

INFORMATION AGE PUBLISHING

# EDUCATION 2021

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# RECENT TITLES

## ADOLESCENCE AND EDUCATION



### Black Girl Civics

Expanding and Navigating the Boundaries of Civic Engagement

Ginnie Logan, University of Colorado-Boulder; Janiece Mackey, University of Denver

A volume in the series *Adolescence and Education*

2020. Paperback 978-1-64802-216-6 \$45.99. Hardcover 978-1-64802-217-3 \$85.99. eBook 978-1-64802-218-0 \$65.

What does it mean to be a civic actor who is Black + Young + Female in the United States? Do African American girls take up the civic mantle in the same way that their male or non-Black peers do? What media, educational, or social platforms do Black girls leverage to gain access to the political arena, and why? How do Black girls negotiate civic identity within the context of their racialized, gendered, and age specific identities? There are scholars doing powerful work on Black youth and civics; scholars focused on girls and civics; and scholars focused on Black girls in education. But the intersections of African American girlhood and civics have not received adequate attention. This book begins the journey of understanding and communicating the varied forms of civics in the Black Girl experience.

Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement brings together a range of works that grapple with the question of what it means for African American girls to engage in civic identity development and expression. The chapters collected within this volume openly grapple with, and disclose the ways in which Black girls engage with and navigate the spectrum of civics. This collection of 11 chapters features a range of research from empirical to theoretical and is forwarded by Black Girlhood scholar Dr. Venus Evans-Winters.

The intended audience for this volume includes Black girlhood scholars, scholars of race and gender, teachers, civic advocacy organizations, civic engagement researchers, and youth development providers.

## ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



### Unfinished Business

Compelling Stories of Adult Student Persistence

Matt Bergman, University of Louisville; Joann S. Olson, University of Houston-Victoria

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2019. Paperback 978-1-64113-854-3 \$45.99. Hardcover 978-1-64113-855-0 \$85.99. eBook 978-1-64113-856-7 \$65.

For at least the last 100 years, more than 40% of all students who enrolled in American colleges and universities have not persisted to graduation at four-year institutions. Their stories are varied, but in every case, something got in the way of that pursuit. Life happened. They became one of the nearly 36 million Americans who have some college but no degree.

For many, the stigma of not finishing college is a closely held secret that weighs heavily as they discuss, engage, and compete to meet the challenges of the workforce in the 21st century. Some weren't ready at age 18 for the focus and commitment that academic studies require. Others found opportunities to create income and meet immediate familial needs or requirements. Many have excelled despite their lack of a college credential. Contrary to the deficit mindset that often permeates the retention and persistence discourse, this book highlights the stories of those who successfully returned to what was left unfinished.

The stories here may challenge your assumptions. These are high-quality students who demonstrated a compelling and inspiring commitment to their education, begun long ago and now completed—in some cases decades later. As you read, don't miss the role that engaged advisors, supportive family members, and well-designed programs such as prior learning assessment played in helping students to the finish line. These narratives also demonstrate that it is time for institutions of higher education to imagine and embrace new ways of serving these students well.



## ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



### Making of Distinctions Towards a Social Science of Inclusive Oppositions

Antony Palackal, University of Kerala; Nandita Chaudhary, University of Delhi; Giuseppina Marsico, University of Salerno

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

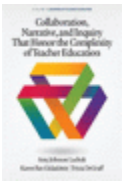
2021. Paperback 978-1-64802-320-0 \$45.99. Hardcover 978-1-64802-321-7 \$85.99. eBook 978-1-64802-322-4 \$65.

The volume revolves around the theme 'inclusive oppositions' in social sciences that address the issue of making of distinctions and create artificial dichotomies and dualistic view of society. It is set against the currents of systematic reduction of anthropodiversity and psychodiversity, which appears as a pathology of the current neo-liberalist and colonialist model of development. The volume is an attempt to overcome the colonial tendencies and forces to 'standardize' and 'homogenize' various categories and institutions in society by establishing structural relationality and intersectionality between the parts of the whole ecosystem where in the human and non-human intersect and interact.

The volume brings together a unique collaboration in the field of Cultural Psychology and offers the intellectual tools to grasp how a syncretic understanding of Identity and Culture unfolds, particularly in the key domain of gender. The chapters and commentaries uncover cultural dynamics and identity formation from a specific location, the region of Kerala in south-western India. The chapters and commentaries in this volume illustrates that Kerala is a cultural micro-cosmos, in which gender, identity, religion, ethnicity, caste, global market and tradition intersect to create complex and multiple subjects that do not fit in binary categorizations.

The compiled volume will be of great value to scholars, researchers and academicians in Social Sciences, particularly Cultural Psychology, Social Psychology, Sociology, Social Work, Political Science, Philosophy, Anthropology and Economics.

## ADVANCES IN TEACHER EDUCATION



### Collaboration, Narrative, and Inquiry That Honor the Complexity of Teacher Education

Amy Johnson Lachuk, Independent Scholar; Karen Rut Gísladóttir, University of Iceland; Tricia DeGraff, Academy for Integrated Arts

A volume in the series *Advances in Teacher Education*

2020. Paperback 978-1-64802-207-4 \$45.99. Hardcover 978-1-64802-208-1 \$85.99. eBook 978-1-64802-209-8 \$65.

Collaboration, Narrative, and Inquiry that Honor the Complexity of Teacher Education presents a narrative exploration of three teacher educators' collaborative and transnational inquiry into their practices. Through carefully selected narratives, the authors describe how they enacted a practice-based approach in their teacher education courses. The authors present challenges and complexities they encountered as teacher educators in trying to prepare preservice teacher candidates for the realities of the classroom.

## AMERICAN EDUCATIONAL HISTORY JOURNAL



### American Educational History Journal Volume 46 #1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2019. Paperback 978-1-64113-800-0 \$45.99. Hardcover 978-1-64113-801-7 \$85.99. eBook 978-1-64113-802-4 \$65.

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.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at: [www.edhistorians.org](http://www.edhistorians.org).



## American Educational History Journal

### Volume 47 #1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2020. Paperback 978-1-64802-268-5 \$45.99. Hardcover 978-1-64802-269-2 \$85.99. eBook 978-1-64802-270-8 \$65.

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.

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## CHINESE AMERICAN EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION BOOK SERIES



## Critical Issues in Early Childhood Teacher Education

### Volume 1 - US Perspectives

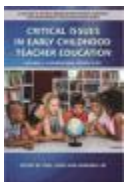
Miranda Lin, Illinois State University; Ithel Jones, Florida State University

A volume in the series *Chinese American Educational Research and Development Association Book Series*

2020. Paperback 978-1-64113-722-5 \$45.99. Hardcover 978-1-64113-723-2 \$85.99. eBook 978-1-64113-724-9 \$65.

In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers.

An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.



## Critical Issues in Early Childhood Teacher Education Volume 2-International Perspectives

Ithel Jones, Florida State University; Miranda Lin, Illinois State University

A volume in the series *Chinese American Educational Research and Development Association Book Series*  
2020. Paperback 978-1-64113-740-9 \$45.99. Hardcover 978-1-64113-741-6 \$85.99. eBook 978-1-64113-742-3 \$65.

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## COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES



### Equity in Mathematics Education Addressing a Changing World

Constantinos Xenofontos, University of Stirling, UK

A volume in the series *Cognition, Equity & Society: International Perspectives*  
2019. Paperback 9781641137287 \$45.99. Hardcover 9781641137294 \$85.99. eBook 9781641137300 \$65.

Following in the steps of the socio-political turn of the discipline, *Equity in Mathematics Education: Addressing a Changing World* emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level (for example, the ongoing war in Syria, the political [in]actions of powerful nations to fight climate change, the rise of far-right parties in many countries around the world, and so on). In recent years, massive migration waves from the Middle East have caused significant demographic changes to many European countries, Canada and the US, that are reflected in schools and classrooms. These observations have led this book's contributors to reconsider the concept and/or practice of equity, and its related concept, social justice, and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other, perhaps highly specialized books concerned with similar topics, this book aims to provide a smooth, yet deep introduction to those who are new to this research area.

*Equity in Mathematics Education: Addressing a Changing World* contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning, and teacher education, in becoming more aware of the interplay between school mathematics and socio-political issues that, ultimately, impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society, and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education.

# CONTEMPORARY ISSUES IN ACCREDITATION, ASSESSMENT, AND PROGRAM EVALUATION RESEARCH IN EDUCATOR PREPARATION



## Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students

Jennifer E. Carinci, American Association for the Advancement of Science; Stephen J. Meyer, RMC Research Corporation; Cara Jackson, Bellwether Education Partners

A volume in the series *Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation* 2020. Paperback 978-1-64113-957-1 \$45.99. Hardcover 978-1-64113-958-8 \$85.99. eBook 978-1-64113-959-5 \$65.

Improving the use of evidence in teacher preparation is one of the greatest challenges and opportunities for our field. The chapters in this volume explore how data availability, quality, and use within and across preparation programs shed light on the structures, policies, and practices associated with high quality teacher preparation. Chapter authors take on critical questions about the connection between what takes place during teacher preparation and subsequent outcomes for teachers and students – which has remained a black box for too long. Despite a long history of teacher preparation in the U.S. and a considerable investment in preservice and in-service training, much is still to be learned about how pre-service preparation impacts teacher effectiveness.

A strong empirical basis that informs how specific aspects of and approaches to teacher preparation relate to outcomes for graduates and their preK-12 student outcomes will provide a foundation for improved teaching and learning. Our book responds to stakeholders' collective responsibility to students and teachers to act more deliberately. Issues of data availability and quality, the uses of data for improvement, priorities for future research, and opportunities to promote evidence use in teacher preparation are discussed throughout the volume to inspire collective action to push the field towards more use of evidence. Chapters present research that uses a variety of research designs, methodologies, and data sources to explore important questions about the relationship between teacher preparation inputs and outcomes.

# CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE



## Critical Dialogues in Higher Education

Nance T Algert, Texas A&M University; Clare A. Gill, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue* 2020. Paperback 978-1-64802-062-9 \$45.99. Hardcover 978-1-64802-063-6 \$85.99. eBook 978-1-64802-064-3 \$65.

This book is designed to support individuals, particularly in higher education settings, gain knowledge and skills related to critical dialogues that support effective conflict management. Higher education institutions and its stakeholders such as faculty, staff, students, and administrators are often perceived for their proclivity to foster debate. This book is not about how to facilitate debate, but rather, dialogue, which if managed well, can lead to positive growth, learning outcomes, and increased productivity. Dialogue as a method for effective conflict management is an underutilized method of communication. Contents of the book include modules that address communication skills, conflict management styles, working in small groups or teams, how to facilitate change, and research-based resources and references for conflict management.



## Conflict Management and Dialogue in Higher Education 3rd Edition

Nance T Algert, Texas A&M University; Carla Liau-Hing Yep, Texas A&M University; Kenita S. Rogers, Texas A&M University; Christine A. Stanley, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue* 2021. Paperback 978-1-64802-306-4 \$45.99. Hardcover 978-1-64802-307-1 \$85.99. eBook 978-1-64802-308-8 \$65.

Conflict management is an overlooked area in leadership development. Mediation as an intervention method to use in conflict management can be productive for building leadership capacity and organizational development in higher education. Adults average five conflicts per day and people in titled leadership spend over two-thirds of their time engaged in managing conflict. This book offers conflict management strategies, models, and processes to support college and university personnel in recognizing and managing conflicts and how to build skill sets that can enhance effective communication and address issues strategically.

## CONTEMPORARY LANGUAGE EDUCATION



### The Seal of Biliteracy Case Studies and Considerations for Policy Implementation

Amy J. Heineke, Loyola University Chicago; Kristin J. Davin, University of North Carolina at Charlotte

A volume in the series *Contemporary Language Education*

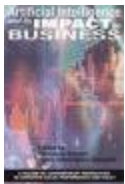
2020. Paperback 978-1-64802-022-3 \$45.99. Hardcover 978-1-64802-023-0 \$85.99. eBook 978-1-64802-024-7 \$65.

This edited volume examines the Seal of Biliteracy (SoBL), a relatively new policy initiative that has received little attention in scholarly and practical literature. The contributions seek to expand the literature by presenting case studies of policy implementation in diverse contexts across the United States.

This book is organized into four sections: (1) introduction to the SoBL, including history of the policy initiative and national trends in policy design and implementation, (2) case studies of macro-level policy implementation, including a diverse array of contexts across the country that have approached the SoBL in unique ways (e.g., legislation v. educational code, prioritizing world v. home languages), (3) case studies of micro-level implementation, including schools and districts that award the SoBL to diverse student populations through various language programs (e.g., English-dominant v. linguistically diverse; world language v. dual-language programs), and (4) conclusions and future directions, including actionable next steps for policy makers, administrators, educators, and researchers.

Members of various professional organizations will benefit from this text, including the National Association for Bilingual Education (NABE), Teachers of English to Speakers of Other Languages (TESOL), the American Council for Teaching of Foreign Languages (ACTFL), as well as participants in local affiliates for bilingual, English as a second language (ESL), and world language education.

## CONTEMPORARY PERSPECTIVES IN CORPORATE SOCIAL PERFORMANCE AND POLICY



### Artificial Intelligence and its Impact on Business

Wolfgang Amann, HEC Paris in Qatar; Agata Stachowicz-Stanusch, Canadian University Dubai

A volume in the series *Contemporary Perspectives in Corporate Social Performance and Policy*

2020. Paperback 9781648020735 \$45.99. Hardcover 9781648020742 \$85.99. eBook 9781648020759 \$65.

Artificial intelligence (AI) technologies are one of top investment priorities in these days. They are aimed at finding applications in fields of special value for humans, including education.

The fourth industrial revolution will replace not only human hands but also human brains, the time of machines requires new forms of work and new ways of business education, however we must be aware that if there is no control of human-chatbot interaction, there is a risk of losing sight of this interaction's goal. First, it is important to get people to truly understand AI systems, to intentionally participate in their use, as well as to build their trust, because "the measure of success for AI applications is the value they create for human lives" (Stanford University 2016, 33). Consequently, society needs to adapt to AI applications if it is to extend its benefits and mitigate the inevitable errors and failures. This is why it is highly recommended to create new AI-powered tools for education that are the result of cooperation between AI researchers and humanities' and social sciences' researchers, who can identify cognitive processes and human behaviors.

This book is authored by a range of international experts with a diversity of backgrounds and perspectives hopefully bringing us closer to the responses for the questions what we should teach (what the 'right' set of future skills is), how we should teach (the way in which schools should teach and assess them) and where we should teach (what implications does AI have for today's education infrastructure). We must remember as we have already noticed before "...education institutions would need to ensure that they have an appropriate infrastructure, as well as the safety and credibility of AI-based systems. Ultimately, the law and policies need to adjust to the rapid pace of AI development, because the formal responsibility for appropriate learning outcomes will in future be divided between a teacher and a machine. Above all, we should ensure that AI respect human and civil rights (Stachowicz-Stanusch, Amann, 2018)".

## CONTEMPORARY PERSPECTIVES IN DATA MINING



### Contemporary Perspectives in Data Mining Volume 4

Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University

A volume in the series *Contemporary Perspectives in Data Mining*

2021. Paperback 978-1-64802-143-5 \$45.99. Hardcover 978-1-64802-144-2 \$85.99. eBook 978-1-64802-145-9 \$65.

The series, *Contemporary Perspectives on Data Mining*, is composed of blind refereed scholarly research methods and applications of data mining. This series will be targeted both at the academic community, as well as the business practitioner.

Data mining seeks to discover knowledge from vast amounts of data with the use of statistical and mathematical techniques. The knowledge is extracted from this data by examining the patterns of the data, whether they be associations of groups or things, predictions, sequential relationships between time order events or natural groups.

Data mining applications are in business (banking, brokerage, and insurance), marketing (customer relationship, retailing, logistics, and travel), as well as in manufacturing, health care, fraud detection, homeland security and law enforcement.

