new voices of diverse African-born teacher educators and Africanist scholars who share personal experiences as well as researchbased perspectives about education in Africa and America that will be valuable to rethinking and reforming education for America's struggling schools. The book is a comprehensive work of experienced educators and scholars in the field of teacher education and African Studies. The editors of the book invited a diverse group of African-born teacher educators and scholars from different countries of Africa who teach in the U.S. The contributors share a common African experience, but they are geographically diverse in countries of origin and research. Their knowledge about African communal living as well as colonial powers and imperialism as they operated in various African countries enables them to compare and contrast various educational models and practices, including traditional ones. They are also diverse in their fields of specialization but have expertise in multicultural education, urban education, and culturally responsive pedagogy that have become the focus of U.S. discourses in public education and teacher preparation programs. Given that these scholars were born or socialized, and educated in, as well as, taught schools and colleges in their respective African countries before settling in the United States, they bring a wealth of experience and insights into what it means to successfully educate children and youth.

The book is divided into three parts. Part 1 examines African processes and practices of education, both formal and informal, as contributing authors share perspectives about African indigenous education including cultural socialization and formal western-type education and organization of schools. Part 2 focuses on patterns and structures of formal, western-type education in selected African countries. Part 3 explores cross-cultural perspectives on American education. The contributors provide chapters of stimulating and rich perspectives that will engage the discourse on rethinking and reforming education and schooling for America's diverse students.



## Conversations about Adult Learning in Our Complex World

Carrie J. Boden McGill, *Texas State University*  
Kathleen P. King, *University of South Florida*

A volume in the series *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*  
2012. Paperback 9781623960766 \$45.99. Hardcover 9781623960773 \$85.99. eBook 9781623960780 \$50

We recognize that our society and demands for lifelong learning changes rapidly, and needs to continue to be rapidly effectively infused in changing forms into the teaching and learning process. *Conversations about Adult Learning in Our Complex World* focuses the study of adult learning to address the issues of living and learning within a complex world- the epitome of the 21st century.

Readers will find that this book is valuable for a wide variety of professors, researchers, practitioners, and students in fields related to adult learning and adult education as it reveals emerging research and trends relevant for today and tomorrow. Moreover, this publication represents some of the most innovative and thoughtful scholarship resulting from the work of the Adult Higher Education Alliance and, arguably, the field of adult education.

The book is arranged thematically in five sections, each one dealing with a domain where intercultural competence and other fundamental skills may improve the learning experiences for adult learners. The sections include, The Learning Environment and Authentic Teaching, Interculturally Competent Classroom Practices, Programming for Adults—Redesigning University to Serve Adult Learners, Professional Development, Teacher Training, and Leadership Development, and Meaningful Assessment of Programs for Adults.



## Creating Socially Responsible Citizens Cases from the Asia-Pacific Region

David L. Grossman, *The East-West Center*  
John J. Cogan, *University of Minnesota, Twin Cities*

A volume in the series *Research in Social Education*

2012. Paperback 978-1-61735-953-8 \$45.99. Hardcover 978-1-61735-954-5 \$85.99. eBook 978-1-61735-955-2 \$50

This book originates from a collaborative research initiative to examine how various societies in the Asia-Pacific Region construct moral and civic education, and to what extent these systems achieve the democratic objective of creating socially responsible citizens. In many western societies there is at least a rhetorical tendency to separate the moral and civic dimensions of citizenship education, and in some cases to exclude the moral dimension from the discourse of preparing citizens.

However, as cross-societal dialogues and research about citizenship education have increased in the past two decades, scholars have identified differences in the emphasis put on the moral dimension of citizenship education across the Asia-Pacific region. In many predominantly Confucian, Islamic and Buddhist societies, for example, the emphasis on the moral dimension of citizenship education is explicit, and in some cases, central.

While awareness of a divide, or perhaps more appropriately a continuum in the role of moral versus civic education in democratic societies has been recognized for some time, to our knowledge this book marks the first effort of this scope to address the issue of the moral/civic divide in citizenship education. Thus, through a cross-cultural dialogue across societies in the Asia-Pacific Region, this book addresses the issue of whether elements of both civic and moral education can be effectively joined to create a “socially responsible” citizen.



## Crossroads in the History of Mathematics and Mathematics Education

Bharath Sriraman, *The University of Montana*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*

2012. Paperback 978-1-61735-704-6 \$45.99. Hardcover 978-1-61735-705-3 \$85.99. eBook 978-1-61735-706-0 \$50

The interaction of the history of mathematics and mathematics education has long been construed as an esoteric area of inquiry. Much of the research done in this realm has been under the auspices of the history and pedagogy of mathematics group. However there is little systematization or consolidation of the existing literature aimed at undergraduate mathematics education, particularly in the teaching and learning of the history of mathematics and other undergraduate topics. In this monograph, the chapters cover topics such as the development of Calculus through the actuarial sciences and map making, logarithms, the people and practices behind real world mathematics, and fruitful ways in which the history of mathematics informs mathematics education. The book is meant to serve as a source of enrichment for undergraduate mathematics majors and for mathematics education courses aimed at teachers.



## Curriculum and Teaching Dialogue Volume 13, 1 & 2

David J. Flinders, *Indiana University*  
P. Bruce Uhrmacher, *University of Denver*

A volume in the series *Curriculum & Teaching Dialogue*

2012. Paperback 978-1-61735-605-6 \$45.99. Hardcover 978-1-61735-606-3 \$85.99. eBook 9781617356070 \$50

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



## Dialogue and Difference in a Teacher Education Program A 16-Year Sociocultural Study of a Professional Development School

Marilyn Johnston-Parsons, *University of Illinois at Urbana-Champaign*

2012. Paperback 978-1-61735-765-7 \$45.99. Hardcover 978-1-61735-766-4 \$85.99. eBook 978-1-61735-767-1 \$50

This book is a longitudinal study of a 10-year experimental teacher education program. Follow-up studies and writing continued for 6 years after the program closed. This case study describes a search for effective and socially just practices within a long-term reform initiative intended to prepare teachers for urban schools. The program was run through a Professional Development School—a collaboration between a university program and a diverse group of practicing teachers; and the book was written collaboratively by many of the participants—faculty, mentor teachers, doctoral students, and teacher candidates/graduates. There are few longitudinal studies of teacher education programs, especially ones that focus on what was learned and told by those who did the learning.

The narratives here are rich, diverse, and multivocal. They capture the complexity of a reform initiative conducted within a democratic context. It's difficult, messy and as varied as is democracy itself. The program was framed by a sociocultural perspective and the focus was on learning through difference. Dialogue across difference, which is more than just talk, was both the method for doing research and the means for learning.

The program described here began in the ferment of teacher education reform in the early 1990s, responding to the critics of the mid-1980s; and this account of it is finished at a time when teacher education is again under attack from a different direction. Criticized earlier for being too progressive, teacher education is now seen as too conservative. The longitudinal results of this program show high retention rates and ground the argument that quality teacher preparation programs for teaching in urban schools may well be cost effective, as well as provide increased student learning. This is counter to the current move to shorten teacher preparation programs, at a time of low teacher retention in our under resourced urban schools. The book does not advocate a model for teacher education, but it aims to provide principles for practice that include school/university collaboration, democratic dialogue across differences, and inquiry as a way to guide reform.



## Educated for Change? Muslim Refugee Women in the West

Patricia Buck, *Bates College and Matawi, Inc.*  
Rachel Silver, *Matawi, Inc.*

A volume in the series *Education Policy in Practice: Critical Cultural Studies*

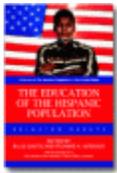
2012. Paperback 978-1-61735-620-9 \$45.99. Hardcover 978-1-61735-621-6 \$85.99. eBook 978-1-61735-622-3 \$50

*Educated for Change?: Muslim Women in the West* inserts Muslim women's voice and action into the bifurcated, and otherwise male dominated, relations between the West and the Islamic East. A multilayered, multisite, educational ethnography, Buck and Silver's study takes a novel approach to its feminist charge. Drawing upon thick description of refugee women's school experiences in two seemingly distinct locations, *Educated for Change?* engages the dual nature of schooling as at once a disciplinary apparatus of local, national, and international governance, and paradoxically, a space and process through which school community members wield the power to observe, deliberate, and act as agents in the creative and willful endeavor of living. In doing so, the text

locates formal schooling as a key location at which one can witness the politics of cultural change that emerge when Western and Islamic communities converge.

Following an initial introduction to the ethno-historical formation and dissolution of the Somali postcolonial state resulting in a prolonged exodus of Somali citizens, the text is divided into two parts. Part One features an examination of young women's approaches to schooling in the Dadaab refugee camps of northeastern Kenya; Part Two looks at schooling among Somali women resettled in a northern region of the United States. Each part includes a description of the unique, if interconnected, local factors and policies that give rise to particular forms and ends of schooling as designed for refugee women. Several chapters depict women's strategic use of schooling to respond to structural forces, build intercultural social networks, and negotiate new ways of being Somali women.

*Educated for Change?* concludes with an analysis of the implications of Somali refugee women's schooling experiences for working definitions of global social justice that undergird feminist political scholarship and gender-sensitive, humanitarian aid policy and practice.



## The Education of the Hispanic Population Selected Essays

Billie Gastic, *Beam Youth Collaborative*  
Richard R. Verdugo, *UAB - Centre for Demographic Studies, Barcelona, Spain*

A volume in the series *The Hispanic Population in the United States*  
2012. Paperback 978-1-61735-956-9 \$45.99. Hardcover 978-1-61735-957-6 \$85.99. eBook 978-1-61735-958-3 \$50

This volume brings together the latest research and scholarship on Latinos in the United States. This book is special in terms of the broad scope of topics covered and methodologies employed in pursuit of knowledge about Latino students. This collection is also unique in that it features the work of more than a dozen Latino scholars—both early-career and established—applying their research expertise to investigate and elucidate the educational experiences of Latinos in the United States.

The themes that are discussed in the chapters of *The Education of the Hispanic Population: Selected Essays*, reflect the wide-ranging discussions that are occurring in schools and school districts across the country and issues that are being carefully investigated by researchers who are committed to contributing thoughtful and meaningful scholarship of consequence for improving conditions for Latino youth.



## Educational Leaders Encouraging the Intellectual and Professional Capacity of Others A Social Justice Agenda

Elizabeth Murakami-Ramalho, *University of Texas at San Antonio*  
Anita McCoskey Pankake, *The University of Texas – Pan American*

A volume in the series *Educational Leadership for Social Justice*  
2012. Paperback 978-1-61735-623-0 \$45.99. Hardcover 978-1-61735-624-7 \$85.99. eBook 978-1-61735-625-4 \$50

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people's voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.



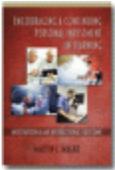
## The Educator's Guide to Linguistics A Textbook for Language Teachers

Tatiana Gordon, *Hofstra University*

2012. Paperback 978-1-61735-880-7 \$45.99. Hardcover 978-1-61735-881-4 \$85.99. eBook 978-1-61735-882-1 \$50

This book provides an accessible and reader-friendly overview of linguistic research. The meaning of complex linguistic concepts is illuminated with the help of engaging stories, analogies, and graphics. The book brings theoretical discussion to life by citing familiar bits of language such as names of popular business establishments, recognizable song lyrics, and famous adages. These examples taken from day-to-day life ultimately help students recognize the language in their own environment as worthy of observation and analysis.

Above all, the book is meant to help future teachers in the classroom. It is this goal that largely determines its scope. The text provides an overview of those studies that have relevance to classroom practice. For instance, the chapter on neurolinguistics covers research into the gestures that accompany speech, and the chapter on semantics places special emphasis on discussing the role of conceptual metaphors in cognition. Each of the book's eleven chapters concludes with a section entitled "Implications for Instruction." These sections engage the reader in exploring the practical significance of linguistic research.



## Encouraging a Continuing Personal Investment in Learning Motivation as an Instructional Outcome

Martin L. Maehr, *The University of Michigan*

2012. Paperback 978-1-61735-713-8 \$45.99. Hardcover 978-1-61735-714-5 \$85.99. eBook 978-1-61735-715-2 \$50

The writing of this book was in part supported by a grant from the National Science Foundation (NSFEHR 0335369). It represents a significant extension and enriched interpretation of earlier work on "motivation as an instructional outcome" (e.g., Maehr, 1976). Such enrichment and enhancement was prompted by the work on the project as it was conceptualized and envisioned by Paul Pintrich---and later, following his untimely death, carried out by a cadre of students and colleagues, including especially his Wife, Life Partner and also oft-time collaborator in multiple research and scholarly endeavors: Dr. Elizabeth DeGroot as well as several colleagues, including, the author of this volume and Dr. Stuart Karabenick.

Of course, it is the primary author of this volume who must bear the responsibility for omissions, errors and interpretations that may have slipped into the text. But whatever portions of this volume may be deemed worthy of consideration and possibly of some value for fellow scholars presently or in the future --- and also contribute in at least some small way not only to continuing scholarly study of "The Most important attitude that can be formed: "That of Desire to go on Learning." But therewith here and there also prove useful not only for scholars and the development of an increased understanding of the nature and nurture of motivation and its impact on the pursuit of knowledge but also prove useful to students in preparing to become educators --- and perhaps also of value to experienced educational practitioners ---- and here there maybe also to parents and others with a concern for the nature and nurture of excellence in teaching and learning.



## Encyclopedia of Sports & Recreation for People with Visual Impairments

Andrew Leibs

A volume in the series *Critical Concerns in Blindness*

2012. Paperback 9781623960407 \$45.99. Hardcover 9781623960414 \$85.99. eBook 9781623960421 \$50

Not long ago, most blind and visually impaired people grew up without ever playing sports; they sat on the sidelines, and kept score during gym---protected rather than included. In the 1980s, few people had ever heard of the Paralympic Games or accessible recreation.

Today, promising blind athletes can receive residency at the US Olympic Training Center; runners compete for prize money and national championships, and most ski resorts offer adaptive programs throughout the year where blind people can ski, cycle, and kayak---often for free.

The Paralympic movement, the Americans with Disabilities Act of 1990, and ever-increasing expectation for inclusion among the disabled have inspired an

explosion of accessible sports, fitness, and recreation programs that accommodate the blind.

The Encyclopedia of Sports & Recreation for People with Visual Impairments is the first consumer-focused, action-oriented guide to this new world of accessible activity, profiling the people, programs, and products that are helping move blind and visually impaired people from the sidelines into the game.

This groundbreaking guide profiles every accessible blind sport and recreation activity with entries that outline how athletes (both novice and elite) got involved in the sport and how participation has shaped their life. The book also profiles major blind sports organizations and includes chapter and resource listings on camps and accessible recreation providers.

Through this book, blind people will be inspired to embrace sports as the rest of society does—as a vital component of personal expression and human interaction that opens paths to adventure, confidence, and lifelong health and fitness.



## Esperanza School A Grassroots Community School in Honduras

Eloisa Rodriguez, *Universidad Pedagogica Nacional Francisco Morazan*

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2012. Paperback 978-1-61735-689-6 \$45.99. Hardcover 978-1-61735-690-2 \$85.99. eBook 978-1-61735-691-9 \$50

In *Esperanza School: A Grassroots Community School in Honduras*, Eloisa Rodriguez takes us into the daily lived experiences of members of a community school, Esperanza School, situated in a rural area in Honduras. Her work engages readers in a critical analysis of what Esperanza School represents for the community. Rodriguez explores the characteristics that have made Esperanza School a community school; in vivid, life-like detail, she describes how Esperanza School functions as the heart of the community by providing opportunities for impoverished youth to attend the school, facilitating relationships with a nearby orphanage, and developing professional development workshops for rural teachers. Rodriguez narrates the story of Esperanza School's establishment, interactions within the community, and the characteristics of the school personnel that illuminate the social justice mission of the school and create new possibilities for the community. Throughout Rodriguez discusses how Esperanza School represents hope for quality education in this community, and ultimately, in her country, Honduras.

Unlike many studies on community schools, this book deals with the reality of the community and the school's impact on the community. The book compliments and extends the existing literature on community schools by focusing on the students', teachers' and founders' experience of studying and working in Esperanza School. Rodriguez has been involved with Esperanza School for ten years; her personal passionate commitments to this school, and to her country, are illuminated in stories of her participation in the school. Through a multicultural and cross-cultural narrative inquiry methodological framework, a deeper understanding of the ideological, cultural and educational experiences of creating a community school, working in one, and the impact of having a community school are presented. A philosophical framework developed from the work of Paulo Freire and John Dewey provides an analytical lens to examine schooling in Honduras. The picture that emerges from this book provides a guide for ways to make a difference in the Honduran educational system and other developing countries.

Pre-service and in-service teachers, educational researchers, administrators, educational policy makers, and those who advocate for educational settings and schools for impoverished communities can learn from this book. It is a representation of a necessity for developing countries to improve the education in schools: from ineffective public schools to community schools for all.