## CONTEMPORARY PERSPECTIVES IN SPECIAL EDUCATION



### Enhancing Partnerships in Special Education Innovative Collaboration, Consultation, and Cooperation

Tachelle Banks, Cleveland State University; Festus E. Obiakor, Sunny Educational Consulting; Anthony F. Rotatori, Saint Xavier University

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

2021. Paperback 978-1-64802-294-4 \$45.99. Hardcover 978-1-64802-295-1 \$85.99. eBook 978-1-64802-296-8 \$65.

This book provides readers with a comprehensive description of procedures and practices that can enhance special education collaboration, consultation and cooperation in classroom learning environments and ancillary educational services. Experts in the field of special education provide detailed information on critical topics such as fostering the collaboration between regular education and special education teachers. Detailed discussions also focus on the role of mental health providers in special education, and the innovative use of technology in enhancing partnerships in general and special education. Unique chapters include the psychologist in the special education process, the role of the government as a partner to enhance special education services, and the vital role that principals play as school leaders to insure that special education students garner the necessary services to maximize their learning potential. Lastly, the critical roles that speech and language and physical education specialists play are discussed with regard to optimizing the overall development of students with special needs.

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Conquering Academia Transparent Experiences of Diverse Female Doctoral Students

Sonyia C. Richardson, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-743-0 \$45.99. Hardcover 978-1-64113-744-7 \$85.99. eBook 978-1-64113-745-4 \$65.

Across the country, women are pursuing doctoral degrees at a rate higher than males. While the data indicates that women are now more likely to pursue this advance degree, limited research addresses the real experiences of diverse women who are pursuing a doctoral degree. This book highlights the lived experiences of diverse women who are progressing through a doctoral degree program and the challenges as well as opportunities that they face. These women share unique and transparent experiences of progressing through a doctoral program.

Through a narrative approach, *Conquering Academia: Transparent Stories of Diverse Women Doctoral Students*, addresses themes of intersectionality, lived



experiences, challenges and opportunities, and adopting an academia mindset. Featured in the Contemporary Perspectives on Access, Equity, and Achievement series, this book shares perspectives of diverse women doctoral students and how their cultural identities assist them with navigating the academic landscape. It also provides insight for current female doctoral students about strategic positioning as a student within the doctoral program and personal necessary transformation in academia. It informs faculty and staff in academia about the experiences of diverse women and how to support their progression and overall retention.



## Multiculturalism in Higher Education Increasing Access and Improving Equity in the 21st Century

C. Spencer Platt, University of South Carolina; Adriel Hilton, Seton Hill University; Christopher Newman, Azusa Pacific University; Brandi Hinnant-Crawford, Western Carolina University

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2020. Paperback 978-1-64802-007-0 \$45.99. Hardcover 978-1-64802-008-7 \$85.99. eBook 978-1-64802-009-4 \$65.

As the educational landscape of America continues to evolve and diversify, college faculty and administrators must be cutting edge in their approaches to create a variety of educational experiences with a greater level of multicultural cognizance. Unlike in previous generations, higher education in the 21st Century is no longer a luxury reserved for the elite and wealthy, but is an increasing necessity for access to labor markets. Community colleges and universities are working hard to respond to the demands of the labor market, by attempting to provide skills for jobs that may not yet exist.

Colleges and universities should aim to make all of their students feel welcome and a part of the campus being committed to celebrating differences. Additionally, filling faculty seats with varied races, cultures, perspectives and identities will aid in providing mentors and role models everyone can relate to. These are some of the vital steps toward building a campus community that helps students develop a sense of belonging that allows them to persist and thrive in college.

The scholarship in this volume illustrates the state of multicultural education on college and university campuses. The authors bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. This volume provides thoughtful discourse on issues ranging from the racial and ethnic diversity of the student and faculty bodies, and important topics like disability issues, to different educational contexts such as community colleges, HBCUs and HSI institutions.



## Seeing The HiddEn Minority Increasing the Talent Pool through Identity, Socialization, and Mentoring Constructs

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonyia C. Richardson, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2020. Paperback 978-1-64113-948-9 \$45.99. Hardcover 978-1-64113-949-6 \$85.99. eBook 978-1-64113-950-2 \$65.

The participation of Black students in science, technology, engineering, and mathematics (STEM) fields, is an issue of national concern. Educators and policymakers are seeking to promote STEM studies and eventual degree attainment, especially those from underrepresented groups, including Black students, women, economically disadvantaged, and students with disabilities. Literature shows that this has been of great interest to researchers, policymakers, and institutions for several years (Nettles & Millet, 2006; Council of Graduate School (CGS), 2009; National Science Foundation (NSF), 2006), therefore an extensive understanding of access, attrition, and degree completion for Black students in STEM is needed.

According to Hussar and Bailey (2014), the Black and Latino postsecondary enrollment rates will increase by approximately 25% between 2011 and 2022. It is critical that this projected enrollment increase translates into an increase in Black student STEM enrollment, persistence and consequently STEM workforce. In view of the shifting demographic landscape, addressing access, equity and achievement for Black students in STEM is essential. Institutions, whether they are secondary or postsecondary, all have unique formal and informal academic structures that students must learn to navigate in order to become academically and socially acclimated to the institution (Tyler, Brothers, & Haynes, 2014). Therefore positive experience with the academic environment becomes critical to the success of a student persisting and graduating.

Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden figures and concerns of social connectedness, mentoring practices, and identity constructs that uncover unnoticed talent pools and encourage STEM matriculation among Black STEM students' in preK-12 and post-secondary landscapes.

Section 1-Socialization Social discourse concerning how male and females are supposed to enact their socially sanctioned roles is being played out daily in educational institutions. Individuals who chose STEM education and STEM careers are constantly battling this social discourse. It is necessary for P-20 STEM spaces to examine and integrate understanding of socialization within the larger societal culture for systemic and lasting change to happen.

Section 2-Mentoring A nurturing process in which a more skilled or more experienced person, serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's academic, professional and/or personal development.

Section 3-Identity Research focusing on identity constructs in STEM has become more common, especially as it relates to student retention and attrition. Researchers have been able to use identity as a way to examine how social stigma can cause students to (dis)identify within STEM spaces.

## CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



### Thinking to Transform Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

A volume in the series *Contemporary Perspectives on Leadership Learning*

2019. Paperback 978-1-64113-821-5 \$45.99. Hardcover 978-1-64113-822-2 \$85.99. eBook 978-1-64113-823-9 \$65.

In an era of constant connection, it can be challenging to prioritize time for reflection. Taking time to think can feel like a luxury or even a waste of time. People facilitating complex leadership processes may feel the least able to pause and reflect. However, it is through intentional reflection that we make meaning of experiences, connect ideas, question assumptions, and generate innovative possibilities. By taking time to reflect, individually and with others, learners can see the full picture of an experience, understand their thought processes, and enhance their capacity for leadership. Beyond individual reflection, by engaging in reflection on social issues with others, leaders can be empowered and enabled to create positive changes. This book is a clarion call for educators and learners to make reflection a central priority.

Reflection, the process of making meaning of experience, and leadership, a relational process for affecting change, are enhanced by one another. Together, they strengthen the potential for leadership learning through experience. This book addresses challenges for reflection in leadership learning while also connecting it to timely topics. It begins with connections between reflection and leadership and then introduces a framework for reflection in leadership learning. Reflection is a powerful strategy curricular and co-curricular learning; for instruction and assessment, reflection in leadership learning can benefit from both intentional framing and feedback. As socially constructed concepts, both reflection and leadership have historically lacked clarity; to add to the confusion, critical reflection is often interchanged with reflection. This book introduces a continuum of critical reflection in leadership learning. In order to facilitate reflection in leadership learning, educators must engage in the inner work of becoming reflective educators. Finally, in the face of complex social challenges, reflection, leadership, mindfulness, and resilience are juxtaposed in order to highlight how these concepts are reliant upon one another.

Reflection in leadership learning is essential for anyone who wants to develop their capacity for leadership. When faced with complex social issues and challenges at a global scale, the only way to make progress is through collective action that results from critical reflection. To develop more resilient and mindful learners who can adapt to changing circumstances, educators must center reflection in leadership learning as a philosophy, pedagogy, outcome, and strategy. This book provides a balance of theory and practice to empower and enable educators to engage in reflective leadership learning.



### Thinking to Transform Companion Manual Facilitating Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

A volume in the series *Contemporary Perspectives on Leadership Learning*

2019. Paperback 978-1-64113-894-9 \$45.99. Hardcover 978-1-64113-895-6 \$85.99. eBook 978-1-64113-896-3 \$65.

Through courses, internships, community engagement, social organizations, and daily interactions with others, every day we accumulate experiences; however, learning does not happen through experience but from reflection on experiences. This manual provides guidance for facilitating reflection in leadership learning and features over 50 activities from 52 reflective leadership educators. Guided by a framework for reflection in leadership learning, we focus on six methods for reflection: contemplative, creative, digital, discussion, narrative, and written. Through prioritizing time, holding space, and asking questions that challenge assumptions, educators facilitate reflection in leadership learning. This intentional focus on making meaning of leadership processes enhances the capacity of learners to work collaboratively for change.

## CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS



### Education Abroad Learning Environments in a Global Context

Erin A. Mikulec, Illinois State University; Samantha Potempa, Illinois State University; Kara Pike Inman, University of North Carolina Wilmington

A volume in the series *Contemporary Perspectives on Learning Environments*

2021. Paperback 978-1-64802-332-3 \$45.99. Hardcover 978-1-64802-333-0 \$85.99. eBook 978-1-64802-334-7 \$65.

Education abroad is an essential part of the university student experience. Initiatives such as IIE's Generation Study Abroad encourage more U.S. undergraduate and graduate students to study abroad. According to the Open Doors 2019 Report by the Institute for International Education (IIE), 341,751 students participated in post-secondary education abroad programs during the 2017/2018 academic year. This figure represents an increase of 2.7% of U.S. students studying abroad from the previous year. Research shows that education abroad provides students with opportunities not only to see the world but also to develop intercultural competence, which is increasingly crucial in the 21st century workplace. There are also numerous studies that show gains in autonomy, confidence, and tolerance for ambiguity in students who complete some type of study abroad experience. In sum, the education abroad experience in itself represents a powerful learning environment that continues to support personal and professional development long after returning home. Nonetheless, these learning environments must be cultivated along with faculty who develop and lead programs, as well as university partners and providers. Furthermore, education abroad programming and assessment is complex and must take into consideration many factors including academic goals, purposeful curricular development, and a balance between academics and leisure activities on site.

This book explores the many aspects of education abroad as a learning environment, such as student learning outcomes, faculty development, and program assessment and evaluation. In addition, several chapters present education abroad experiences as a model for community engagement and activism. The authors represent a diverse range of institutions and perspectives and discuss programs around the globe. The book represents the voices of faculty that lead education abroad programs, students who participate in them, and also those of international students on a U.S. campus reflecting on their personal experiences abroad. Furthermore, this book contributes to the discussion of best practices to assist faculty and program directors in creating robust education abroad programs that meet the needs of their students and institutions.

## CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



### Teaching the Teachers LGBTQ Issues in Teacher Education

Cathy A. R. Brant, University of South Carolina; Lara Willox, University of West Georgia

A volume in the series *Contemporary Perspectives on LGBTQ Advocacy in Societies*

2020. Paperback 978-1-64113-830-7 \$45.99. Hardcover 978-1-64113-831-4 \$85.99. eBook 978-1-64113-832-1 \$65.

Teacher educators have opportunities to include issues of multicultural education, equity, and social justice in the work done with preservice teachers. Including the educational and societal experiences of historically marginalized populations in curriculum creates spaces for teacher educators to model multicultural and social justice based pedagogies, while preparing teachers to work with and work for these students.

The most effective way for teacher educators to address the unique perspectives of historically and currently marginalized populations is to integrate various perspectives throughout the curriculum (Grant & Zwier, 2012). Most teacher education programs address diverse populations via an integrated approach. In fact, Sherwin and Jennings (2006) found that potential student experiences regarding social class, race, and special needs populations were typically integrated into the curriculum, however, lesbian, gay bisexual, and transgender (LGBT) issues were not. There is research that demonstrates how carefully planned and implemented educational interventions can have a positive effect on preservice teachers' knowledge of and attitudes toward gays and lesbians (Butler, 1999).

Despite the positive impact of addressing LGBTQ issues as a part of the teacher preparation program, Gorski et al. (2013) found that LGBTQ issues receive significantly less class time than other issues, especially race, and are, in fact, eight times more likely to actually be omitted from multicultural teacher educator courses. The inclusion of LGBT topics is important for a myriad of reasons. Most importantly, studies (GLSEN & Harris Interactive, 2012; Kosciw, Greytak, Diaz, Bartkiewicz, 2010, 2012; Kosciw, Greytak, Palmer, Boesen, 2014; Kosciw, Greytak, Giga, & Danischewski, 2016) have revealed a negative school climate for students who identify as gay, lesbian, bisexual, or transgender; this hostile environment can have dire consequences for these students. The impact of bullying and harassment due to LGBTQ students' gender and/or sexual identities can produce a number of negative effects, including isolation from friends and family, depression, drug and/or alcohol use and addiction, low self-esteem, lack of engagement in school, academic failure, and fighting (Beam, 2007; Holmes & Cahill, 2004; Kosciw et al., 2010, 2012; Kosciw et al., 2014; Kosciw et al., 2016; Meyer, 2010; Wilkinson & Pearson, 2009).

The negative climate does not just come from peer-to-peer negative interactions. In the most recent GLSEN study (Kosciw et al, 2016) it was found that

- 57.6% of LGBTQ students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that

effective intervention would occur or the situation could become worse if reported.

- 63.5% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.
- 56.2% of students reported hearing homophobic remarks from their teachers or other school staff, and 63.5% of students reported hearing negative remarks about gender expression from teachers or other school staff

The aim of this book is to support teacher educators as they engage in the work of preparing pre-service teacher to work with and work for LGBTQ youth through explicit discussions of gender and sexuality. Chapters for this book include personal anecdotes regarding shifts in author's thinking about including LGBTQ as a part of teacher preparation; specific pedagogical practices employed by authors to present LGBTQ focused material as a part of their coursework; the resistance authors have faced from students, parents and administration and their responses.



## Unheard Voices

### A Collection of Narratives by Black, Gay & Bisexual Men

Richard Gregory Johnson, University of San Francisco; Kevin O. Spencer, Independent Scholar; Annie Allen, Northwind Seminary

A volume in the series *Contemporary Perspectives on LGBTQ Advocacy in Societies*

2021. Paperback 978-1-64802-360-6 \$45.99. Hardcover 978-1-64802-361-3 \$85.99. eBook 978-1-64802-362-0 \$65.

The lives of African American gay men have greatly gone unnoticed in the American consciousness. Despite the fact that Black gay men have made great contributions to our global society. For example, James Baldwin served as a literature giant. Bayard Rustin was one of the key organizers of the 1963 March on Washington. Alphonso David is the first person of color to lead the HRC (Human Rights Campaign).

The purpose of this book is to discuss the narratives of Black gay men. There is no doubt that American history has done a nonexistent job of portraying the lives of these Black gay men. Most of these lives have been relegated to the background of society. This book purposes to change that narrative by having 10 to 12 gentlemen discuss their background and how it brought them to where they are in life now. The goal of this book is to also discuss the victory for each of the authors.

## CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



## Gumbo for the Soul III

### Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations

Brian L. Wright, The University of Memphis; Nathaniel Bryan, Miami University; Christopher Sewell, Williams College; Lucian Yates, Kentucky State University; Michael Robinson, Forest of the Rain Productions; Kianga Thomas, Norfolk State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2019. Paperback 978-1-64113-564-1 \$32.5. Hardcover 978-1-64113-565-8 \$49. eBook 978-1-64113-566-5 \$65.

This book for, about, and by Males of Color, amplifies triumphs and successes while documenting trials and tribulations that are instructive, inspiring, and praiseworthy. This book will be a must-read for every Male of Color.



## A Second Helping of Gumbo for the Soul

### More Liberating Stories and Memories to Inspire Females of Color

Michelle Trotman Scott, University of West Georgia; Nicole McZeal Walters, University of St. Thomas-Houston; Dr. Jemimah L. Young, University of North Texas; Donna Y. Ford, Ohio State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2020. Paperback 978-1-64113-870-3 \$32.5. Hardcover 978-1-64113-871-0 \$49. eBook 978-1-64113-872-7 \$65.