## Ethics and International Curriculum Work The Challenges of Culture and Context

Robert J. Helfenbein, *Indiana University*  
Terrence C. Mason, *Indiana University – Bloomington*

2012. Paperback 978-1-61735-844-9 \$45.99. Hardcover 978-1-61735-845-6 \$85.99. eBook 978-1-61735-846-3 \$50

The widely cited, though highly contested, idea that “the world is flat” (Friedman, 2004) carries with it a call for education to provide a leveling effect across continents and cultures. Students in Skokie or in Skopje, as the theory goes, are expected to experience a school curriculum that shares certain common elements, goals, and purposes. Such a globalized view is not, however, without its complications. This book addresses some of the issues that arise when the transmigration of educational ideas occurs, with a particular eye toward the ethical dilemmas that curriculum workers face in international contexts.

The authors who have contributed to this volume explore, through case examples and critical reflection, what happens when ideas that are drawn from one set of cultural norms and experiences is introduced into other cultural contexts. In many cases these are the stories of “donors” and “hosts,” of structured inequities of power and influence, of disparities in material resources, and, as expressed in one of the cases, the dynamics of the “colonizer” and the

“colonized.” A recurrent theme concerns the challenges faced by educators working internationally to reconcile their own ethical predispositions toward equity and cultural responsiveness with certain tacit assumptions about the appropriateness or value of curriculum practices brought from the “developed” world for teachers and students in the “developing” world. How these dilemmas are navigated forms the content of this collection of reports from the field written by those who engage in this complex and important work.

While the content of this volume is situated at the intersection between the field of curriculum studies and comparative education, it is fundamentally a book about curriculum. Most of the authors come from various disciplinary backgrounds with specializations in curriculum development in content areas such as social studies, geography, or mathematics. As “outsiders looking in” on the field of international education and with thoughtful reflections grounded in practice, the authors provide a new set of insights into the challenges of international curriculum work. Finally, since many of the questions raised by the work included here are ethical in nature, the book begins and ends with analyses that link the practical realities presented in the cases with contemporary philosophical thought. This, then, can be seen as the primary contribution of the book to the educational literature as it offers a careful and well-articulated synthesis of theory and practice in the field of international curriculum work. This publication would make an important contribution to courses in curriculum theory and practice, comparative and international education, and international development outside of the field of education.



## Excursions and Recursions Through Power, Privilege, and Praxis

Brandon Sams, *University of North Carolina*  
Jennifer Job, *University of North Carolina*  
James C. Jupp, *Georgis Southern University*

A volume in the series *Curriculum and Pedagogy*

2012. Paperback 978-1-61735-980-4 \$45.99. Hardcover 978-1-61735-981-1 \$85.99. eBook 978-1-61735-982-8 \$50

The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice. The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.



## Fostering Global Citizenship Through Faculty-Led International Programs

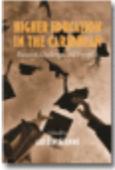
Jo Beth Mullens, *Keene State College*  
Pru Cuper, *Keene State College*

2012. Paperback 978-1-61735-831-9 \$45.99. Hardcover 978-1-61735-832-6 \$85.99. eBook 978-1-61735-833-3 \$50

With awareness of both the opportunities and challenges presented by globalization, there is a growing trend among colleges and universities across the country to commit goals and resources to the concept of internationalizing their campuses. This can occur in a number of different ways but a common thread involves exploring the concept of global citizenship and finding ways to embed this concept in undergraduate curricula. For faculty, this may call for moving out of a presumed comfort zone in the traditional classroom and determining new approaches to teaching a generation of students who will live and work in a more global context. A method for accomplishing this work that is growing in popularity involves offering short-term, faculty-led field courses to international settings. In fact, today more college students are participating in such short-term study abroad opportunities than the more traditional semester and/or yearlong programs.

Faculty and administrators who want to capitalize on short-term, study abroad programs as a means for internationalizing their campuses need practical resources to help them realize this challenging but important goal. They not only need support in developing the course curricula and logistics, but also in constructing authentic means for assessing the multi-faceted learning that occurs. Short-term international programs, when carefully planned and executed, engage the participants (both students and faculty) in unique learning experiences that can involve service, research, and critical analysis of what it truly means to be a global citizen. Such work helps define the somewhat nebulous but worthy goals of internationalizing campuses and fostering global citizenship.

The authors of this text are professional educators with deep experience in global education and curriculum development. They offer a valuable resource for the development, execution and assessment of faculty-led international field courses that is at once theoretical, practical and motivational. Whether readers are considering offering an international field program for the first time and need guidance; are veteran field course leaders who would like to take their work to the next level; or are administrators attempting to encourage and provide needed support for faculty-led international programs, this book will prove invaluable.



## Higher Education in The Caribbean Research, Challenges And Prospects

Austin Ezenne, *University of the West Indies, Kingston, Jamaica*

2012. Paperback 978-1-61735-556-1 \$45.99. eBook 9781617355578 \$50

This book on Higher Education in the Caribbean, explores the key issues facing Higher Education institutions in the twenty-first century and its emphasis is on the financial and social commitments of Higher Education. The book examined research tendencies, experiences, challenges and practices to rethink and propose new routes for the interchange of values between Higher Education institutions and the Caribbean society.



## Human Resources Management In Education Developing Countries Perspectives

Austin Ezenne, *University of the West Indies, Kingston, Jamaica*

2012. Paperback 978-1-61735-558-5 \$45.99. eBook 9781617355592 \$50

This book, Human Resources Management in Education, Developing Countries Perspectives, contains eleven chapters. Human resources in an educational organisation refer to all the human beings working in that organisation, including teachers, students, administrators and all other members of staff working in that organisation. The study of human resources management in education will provide you with a theoretical and practical knowledge about the processes of acquiring employees, establishing good relationships with them, training and developing them, retaining and compensating them for their services are important because effective school leadership and management have become very crucial in recent times in the management of educational organisations. Numerous problems are facing many school systems in developing countries today and human, financial and material resources are scarce, and therefore strategic management of all resources is crucial for achieving the goals of the educational systems and the school organisations.



## Ignoring Poverty in the U.S. The Corporate Takeover of Public Education

P. L. Thomas, *Furman University*

2012. Paperback 978-1-61735-783-1 \$45.99. Hardcover 978-1-61735-784-8 \$85.99. eBook 978-1-61735-785-5 \$50

Ignoring Poverty in the U.S.: The Corporate Takeover of Public Education examines the divide between a commitment to public education and our cultural myths and more powerful commitment to consumerism and corporate America. The book addresses poverty in the context of the following: the historical and conflicting purposes in public education—how schools became positivistic/behavioral in our quest to produce workers for industry; the accountability era—how A Nation at Risk through NCLB have served corporate interest in dismantling public education and dissolving teachers unions; the media and misinformation about education; charter schools as political/corporate compromise masking poverty; demonizing schools and scapegoating teachers—from misusing the SAT to VAM evaluations of teachers; rethinking the purpose of schools—shifting from schools as social saviors to addressing poverty so that public education can fulfill its purpose of empowering everyone in a democracy; and reframing how we view people living in poverty—rejecting deficit views of people living in poverty and students struggling in school under the weight of lives in poverty.

This work is intended to confront the growing misinformation about the interplay among poverty, public schools, and what schools can accomplish while political and corporate leadership push agendas aimed at replacing public education with alternatives such as charter schools. The audience for the publication

includes educators, educational reformers, politicians, and any member of the wider public interested in public education.



## Images of Time The Role of an Historical Consciousness of Time in Learning History

Arie Wilschut, *Amsterdam University of Professional Education*

2012. Paperback 978-1-61735-906-4 \$45.99. Hardcover 978-1-61735-907-1 \$85.99. eBook 978-1-61735-908-8 \$50

What makes history difficult to learn is the fact that one has to travel in time. Studying events and circumstances from a time perspective different from our own is something that doesn't come naturally to people. It is an ability that has to be acquired.

This book discusses teaching and learning history from the perspective of passage of time. Time experiences exist in different shapes and dimensions, one of which is historical time. The specific characteristics of the kind of time are defined in this study, based on philosophical and psychological insights, as well as on theory of history. The differences with other kinds of time, such as daily time and social time, are outlined. Six key concepts of historical time are then defined: chronology, periodization, relics, anachronism, contingency, and generations – meaning a specific way of dealing with the generations of our predecessors. The main issues for teaching historical thinking are described using these six categories. An inventory is made of what is known about them from existing research and what questions still need further investigation.

An empirical study is reported about the means students preferably use to orient in historical time: timelines and numbered years attached to events, or imaginative-associative contexts? It is demonstrated that 'images of time' are the optimum means for historical orientation.

An historical consciousness of time is essential to an open democratic society. The one-dimensional perspective of the present is broken up, it is shown that alternatives are possible, that the present is only the coincidental result of a contingent development and might have been totally different, and that the views held by people have changed, may change now and certainly will change in the future. All of this can enhance tolerance, open-mindedness and promote a healthy societal debate. This study provides insights into the kind of history teaching that might be helpful in developing this.



## Impacts of Teacher Evaluation and Professional Development on Student Outcomes

Edward Crowe, *The Bench Group*  
Rena F. Subotnik, *American Psychological Association*

A volume in the series *Levers of Change*

2012. Paperback 978-1-61735-862-3 \$45.99. Hardcover 978-1-61735-863-0 \$85.99. eBook 978-1-61735-864-7 \$50

This particular case study is designed to explore the extent to which a teacher evaluation system is effective. It also addresses the challenge of measuring student achievement gains when the students in question are already at the high end of the scale, a different yet important—problem in an era when many concentrate on “low-hanging fruit” or students “on the bubble” between failure and marginal performance. By presenting a realworld case, various research methods for studying issues raised by the case, and the interchange among scholars engaged in this effort, this volume will allow educational policymakers and practitioners to decide if a proposed approach is compelling and relevant for their settings. Concurrently, a comparison of various research methods addressing a real school-based problem provides an important learning tool for the research community, and for those who study and make policy. We also believe that the case study and the research designs will be useful for those with responsibility for framing and funding a research agenda in education that utilizes strong research designs applied to topics that matter to student outcomes at all levels of the U.S. education system and at all levels of pupil performance. And finally, we hope that doctoral programs that seek to prepare the next generation of education researchers will find our approach helpful in their work.



## Instructional Technology The Definition and Domains of the Field

Barbara B. Seels, *University of Pittsburgh*  
Rita C. Richey, *Wayne State University*

2012. Paperback 978-1-61735-904-0 \$25.99. eBook 978-1-61735-905-7 \$50

The Association officially endorses this definition of Instructional Technology which has been developed over three years by the Committee on Definition and Terminology. The Association recognizes that other theoretical frameworks exist and that these are valid, but believes that these are part of the more inclusive theoretical framework of Instructional Technology used in this definition. In making this definition and the document explaining it available, we hope to help other organizations clarify their relationship to the broad field of Instructional Technology. Although the Association offers this definition as its current position, it is committed to a continuous reevaluation of the definition and to revising and publishing it so that it reflects changing concepts and terminology.

A document of this magnitude can only be produced as the result of the dedication and effort of the persons who formed the committee and of its chairperson, Barbara Seels and her collaborator, Rita C. Richey. Without their energies, skill, perseverance, and willingness to risk stating their perceptions in this format we could not have offered this document. Whether or not we agree with the statements presented here, they will provide a benchmark and a point of dialogue for further development of a profession which seeks to provide conditions for effective learning.



## International Perspectives on Teacher Stress

Christopher McCarthy, *University of Texas at Austin*  
Richard Lambert, *University of North Carolina at Charlotte*  
Annette Ullrich, *Baden-Württemberg Cooperative State University*

A volume in the series *Research on Stress and Coping in Education*

2012. Paperback 978-1-61735-915-6 \$45.99. Hardcover 978-1-61735-916-3 \$85.99. eBook 978-1-61735-917-0 \$50

This book is the latest volume in the Research on Stress and Coping in Education series. The authors present original research and current theory regarding the realities of coping with the stresses of teaching. The chapters highlight working conditions for teachers around the globe and the processes and strategies that teachers use to survive and thrive in their daily work with students, families, and educational administrators. Both stress researchers and educational policy makers will find the chapters offer insights into sources of stress for teachers, strategies for stress prevention and coping, and the negative consequences that stress can have on teacher retention. Researchers from Norway, Turkey, Greece, the United States, the Netherlands, Germany, Russia, Italy, and China illustrate through a variety of research methods both the centrality of cultural context and the commonalities of teacher experiences around the world.



## John Dewey and the Dawn of Social Studies Unraveling Conflicting Interpretations of the 1916 Report

C. Gregg Jorgensen, *Western Illinois University*

A volume in the series *Studies in the History of Education*

2012. Paperback 978-1-61735-716-9 \$45.99. Hardcover 978-1-61735-717-6 \$85.99. eBook 978-1-61735-718-3 \$50

Founding documents—namely, the 1916 Report on Social Studies—is the focus of John Dewey and the Dawn of Social Studies: Unraveling Conflicting Interpretations of the 1916 Report which examines the Report in order to determine how it has been interpreted and regarded over time. The underlying question involved is: “Which interpretation, or interpretations, most embodies the intent, goals, and purpose of the 1916 Committee?” Key members of the 1916 committee have been identified for extended research and analysis. One additional individual frequently quoted throughout the Report, John Dewey, received special consideration owing to his stature and influence in the U.S. and throughout the world. The wide variety of interpretations was examined within an organizational framework utilized to discuss and analyze the broad spectrum of interpretations that exist. This examination encompassed the existing theories, the meaning and intent of the 1916 committee, as well as the social and political aspects of the era. The overarching intent of founding documents, in this case the 1916 Report, is to make sense of the various scholarly interpretations and offer insights as to whether or not a consensus of opinion among scholars existed. Like all important founding documents whose authors have long since passed through the veil of history, but whose work continues to influence, we, as scholars, social studies and history educators, and curriculum and instruction researchers, want to know whose ideas are at the forefront of

social studies—one of the most contested academic fields of study in America.



## Juggling Flaming Chain Saws Academics in Educational Leadership Try to Balance Work and Family

Joanne M. Marshall, *Iowa State University*  
Jeffrey S. Brooks, *Iowa State University*  
Kathleen M. Brown, *University of North Carolina at Chapel Hill*  
Leslie Hazle Bussey, *Georgia Leadership Institute for School Improvement*  
Bonnie Fusarelli, *North Carolina State University*  
Catherine A. Lugg, *Rutgers University*  
Latish C. Reed, *University of Wisconsin Milwaukee*  
George Theoharis, *Syracuse University*  
Mark A. Gooden, *The University of Texas-Austin*

A volume in the series *Work-Life Balance*

2012. Paperback 978-1-61735-909-5 \$45.99. Hardcover 978-1-61735-910-1 \$85.99. eBook 978-1-61735-911-8 \$50

Challenges of work-life balance in the academy stem from policies and practices which remain from the time when higher education was populated mostly by married White male faculty. Those faculty were successful in their academic work because they depended upon the support of their wives to manage many of the not-work aspects of their lives. Imagine a tweedy middle-aged white man, coming home from the university to greet his wife and children and eat the dinner she's prepared for him, and then disappearing into his study for the rest of the evening with his pipe to write and think great thoughts. If that professor ever existed, he is now emeritus.

Juggling Flaming Chainsaws is the first book in a new series with Information Age Publishing on these challenges of managing academic work and not-work. It uses the methodology of autoethnography to introduce the work-life issues faced by scholars in educational leadership. While the experiences of scholars in this volume are echoed across other fields in higher education, educational leadership is unique because of its emphasis on preparing people for leadership roles within higher education and for preK-12 schools. Authors include people at different places on their career and life course trajectory, people who are partnered and single, gay and straight, with children and without, caring for elders, and managing illness. They hail from different geographic areas of the nation, different ethnic backgrounds, and different types of institutions. What all have in common is commitment to engaging with this topic, to reflecting deeply upon their own experience, and to sharing that experience with the rest of us.



## Learning From Media 2nd Ed. Arguments, Analysis, and Evidence

Richard E. Clark, *University of Southern California*

A volume in the series *Perspectives in Instructional Technology and Distance Education*

2012. Paperback 978-1-61735-810-4 \$45.99. Hardcover 978-1-61735-811-1 \$85.99. eBook 978-1-61735-812-8 \$50

Richard Clark's observation that "...media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition" is as misunderstood today as it was when first published in the Review of Educational Research in 1983. The convincing if little read scientific evidence presented by Clark has divided the field and caused considerable concern, especially among the providers of newer media for learning.

A collection of writings about the "media effects debate," as it has come to be called, was published in 2001. Edited by Clark, Learning From Media was the first volume in the series "Perspectives in Instructional Technology and Distance Education." The series editors are convinced that the writings of Clark and those who take issue with his position are of critical importance to the field of instructional technology. Thus, a revised, second edition of Learning From Media is now being offered.