A Second Helping of Gumbo for the Soul is a collection of essays, stories, and narratives designed to inspire and empower women of color through the use of storytelling and narratives. This second edition is a sequel to the first Gumbo for the Soul and includes more...



## Understanding the Intersections of Race, Gender, and Gifted Education An Anthology By and About Talented Black Girls and Women in STEM

Nicole M. Joseph, Vanderbilt University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2020. Paperback 978-1-64113-963-2 \$45.99. Hardcover 978-1-64113-964-9 \$85.99. eBook 978-1-64113-965-6 \$65.

This book seeks to understand the complexities of talented and high-performing Black girls and women in STEM across the P-20 trajectory. Analogously, this volume aims to understand the intersections between giftedness, its identification, and racial, gender, and academic discipline identities. The dearth of literature on this subject suggests that Black girls and women have unique experiences in gifted programming, in large part because of factors associated with gifted programs in general. Key factors affecting Black students, and Black girls in particular, are identification and underrepresentation. These factors can be shaped by interlocking systems of racism, classism, gender bias, and other forms of oppression.

Teachers in the P-12 educational system are the first identifiers for gifted programming and look for student characteristics, such as natural leadership, inquisitiveness, and students' desire to be in gifted programs. Because many Black girls are stereotyped and teachers rarely have deep understanding of cultural differences, Black girls are less likely to be identified for gifted programming. More specifically, Black girls' lack of representation in gifted mathematics or STEM programs contradicts research that finds that girls reach several developmental advantages ahead of boys. For example, research has shown that girls talk and read earlier, receive higher grades in elementary school, and drop-out less often than boys. Other studies have also shown that Black girls have higher mathematics career aspirations than their White and Latina female peers; yet, they are rarely represented in gifted math and Advanced Placement (AP) math programs. Furthermore, the underrepresentation of urban, low-income African-American students in gifted education is related to low test scores, student and family choice, a lack of teacher referral, and a mismatch between home and school cultures.

Some high-performing Black girls and women are participating in programs that nurture and support their racial and gender identities and contribute to them developing into strong and efficacious girls and women who have agency in their lives. This anthology includes studies that illustrate the complexities of intersectionality in various STEM programs, while also demonstrating that increasing access to STEM for Black girls and women is doable.

## CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



### School Turnaround in Secondary Schools Possibilities, Complexities, & Sustainability

Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research

A volume in the series *Contemporary Perspectives on School Turnaround and Reform*

2019. Paperback 978-1-64113-873-4 \$45.99. Hardcover 978-1-64113-874-1 \$85.99. eBook 978-1-64113-875-8 \$65.

In the continuing quest to turnaround the lowest performing schools, rapid and sustainable reform, or school turnaround, seems most elusive for secondary schools. Secondary schools are rife with challenges due to their wide-ranging mission and organizational complexity. With the continued emphasis on college and career readiness and the vast learning possibilities enhanced by technology, our third book in this series, *Contemporary Perspectives on School Turnaround and Reform*, focuses on rapid school turnaround and reform in secondary schools.

In this edited volume, researchers and scholars consider the doubly perplexing challenge of school turnaround or the rapid improvement of the lowest-performing secondary schools. Although there is some evidence that school turnaround policy can impact student achievement scores, research across international contexts seldom identifies schools that substantially changed student learning trajectories and sustained them. Separately, many societies have found improving secondary schools a relatively intractable problem for multiple reasons, including school size and complexity, the micropolitics of teaching and leading within them, and cumulative widening student achievement gaps. In combination, there are almost no examples of low-performing secondary schools turning around.

The chapters in this book begin to offer some hope about how policymakers, practitioners, and researchers might begin to reconceptualize how they engage in and undertake the work of rapidly improving low-performing secondary schools. The authors provide theoretical and conceptual advancements, offer lessons learned from both successful and unsuccessful initiatives, and address practical issues with potentially accessible ways forward.



## CONTEMPORARY PERSPECTIVES ON SPIRITUALITY IN EDUCATION



### United We Stand

#### The Role of Spirituality in Engaging and Healing Communities

Dannielle Joy Davis, Saint Louis University

A volume in the series *Contemporary Perspectives on Spirituality in Education*

2021. Paperback 9781648020858 \$45.99. Hardcover 9781648020865 \$85.99. eBook 9781648020872 \$65.

Segments of society are drawing upon their faith and spirituality to develop strategies to mend social relationships and fragmented communities. The Contemporary Perspectives on Spirituality in Education book series will feature volumes geared towards understanding and exploring the role of spirituality in addressing challenge, conflict, and marginalization within education in the U.S. and internationally.

## CONTEMPORARY PERSPECTIVES ON THE LIVES OF TEACHERS



### Mentoring as Critically Engaged Praxis

#### Storying the Lives and Contributions of Black Women Administrators

Deirdre Cobb-Roberts, University of South Florida; Talia Esnard, University of the West Indies, Trinidad and Tobago

A volume in the series *Contemporary Perspectives on the Lives of Teachers*

2020. Paperback 978-1-64802-210-4 \$45.99. Hardcover 978-1-64802-211-1 \$85.99. eBook 978-1-64802-212-8 \$65.

This edited volume seeks to interrogate the structures that affect the perceptions, experiences, performance and practices of Black women administrators. The chapters examine the nature and dynamics of the conflict within that space and the ways in which they transcend or confront the intersecting structures of power in academe. A related expectation is for interrogations of the ways in which their institutional contexts and, marginalized status inform their navigational strategies and leadership practices. More specifically, this work explores mentorship as critical praxis; that being, the ways in which Black women's thinking and practices around mentoring affect their institutional contexts or environment, and, that of other marginalized groups within academe. A discussion of Black women in higher education administration as critically engaged mentors will ultimately diversify thought, approaches, and solutions to larger social and structural challenges embedded within academic climates.

Praise for *Mentoring as Critically Engaged Praxis*:

*Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators, the authors present insights on the challenges Black women face and how mentoring networks and strategies help them transcend professional and institutional barriers. Each chapter intentionally creates a space to elevate their voices, depicts the reciprocity on how they are transforming and being transformed by their institutional context, and offers hope for improving the status of women leaders. The power of this book is that it is an acknowledgement of Black women being the architect of their lives and is filled with meaningful content that is nuanced and offers a glimpse into how black women leaders continue to lift as they climb.*

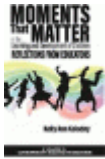
- **Gaétane Jean-Marie**, Rowan University

*Mentoring as Critical Engaged Praxis perfectly captures a process that Black women have been facilitating, practicing and innovating prior to and since their entry into the higher education. Deirdre Cobb-Roberts and Talia R. Esnard have assembled a strong cast of scholars who eloquently speak to the role that Black women administrators play in their daily practice of "Lift as we climb." Despite the limited number of Black women in senior leadership roles across academe, most, if not all of them must consistently tackle institutional and societal injustices that shape their experiences and influence their capacity to mentor.*

- **Lori Patton Davis**, The Ohio State University



## CONTEMPORARY RESEARCH IN EDUCATION



### Moments that Matter in the Learning and Development of Children Reflections from Educators

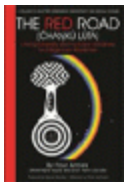
Kelly Ann Kolodny, Framingham State University

A volume in the series *Contemporary Research in Education*

2020. Paperback 978-1-64802-198-5 \$45.99. Hardcover 978-1-64802-199-2 \$85.99. eBook 978-1-64802-200-5 \$65.

*Moments that Matter in the Learning and Development of Children: Reflections from Educators* explores the significant moments that unfold for young people in their schooling from the perspectives of teachers and school staff. Educators often reflect on “moments” as being a critical piece of their work with children. They can help make things better for students and produce a difference in lives. They are meaningful for young people, as well as consequential for teachers and school staff as they reflect on the outcomes of their efforts. Yet, as they are difficult to define and capture, these moments often are not studied for the value they offer. This book promotes awareness of these moments, as well as their connected meanings and possibilities. Recognizing the significance of moments extends an opportunity to situate schooling in broader contexts and to understand learners as whole embodied beings, engaged in social interactions, making sense of their surrounding world, and generating transformations in it. When educators reflect deeply about the possibilities connected to the moments they share with children, they recognize the multitude of opportunities that support their learning and development. They become “awake” to some of moments’ promises.

## COUNTER-HEGEMONIC DEMOCRACY AND SOCIAL CHANGE



### The Red Road (Čhaṅkú Lúta) Linking Diversity and Inclusion Initiatives to Indigenous Worldview

Four Arrows, Fielding Graduate University

A volume in the series *Counter-Hegemonic Democracy and Social Change*

2020. Paperback 9781648020797 \$45.99. Hardcover 9781648020803 \$85.99. eBook 9781648020810 \$65.

The diversity and Inclusion movement in corporations and higher education has mostly fallen short of its most authentic goals. This is because it relies upon the dominant worldview that created and creates the problems it attempts to address. Rediscovering and applying our original Indigenous worldview offers a remedy that can bring forth a deeper and broader respect for diversity, and a different way to understand and honor it. This book offers a transformative learning opportunity for preserving diverse environments at every level, one that may be a matter of human survival.

#### **Praise for: The Red Road: Linking Diversity and Inclusion Initiatives to Indigenous Worldview**

"Four Arrows has combined his internationally respected scholarship on Indigenous worldview with experience based story-telling to help bring forth a more effective way to actualize authentic respect for diversity, especially as it relates to transformational curricula in higher education. Had humanity begun this project long ago, Nature would not have to be bringing us back into balance so radically now."

**Tom McCallum**

(White Standing Buffalo)

*Métis/Michif-speaking elder, Cree Sundance Lodge Keeper, and author*

"Five hundred years of colonization has divided humanity, separated us from our relatives, and reduced them to objects to be exploited for commerce and greed. We are now steeped in multiple life threatening crises, and staring at extinction. The road of violence, extermination and extinction has been paved by colonizing the land, diverse cultures, our minds and the future. The Red Road: Linking Diversity and Inclusion Initiatives to Indigenous Worldview by Four Arrows provides a path to the future, a path of peace, with signposts from Indigenous world views that recognize that we are interconnected and are all members of one Earth family. Our highest duty, our Dharma, is living in harmony with all our relations."

**Vandana Shiva Scholar**

*Physicist, environmental activists and recipient of the Alternative Nobel Peace Prize, the Right Livelihood Award, Director of NAVDANYA and author of over 20 books, including Oneness vs. the 1% and Who Really Feeds the World*

## CURRENT ISSUES IN OUT-OF-SCHOOL TIME



### Changemakers!

#### Practitioners Advance Equity and Access in Out-of-School Time Programs

Sara Hill; Femi Vance

A volume in the series *Current Issues in Out-of-School Time*

2019. Paperback 978-1-64113-620-4 \$35.99. Hardcover 978-1-64113-621-1 \$69.99. eBook 978-1-64113-622-8 \$65.

A foundational tenet of the Out-of-School Time (OST) field is that all youth deserve impactful and engaging learning experiences. That requires that organizations, programs, and OST professionals remain responsive to the emerging needs of their diverse youth populations and the communities in which they live. This book illustrates the tensions that arise when organizations and OST professionals try to engage all youth, especially the traditionally underserved populations — when infrastructure, funding, and mindsets have not kept pace with the evolving needs of youth and their communities. The issues raised in this book — funding, outreach, engagement of immigrant families — have yet to be fully explored with an equity lens. Within these broad topics, this book brings to the surface the equity and access challenges as well as posit solutions and strategies.

Each chapter is written from an insider's perspective, by practitioners themselves, who articulate some of the key and relevant issues in the field. Each chapter ends with a Research-Practice Connection section written by the editors, which discusses the topic from a research lens and generates a set of questions that can be used by researchers in future studies to explore the topic in a more in-depth, expansive manner.



### At Our Best

#### Building Youth-Adult Partnerships in Out-of-School Time Settings

Gretchen Brion-Meisels, Harvard Graduate School of Education; Jessica Tseming Fei, Harvard Graduate School of Education; Deepa Sriya Vasudevan, Wellesley College

A volume in the series *Current Issues in Out-of-School Time*

2020. Paperback 978-1-64113-975-5 \$45.99. Hardcover 978-1-64113-976-2 \$85.99. eBook 978-1-64113-977-9 \$65.

At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Comprised of 14 chapters, this book features empirical research, conceptual essays, poetry, artwork, and engaged dialogue about the complexities of youth-adult partnerships in practice. At Our Best responds to key questions that practitioners, scholars, policymakers, and youth navigate in this work, such as: What role can (or should) adults play in supporting youth voice, learning, and activism? What approaches and strategies in youth-adult partnerships are effective in promoting positive youth development, individual and collective well-being, and setting-level change? What are the tensions and dilemmas that arise in the process of doing this work? And, how do we navigate youth-adult partnerships in the face of societal oppressions such as adultism, racism, and misogyny? Through highlighting contemporary cases of authentic youth-adult partnerships in youth programs, this fourth volume of the IAP series on OST aims to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities.

Praise for *At Our Best*:

"There is nothing more powerful in our efforts to improve our society than understanding how to cultivate deep and meaningful partnerships with young people. "At Our Best" offers key insights about the power of youth-adult partnerships in out-of-school time settings. Brion-Meisels, Fei & Vasudevan have compiled a powerful and comprehensive collection of voices of people who are blazing a new path in partnering with youth. This book is a must read for researchers and practitioners searching for fresh analysis and innovative insights into building youth-adult partnerships." ~ **Shawn Ginwright**,

**Ph.D.**, Associate Professor of Education & Africana Studies, San Francisco State University  
Chief Executive Officer, Flourish Agenda, Oakland CA

"There are few books that consider how youth and adults work as partners for the benefit of their schools, their communities and themselves. "At Our Best" changes the status quo. It takes seriously the urgency and centrality of intergenerational inclusion by bringing together the voices of educators, academics, artists, youth workers, organizers and students. The chapters move between theory and practice, providing rich reflections on foundations of youth-adult partnerships while also detailing best practices in out-of-school time. The authors generously share the struggles and joy of this work. In so doing, they provide a roadmap for navigating the complex work of youth-adult partnerships in our current social and political context." ~ **Shepherd Zeldin**, Professor Emeritus, Civil Society and Community Studies, University of Wisconsin-Madison



## Measure, Use, Improve! Data Use in Out-of-School Time

Christina A. Russell, Policy Studies Associates; Corey Newhouse, Public Profit

A volume in the series *Current Issues in Out-of-School Time*

2021. Paperback 978-1-64802-253-1 \$45.99. Hardcover 978-1-64802-254-8 \$85.99. eBook 978-1-64802-255-5 \$65.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. Key themes of the volume include building support for learning and evaluation within out-of-school time programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people and caregivers in evaluation, and securing funder support for learning and evaluation.

This volume will be particularly useful to leadership-level staff in out-of-school time organizations that are thinking about deepening their own learning and evaluation systems, yet aren't sure where to start. Authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how they use data in out-of-school time, and offer advice to colleagues.

## CURRENT PERSPECTIVES ON CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION



## CONFLUENCES Intercultural Journeying in Research and Teaching From Hermeneutics to a Changing World Order

David Geoffrey Smith

A volume in the series *Current Perspectives on Confucianism, Taoism, Buddhism, and Education*

2020. Paperback 9781641138246 \$45.99. Hardcover 9781641138253 \$85.99. eBook 9781641138260 \$65.

In this book, Canadian scholar David Geoffrey Smith reflects on over thirty years of research and teaching in the human sciences, including education. Written between 1986 and 2018, the essays are organized around four themes: Hermeneutics and the Human Sciences; The Poststructuralist Turn; Globalization and Its Discontents; East/West Encounters and the Search for Wisdom. As a historical guide through the defining discourses in the human sciences, this volume could well serve as an introductory text for graduate students in education and other cognate disciplines like nursing, recreation and cultural studies. The writing can be described as a form of meditative praxis, while the emphasis on interculturality addresses issues in literacy, pedagogy, politics, critical thinking, teacher education, and cultural healing from a geopolitical perspective, drawing on insights from both Western and Eastern traditions and the author's personal experience of being born in China and raised in Central Africa (Northern Rhodesia/Zambia).