The debate about the impact of media on learning remains a fundamental issue as new mediated approaches to teaching and learning are developed, and Clark's work should be at the center of the discussion. The critical articles on both sides of this debate are contained in Learning From Media, 2nd Edition.



## Let the Music Play!

Harnessing the Power of Music for History and Social Studies Classrooms

Anthony M. Pellegrino, *George Mason University*  
Christopher Dean Lee, *University of Michigan*

A volume in the series *Teaching and Learning Social Studies*

2012. Paperback 978-1-61735-792-3 \$45.99. Hardcover 978-1-61735-793-0 \$85.99. eBook 978-1-61735-794-7 \$50

LET THE MUSIC PLAY! Harnessing the Power of Music for History and Social Studies Classrooms provides readers an accessible introduction to employing music in history and social studies classrooms. Teachers who wish to develop lessons using music as a resource will find coverage of the significant relationship between music and social studies, pedagogical models designed to facilitate using music within history and social studies lessons, and coverage of salient historical themes in which music has been integral.

The book begins by establishing the connection between music and social studies themes. Here readers will explore the ways musicians have attempted to address social, political or historical events and issues through song. Through relevant research and exclusive interviews done for this book, the thoughts of prominent musicians noted for songs promoting social consciousness and selfawareness - including Ian MacKaye, Henry Rollins and Aaron Bedard—are shared. The views of teachers and students in terms of the connections between music and the social studies as well as their inclinations to using music in social studies classrooms are also prominently addressed. Additionally, the book furnishes readers with a practical guide to using music in the social studies classroom. Through explanation of four models for using music in the classroom, readers gain relevant ideas useful for a wide variety of instructional methodologies. And finally, the authors delve into three of the most enduring themes in American history and social studies curricula: race, labor and class. Through an examination of these topics, within the framework of music, readers are given the opportunity to discern the way music has manifested in each of these topics. Readers will also enjoy lesson plans and annotated playlists associated with each of these topics.



## Living Faithfully

The Transformation of Washington School

Frances Schoonmaker, *Professor Emeritus Teachers College, Columbia University*

2012. Paperback 978-1-61735-707-7 \$45.99. Hardcover 978-1-61735-708-4 \$85.99. eBook 978-1-61735-709-1 \$50

Living Faithfully is for anyone interested in education and education policy, whether parent, community member, teacher, student of leadership or policy maker. It looks at school leadership and reform in an alternative way, following the story of change at Washington School, a troubled grades 5-6 center in a small town in Western Oklahoma. Not only does the book address a neglected population, the more than 1/3 of the nation's children who go to school in small towns and rural areas, it uses the occasion to invert thinking about school reform. It argues that in today's policy climate where guaranteed, standard outcomes are touted as goals of education, leadership schemes, even those designed to challenge topdown, bureaucratic models, are quickly co-opted to produce the appearance of learning. Prevailing leadership theories beg the question of who is being transformed and to what end, failing to challenge assumptions and dominant ideas of contemporary education and leadership thinking.

Drawing on Philip Phenix's idea of the faithful life, the book proposes an alternative way forward. Phenix talks about connections between school and life. According to Phenix, the faithful life is concerned with the normative question of what is good, true, right, just, beautiful, and holy. This is not the vocabulary of current education policy. But it describes the kind of community created at Washington School despite its history of failure. And it describes what most families want for their children whether they live in the city or country, America or elsewhere: an education that matters.



## Moving Images

Effective Teaching with Film and Television in Management

Jon Billsberry, *Deakin University*  
Pauline Leonard, *University of Southampton*

2012. Paperback 978-1-61735-874-6 \$45.99. Hardcover 978-1-61735-875-3 \$85.99. eBook 978-1-61735-876-0 \$50

This book will inspire academics, teachers and trainers to use film and television in their classrooms and to shows them how it might be done. It brings together respected international scholars who recount their experiences of how they have used moving images in their classrooms (defined widely to include distance-learning) with their explanations of why they chose this method of teaching and how they put their intentions into action.

The book also illustrates how particular subjects might be taught using film and television as an inspiration to demonstrate the range of opportunities that these media offer. Finally, this book considers some of the practical issues in using film and television in the classroom such as copyright, technology, and the representation of reality and drama in films.

This is a 'practical, how to' book that answers the questions of those people who have considered using film and television in their classroom but until now have shied away from doing so. The opportunity to see how others have used film effectively breaks down psychological barriers and makes it seem both realistic and worthwhile.



## Musical Childhoods of Asia and the Pacific

Chee-Hoo Lum, *Nanyang Technological University*  
Peter Whiteman, *Macquarie University*

A volume in the series *Advances in Music Education Research*

2012. Paperback 978-1-61735-774-9 \$45.99. Hardcover 978-1-61735-775-6 \$85.99. eBook 978-1-61735-776-3 \$50

*Musical Childhoods of Asia and the Pacific* agglomerates stories of young children's music and musicking from around Southeast Asia and the Pacific. A collection of truly unique traditions are interrogated through a variety of contemporary methodologies. Readers are privileged to hear about children's musical worlds from children, mothers' musical worlds from mothers, a struggle to engage with music in a closed society, and new gender politics, among other stories. Researchers share experiences and insights gained from applying their chosen methodologies and add to the debate that shapes the continually transforming domain of music education research.

*Musical Childhoods* builds on the diverse inquiry presented in the first three volumes in the series. This volume is an important addition to the libraries of colleges of education and schools of music, as well as music scholars and educators, researchers, and graduate students who are concerned with advancing both the scope and quality of research in the study of music teaching and learning.



## Operation Pied Piper

### The Wartime Evacuation of Schoolchildren from London and Berlin 1938-46

Niko Gärtner

2012. Paperback 978-1-61735-901-9 \$19.99. Hardcover 978-1-61735-902-6 \$30. eBook 978-1-61735-903-3 \$50

When war came, the authorities in London and Berlin operated evacuation schemes that sent children into billets and camps in rural reception areas. The children's exodus either happened orderly and followed years of planning and discussion amongst policy makers (London), or haphazardly following the sudden realization that the war would not be fought exclusively elsewhere (Berlin). As policies, the government evacuation schemes were bold, controversial and - considering their distinct political contexts - surprisingly similar; as were some of their consequences: the recipients did not accept them uncritically, the municipalities failed to evacuate the majority of children from the cities under attack, and private provision catered for a lot more children than the official schemes.

This study of the British evacuation and Third Reich *Kinderlandverschickung* is an original and important contribution to the existing scholarship in two ways. First, it stays in the cities (rather than leaving with the evacuees towards the already well-researched evacuation experience) in order to show the scheme's genesis, but also to appreciate issues related to their operational conduct in the face of stray children, closed schools and rebellious parents in town. Second, the study explores the evacuation schemes in the two warring capitals in comparative perspective, thus critically analyzing how policy was developed and executed in the face of shifting and differing political contexts and acute sociological challenges. This study traces local developments through sources, from the earliest plans contemplated in London during the 1930s to the collapse of the Third Reich and delayed return of Berlin children in 1946. It covers operational aspects and explores themes of agency, citizenship, childhood, schooling and the relationship between state and individual.

The robust historical research, combined with a strong central narrative, should appeal not only to historians of education or military historians, but also to policy makers, educators, former evacuees and all readers with a private or professional interest in wartime childhoods and evacuations.



## Participatory Evaluation Up Close An Integration of Research-Based Knowledge

J. Bradley Cousins, *University of Ottawa*  
Jill Anne Chouinard, *University of Ottawa*

A volume in the series *Evaluation and Society*

2012. Paperback 978-1-61735-801-2 \$45.99. Hardcover 978-1-61735-802-9 \$85.99. eBook 978-1-61735-803-6 \$50

Empiricism provides the backbone of knowledge creation within social science disciplines (e.g., psychology, sociology) and applied domains of study (e.g., education, administration) alike. Yet, relative to such domains of inquiry, comparatively little empirical research on evaluation has occurred, and the research knowledge base been infrequently synthesized and integrated to influence theory and practice. The proposed book aims to fill this void with regard to participatory evaluation, a set of collaborative approaches to evaluation that is receiving considerable attention of late, including a growing body of empirical studies.

The authors begin in Part 1 with the delineation of a widely known and familiar conceptual framework for participatory evaluation. They then use the framework in Part 2 as a guide to conducting an extensive review of the extant empirical knowledge base in participatory evaluation, culminating in a thematic analysis of what we know about the approach. In Part 3 the authors focus on methodological considerations of doing research on participatory evaluation through a critique of existing studies and an explication of design choices drawn from their own research program. The book concludes in Part 4 with implications for moving the field forward in terms of important research questions, methodological direction and evaluation practice.

This book will be of central interest to evaluation theorists and to those who choose to conduct research on evaluation; appeal will be conceptual and methodological. It will provide excellent supplementary reading for graduate students, many of whom seek to develop empirical studies on evaluation as part of their graduate programs. Rife with examples of participatory evaluation in practice, and practical implications, the book will also benefit evaluation practitioners with an interest in evaluation capacity building and participatory and collaborative approaches to practice.



## Pathways to Transformation Learning in Relationship

Carrie J. Boden McGill, *Texas State University*  
Sola M. Kippers, *Capella University*

A volume in the series *Innovative Perspectives of Higher Education: Research, Theory and Practice*

2012. Paperback 978-1-61735-837-1 \$45.99. Hardcover 978-1-61735-838-8 \$85.99. eBook 978-1-61735-839-5 \$50

Pathways to Transformation: Learning in Relationship is an edited collection that synthesizes current research on transformative learning and expands the current knowledge-base. This book is timely and significant as it provides a synthesis of some of the most exciting research in two fields: adult education and human services.

The objectives of this themed edited collection, Pathways to Transformation: Learning in Relationship, are threefold. First, this collection serves as a space to synthesize current research on transformative learning. Through an extensive literature review, the editors have discerned several important strands of research in the area of transformative learning and solicited chapters dealing with these topics. The second objective of the collection is to expand the current knowledge-base in the area of transformative learning by creating a space for dialog on the subject and bringing together diverse voices. The third objective of the collection is to transcend the field of adult education, with a specific goal to reach an audience in human services (psychology, counseling, social work, marriage and family therapy).



## Pedagogies of Deveiling Muslim Girls and the Hijab Discourse

Manal Hamzeh, *New Mexico State University*

A volume in the series *Critical Constructions: Studies on Education and Society*

2012. Paperback 978-1-61735-722-0 \$45.99. Hardcover 978-1-61735-723-7 \$85.99. eBook 978-1-61735-724-4 \$50

Manal Hamzeh's book, Pedagogies of deveiling: muslim girls & the hijab discourse, presents an exploration of a gendering discourse, the hijab (veil)

discourse, and how it was negotiated by four girls who self-identified as muslims. Pedagogies of deveiling emerged over a period of three years writing up a 14 months long study in which Hamzeh collaborated with four muslim girls in two US southwestern border towns between October 2005 and December 2006. This book stems from the stories of these four muslim girls weaved with Hamzeh's stories and perspectives as arabyah-muslimah, the main researcher in the study—an “insider/in-between” educator/researcher who is literate in the cultural/linguistic/historical nuances critical in working with Muslim girls and their communities.

Pedagogies of deveiling offers an alternative approach to research and pedagogy with muslim girls in which the taken-for-granted hijabs in the sacred text and their inscriptions on the bodies of these girls are deveiled, or problematized, rethought, questioned, and countered. As such, what this book offers is first critical to muslim girls themselves because it shatters the phobia and the impossibility of reinterpreting of some canonical Islamic sacred texts in relation to the hijabs and gender.

Finally, in this book, Dr. Manal Hamzeh offers a vision for how the sacred text reinterpreted by critical feminist epistemologies may represent a curriculum that is open to critique and holds potential for change towards justice. With this, Dr. Hamzeh calls upon researchers and educators to open spaces for creativity and collaborate with muslim girls in order to, 1) navigate the multiplicity and fluidity of their subjectivities implicated by intersecting discourses in their lives, and 2) honor their choices while supporting them to negotiate the thought-of as fixed Islamic values that may jeopardize their chances of any learning opportunity. This is a call to work with muslim girls as theorizers of possibilities and as the main agents of change in their own lives. This is a call to open with muslim girls opportunities to practice their agency in unpacking and challenging normative discourses in their lives, not exclusive to the hijab discourse. This is a call for opening spaces of struggle and uprising and cultivating moments of meaning and shifts of consciousness.



## Peer Relationships and Adjustment at School

Allison M. Ryan, *University of Michigan, Ann Arbor*  
Gary W. Ladd, *Arizona State University*

A volume in the series *Adolescence and Education*

2012. Paperback 978-1-61735-807-4 \$45.99. Hardcover 978-1-61735-808-1 \$85.99. eBook 978-1-61735-809-8 \$50

This volume brings together an impressive array of respected scholars to examine the varied and complex ways in which peers influence adolescents' beliefs and behaviors in the school context. The breadth of peer influence on academic and social adjustment is evident in the wide variety of topics covered in the present volume. Throughout the chapters, scholars provide unique insights regarding the complex ways that the academic and social spheres of adolescents' lives are interconnected. Collectively, the chapters in this volume expand current knowledge and theory in peer relations research by (a) exploring different types of peer relations (e.g., close friendships, peer groups) and different peer dynamics (e.g., popularity, bullying) that emerge in the school context, (b) examining different processes that explain why and how peers influence each other in school, (c) considering developmental issues during adolescence that may be critical to understanding peers and adjustment at school and (d) providing information about how teacher practices or programs influence peer relations and school adjustment. *Peer Relationships and Adjustment in School* is an important volume for researchers and practitioners interested in social development, peer relationships and youth engagement and achievement in school.



## Placing Practitioner Knowledge at the Center of Teacher Education Rethinking the Policies and Practices of the Education Doctorate

Margaret Macintyre Latta, *University of Nebraska-Lincoln*  
Susan Wunder, *University of Nebraska-Lincoln*

A volume in the series *Education Policy in Practice: Critical Cultural Studies*

2012. Paperback 978-1-61735-737-4 \$45.99. Hardcover 978-1-61735-738-1 \$85.99. eBook 978-1-61735-739-8 \$50

Rethinking the Education Doctorate so that practitioner knowledge is at the center of programmatic concern in teacher education raises provocative education policy/practice considerations. Participants in the national Carnegie Project on the Education Doctorate (CPED) are doing just this. Their accounts of rethinking what counts as educational knowledge and their reconsideration of the roles of teacher educators, scholar-practitioners, students, policy makers, and others are illuminated in this book. Asserting the primacy of practitioner knowledge, the book generates a rich and complex terrain of issues and considerations that participating CPED institutions navigate as multiple technical, normative, and political questions at the crux of educator preparation, professional growth, and control of their field. And, it is this terrain that calls attention to the nature of practitioner knowledge and its inherent potential for redirecting, mediating, and generating education policy. Conversations within and across national and local levels orient away from technical means-ends “what works” questions alone, and open into normative and political questions about educational value and professional action.

In documenting the largest, most coordinated effort to rethink the educational doctorate in a century of such efforts, this book will interest teacher educators and programs engaged in pre-service and graduate level teacher education, practicing K-16 teachers, and education policy/practice interest groups and individuals. Illustrating a policy development method that is neither top-down nor necessarily ‘grass roots’, it also invites the interest of other educational

sectors. Additionally, as CPED implementation contexts value interdisciplinarity, multiple methodological perspectives, and interactions and deliberations across interests, the lived consequences and significances of doing so are mapped out and, as such, hold much potential for policy/practice intersections within manifold education settings, and beyond, to settings of all kinds invested in the primacy of practitioner knowledge. Thus, a core goal of this volume is to broach these considerations with a broad readership.



## Reforming Legal Education Law Schools at the Crossroads

David M. Moss, *University of Connecticut*  
Debra Moss Curtis, *Nova Southeastern University*

2012. Paperback 978-1-61735-859-3 \$45.99. Hardcover 978-1-61735-860-9 \$85.99. eBook 978-1-61735-861-6 \$50

In today's volatile law school environment, curriculum reform has emerged as a significant focus. It is commonly understood that law schools effectively teach certain analytical skills, but are less successful in other areas, and often scramble to adapt to evolving aims. This book demonstrates how law schools are successfully reforming their curriculum - and lays the framework to show how all schools of law can engage in a continuous reform model that proactively shapes our profession.

It is expected that faculty and professional staff engaged in legal education will utilize this book as a primary resource to guide their respective reform efforts. Each contributed chapter presents a case study of a data-driven curriculum reform effort. The initial chapters set the conceptual context for the book, while the final chapter offers summative recommendations for considering legal education reform as derived from the earlier case study chapters. This book adds significantly to the literature in legal education, as we gain first hand insight into evidence based reform for the legal education community.