### Praise for CONFLUENCES:

*Careful study of the essays in this collection has been an inspiration, primarily because of Professor David Geoffrey Smith's deep commitments to the organic interpretability of life, and living in the interests of generativity, hope and good faith. In curricular and pedagogical terms, these commitments arise from sustained study of the various inheritances, philosophical and otherwise, that circulate around deliberations concerning children, education, and knowledge deemed of most value. As an Indigenous scholar, and someone committed to uncovering the unnamed colonial logics that continue to govern and structure formal education, I find especially helpful Professor Smith's untangling of the roots of the Euro-American power nexus and its ongoing difficulties in creatively engaging traditions outside of its own self-determinations. As Professor Smith teaches through this work, it is in the careful hermeneutic practice of tracing out the lineages of the past, and revealing their potential for openness in the present, that the possibility of saying something hopeful about the future emerges.*

Dwayne Donald Ph.D.  
Associate Professor  
Curriculum Studies and Indigenous Wisdom Traditions  
Department of Secondary Education  
University of Alberta, Canada

*Now and then a clear and authentic voice emerges from the surrounding cacophony as the machinery of the education establishment relentlessly grinds away: a voice of conscience and wisdom rising above the babble of technocratic, bureaucratic, ideological, and market-driven survivalism that permeates educational discourse today. I recognize such a voice in this newest book by Canadian educator Professor David Geoffrey Smith. Smith's "reading the world," to use Paulo Freire's expression, is particularly helpful to us in today's world teeter-tottering between denial and panic. I firmly believe that any hope for sanity in our time rests in our collectively and individually investigating how we have gotten ourselves into this current material and existential predicament. Smith's investigation shows an incredible intellectual depth of understanding gained through plumbing Western and Eastern philosophical traditions in an intercultural life journey on three continents through forty years of teaching and research. I delight in hearing his voice of wisdom that*

*insists, for instance, that the nature of reality cannot be reduced to “any human construct, scientific or otherwise” and that we must “die into a new human freedom found in the joy of a new shared reality.” Ultimately, his is a voice of unwavering hopefulness and a gaze that courageously faces a challenging world. I value his work more than any others’ in the contemporary curriculum theory field.*

Heesoon Bai  
Professor, Philosophy of Education  
Simon Fraser University, Canada

## CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



### Misinformation and Fake News in Education

Panayiota Kendeou, University of Minnesota; Daniel H. Robinson, University of Texas; Matthew T. McCrudden, Pennsylvania State University

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*

2019. Paperback 978-1-64113-851-2 \$45.99. Hardcover 978-1-64113-852-9 \$85.99. eBook 978-1-64113-853-6 \$65.

Today, like no other time in our history, the threat of misinformation and disinformation is at an all-time high. This is also true in the field of Education. Misinformation refers to false information shared by a source who intends to inform, but is unaware that the information is false, such as when an educator who recommends the use of a learning strategy that is not actually beneficial. Disinformation is false information shared by a source who has the intent to deceive and is aware that the information is false, such as when a politician claim that high-stakes testing will fix K-12 education when in fact there is no evidence to support this practice. This book provides recent examples of how misinformation and disinformation manifest in the field of education and remedies.

Section One, Susceptibility to Misinformation, focuses on factors that influence the endorsement and persistence of misinformation. This section will include chapters on: the appeal and persistence of “zombie concepts” in education; learner and message factors that underlie the adoption of misinformation in the context of the newly proposed Likelihood of Adoption Model; cognitive and motivational factors that contribute to misinformation revision failure; cognitive biases and bias transfer in criminal justice training; the influence of conspiratorial and political ideation on the use of misinformation; and, how educational culture and policy has historically given rise to quackery in education.

Section Two, Practices in the Service of Reducing Misinformation in Education, focuses on practices aimed at reducing the impact of misinformation, and includes chapters on: misinformation in the education of children with ASD and its influence on educational and intervention practices; the promise of using dynamical systems and computational linguistics to model the spread of misinformation; systematic attempts to reduce misinformation in psychology and education both in and out of the classroom; and the potential perils of constructivism in the classroom, as well as the teaching of critical thinking. Each section has a discussion chapter that explicates emerging themes and lessons learned and fruitful avenues for future research.

## CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



### Alleviating the Educational Impact of Adverse Childhood Experiences School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

A volume in the series *Current Perspectives on School/University/Community Research*

2020. Paperback 978-1-64802-112-1 \$45.99. Hardcover 978-1-64802-113-8 \$85.99. eBook 978-1-64802-114-5 \$65.

Recent crises—whether policy-induced (e.g., family separation at the Mexico/U.S. border) or natural disaster-related (e.g., hurricanes in Florida and North Carolina and wildfires in California)—have galvanized the attention of the U.S. and international public on the plight of children who endure these traumatic events. The sheer enormity of such wrenching events tend to overshadow the trauma endured by many children whose everyday life circumstances fall short of affording them a safe, stable, and nurturing environment.

At the national level, three rounds of data collection spanning January 2008 through April 2014 constituted the National Survey of Children’s Exposure to Violence (NatSCEV) that—according to Finkelhor, Turner, Shattuck, and Hambly (2013) in reporting on the 2011 round—assessed “a wide range of childhood victimizations” (pp. 614-615). Among many other findings, Finkelhor et al. concluded that “overall, 57.7% of the children and youth had experienced or witnessed at least 1 to 5 aggregate exposures (assaults and bullying, sexual victimization, maltreatment by a caregiver, property victimization, or witnessing victimization) in the year before this survey” (p. 619). According to the recent re-visiting of NatSCEV II by Turner et al. (2017), “almost 1 in 4 children and adolescents ages 5-15 in the United States lived in family environments with only modest levels of safety, stability, and nurturance, while about 1 in 15 had consistently low levels across multiple domains” (p. 8).

Adverse childhood events (ACEs) have both immediate and long-term impacts on children's health and well-being (Banyard, Hambly, & Grych, 2017; Bowen, Jarrett, Stahl, Forrester, & Valmaggia, 2018; Walker & Walsh, 2015). Children do not shed their entanglement with ACEs at the schoolroom door. To highlight just one study, Jimenez, Wade, Lin, Morrow, & Reichman (2016) conducted a secondary analysis of a national urban birth cohort and found that experiencing ACEs in early childhood was "associated with below-average, teacher-reported academic and literacy skills and [more] behavior problems in kindergarten" (p. 1).

## CURRENT RESEARCH IN RURAL AND REGIONAL EDUCATION



### Educational Research and Schooling in Rural Europe An Engagement with Changing Patterns of Education, Space and Place

Cath Gristy, University of Plymouth; Linda Hargreaves, University of Cambridge; Silvie R. Kučerová, Jan Evangelista Purkyně University in Ústí nad Labem

A volume in the series *Current Research in Rural and Regional Education*

2020. Paperback 978-1-64802-163-3 \$45.99. Hardcover 978-1-64802-164-0 \$85.99. eBook 978-1-64802-165-7 \$65.

This book provides authentic accounts of the effects of the revolutionary political reform experienced in the past half century on education in Europe's considerable rural hinterland. These reforms include the liberation of the Baltic and Eastern European states from Soviet communist domination, the 'eurozone' economic crises, and the current and future migration of people fleeing war and poverty from the Middle East and Africa. Overshadowing these events are so-called global forces which champion economies of scale and pressurize academic performance as keys to economic success. Trapped in this distal whirlwind of change are 1000s of small and/or rural elementary schools and the life chances of more 1000s of young children.

The research presented here unveils the unseen and under-reported consequences of top-down, urban-oriented educational policies on children's and communities' experience of place and space. Exposure of these conditions in rural Europe is long overdue, but obscured for decades by political extremes of left and right. Yet, the lived reality of peremptory and swathing school closure programmes, and poverty inflicted on rural populations in parts of Eastern Europe is relatively unreported in the western educational literature – a situation exacerbated by the virtual invisibility of rural educational research generally.

The chapters in this book reveal the insights of social science scholars from 11 European countries including those from low GDP, formerly soviet bloc countries, recently enabled to present their research at western European conferences such as the European Educational Research Association. Their research will inform and alert education academics, researchers and professionals to these rural European educational contexts. The research methodologies reported are diverse and innovative. The national context chapters are complemented by overview chapters which survey and synthesise (i) definitions and conceptualisations of rural, (ii) pan-European appraisal of educational, structural and geospatial statistics on small and rural schools, and (iii) identify key messages for better understanding of the rural situation in European research, policy and practice. Crucially, despite the gloom, the authors report positive strategies for rural school survival at governmental and/or school and community levels, that include community involvement, rural educational tourism, and deliberative inter-community school network planning.

## CURRICULUM & TEACHING DIALOGUE



### Curriculum and Teaching Dialogue Vol. 21 # 1 & 2

Chara Haeussler Bohan, Georgia State University; John Pecore, University of West Florida; Franklin Allaire, University of Houston

A volume in the series *Curriculum & Teaching Dialogue*

2019. Paperback 978-1-64113-812-3 \$45.99. Hardcover 978-1-64113-813-0 \$85.99. eBook 978-1-64113-814-7 \$65.

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website <http://aatc.org/> and can be found on the Journal tab at <http://aatc.org/about-ctd-journal/>.





## Curriculum and Teaching Dialogue

### Volume 22, Numbers 1 & 2, 2020

Chara Haeussler Bohan, Georgia State University; John Pecore, University of West Florida; Franklin Allaire, University of Houston

A volume in the series *Curriculum & Teaching Dialogue*

2020. Paperback 978-1-64802-186-2 \$45.99. Hardcover 978-1-64802-187-9 \$85.99. eBook 978-1-64802-188-6 \$65.

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors.

## CURRICULUM AND PEDAGOGY



### Ideating Pedagogy in Troubled Times

#### Approaches to Identity, Theory, Teaching and Research

Shalin Lena Raye, Purdue University; Stephanie Masta, Purdue University; Sarah Taylor Cook, Johns Hopkins Bayview Medical Center; Jake Burdick, Purdue University

A volume in the series *Curriculum and Pedagogy*

2019. Paperback 978-1-64113-864-2 \$45.99. Hardcover 978-1-64113-865-9 \$85.99. eBook 978-1-64113-866-6 \$65.

We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar's (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed's (2013) book, *The Cultural Politics of Emotion*. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations – racism, colonialism, homophobia, ableism, to name only a few – persist and mobilize. The authors seek to expose and name some of these injustices, asking readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed's (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.



### Making A Spectacle

#### Examining Curriculum/Pedagogy as Recovery From Political Trauma

Megan Ruby, Oklahoma State University; Michelle Angelo-Rocha, University of South Florida; Mark Hickey, Oklahoma State University; Vonzell Agosto, University of South Florida

A volume in the series *Curriculum and Pedagogy*

2020. Paperback 978-1-64802-291-3 \$45.99. Hardcover 978-1-64802-292-0 \$85.99. eBook 978-1-64802-293-7 \$65.

This book edition offers a collection of scholarship and reflections that goes beyond theoretical conversations. This volume helps reignite a dialogue not only by scholars but also by educators, activists, and students who believe in inclusive and equal access to education for all individuals regardless of race, ethnicity,



immigration status, gender, sexuality, religion, and other identities. In this volume, the authors examine curriculum and pedagogy as a tool for recovery from political trauma and healing. They used this as an opportunity to confront some of the politically shameful situations affecting educational environments, homes, neighborhoods, enclaves, and regions marked by socioeconomic inequality.

The authors of *Making a Spectacle* present wide-open questions: How are educators and school leaders learning to interact with one another, students, their families, and community while facing increased mass school shootings, police violence, racial profiling, unequal access to education and basic needs during a pandemic (COVID-19), and other forms of sociopolitical stress influenced by discrimination, institutional racism, and White nationalism? What curricular and pedagogical geographies are educators and students afforded through which to process their emotional responses to ecological or political activities witnessed in schools and their surrounding areas? These chapters and reflections/perspectives represent a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture, and curriculum and social justice, schools, and society.

## CURRICULUM WINDOWS



### Curriculum Windows

#### What Curriculum Theorists of the 1950s Can Teach Us About Schools and Society Today

Thomas S. Poetter, Miami University; Don C. Murray, Miami University; Peggy Larrick, Miami University; M.A. Moyer, Miami University; Esther Claros Berlioz, Miami University; Kelly Waldrop, Miami University

A volume in the series *Curriculum Windows*

2019. Paperback 9781641138185 \$45.99. Hardcover 9781641138192 \$85.99. eBook 9781641138208 \$65.

*Curriculum Windows: What Curriculum Theorists of the 1950s 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 1950s in contemporary terms.

The authors explore how key books/authors from the curriculum field of the 1950s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1950s 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 editors revisit and interpret several of the most important works in the curriculum field of the 1950s. The book's Foreword is by renowned curriculum theorist William H. Schubert.



### Curriculum Windows

#### What Curriculum Theorists of the 2000s Can Teach Us About Schools and Society Today

Thomas S. Poetter, Miami University; Kelly Waldrop, Miami University; Kimberly Pietsch Miller, Miami University; Cynthia Sanders, Miami University; Andy Hatton, Miami University

A volume in the series *Curriculum Windows*

2021. Paperback 978-1-64802-317-0 \$45.99. Hardcover 978-1-64802-318-7 \$85.99. eBook 978-1-64802-319-4 \$65.

*Curriculum Windows: What Curriculum Theorists of the 2000s 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 2000s in contemporary terms.

The authors explore how key books/authors from the curriculum field of the 2000s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 2000s 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 editors revisit and interpret several of the most important works in the curriculum field of the 2000s. The book's Foreword is by renowned curriculum theorist William H. Schubert.

## DIGITAL MEDIA AND LEARNING



### Using Mobiles in Early Childhood and Elementary Settings

Cynthia C.M. Deaton, Clemson University; Sandra M. Linder, Clemson University; Josh Herron, Anderson University; Ryan D. Visser, Clemson University

A volume in the series *Digital Media and Learning*

2021. Paperback 978-1-64802-282-1 \$45.99. Hardcover 978-1-64802-283-8 \$85.99. eBook 978-1-64802-284-5 \$65.

Mobile learning is a primary learning format in the education of young children from birth through 6th grade. This format has been found to have a positive impact on the academic achievement, self-efficacy, motivation, and learning attitudes of students, including those with special needs (Ciampa, 2014; Hwang, 2014; Nikou & Economides, 2018; Xie, Basham, Marino & Rice, 2018). In both formal and informal learning contexts, mobile learning affords opportunities to innovate and explore new forms of authentic experiences, meaning-making, and creativity with untethered technology (Choi, Land, & Zimmerman, 2018; Schuck, Kearney & Burden, 2017). This edited book acts as a springboard to expand discussions surrounding how mobiles might best be situated in contexts relating to young children. With a focus on early childhood and elementary settings, this book both expands the definition of mobiles to encompass digital-physical tools (e.g. Osmo, probeware) and wearables. It also provides insight into how intentional integration of mobiles supports the development and practice of both in-service and preservice teachers working with students in early childhood and elementary settings.

## DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: EXPLORING CONNECTIONS AND PARTNERSHIPS



### Creating School Partnerships that Work A Guide for Practice and Research

Frances K. Kochan, Auburn University; Dana M. Griggs, Columbus State University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*

2020. Paperback 978-1-64802-119-0 \$45.99. Hardcover 978-1-64802-120-6 \$85.99. eBook 978-1-64802-121-3 \$65.

THIS IS A UNIQUE BOOK. IF YOU CARE ABOUT SCHOOLS AND SCHOOLING AND THE WAY IN WHICH PARTNERSHIPS MAY HELP TO STRENGTHEN AND IMPROVE THEM AND THE INSTITUTIONS THAT PARTNER WITH THEM, YOU SHOULD READ IT! School partnerships have a long history in the United States. The inception of public schooling was a type of partnership with the community. The concept of local school boards and local control was integral to the establishment of schools and the idea that public education was a public good has deep roots in the country. Partnerships denote relationships which are mutually beneficial to the parties involved and which result in joint benefits for those who create and engage in them. The partnerships presented in this book provide ample evidence of the value and benefits of these arrangements.