## Reframing Financial Literacy Exploring the Value of Social Currency

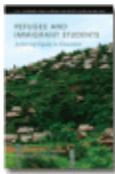
Thomas A. Lucey, *Illinois State University*  
James D. Laney, *University of North Texas*

2012. Paperback 978-1-61735-719-0 \$45.99. Hardcover 978-1-61735-720-6 \$85.99. eBook 978-1-61735-721-3 \$50

Scholarship related to financial and consumer education largely concerns itself with the acquisition, management, and growth of financial resources. In a global setting that witnesses increasing competition for natural resources, along with diminishing appreciation for human rights, a challenge for financial and consumer educators involves developing foundation for bettering individual wealth in manners that respect all members of a global society.

Reframing Financial Literacy fills this need by providing literature that examines a broad view of financial literacy by connecting financial practice with issues of citizenship, along with personal and professional identity. It relates these issues to educational theory and practice to provide the reader with information about the relevance of improving social worth, while bettering financial wealth.

Boasting 14 previously unpublished chapters from an international slate of authors, and classroom adaptable lesson plans for each chapter, Reframing Financial Literacy will interest both teachers and researchers with its exciting classroom activities and its provocative content. This is a must work that no education professional should be without.



## Refugee and Immigrant Students Achieving Equity in Education

Florence E. McCarthy, *University of Western Sydney, Australia*  
Margaret H. Vickers, *University of Western Sydney, Australia*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2012. Paperback 978-1-61735-840-1 \$45.99. Hardcover 978-1-61735-841-8 \$85.99. eBook 978-1-61735-842-5 \$50

The focus of this book is on educational equity issues affecting immigrants and refugees around the world. Chapters highlight educational approaches that build from experiential knowledge, draw upon multiple languages, consider group identity, grapple with the complexities of inclusion, address family

concerns, promote parental involvement, involve liaison with community agencies, and view cultural differences as educational strengths. While the book does not shy away from exploring the more challenging aspects of the refugee and immigrant experience, it avoids dwelling on victimology and rejects applying a deficit framework. Rather it offers hope, emphasizing the potential strengths of refugees, including their cultural capital and survival skills. The authors also make cogent suggestions for structural, pedagogical, and conceptual reform, with targets ranging from individual teachers to educational systems to social, economic, political, and cultural contexts.



## Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education

Samuel Totten, *University of Arkansas, Fayetteville*  
Jon Pedersen, *University of Nebraska-Lincoln*

2012. Paperback 978-1-61735-746-6 \$45.99. eBook 978-1-61735-747-3 \$50

(originally published by Lexington Books, A division of Rowman & Littlefield)

Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education is comprised of original personal essays in which notable teacher educators delineate the genesis and evolution of their thought and work vis-a-vis the teaching of social issues. In relating their personal stories, the authors were asked to discuss among other issues those individuals and/or scholarly works that have most influenced them and how, their own aspirations in the field, the frustrations they have faced, their perceptions of the field, their major contributions, and their current endeavors. Our goal was that each and every story be as informative, instructive, and engaging as possible. We believe that readers will be thoroughly engaged as they read the stories of these individuals—stories that are inspiring, filled with passion, and reflective in nature. We also believe that readers will gain unique pedagogical insights into the field and ample food for thought.

The individuals selected for inclusion in the book dedicated a great amount of time, thought, energy, and commitment to creating powerful and pedagogically sound ways to teach about social and/or controversial issues. Many have done so for well over forty years, and have been among the strongest advocates vis-à-vis the place social issues have in the extant curriculum and beyond.



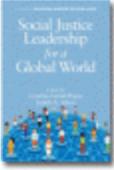
## Snapshots of School Leadership in the 21st Century Perils and Promises of Leading for Social Justice, School Improvement, and Democratic Community

Michele A. Acker-Hocevar, *Washington State University*  
Gary Ivory, Ed.D., *New Mexico State University*  
A. William Place, Ph.D., *University of Dayton*  
Julia Ballenger, Ph.D., *Texas Wesleyan University*

A volume in the series *UCEA Leadership Series*

2012. Paperback 978-1-61735-898-2 \$45.99. Hardcover 978-1-61735-899-9 \$85.99. eBook 978-1-61735-900-2 \$50

In the book, we provide snapshots describing this critically important time in our nation when federal educational policy implementation has been at a level previously unheard of in the United States. We present a chapter on the design and method of Voices 3, eight chapters on analyses of the focus-group discussions, and two invited chapters that provide a review and critique of our work. The chapters will be excellent resources for professors of educational leadership as we respond to the changing environment and improve preparation programs for superintendents and principals. We also see the book as a good resource for practitioners who desire to take the pulse of their colleagues in the field to see common concerns across various issues. Finally, it will be useful to policy makers as they consider the impact of their decisions on the implementation phases in districts and schools. With this book, you are receiving access to the 27 focus-group transcripts on which the chapters are based. Instructors of qualitative research may find these data useful in their classes, e.g., for students to practice different types of data analysis and coding.



## Social Justice Leadership for a Global World

Cynthia Gerstl-Pepin, *University of Vermont*

Judith A. Aiken, *University of Vermont*

A volume in the series *Educational Leadership for Social Justice*

2012. Paperback 978-1-61735-924-8 \$45.99. Hardcover 978-1-61735-925-5 \$85.99. eBook 978-1-61735-926-2 \$50

The global economic meltdown has highlighted the interconnectedness of nations. This book seeks to provide an overview of topics, issues, and best practices related to defining social justice leadership given our increasingly global world. Refugees and immigrants from around the globe now inhabit schools and institutions of higher education across the nation and US students, teachers, and leaders are traversing international borders both physically and virtually through international collaboration, technology, and exchange programs. Although there have been increased efforts and scholarship in support of diversity and multicultural awareness, these efforts have largely focused on the US. We acknowledge that many leadership theories are “domestic” in that they typically incorporate US perspectives or a single-culture description of effective leadership. This book provides a deeper understanding of diverse and multicultural perspectives as they relate to a world that is becoming increasingly interconnected economically, socially, and culturally. Particular attention is paid to providing specific strategies for social justice leaders working in PK-12 and/or higher education, and leadership preparation programs to promote effective leadership that reflects multicultural understanding of the diversity both within and outside the US. Within the context of leadership practice, internationalization offers new insights and ideas about leadership aims, processes, and competencies as a means for addressing equity concerns throughout PK-20 education.



## Striving for Balance, Steadfast in Faith

The Notre Dame Study of U.S. Catholic Elementary School Principals

Ronald J. Nuzzi, *University of Notre Dame*

Anthony C. Holter, *University of Notre Dame*

James M. Frabutt, *University of Notre Dame*

2012. Paperback 9781623960889 \$29.99. Hardcover 9781623960896 \$39.99. eBook 9781623960902 \$50

Catholic elementary school principals, speaking out in a major nationwide survey, report faithful commitments alongside acute challenges in the operation of their schools, and they identify financial management, marketing, Catholic identity, enrollment management and long-range planning as their schools’ top five areas of need.

The study, completed by the University of Notre Dame’s Alliance for Catholic Education and its Mary Ann Remick Leadership Program, is a rare, comprehensive glimpse of these principals’ views on what they need in order to do their jobs better and how they describe the state of Catholic education today. “It is difficult to read the responses of Catholic school principals in this study and not sense both their commitment to this ministry and the overwhelming responsibilities that are associated with it,” say the authors of “Leadership Speaks: A National Survey of Catholic Primary School Principals.” They paint a picture of many principals as faith-filled individuals confronting unusually challenging expectations, worthy of new forms of support, such as their own national association.

The study provides enormous amounts of data describing today’s Catholic school principals and outlining their views, and the authors conclude with four recommendations:

- 1.) Develop “new models of governance for Catholic elementary schools” that shift the panoply of principal responsibilities “into a more manageable and realistic position description.”
- 2.) “Develop a program of ongoing professional development and renewal for principals” that addresses their needs, both professional and personal.
- 3.) Organize a national association of Catholic school principals as a means “to give voice to their leadership concerns at every level and to promote advocacy for Catholic schools at the national level.”
- 4.) “Convene multiple groups of national and international stakeholders to advance the understanding of Catholic schools as instruments of the new evangelization.”



## Supplemental Readings for Educators

Tom Scheft, *North Carolina Central University*

2012. Paperback 978-1-61735-930-9 \$19.99. eBook 978-1-61735-931-6 \$50

*(This is a condensed version of Inspiring Student Writers: Strategies and Examples for Teachers.)*

Being an educator is a wonderfully fulfilling career, but it's not for everyone. It is also, at times, a frustrating, stressful, aggravating, depressing occupation. Far too many people think working in a school is a pretty easy job—a job anybody can do, basically babysitting with plenty of vacation time thrown in.