The book contains stories and research about school partnerships from a variety of groups and perspectives, which are focused upon multiple issues within educational institutions and communities within the United States. The final chapter, presents an analysis across all the partnerships to identify the elements that fostered and hindered their success and the primary lessons learned. This analysis should provide meaningful information for those engaged in developing and operating similar partnerships or those involved in conducting research on or about them. Although the cases presented in this book occur within the United States, the findings may also have relevance for similar initiatives in other countries.

#### Praise for *Creating School Partnerships that Work: A Guide for Practice and Research*:

*Kudos to Dana Griggs and Frances Kochan for compiling the rich accountings of eight different school partnerships all in one place. Readers will learn a great deal from both the individual accountings of a broad array of partnerships as well as the collective analysis of the partnerships and lessons learned across them. Creating School Partnerships that Work: A Guide for Research and Practice is a must-read book for anyone who ever has been, is, or desires to be involved in any type of school partnership.*

Nancy Fichtman Dana, Professor, School of Teaching and Learning  
University of Florida, Gainesville

*Creating School Partnerships that Work: A Guide for Research and Practice is a must read for scholars, researchers, practitioners, and community members seeking to identify elements of successful school partnerships that foster students' academic and personal successes. This edited volume shares stakeholders' perspectives on multi-dimensional school partnerships, which have successfully led to sustained collaborations across diverse purposes that are mutually beneficial for all groups. The usefulness of the content analysis presented in the final chapter, which identifies elements both fostering and hindering partnerships with recommendations, cannot be overstated.*

Mary Barbara Trube,

Professor Emerita, Ohio University-Chillicothe  
Contributing Faculty & Dissertation Mentor, Walden University  
Early Childhood Education Adjunct Faculty, Florida SouthWestern State College  
Mentor & Early Childhood Consultant, ILEAD Xi'an Jiaotong-Liverpool University



## Partnerships for Leadership Preparation and Development Facilitators, Barriers and Models for Change

Frances K. Kochan, Auburn University; Ellen H. Reames, Auburn University; Dana M. Griggs, Columbus State University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*  
2021. Paperback 978-1-64802-236-4 \$45.99. Hardcover 978-1-64802-237-1 \$85.99. eBook 978-1-64802-238-8 \$65.

There is a large body of research that supports the reality that school leaders make a significant contribution to the success of schools and the students in them. Additionally, there is strong agreement among and between researchers and state and national educational leadership associations that educational leadership preparation and development should be created and implemented within university/school partnerships. Although institutions engage in forming university/school partnerships for varied reasons, research on the extent to which these partnerships exist; their organizational structures and processes; their implementation and effectiveness; and elements that foster and hinder their success is limited.

Perhaps more importantly, there is not a widely accepted, research-based model of such partnerships that practitioners and researchers can use to guide the development and assessment of these partnership endeavors and upon which they can conduct effective research. This book seeks to fill these gaps. It presents the purposes, processes, practices and outcomes of eleven university/school partnerships focused on school leadership preparation and/or development.

Each chapter presents an overview of the partnership, elements that fostered and hindered partnership success, and lessons learned. The book concludes with a chapter that summarizes findings across all chapters and presents a school/university partnership model that can be used by those interested in forming, improving or researching similar partnership endeavors. There are no similar resources available in the field. Thus, this book makes an important contribution to the literature and to the world of practice and research.

### Praise for *Partnerships for Leadership Preparation and Development: Facilitators, Barriers and Models for Change*:

*"Kochan, Reames and Griggs bring together the latest research and eleven case examples of university-practice partnerships for school leadership preparation and development. The volume provides keen insights into practices that can make or break an effective partnership, making it a valuable resource for those seeking to develop new partnerships, to enhance existing ones, and to engage in research on this topic. For those in the throes of redesign or leadership program improvement, it is an essential read."*

**Michelle D. Young,**

Professor and Dean, Loyola Marymount University  
UCEA Executive Director Emeritus

*"Partnerships for Leadership Preparation and Development is destined to become an indispensable "go-to" resource for educators who are contemplating or already engaged in school-university partnerships. Rich details are provided about a variety of partnerships operating for aspiring and practicing schools administrators, with special attention to preparing and developing underserved populations for educational leadership roles. The book not only captures the realities of these collaborative efforts, but also provides a roadmap for anticipating the important relational, organizational, and operational processes required for partnership success."*

**Bruce Barnett,** Professor

Educational Leadership and Policy Studies  
University of Texas at San Antonio

## EVALUATION AND SOCIETY



## Growing the Knowledge Base in Evaluation The Contributions of J. Bradley Cousins

Jill Anne Chouinard, University of North Carolina at Greensboro; Isabelle Bourgeois, Ecole Nationale D'administration Publique, Canada; Courtney Amo, Independent Scholar

A volume in the series *Evaluation and Society*

2019. Paperback 9781641137690 \$45.99. Hardcover 9781641137706 \$85.99. eBook 9781641137713 \$65.

Evaluation use was identified by Henry and Mark (2003) as being the single most studied area in the field of evaluation. They refer with a sense of nostalgia to the 'golden age' of research on use perhaps almost implying that it came and went. Professor J. Bradley Cousins has had a longstanding and continuing commitment to advancing theory and practice regarding use through empirical research on evaluation, and through the professional development of students and practitioners within North America and internationally. The important influence and impact of the contributions of Cousins and associates is the focus of

this edited book.

This book brings together a distinguished, international group of authors, to reflect on the areas of contribution of Professor Cousins, and situate his work within contemporary areas of evaluation research and practice. Each chapter describes how the study and practice of evaluation has weaved its way through our understanding of organizational learning, participatory evaluation, and evaluation capacity building. The book concludes with a reflection by Professor Cousins himself on what these insights mean for the field of evaluation, and what future areas of research and contribution can be planned for and anticipated.



## Visionary Evaluation for a Sustainable, Equitable Future

Beverly Parsons, InSites; Lovely Dhillon, Jodevi Consulting; Matt Keene, The Silwood Group

A volume in the series *Evaluation and Society*

2020. Paperback 978-1-64113-833-8 \$45.99. Hardcover 978-1-64113-834-5 \$85.99. eBook 978-1-64113-835-2 \$65.

Take a journey to 2030 where Visionary Evaluatives abound and link with one another in actively bringing about a sustainable, equitable future. Utilizing a creative storytelling approach, Visionary Evaluation for a Sustainable, Equitable Future brings forward the centrality of values in conjunction with the role of evaluation in building a future of well-being for people, nature, and planet.

Visionary Evaluatives are guided by six principles. Those principles highlight a commitment to equity and the sustainability of nature as core values. They emphasize an orientation of humility, compassion, and transparency as Visionary Evaluatives engage with others in a world of living, entangled systems with both obvious and hidden intersectionalities. They require Visionary Evaluatives to engage in deep praxis—mindful and challenging reflection on what is being learned through the intersection of values, iterative action and inquiry, theory, outcomes, and vision. A diverse group of chapter authors share their wisdom through envisioning 2030 and what it might mean to move in the world applying aspects of the Visionary Evaluative Principles.

Through Visionary Evaluation for a Sustainable, Equitable Future, you will learn about how you can contribute to a sustainable, equitable future not only in evaluations, as either users or practitioners, but also in your daily actions and lives.

### Praise for Visionary Evaluation for a Sustainable, Equitable Future

*What might the world be like if it was inhabited by people imbued with evaluation? Here's a very interesting exploration of such a world. And it will additionally enrich your thinking about how to vote in 2020.*

Michael Scriven  
Founder, Faster Forward Fund

*The core values and principles of visionary evaluatives read too good to be true: envisioning a world of humility, sustainability, equity, compassion, respect, understanding, and engaging deeply, toward iterative action. What a tall order and request this book is making for those of us in the field of evaluation! Bravo to the authors for pushing us. Their book is compelling and futuristic, written as a story that helps us imagine and re-image our field, our lives, and our world.*

Rodney Hopson  
Professor, University of Illinois—Urbana Champaign

*A fascinating journey into the future. The heroes, "Visionary Evaluatives", catalyze forces including the UN Sustainable Development Goals movement. In their innovative blending of evaluation designs and daily living habits, the heroes demonstrate the strong beliefs in the value of the sustainability of the planet and equity for all its inhabitants.*

Deborah Rugg  
President, Evaluation Consultants LLC;  
Former Chair, UN Evaluation Group

*Humanity's current trajectory on Earth is unsustainable. Transformation is needed at every level and in every arena of action. The alternative may be no future at all. This book and its Visionary Evaluation Principles envisions evaluation as part of the transformation. Embrace the vision. Act on it. How? Start by reading Visionary Evaluation.*

Michael Quinn Patton  
Author of Blue Marble Evaluation

## FAMILY SCHOOL COMMUNITY PARTNERSHIP ISSUES



### Critical Perspectives on Education Policy and Schools, Families, and Communities

Sue Winton, York University; Gillian Parekh, York University

A volume in the series *Family School Community Partnership Issues*

2020. Paperback 978-1-64113-879-6 \$45.99. Hardcover 978-1-64113-880-2 \$85.99. eBook 978-1-64113-881-9 \$65.

*Critical Perspectives on Education Policy and Schools, Families, and Communities* offers scholars, students, and practitioners important new knowledge about how current policies impact families, schools, and community partnerships. The book's authors share a critical orientation towards policy and policy research and invite readers to think differently about what policy is, who policymakers are, and what policy can achieve. Their chapters discuss findings from research grounded in diverse theories, including institutional ethnography, critical disability theory, and critical race theory. The authors encourage scholars of family, school, and community partnerships to ask who benefits from policies (and who loses) and how proposed reforms maintain or disrupt existing relations of power.

The chapters present original research on a broad range of policies at the local, state/provincial, and national levels in Canada and the USA. Some authors look closely at the enactment of specific district policies, including a school district's language translation policy and a policy to create local advisory bodies as part of decentralization efforts. Other chapters reveal the often unacknowledged yet necessary work parents do to meet their children's needs and enable schools to operate. A few chapters focus on challenges and paradoxes of including families and community members in policymaking processes, including a case where parents demonstrated a preference for a policy that research demonstrates can be detrimental to their children's future education opportunities. Another set of chapters emphasizes the centrality of policy texts and how language influences the educational experiences and engagement of students and their families. Each chapter concludes with a discussion of implications of the research for educators, families, and other community partners.

## HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES



### Not For Ourselves Alone

#### The Legacies of Two Pioneers of Black Higher Education in the United States

Hakim J. Lucas, Virginia Union University

A volume in the series *Higher Education Leadership & Study of Historically Black Colleges and Universities*

2019. Paperback 978-1-64113-788-1 \$45.99. Hardcover 978-1-64113-789-8 \$85.99. eBook 978-1-64113-790-4 \$65.

By relying on the educational models of Wilberforce University and Morehouse College, this study gathered historical artifacts that provide critical responses to the following research questions: What were the similarities and differences between the social, historical, political and cultural forces that led to the founding of the colleges? What were the similar and different motivations and interests of the founding leaders? What were the similar and different effects of these founding leaders on their institutions in their time period? What similar and different supports did these institutions receive from their religious organizations? What can we learn from the impact of these institutions on Black higher education over the last 150 years?

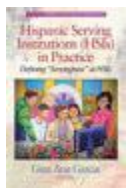
The project sets out to answer the aforementioned research questions through the following Chapters. Chapter 1, Purpose of the Study, provides an overview of the research topic and contextualizes the study by identifying the research questions. This Chapter provides a brief introduction to the history of Black higher education during Reconstruction in the US. It then describes the institutional context of the time period to show the need for research on this topic and to articulate the study's significance. The second chapter, Research Design and Methodology, outlines the historical method and approach to this study. This Chapter defines and explains the selection of scientific management as the educational theory underpinning this study. It also defines and explains the use of Dr. Jim Laub's renowned servant leadership Organizational Leadership Assessment (OLA) model. Chapter 3, Historical Background and Context, articulates the central problem, critical issues, and historical context that have inspired this research study. This Chapter assesses the social, historical, political and cultural forces that led to the founding of the colleges by providing a historiography of Black education during Reconstruction, while detailing its development and continued struggles. It also develops the thesis that Black education during Reconstruction was the natural by-product of the pre-existing struggle of African-American communities to achieve empowerment and self-improvement.

The fourth chapter, Founding Presidents and their Institutions, provides a biographical introduction to the personal and professional experiences of Bishop Daniel Alexander Payne during his tenure as President of Wilberforce University, 1865-1876 and Rev. Dr. Joseph Robert's tenure as President of Morehouse College, 1871-1884. Accordingly, the focus of this Chapter is fourfold. First, it elaborates the core aspects of Dr. Daniel Alexander Payne's tenure as President of Wilberforce University. It, then, shifts to draw out the phases of the historical development of Wilberforce University. Thirdly, it elaborates the key constituents of Dr. Joseph Robert's presidency of Morehouse College. And lastly, it maps out the historical development of Morehouse College. Chapter 5, Institutional Comparisons focuses on conducting institutional and leadership profile assessments. The institutional assessment includes a demographical



and mission-based comparison of the colleges. The leadership assessment compares and contrasts each president's impact and influence on their respective institutions, and the similarities and differences of their presidential leadership. In the concluding chapter, Chapter 6, the conclusion builds from the research questions to determine what can be learned from the impact of these institutions on Black higher education over the last 150 years. And how their accomplishments can be used as guidelines for contemporary institutional development, curricula development, Christian education, gender studies, the improvement of Black colleges, and lastly how to mold exemplary presidents to lead these unique institutions.

## HISPANICS IN EDUCATION AND ADMINISTRATION



### Hispanic Serving Institutions (HSIs) in Practice Defining "Servingness" at HSIs

Gina Ann Garcia, University of Pittsburgh

A volume in the series *Hispanics in Education and Administration*

2020. Paperback 978-1-64802-016-2 \$45.99. Hardcover 978-1-64802-017-9 \$85.99. eBook 978-1-64802-018-6 \$65.

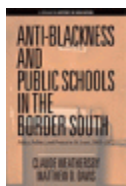
As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 25% Latinxs, also grows, with 523 institutions now meeting the enrollment threshold to become HSIs. But as they increase in number, the question remains: What does it mean to serve Latinx students?

This edited book, *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*, fills an important gap in the literature. It features the stories of faculty, staff, and administrators who are defining "servingness" in practice at HSIs. Servingness is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. In this book, practitioners tell their stories of success in defining servingness at HSIs. Specifically, they provide empirical and practical evidence of the results and outcomes of federally funded HSI grants, including those funded by Department of Education Title III and V grants.

This edited book is ideal for higher education practitioners and scholars searching for best practices for HSIs in the United States. Administrators at HSIs, including presidents, provosts, deans, and boards of trustees, will find the book useful as they seek out ways to effectively serve Latinx and other minoritized students. Faculty who teach in higher education graduate programs can use the book to highlight practitioner engaged scholarship. Legislators and policy advocates, who fight for funding and support for HSIs at the federal level, can use the book to inform and shape a research-based Latinx educational policy agenda.

The book is essential as it provides a framework that simplifies the complex phenomenon known as servingness. As HSIs become more significant in the U.S. higher education landscape, books that provide empirically based, practical examples of servingness are necessary.

## HISTORY OF EDUCATION



### Anti-Blackness and Public Schools in the Border South Policy, Politics, and Protest in St. Louis, 1865-1972

Claude Weathersby; Matthew D. Davis, University of Missouri-St. Louis

A volume in the series *History of Education*

2019. Paperback 978-1-64113-746-1 \$45.99. Hardcover 978-1-64113-747-8 \$85.99. eBook 978-1-64113-748-5 \$65.

This new book on Black public schooling in St. Louis is the first to fully explore deep racialized antagonisms in St. Louis, Missouri. It accomplishes this by addressing the white supremacist context and anti-Black policies that resulted. In addition, this work attends directly to community agitation and protest against racist school policies. The book begins with post-Civil War schooling of Black children to the important Liddell case that declared unconstitutional the St. Louis Public Schools. The judicial wrangling in the Liddell case, its aftermath, and community reaction against it awaits a next book by the authors of *Anti-blackness and public schools*.



## HOLLYWOOD OR HISTORY



### Hollywood or History?

#### An Inquiry-Based Strategy for Using Film to Teach World History

Scott L. Roberts, Central Michigan University; Charles J. Elfer, Columbus State University

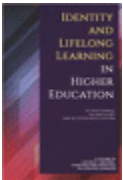
A volume in the series *Hollywood or History*

2021. Paperback 978-1-64802-303-3 \$45.99. Hardcover 978-1-64802-304-0 \$85.99. eBook 978-1-64802-305-7 \$65.

The challenges of teaching history are acute where we consider the world history classroom. Generalized world history courses are a part of many, if not most, K-12 curricular frameworks in the United States. While United States history tends to dominate the scholarship and conversation, there are an equally wide number of middle-level and secondary students and teachers engaged in the study of world history in our public schools. And the challenges are real. In the first place, if we are to mark content coverage as a curricular obstacle in the history classroom, generally, then we must underscore that concern in the world history classroom and for obvious reasons. The curricular terrain to choose from is immense and forever expanding, dealing with the development of numerous civilizations over millennia and across a wide geographic expanse. In addition to curricular concerns, world historical topics are inherently farther away from most students' lives, not just temporally, but often geographically and culturally.

Thus the rationale for the present text, *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History*. The reviews of the first volume *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History* strategy have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioner. Classroom utility and teacher practice have remained our primary objectives in developing the *Hollywood or History?* strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history. We believe that students' connection to film, along with teachers' ability to use film in an effective manner, will help alleviate some of the challenges of teaching world history. The book provides 30 secondary lesson plans (grades 6-12) that address nine eras in world history.

## I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



### Identity and Lifelong Learning in Higher Education

Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University

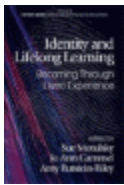
A volume in the series *I Am What I Become: Constructing Identities as Lifelong Learners*

2019. Paperback 978-1-64113-885-7 \$45.99. Hardcover 978-1-64113-886-4 \$85.99. eBook 978-1-64113-887-1 \$65.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. *I Am What I Become: Constructing Identities as Lifelong Learners* is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity. Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs: in school, at work, or in community.

The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. Adult educators, adult development scholars, counselors, psychologists, and sociologists, along with education and training professionals in formal and informal learning settings, will revel in the rich array of qualitative research designs, methods, and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

Volume One, *Identity and Lifelong Learning in Higher Education*, contains chapters by and about post-secondary educators and students. Together these chapters enhance our understanding of the inextricable link between learning and identity.



## Identity and Lifelong Learning Becoming Through Lived Experience

Sue L. Motulsky, Lesley University; Jo Ann Gammel, Lesley University; Amy Rutstein-Riley, Lesley University

A volume in the series *I Am What I Become: Constructing Identities as Lifelong Learners*

2021. Paperback 978-1-64802-213-5 \$45.99. Hardcover 978-1-64802-214-2 \$85.99. eBook 978-1-64802-215-9 \$65.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

*Identity and Lifelong Learning: Becoming through Lived Experience*, Volume Two of the series, focuses on identity and learning within informal settings and life experiences. The contributions showcase the many ways that identity development and learning occur within cultural domains, through developmental and identity challenges or transitions in career or role, and in a variety of places from assisted living facilities to makerspaces. These chapters highlight identity and learning across the adult lifespan from millennials and emerging adults to midlife and older adults. The authors examine cultural, relational and social identity exploration and learning in international contexts and within marginalized communities. This volume features phenomenological and ethnographic qualitative studies, autoethnographies, case studies, and narratives that engage the reader in the myriad ways that adult development, learning, and identity connect and influence each other.

Praise for: *Identity and Lifelong Learning: Becoming Through Lived Experience*

*"We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."*

**Ruthellen Josselson**

Author of *Paths to Fulfillment: Women's Search for Meaning and Identity*

*"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process."*

**Jared D. Kass, Lesley University**

Author, of *A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education*

## INNOVATIONS IN QUALITATIVE RESEARCH



## Decolonizing Qualitative Approaches for and by the Caribbean

Saran Stewart, University of the West Indies, Mona

A volume in the series *Innovations in Qualitative Research*

2020. Paperback 978-1-64113-731-7 \$45.99. Hardcover 978-1-64113-732-4 \$85.99. eBook 978-1-64113-733-1 \$65.

As academics in postcolonial Caribbean countries, we have been trained to believe that research should be objective: a measurable benefit to the public good and quantifiable in nature so as to generalize findings to develop knowledge societies for economic growth. What happens, however when the very word "research" connotes a derogatory term or semblance of distrust? Smith (1999) speaks towards the distrustful nature of the term as a legacy of European imperialism and colonialism. Against this backdrop, how do Caribbean researchers leverage recognized and valued (indigenous) methods of knowing and understanding for and by the Caribbean populace? How do we learn from indigenous research methods such as Kaupapa Maori (Smith, 1999) and develop an understanding of research that is emancipatory in nature? Decolonizing qualitative methods are rooted in critical theory and grounded in social justice, resistance, change and emancipatory research for and by the Other (Said, 1978). Rodney's (1969) legacy of "groundings" provides a Caribbean oriented

ethnographic approach to collecting data about people and culture. It is an anti-imperialist method of data collection focused on the socioeconomic and political environment within the (post) colonial context. Similar to Rodney, other critical Caribbean scholars have moved the research discourse to center on the notions of resistance, struggle (Chevannes, 1995; Feraria, 2009) and decolonizing methodologies. This proposed edited volume will provide a collective body of scholarship for innovative uses of decolonizing qualitative research.

In order to theorize and conduct decolonizing research, one can argue that the researcher as self and as the Other needs to be interrogated. Borrowing from an autoethnographic ontology, the researcher or investigator recognizes the self as the unit of measure, and there is a concerted effort to continuously see the self, seeing the self through and as the other (Alexander, 2005; Ellis, 2004). This level of interrogation may require frameworks such as Reasonable Humanism in which there is a clear understanding of the role of the researcher and researched from a physiological and psychosocial standpoint. Thereafter, the researcher is better prepared to enter into a discourse about decolonizing methodologies.

The origins of qualitative inquiry in the Caribbean can be traced to political and economic discourses – Marxism, postcolonialism, neocolonialism, capitalism, liberalism, postmodernism- which have challenged ways of knowing and the construction of knowledge. Evans (2009) traced the origins of qualitative inquiry to slave narratives, proprietor's journals, missionaries' reports and travelogues. Common to the Caribbean is an understanding of how colonial legacies of research have ridiculed oral traditions, language, and ways of knowing, often rendering them valueless and inconsequential. This proposed edited volume acknowledges the significance of decolonizing approaches to qualitative research in the Caribbean and the wider Caribbean diaspora. It includes an audience of scholars, teacher/ researchers and students primarily in and across the humanities, social sciences and educational studies. This proposed volume would provide much needed knowledge and best practice strategies to the community of researchers engaged in decolonizing methodologies. Additionally, this volume will allow readers to think of new imaginings of research design that deconstruct power and privilege to benefit knowledge, communities and participants. It will spark key objectives, directions and frameworks for deeper discussions and interrogations of normative, westernized and hegemonic approaches to qualitative research. Lastly, the volume will welcome empirical studies of application of decolonizing methodologies and theoretical studies that frame critical discourse.

## INSTRUCTIONAL TECHNOLOGY GUIDEBOOKS FOR EDUCATORS AND PARENTS



### The Elementary School Teacher Technology Guidebook 21 Questions and 282 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Shannon E. Harmon, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District

A volume in the series *Instructional Technology Guidebooks for Educators and Parents*

2021. Paperback 978-1-64802-387-3 \$45.99. Hardcover 978-1-64802-388-0 \$85.99. eBook 978-1-64802-389-7 \$65.

This guidebook is designed to be the elementary school teacher's friend in addressing a wide variety of questions regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of U.S. elementary school teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder group.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why" aspects encompass the built-to-last strategies included in this guidebook.

## INTERNATIONAL ADVANCES IN SELF RESEARCH



### SELF - A Multidisciplinary Concept

Theresa Dicke, Australian Catholic University; Herbert Marsh, Australian Catholic University; Rhonda G. Craven, Australian Catholic University; Dennis M. McNerney, The Education University of Hong Kong

A volume in the series *International Advances in Self Research*

2021. Paperback 978-1-64802-262-3 \$45.99. Hardcover 978-1-64802-263-0 \$85.99. eBook 978-1-64802-264-7 \$65.

Research on the self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, and goals. Moreover, research on self is multidisciplinary and of interest to a broad range of areas, such as education, economics, (social) psychology, neuro sciences, motivation, physical activity and behavior sciences, philosophy, and learning sciences. Chapters in this volume will illustrate some of the best of the research within these disciplines examining different aspects of self from various perspectives. A feature of this volume is that we will

explore not only positive aspects of high perceived levels of self-determination and competence or self-concept on achievement, motivation and wellbeing, but also the dark side of an uncertain and negative self on identity and wellbeing. We learn from this that the self is a dynamic and powerful, yet fragile and highly amenable construct that needs self-care and constant reassurance.

SELF – A Multidisciplinary Concept thus highlights the broad application of self-research and its diversity. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various disciplines and applications dealing with self. The scope of this seventh volume of the International Advances in Self Research series, started in 2000 by Herbert W. Marsh, Dennis M. McInerney, and Rhonda G. Craven, is thus very broad. Keeping within the tradition of the series, this volume will highlight the applicability of a multitude of empirical approaches and methods to self-research. We also aimed to maintain a balance between discussing theoretical research in SELF and deriving implications for effective practice. This volume thus includes chapters covering self-related topics within an educational, social, emotional, psychological, physiological, managerial, and health context.

## INTERNATIONAL EDUCATION INQUIRIES: PEOPLE, PLACES, AND PERSPECTIVES OF EDUCATION 2030



### Teacher Education at the Edge Expanding Access and Exploring Frontiers

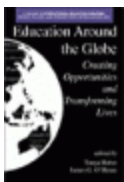
Tonya Huber, Texas A&M International University; James G. O'Meara, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*  
2019. Paperback 978-1-64113-827-7 \$45.99. Hardcover 978-1-64113-828-4 \$85.99. eBook 978-1-64113-829-1 \$65.

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.” The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes.

Education 2030 topics of interest include, but are not limited to,

- Improving access to quality early childhood development, care, and pre-primary education;
- Ensuring equal access for all women and men to affordable and quality education;
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods;
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- Achieving levels of literacy and numeracy required to engage in communities and employment;
- Acquiring the knowledge and skills needed to promote sustainable development, including:
  - \* Human right
  - \* Gender equality,
  - \* Promotion of a culture of peace and non-violence,
  - \* Global citizenship education,
  - \* The appreciation of cultural diversity and of culture’s contributions to sustainable development,
- Providing safe, non-violent, inclusive and effective learning environments for all;
- Recruiting, preparing, supporting, and retaining quality teachers.



### Education Around the Globe Creating Opportunities and Transforming Lives

Tonya Huber, Texas A&M International University; James G. O'Meara, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*  
2021. Paperback 978-1-64802-177-0 \$45.99. Hardcover 978-1-64802-178-7 \$85.99. eBook 978-1-64802-179-4 \$65.

International Education Inquiries is a book series dedicated to realizing the global vision of The United Nations’ (2015) Transforming Our World: The 2030 Agenda for Sustainable Development. As resolved by the UN General Assembly (on 25 September 2015; see UN, 2015 October):

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The United Nations' goals and targets will stimulate action over the next decade *in areas of critical importance for humanity and the planet... We are*

*determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.*

This vision includes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4, UN, 2017). The founding co-editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the international professional knowledge base about the people, places, and perspectives shaping Education 2030 outcomes and the meaning of global citizen education (UNESCO, 2015).

Education 2030 topics of interest include, but are not limited to the following:

- Improving access to quality early childhood development, care, and pre-primary education.
- Ensuring equal access for all women and men to affordable and quality education.
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods.
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- Achieving levels of literacy and numeracy required to engage in communities and employment.
- Acquiring the knowledge and skills needed to promote sustainable development, including: education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship education, and the appreciation of cultural diversity and of culture’s contributions to sustainable development.
- Providing safe, non-violent, inclusive and effective learning environments for all.
- Recruiting, preparing, supporting, and retaining quality teachers.

## INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



### School Principals in Mexico Cases of Leadership Success

Carmen Celina Torres Arcadia, Tecnológico de Monterrey; Norma Guadalupe Pesqueira, Red de Investigación en Gestión Educativa  
Investigación Educativa; Elizabeth T. Murakami, University of North Texas

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

2019. Paperback 978-1-64113-891-8 \$45.99. Hardcover 978-1-64113-892-5 \$85.99. eBook 978-1-64113-893-2 \$65.

This volume demonstrates how principals influence success in 14 elementary schools across Mexico. The cases show the importance of learning in an international school leadership context to address cultural, social, and academic needs of students in their families. Characteristics of successful principals are included, in order to exemplify contemporary practices, generate positive school climate, and the best possible development of children in diverse contexts.

The cases presented in this book relate to challenging and vulnerable contexts or high-needs schools. Knowledge about successful school leadership in vulnerable contexts has been highly pursued in the U.S. and abroad, especially in countries where educational disparities relate to equity and social justice. The value of school principals merit visibility with a focus on the Americas.

Especially in challenging contexts, school leadership is considered a determining factor in promoting the development of children. Nonetheless, there is much to learn about contemporary school leaders, who succeed in improving schools despite societal challenges. Challenges may include increasing socioeconomic restraints, high accountability demands, and reduced resources for public education. Of note, is that a formal preparation and assignment of principals is not equitably established in Mexico, generating a high need for leaders to be prepared for this important role. By highlighting best leadership practices, practitioners and scholars can reflect about United States and Mexico educational comparisons, and observe school improvement geared towards benefitting Latinx communities in both countries.





## Educational Leadership for Social Justice and Improving High-Needs Schools Findings from 10 Years of International Collaboration

Bruce G. Barnett, University of Texas at San Antonio; Philip A. Woods, University of Hertfordshire

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

2021. Paperback 978-1-64802-372-9 \$45.99. Hardcover 978-1-64802-373-6 \$85.99. eBook 978-1-64802-374-3 \$65.

To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals.

Until now, ISLDN research findings have been disseminated separately for the project's two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project's research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and values, and contextualized change management strategies that shape school leaders' actions aimed at ensuring the best learning outcomes for their students.

Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project's current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers' journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

## ISSUES IN CAREER DEVELOPMENT



### Career Development Across the Lifespan Counseling for Community, Schools, Higher Education, and Beyond (2nd Edition)

Grafton T. Eliason, California University of Pennsylvania; Mark Lepore, Clarion University of Pennsylvania; Jeff L. Samide, California University of Pennsylvania; John Patrick, California University of Pennsylvania

A volume in the series *Issues in Career Development*

2019. Paperback 978-1-64113-734-8 \$74.99. Hardcover 978-1-64113-735-5 \$125.99. eBook 978-1-64113-736-2 \$65.

This second edition of Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond is the latest volume in the Issues in Career Development Series, edited by Drs. Grafton Eliason, Mark Lepore, Jeff Samide, and John Patrick, from California University of Pennsylvania and Clarion University of Pennsylvania. The purpose of Career Development Across the Lifespan is to provide a broad and in-depth look at the field of career development as it applies to individuals involved in all areas of community counseling, school counseling, and higher education. The book will examine some of the field's major theories, themes, approaches, and newest models incorporating chapters from national and international career counseling experts. Specific emphasis is spent examining issues reflective of today's challenges in developing and maintaining a workforce that is diverse, flexible, and efficient. Readers will be provided with an action-based framework built on the best available research.

This text book is truly the culmination of a decade's work, compiling comprehensive studies from four previous volumes and updating key concepts in career counseling with the most contemporary theories and innovations. We examine three primary domains of career counseling throughout all of the developmental stages of the lifespan: community, schools K-12, and higher education. We include a specific focus on career history and theories, to prepare students for both the counseling environment and for national exams leading to certification and licensure, such as the (NCE) National Counseling Exam. We also include cutting edge research on contemporary topics, including such areas as: military careers, life after the military, individuals with disabilities or special needs, career counseling in our current socio-economic environment, and current technologies such as virtual counseling. In addition, we have added case studies and key terms as study guides at the end of each chapter. We are fortunate to include many recognized experts in the field of career counseling. Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond is a comprehensive text, written to address the broad needs of career counselors, educators, and students today.



# ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



## Convictions of Conscience

### How Voices From the Margins Inform Public Actions and Educational Leadership

Brenda J. McMahon, The University of North Carolina at Charlotte; Lisa R. Merriweather, University of North Carolina at Charlotte

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*  
2019. Paperback 9781641136440 \$45.99. Hardcover 9781641136457 \$85.99. eBook 9781641136464 \$65.

*Convictions of Conscience: How Voices From the Margins Inform Public Actions and Educational Leadership* seeks to help educational leaders to develop the competencies and capacities required to create socially just and equitable schools. It is for educational leaders interested in transforming systems and decolonizing education rooted socially, structurally and ideologically in hegemony. This edited volume promotes the questioning of assumptions embedded in neoliberal new managerialism practices that often undergird the preparation and training of school leaders. New managerialism in higher education seeks to understand the market forces in order to cater to the idiosyncratic, often self-promoting needs and interests of the few and seeks to respond with programs and policies aligned with those forces and interest.

This volume suggests that the confluence of context, theory and pedagogical strategies within the field of educational leadership should inform curricular decisions in educational leadership preparation programs and such programs should be designed to prepare school leaders as both activists and advocates for marginalized students, parents, communities, and staff. *Convictions of Conscience* is a call on educational leaders who are committed to success for all students to reject new managerial approaches at all levels of educational leadership and is an invitation to expand their emphasis to concerns rooted in human context, particularly identity politics. Towards this end a decolonizing philosophically grounded practice of educational leadership that disrupts static relations within the structures of power is required to move toward a more socially just praxis.

The chapter authors seek to problematize understandings of diversity and inclusion by emphasizing the integral role of equity and social justice as critical dimensions of human relationships. Additionally chapter authors intentionally interrogate the socio-cultural dimensions that affect educational leaders.

## LANDSCAPES OF EDUCATION



## Contemporary Urban Youth Culture in China

### A Multiperspectival Cultural Studies of Internet Subcultures

Jing Sun, Huazhong University of Science and Technology

A volume in the series *Landscapes of Education*  
2019. Paperback 978-1-64113-888-8 \$45.99. Hardcover 978-1-64113-889-5 \$85.99. eBook 978-1-64113-890-1 \$65.

In *Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures*, Jing Sun explores contemporary Chinese urban youth culture through analyses of three Chinese Internet subcultural artifacts--A Bloody Case of a Steamed Bun, Cao Ni Ma, and Du Fu Is Busy. Using Douglas Kellner's (1995) multiperspectival cultural studies (i.e., critical theory and critical media literacy) as the theoretical framework, and diagnostic critique and semiotics as the analytical method, Sun examines three general themes--resistance, power relations, and consumerism. The power of multiperspectival cultural studies, an interdisciplinary inquiry, lies in its potentials to explore contemporary Chinese urban youth culture from multiple perspectives; explore historical backgrounds and complexity of cultural artifacts to understand contradictions and trajectories of contemporary Chinese urban youth culture; recognize alternative medias as a space for contemporary urban Chinese youth to express frustrations and dissatisfactions, to challenge social inequalities and injustices, and to create dreams and hopes for their future; recognize that the intertextuality among cultural artifacts and subcultures creates possibilities for Chinese urban youth to invent more alternative media cultures that empower them to challenge dominations, perform their identities, and release their imagination for the future; invite Chinese youth to be the change agents for the era but not to be imprisoned by the era; and overcome misunderstanding, misrepresentation, or underrepresentation of contemporary Chinese urban youth cultural texts to promote linguistic and cultural diversity in a multicultural, multilingual, and multiracial world. Sun argues that contemporary urban youth need to obtain critical media literacy to become the change agents in contemporary China. They need to be the medium of cultural exchanges in the multicultural, multilingual, and multiracial world. In order to best assist contemporary Chinese urban youth in expressing their voices, portraying their hopes, and performing their historical responsibilities as change agents, Sun sincerely hopes more research will be done on the contemporary Chinese urban youth culture, especially on its contradictions and trajectories, with the intent to shed light on more richly textured, nuanced, and inspiring insights into the interconnection between contemporary Chinese urban youth and media power in an increasingly multicultural, multilingual, and multiracial world.

## LEADERSHIP FOR SCHOOL IMPROVEMENT



### Maximizing the Policy-Relevance of Research for School Improvement

Angela M. Urick, Baylor University; David E. DeMatthews, University of Texas; Timothy G. Ford, The University of Oklahoma

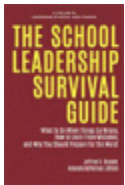
A volume in the series *Leadership for School Improvement*

2021. Paperback 978-1-64802-247-0 \$45.99. Hardcover 978-1-64802-248-7 \$85.99. eBook 978-1-64802-249-4 \$65.

Education policy and policy making is shaped through the activities of a complex network of educators, educational leaders, researchers, community members, as well as government and non-government officials and organizations. Educational researchers are a critical player in this complex network and their investigations of various educational phenomena can answer questions relevant to the design and implementation of education policy for school improvement. Educational research, however, often has limited influence in larger policy conversations and decisions (Orland, 2009), and this is due to many factors. Educational researchers can provide an evidence-based starting place for discussions about school improvement with the complex network of stakeholders engaged in policy development and implementation, but they must be more intentionally and systematically thoughtful about the connections of their work to policy and policy making. Furthermore, researchers can increase the relevance of their work for policy through the careful design and framing of research in collaboration with end-users, and an awareness of its implications. In so doing, researchers can spur the interest and dissemination of their findings to wider audiences. This book offers resources for education researchers, faculty, and advanced graduate students interested in maximizing the relevance of their research on policy for school improvement. In achieving this purpose, the book is organized into three sections: 1) A primer for education policy making in the United States; 2) Designing research to maximize education policy relevance; and 3) Engaging users of research to communicate its relevance to policymakers.

This book is primarily for education researchers, faculty, and advanced graduate students seeking to improve the visibility and impact of their research on school improvement, particularly in the realm of educational policy and policy making. While this book is a volume in the book series for the American Educational Research Association Special Interest Group, Leadership for School Improvement, the importance and usefulness of the topics covered span education research more broadly. Further, the content of this book serves as a comprehensive guide for how education researchers, in general, can better situate their work to influence policy. The book is intended to be utilized by university scholars, graduate students in research or policy courses, post-doctoral fellows, as well as research associates or directors in various organizations relevant to education such as research consulting groups, non-profits which serve education causes, teacher unions, state agencies or state-level educator organizations/associations, and think tanks. Emerging or established researchers in any of these organizations who want to increase the relevance, significance and dissemination of their work into education policy will hopefully find this book useful.

## LEADERSHIP, SCHOOLS, AND CHANGE



### The School Leadership Survival Guide

What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst

Jeffrey S. Brooks, RMIT University; Amanda Heffernan, Monash University

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

2021. Paperback 978-1-64802-219-7 \$45.99. Hardcover 978-1-64802-220-3 \$85.99. eBook 978-1-64802-221-0 \$65.

The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst is intended as an uncommon guide for school leaders and a resource they can turn to when confronted with issues they might not normally face in typical practice. The book serves as a bridge between research and day-to-day school leadership, and is intended to help leaders and school communities improve in areas they routinely avoid. In this sense, the book is meant as a “go to” resource for principals, those who train and teach them, and scholars. Although authors recognize the complexity of issues raised in the book, each chapter has a “How to” “What to do” or “Why You Should” ethos in order to give the book a unifying structure and help provide a practical translation of research and theory into practice. Some of the issues addressed include: How to elevate student voice; How to navigate religious conflict in the school and community; How to improve support for LGBTIQ students; Why You Should develop a natural disaster plan; How to work against racism in the school and community; How to practice inclusion in the school; How to make a vision and mission come to life; How to manage relationships with difficult people; What to do when there is racial tension in the community; How to learn the history of your school and community—and why that matters; How to guide and support a leadership team, and; What to do in a school with low trust.

## LIFESPAN LEARNING



### Adolescents in the Internet Age A Team Learning and Teaching Perspective Third Edition

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

A volume in the series *Lifespan Learning*

2021. Paperback 978-1-64802-381-1 \$45.99. Hardcover 978-1-64802-382-8 \$85.99. eBook 978-1-64802-383-5 \$65.

This book is intended for prospective secondary teachers, university education and human development faculty and students, and in-service secondary school teachers. The text focuses on the current environment of adolescents. Physical growth, sexuality, nutrition, exercise, and substance abuse receive attention. Social development depends on consideration of advice given by peers and adults. Neuroscience insights are reported on information processing, attention and distraction. Detection of cheating, cyber abuse, and parental concerns are considered. Career exploration issues are discussed. Visual intelligence, creative thinking, and Internet learning are presented with ways to help students gauge risks, manage stress, and acquire resilience.

Peers become the most prominent influence on social development during adolescence, and they recognize the Internet as their greatest resource for locating information. Teachers want to know how to unite these powerful sources of learning, peers and the Internet, to help adolescents acquire teamwork skills employers will expect of them. This goal is achieved by implementing Collaboration Integration Theory. Ten Cooperative Learning Exercises and Roles (CLEAR) at the end of chapters allow each student to choose one role per chapter. Insights gained from these roles are shared with teammates before work is submitted to the teacher. This approach enables students to select assignments, expands group learning, and makes everyone accountable for instruction. The adult teacher role becomes more creative as they design exercises and roles that differentiate team learning. Using Zoom or other platforms a teacher can observe or record cooperative team sharing. Involvement with CLEAR can enable prospective teachers to apply this system to empower their secondary students.

## LITERACY, LANGUAGE AND LEARNING



### Educational Practices in China, Korea, and the United States Reflections from a Study Abroad Experience

Chuang Wang, University of North Carolina at Charlotte; Lan Kolano, Cato College of Education, UNC Charlotte; Do-Hong Kim, Augusta University

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

2020. Paperback 978-1-64113-876-5 \$45.99. Hardcover 978-1-64113-877-2 \$85.99. eBook 978-1-64113-878-9 \$65.

This book is written by a diverse cohort of both of American educators, including professors, teachers, school counselors, and school administrators from pre-K to college levels. Most of the contributors come from disciplinary areas of English as a second language and school administration. With the pressure of Common Core State Standards Initiative, American educators are now shifting their focus to standards-based instruction. Meanwhile, Chinese educators are moving away from national standards and developing state level curriculum and instruction to meet specific needs of the students in local provinces. There is also a debate about whether or not to use the National College Entrance Examination as the only test for college admission. Some provinces (e.g., Zhejiang and Hubei) are administering their own college entrance examinations. The book outlines the sociocultural roots of education in the three countries, linking the tradition and philosophical orientations to each country's own history of education. Furthermore, the book compares and contrasts the curriculum, especially the teaching of English as a second/foreign language, in three countries.

This book examines the stress of students, physical education, various pedagogical styles in foreign language education as well as instructional texts and cross-cultural dialogue between teachers. Additionally, the book explores factors that influence parent's involvement and women's educational and career aspirations. Lastly, the book presents modern technologies such as smart learning technologies and online learning platforms not only to facilitate future educational systems but also to promote international exchanges.

The chapters of the book are thematically diverse, but they help to provide inspirations for educators both in American and Asian countries. The findings offer alternative practical lenses for educational community to seek for some "middle ground" between Chinese, South Korea and American education. The intended audience for this book is graduate students, teachers, administrators, and professionals in education.

# MARXIST, SOCIALIST, AND COMMUNIST STUDIES IN EDUCATION



## Tracks to Infinity, The Long Road to Justice The Peter McLaren Reader, Volume II

Marc Pruyn, Monash University; Curry Malott, West Chester University of Pennsylvania; Luis Huerta-Charles, New Mexico State University

A volume in the series *Marxist, Socialist, and Communist Studies in Education*

2020. Paperback 978-1-64113-662-4 \$45.99. Hardcover 978-1-64113-663-1 \$85.99. eBook 978-1-64113-664-8 \$65.

Whereas *This Fist Called My Heart*, the first Peter McLaren reader (2016), offers a window into the development and reorientation of McLaren's work over time, *Tracks to Infinity* emphasizes the significance of orientation in his contemporary work. McLaren's earlier work was oriented toward the idea of a contradictory postmodern subjectivity located outside the increasingly fragmented, indeterminate late capitalist society. If the concept of the critical subject or change agent is perceived to be simultaneously located both inside and outside of the world that exists, however mundane, it begins to appear as a utopian or idealist construction.

While discourse is indeed important, locating the revolutionary potential exclusively within the abstract realm of language or the sign can lead to a disconnected relationship with the concreteness of everyday struggle. As the fog of the disembodied, postmodern subject began to lift, McLaren reoriented his engagement with and gaze toward the concrete value-creating laborer as the active agent of revolutionary educations' process of becoming—collectively becoming something other than abstract labor. This volume is filled with deep engagements with the concreteness of lived experience juxtaposed next to the bourgeois propaganda of the capitalist class political establishment as manifested in the Trump era.

Praise for *Tracks to Infinity*...

"There is no masking the profound legacy of Peter McLaren for those of us honored to be counted among his many students and friends. To me, his revolutionary teachings amount to a raging bonfire of praxis for the cognitively weary...and while fire's nature burns and is dangerously beyond our control, historically speaking, fire is also the Promethean foundation stone for the humanization of the world. Herein, then, is a truly infernal collection of writing and ideas on education and politics—or perhaps just enough to thaw the numerous minds and hearts that have grown deadly cold from the icy spiritual hell that is our time of masterful warfare, an age when the beloved community is daily being stripped naked, shot and then laid out on a press table like a macabre photograph of the supposedly dead Ché."

Richard Kahn

*Core Faculty in Education, Antioch University, Los Angeles*

"Peter McLaren is one of the most innovative and resourceful advocates of critical pedagogy originating from Gramsci and Freire. What distinguishes his work is the nuanced dialectical interweaving of national/ethnic struggles and global imperialist hegemony, exposing the limits of transnationalist-cosmopolitanist postmodernism (eliding the reality of finance capitalism) and covertly racialized globalism functioning as a decoy for white supremacy. This volume represents cuttingedge praxis in historical-materialist research and application."

E. San Juan, Jr.

*Fellow of the Harry Ransom Center, University of Texas*

"Huerta-Charles, Marc Pruyn & Curry S. Malott have given birth to Volume II of THE first ever Reader of Peter McLaren's expansive works. As a leading scholar and activist of our time, this groundbreaking text showcases a range of his punchy insights into multi-culturalism, imperialism, methodology and revolution. The book is unrivalled for anybody wanting to understand education and society, and do something serious about its ills."

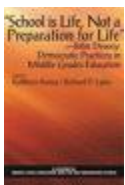
Alpesh Maisuria

*Senior Lecturer in Education Studies, University of East London*

*Co-Deputy Editor, Journal for Critical Education Policy Studies*

*Co-Convenor, Marxism and Education: Renewing Dialogues (MERD) Seminar Series*

# MIDDLE LEVEL EDUCATION AND THE SELF-ENHANCING SCHOOL



## "School is Life, Not a Preparation for Life" - John Dewey Democratic Practices in Middle Grades Education

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*

2021. Paperback 978-1-64802-378-1 \$45.99. Hardcover 978-1-64802-379-8 \$85.99. eBook 978-1-64802-380-4 \$65.

Teacher-pupil planning means teachers and students working in a partnership to articulate a problem/concern, develop objectives, locate materials/resources, and evaluate progress. The intent of this volume of *Middle Level Education and the Self-Enhancing School* titled, "School is Life, Not a Preparation for Life"—

John Dewey: Democratic Practices in Middle Grades Education, is to take the thoughts about the middle grades school curriculum presented in volume one (Middle Grades Curriculum: Voices and Visions of the Self-Enhancing School) and demonstrate the efforts taking place in teacher education programs and middle grades classrooms today. Volume two is organized into two parts, efforts within teacher education programs and efforts of practitioners in the middle grades classrooms.

We asked authors in both contexts to address the following questions:

1. Antecedents: What knowledge, skills and dispositions must be in place in all stakeholders to have teacher-pupil planning serve a central role in the middle grades teacher education program or middle grades classroom?
2. Implementation: What does the teacher-pupil planning process look like within your teacher education program or middle grades classroom?
3. Outcomes: What benefits (knowledge, skills, and dispositions) are derived from the implementation of teacher-pupil planning in your teacher education program or your middle grades classroom?