Of course the “truth” about education is elusive, and the truth about what it means to be a great educator is equally elusive. These essays, which are written by educators, offer insights into the profession and what it takes to make a positive difference in the lives of others. These chapters are offered as catalysts for reflection and discussion.



## Taking on a Learning Disability At the Crossroads of Special Education and Adolescent Literacy Learning

Erin McCloskey, *Vassar College*

2012. Paperback 978-1-61735-786-2 \$45.99. Hardcover 978-1-61735-787-9 \$85.99. eBook 978-1-61735-788-6 \$50

In the United States, approximately 2.5 million students are diagnosed as having a learning disability and the majority of those children are placed in special education because of an inability to read as expected. As a result of this diagnosis, these children may be placed in special education classrooms - classrooms that are separate from the ‘mainstream’ population. For children with learning disabilities, there is likely no place, other than in school, where a student’s inability to read as expected leads to this separation from his/her peers. Once school is over, these children play alongside the kids in their neighborhoods, participate in sports teams, and attend community activities. This book looks at the impact of being labeled as learning disabled and separated from peers in school through the eyes of Samson, a middle school student described both as learning disabled and a non-reader. This qualitative case study explores how Samson, his family, his teachers and this researcher make sense of special education and the complexities of learning to read as an adolescent.

Throughout this book, there is a contrasting of the laws and procedures designed to guide special education, with the actual experiences of those impacted by these laws and procedures. Through the three years that Samson was in middle school, this book investigates his perspective on his classes, his interpretation of what it means to ‘be’ a student in special education, and the process by which he learns to read. How disability gets created, contested, and discussed is highlighted through the many contexts that allow disability to be recognized and to fade into the background.



## Teacher Certification and the Professional Status of Teaching in North America The New Battleground for Public Education

Peter P. Grimmett, *University of British Columbia*

Jon C. Young, *University of Manitoba*

Claude Lessard, *University of Montreal*

2012. Paperback 978-1-61735-575-2 \$45.99. Hardcover 978-1-61735-576-9 \$85.99. eBook 978-1-61735-577-6 \$50

This book locates recent developments in teacher certification in North America within a broader, international policy context characterized as hegemonic neo-liberalism wherein economic rationalism has begun to trump professional judgment. We focus on teacher certification because it addresses fundamental questions about who will teach, what are the required minimum levels of competence, and who will make those decisions. Such questions are central to teaching, constituting a new battleground for education in North America.

Two ideas—economic rationalism and professionalization—have become pivotal to education policy. Economic rationalism finds its expression in a free market ideology. Professionalization has two meanings: professionalizing the practice of teaching (constructing a professional knowledge base); and professionalizing the status of teaching (through links with universities and self-regulation). These ideas’ contestation varies by setting. In the USA, neo-liberalism has attacked professional knowledge, questioning its scientific veracity. Professionalization advocates claim that the neo-liberalist aim is to

undermine teaching as a profession. In Canada, neo-liberalist critics are heard but have limited impact on policy. Professionalization has emphasized teachers' pedagogical development and a valuing of the field's input into teacher preparation.

Neo-liberalist economic rationalism plays itself out overtly in the USA as de-regulation; in Canada, it lies embedded within labor mobility agreements. In the USA, professionalization highlights professionalism in practice; in Canada, the governance of teaching. This book explores how economic rationalism is using labor mobility agreements in Canada as a covert operation analogous to de-regulation in the USA to assert its dominance in the battle to de-professionalize teaching in North America.



## Teachers Sourcebook for Extensive Reading

George Jacobs, *James Cook University (Singapore)*  
Thomas S.C. Farrell, *Brock University*

2012. Paperback 978-1-61735-777-0 \$29.99. Hardcover 978-1-61735-778-7 \$49.99. eBook 978-1-61735-779-4 \$50

The best way for students to learn to read and to come to love reading is – surprise, surprise – by reading in quantity. Unfortunately, many of today's students read far too little. This lack of time spent reading is particularly unfortunate, as reading constitutes a bedrock skill, essential in all subject areas. Thus, we teachers need to devote curriculum time to not only teaching students how to read but also to encouraging them to read extensively. This is what Extensive Reading is all about.

Teachers Sourcebook for Extensive Reading provides hundreds of teacher tested ideas on how to do Extensive Reading. The book begins with an introduction to 'the what' and 'the why' of Extensive Reading. Thereafter, the book consists of three parts. Part 1 discusses finding materials for Extensive Reading. Part 2 offers ideas for motivating students to read and for activities that students might do after they read or while they are reading, including cooperative learning activities. Part 3 looks at how teachers can serve as advocates for Extensive Reading.

Among the book's distinctive features are breaks for reflection, first person accounts from teachers, and ideas for doing Action Research and other forms of teacher investigation and research on Extensive Reading. We hope that you will find the Teachers Sourcebook for Extensive Reading to be a practical book, but also informed by theory and research. We also hope this book will make a difference for your students in their test scores and, even more, in their attitude toward reading, now and in the future.



## Teachers' Roles in Second Language Learning Classroom Applications of Sociocultural Theory

Bogum Yoon, *State University of New York at Binghamton*  
Hoe Kyeong Kim, *Cleveland State University*

A volume in the series *Research in Second Language Learning*

2012. Paperback 978-1-61735-847-0 \$45.99. Hardcover 978-1-61735-848-7 \$85.99. eBook 978-1-61735-849-4 \$50

This book is designed to provide practical applications of sociocultural theory with regard to teachers' roles in second language education. By providing specific examples of teachers' roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning. All the studies in this edited book are conducted in the PreK-16 classroom setting. Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers' roles.

The book is intended to be used in teacher education courses. The primary audience of the book is in-service teachers who work with second language learners (SLLs) in their classrooms including ESL/Bilingual classrooms or regular classrooms. Since many SLLs receive instructions both in the ESL/Bilingual classrooms and in the regular classrooms, it is important to discuss teachers' roles in both settings. The secondary audience of the book is teacher educators and researchers who work with pre-service and in-service teachers in teacher education. This book will be an excellent resource for book study groups and practitioners working with professional learning communities.



## Teaching Again

### A Professor's Tale of Returning to a Ninth Grade Classroom

Thomas S. Poetter, *Miami University, Oxford, Ohio*

2012. Paperback 978-1-61735-871-5 \$45.99. Hardcover 978-1-61735-872-2 \$85.99. eBook 978-1-61735-873-9 \$50

Teaching Again exposes the very human core of the teaching experience. This book is not just about teaching English/language arts; it is about the heart and soul of the vocation that is teaching. It is also not just about Tom Poetter, the English teacher; it is about every individual who has ever tried to educate, whether that act has taken place in a classroom, a church or synagogue, a museum, or at the kitchen table. Teaching Again brings to life the dance of questions that vie for attention in the mind of a teacher: How do I convince students that they want to learn to what I'm trying to teach? How do I make them understand that this is really actually important to them? And, perhaps most important, how do I get them to like me, and my discipline, in the process? These are the questions that all good teachers ask themselves at the beginning, middle, and end of every single day of their professional lives. Every moment of teaching is a human transaction, and Tom brings us right into the middle of that transaction. He allows the reader to see and hear and feel the tension of the tightrope he has chosen to walk with these students. The reader is right there for the thrilling "ah-ha!" moments, and we experience the anguish of his defeats.



## Trends and Issues in Distance Education 2nd Edition

### International Perspectives

Lya Visser, *Learning Development Institute*  
Yusra Laila Visser, *Florida Atlantic University*  
Ray Amirault, *Florida Atlantic University*  
Michael Simonson, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*

2012. Paperback 978-1-61735-828-9 \$45.99. Hardcover 978-1-61735-829-6 \$85.99. eBook 978-1-61735-830-2 \$50

Over the last decade, the field of distance education (and e-learning) has substantially strengthened and assumed a more international scope. There has been an impressive growth in the conceptual, empirical and experiential foundations of the field. Trends and Issues in Distance Education: International Perspectives (2nd Ed) captures a representative snapshot of the breadth of current global trends and issues in distance education theory, research, and practice. Through 21 chapters (from over 30 international authors), the book documents new developments in distance education scholarship and practice, presenting a diverse set of viewpoints on the trends and issues affecting this increasingly central discipline.

The book is for researchers, practitioners, and students. Chapters speak to the many creative ways in which distance education addresses learning and human development needs around the world. They focus on distance education in dissimilar settings that extend beyond the limitations of the dominating paradigms of the highly developed economies. Contributing authors touch upon conceptual as well as practical issues. They critically reflect on both large- and small-scale distance education initiatives, discussing the use of everything from the most advanced technologies (e.g., 3-D computing) to the most rudimentary technologies (e.g., wind-up radios).

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