## NEW DIRECTIONS IN EDUCATIONAL LEADERSHIP: INNOVATIONS IN SCHOLARSHIP, TEACHING, AND SERVICE



### Standing Still Is Not an Option School Children Using Art for Social Change

Christa Boske, Kent State University

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*  
2019. Paperback 978-1-64113-839-0 \$45.99. Hardcover 978-1-64113-840-6 \$85.99. eBook 978-1-64113-841-3 \$65.

This book captures the experiences of children in U.S. public schools and how they utilize artmaking to disrupt injustices they face. These first-time authors, who represent school children, parents, teachers, and community leaders, focus on artmaking for social change. Their first-tellings provide thought-provoking insights regarding the impact of artmaking on their capacity to promote social justice-oriented work in K-12 school communities.

As the U.S. continues to experience significant demographic shifts, including increases of homeless children, children identified with learning differences, thousands of refugees and immigrants, children living in poverty, children in foster care, and increasing numbers of Children of Color, those who work in schools will need to know how to address disparities facing these underserved communities. These U.S. demographic shifts and issues facing underserved populations provide opportunities for children, teachers, families, and school leaders to deepen their understanding regarding their experiences within their communities and K-12 schools as well as ways to interrupt oppressive practices and policies they face every day through art as social action.

Authors call upon decision-makers who serve children from disenfranchised populations to utilize artmaking to create equal access for children to explore social justice, equity, reflective practices, and promote authentic social action and change through artmaking. Authors reflect on this artmaking process as a catalyst for increasing consciousness, creating imaginative possibilities, and facilitating meaningful change in schools. Authors urge readers to create equal access art spaces to build bridges among schools, families, and communities. Together, they contend that artmaking promotes courageous conversations and encourages the exploration of what it means to live this significant work.

### Praise for *Standing Still Is Not an Option*

*Standing Still Is Not an Option is a non-traditional leadership text, not just in words, but in deeds. It took courage for student, first-authors to write/perform this text, and it takes courage for us as educators to read it because our youth want us to speak up more and act differently. To quote one student-first author: "It was all new to me. I never did anything like this before. If I could go back in time, I would tell the principals that they need to care about all of the kids, not just the favorites. If they could actually take the time and talk to me, maybe you would actually care because you would get to know me. I think they would learn I have a lot on my plate and they need to know about these things. It would have really helped me if they would have listened to me, talked to me, and actually showed me they care. If a principal would have shown me they cared, I wouldn't be where I am today." Isn't it past time that teachers and administrators learned to become their art and let their art remake them?*

Ira Bogotch  
Professor, Florida Atlantic University

*This book dares to explore the multi-faceted nature of voice and its importance in narrating the experiences that have contoured the lives of persons who are so often conditioned, socialized and placed in a voiceless space by educational institutions. The use of artmaking to articulate hopes and fears, in a non-judgmental space that calls for a socially just education, shifts the focus from traditional notions of narrative to the creative power of expression through art. This work breaks new ground in pushing educational power brokers to come to grips with the multiple ways asymmetric power relations are propagated through traditional structures and how the power of creativity can respond to and disrupt these structures.*

Michael Dantley Dean  
Professor, Miami of Ohio University

*Christa Boske's edited volume provides an extraordinary service to educational leaders, policy makers, and those who care about the education stakeholders.*



*Through the chapters in this book, Boske and her authors demonstrate the power of artistic storytelling and representation to the development and empowerment of young minds. For those who care about the education of children and youth this is an essential read.*

Michelle Young  
Professor, University of Virginia  
former Executive Director of the University Council for Educational Administration (UCEA)



## (Re)Building Bi/Multilingual Leaders for Socially Just Communities

Soribel Genao, Queens College, City University of New York; Nakia M. Gray-Nicolas, Queens College, City University of New York

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*  
2020. Paperback 978-1-64802-059-9 \$45.99. Hardcover 978-1-64802-060-5 \$85.99. eBook 978-1-64802-061-2 \$65.

The recent decision to end the Deferred Action for Childhood Arrivals (DACA) has had a major impact on many who have been geographically uprooted to places they have never lived or known. Established in 2012, DACA allows eligible immigrant youth (Dreamers) to apply for protection for deportation and work permits in two-year increments. On September 5, 2017 the Trump administration announced that it would tersely end the program. While several organizations have taken charge by advocating and representing Dreamers, there are still many students in school districts who have not been represented or advocated for because of their limited language skills. On January 22, 2019, the U.S. Supreme Court declined, for now, to take up the Trump administration's request to review the lawsuit challenging the administration's decision to end Deferred Action for Childhood Arrivals. These students, although here legally, have not been able to attain these skills simply because our schools do not have the adequate resources and personnel to attend to them (Cherng et al., 2017).

This book exposes the experiences of 15 Educational Leadership candidates focused on improving their bilingual/multilingual school communities via conceptual ideas and policies learned as students and synthesizing these ideas into practice as future administrators. As such, the chapters presented in this project will be focused on the development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project exposes the empirical practices of these teacher leaders in their respective New York City communities. Immigration can be an on-going challenge for educational leaders, counselors, school personnel, community members, and those who are engaged in meeting the needs of this population. Teachers and leaders in new immigrant destinations — places that are seeing rapidly increasing numbers of immigrants — often find themselves dealing with a host of unexpected issues: immigrant students' unique socio-emotional needs, community conflict, a wider range of skills in English, lack of a common language for communication with parents, and more (Tamer, 2014). Still, there is a high need of research providing leadership guidance addressing immigration policies and resources inside and outside schools.

## NEW METHODS IN THE ERA OF BIG DATA AND AI



## Transforming Healthcare with Big Data and AI

Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting

A volume in the series *New Methods in the Era of Big Data and AI*  
2020. Paperback 978-1-64113-897-0 \$45.99. Hardcover 978-1-64113-898-7 \$85.99. eBook 978-1-64113-899-4 \$65.

Healthcare and technology are at a convergence point where significant changes are poised to take place. The vast and complex requirements of medical record keeping, coupled with stringent patient privacy laws, create an incredibly unwieldy maze of health data needs. While the past decade has seen giant leaps in AI, machine learning, wearable technologies, and data mining capacities that have enabled quantities of data to be accumulated, processed, and shared around the globe. Transforming Healthcare with Big Data and AI examines the crossroads of these two fields and looks to the future of leveraging advanced technologies and developing data ecosystems to the healthcare field.

This book is the product of the Transforming Healthcare with Data conference, held at the University of Southern California. Many speakers and digital healthcare industry leaders contributed multidisciplinary expertise to chapters in this work. Authors' backgrounds range from data scientists, healthcare experts, university professors, and digital healthcare entrepreneurs. If you have an understanding of data technologies and are interested in the future of Big Data and A.I. in healthcare, this book will provide a wealth of insights into the new landscape of healthcare.



## NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



### Where Culture and Mind Meet Principles for a Dynamic Cultural Psychology

Brady Wagoner, Aalborg University; Kevin Carriere, Washington & Jefferson College

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2021. Paperback 978-1-64802-256-2 \$45.99. Hardcover 978-1-64802-257-9 \$85.99. eBook 978-1-64802-258-6 \$65.

Cultural psychology explores the mutual constitution of persons-minds and social-cultural worlds. It aims to be both transdisciplinary and international in its approach, and to develop theoretical models that remain faithful to people's lived experiences.

This volume further advances these objectives through an exploration of core concepts (especially, normativity, liminality, and resistance), cultural psychology's foundations in philosophy, and the translation of theory into a methodology for investigating distinctly human ways of relating to the world.

## ON INDIAN GROUND: A RETURN TO INDIGENOUS KNOWLEDGE-GENERATING HOPE, LEADERSHIP AND SOVEREIGNTY THROUGH EDUCATION



### On Indian Ground The Northwest

Michelle M. Jacob, University of Oregon; Stephany RunningHawk Johnson, University of Oregon

A volume in the series *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education*

2019. Paperback 978-1-64113-900-7 \$45.99. Hardcover 978-1-64113-901-4 \$85.99. eBook 978-1-64113-902-1 \$65.

*On Indian Ground: Northwest* is the second of ten regionally focused texts that explores American Indian/Alaska Native/Native Hawaiian education in depth. The text is designed to be used by educators of Native youth and emphasizes best practices found throughout the region. Previous texts on American Indian education make wide-ranging general assumptions that all American Indians are alike. This series promotes specific interventions and relies on Native ways of knowing to highlight place-based educational practices.

*On Indian Ground: Northwest* looks at the history of Indian education across the Pacific Northwest region. Authors also analyze education policy and Tribal education departments to highlight early childhood education, gifted and talented educational practice, parental involvement, language revitalization, counseling, and research. These chapters expose cross-cutting themes of sustainability, historical bias, economic development, health and wellness and cultural competence.

## OUT-OF-SCHOOL-TIME STEM PROGRAMS FOR FEMALES: IMPLICATIONS FOR RESEARCH AND PRACTICE



### Out-of-School-Time STEM Programs for Females Implications for Research and Practice Volume II: Short-Term Programs

Lynda R. Wiest, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada; Jafeth E. Sanchez, University of Nevada

A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice*

2021. Paperback 978-1-64802-149-7 \$45.99. Hardcover 978-1-64802-150-3 \$85.99. eBook 978-1-64802-151-0 \$65.

Vol. II: Short-Term Programs features eight OST STEM programs for females from across the United States that run one to three days in length, in most cases, a single day. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book series is the first of its kind to offer researchers, educators, school administrators, policy makers, and others detailed insight into the promise and practice of out-of-school-time STEM programs for females.

Science, technology, engineering, and mathematics (STEM) disciplines play a pivotal role in societal progress and economic prosperity, in addition to enhancing individual lives. However, U.S. students lack strong STEM performance in an international context. The pool of STEM-proficient workers is thus insufficient to fuel the nation, with females being one group that is noticeably absent.

Out-of-school-time (OST) programs, which are on the rise, are increasingly suggested as a way to support and encourage underrepresented groups in STEM. Participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

## PEA SERIES



### The National Council of Teachers of English and Cold War Education Policies

Curtis Mason, Columbia College

A volume in the series *PEA Series*

2020. Paperback 978-1-64113-945-8 \$45.99. Hardcover 978-1-64113-946-5 \$85.99. eBook 978-1-64113-947-2 \$65.

The launching of Sputnik in 1957 sparked an education movement that stressed the importance of curricular rigor and standardization as a means to improve education and bolster national defense. Within six months of Sputnik's launch, Congress passed the National Defense Education Act (NDEA) that approved an unprecedented amount of federal funding toward the math, science, and foreign language disciplines. The teaching of English was left out and through the leadership of the National Council of Teachers of English (NCTE), the discipline maneuvered public relations and political connections in its quest to acquire federal funds. In doing so, the NCTE mimicked strategies that galvanized funding for math, science, and foreign language disciplines by arguing the importance of the teaching of English for national security and advocating for a teaching model that aligned with Cold War Era pedagogical trends.

These tactics marked a major shift in how the NCTE advocated for the teaching of English. In the early twentieth century, the organization embraced student-centered education practices connected to the ideas of progressive educators. This perspective continued with the creation and expansion of life adjustment education during the 1930s and 40s. During this era, many NCTE authors recommended this movement that advocated connecting education to future adult experiences. Following Sputnik, NCTE leaders supported content-centered reforms. Instead of curriculum recommendations based in discovering and fostering relevant student experiences, the NCTE's focus became adjusting student learning to predefined skills it thought all students should possess. This trend was supported by conceptions of Cold War education models, including those advocated by their rival English organization, the Modern Language Association (MLA). The MLA had successfully worked with federal actors in attaining funding for foreign language training institutes and the NCTE's collaboration with the MLA represented a shift in adopting ideas it was previously opposed to promoting.

Despite their efforts, the NCTE was not a part of NDEA reauthorization in 1961 the federal government, led by U.S. Commissioner of Education, Sterling McMurrin, funded teacher-training institutes for the study of English through a program called "Project English." The 1960s continued with the NCTE representing stronger content-centered ideas before shifting in less than a decade as indicated by the materials produced by the 1966 AngloAmerican Conference on English at Dartmouth. Here, NCTE leaders reassessed their beliefs after meeting with British educators who advocated student-centered curriculum models and reintroduced benefits of experiential education. These ideas would manifest into studentcentered curriculum models during the late 1960s and 1970s.

## PEACE EDUCATION



### Difficult Discussions

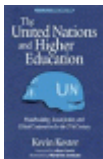
Issues and Ideas for Engaging College Students in Peace and Justice Topics

Laura Finley, Barry University; Robin Cooper, Nova Southeastern University

A volume in the series *Peace Education*

2020. Paperback 978-1-64802-103-9 \$45.99. Hardcover 978-1-64802-104-6 \$85.99. eBook 978-1-64802-105-3 \$65.

Drawing from many disciplinary areas, this edited volume shares tools, techniques and ideas for engaging college students in difficult discussions. From sexual violence to race to poverty and more, chapters in the book present useful strategies as well as limitations in creating safe classroom spaces. Ideal for peace and justice educators, this volume also includes the voices of students in every chapter.



## The United Nations and Higher Education Peacebuilding, Social Justice and Global Cooperation for the 21st Century

Kevin Kester, Keimyung University

A volume in the series *Peace Education*

2020. Paperback 978-1-64802-054-4 \$45.99. Hardcover 978-1-64802-055-1 \$85.99. eBook 978-1-64802-056-8 \$65.

In this book, Kevin Kester details how the United Nations promotion of higher education for peace and international understanding sometimes unintentionally contributes to the reproduction of conflict and violence across diverse cultures. He shows this through an indepth examination of peace curricula, pedagogy and policy in one United Nations higher education institution, where he indicates how dominant philosophical and pedagogical models that signify acceptable peace education ultimately undermine the very goals of educational peacebuilding.

Kester contends that theoretical and pedagogical training must develop beyond the dominant psycho-social, rational and state-centric assumptions that permeate the field today if higher education is to better contribute to personal and societal peacebuilding. Drawing from the fields of educational philosophy and sociology, he argues for new concepts of poststructural violence and second order reflexivity that can assist scholars in reducing conflict and building peace in lasting ways. He complements his fieldwork findings with personal reflections throughout the book to reimagine the transformative possibilities of peacebuilding education for the 21st century.

## PERSPECTIVES ON HUMAN DEVELOPMENT



### Vygotsky's Pedology of the School Age

René van der Veer, Emeritus Professor of Education

A volume in the series *Perspectives on Human Development*

2020. Paperback 978-1-64802-042-1 \$45.99. Hardcover 978-1-64802-043-8 \$85.99. eBook 978-1-64802-044-5 \$65.

This is an edited (introduced and annotated) book by the Russian psychologist Lev Vygotsky who belongs to the most well-known social scientists of the previous century and whose body of writings still serves as a source of inspiration for present-day researchers in psychology, education, linguistics, and so on. The book had not been translated into any language and was virtually unknown to the scientific community, because it is extremely hard to find a copy of the original. The book will cause excitement among those familiar with Vygotsky's writings, because it deals with an aspect of his life and work that is little known, notably his involvement with child studies or, as it is also known, pedology (paidology, paedology). Child studies was a new discipline launched by the American G. Stanley Hall which aimed to offer a comprehensive study of the child including psychological, educational, medical, and social aspects. The discipline enjoyed a brief popularity in the US and Europe until WW 1 and continued its existence in the USSR until 1936 when it was forbidden. The book gives a unique insight into Russian and Soviet pedology and will be interesting to anyone interested in developmental and general psychology, education, and the social history of these disciplines. As the book requires virtually no previous knowledge it can be read with profit by both undergraduate and graduate students and professors. An additional asset for those specifically interested in Vygotsky's theorizing is that it shows a whole new light on the social-historical and political background of his ideas. The book is introduced by an essay that explains the historical embeddedness of Vygotsky's ideas and the footnotes and list of brief biographies of key figures make it particularly easy to understand the book's content and context.

## PERSPECTIVES ON MENTORING



### Creating and Sustaining a Collaborative Mentorship Team A Handbook for Practice and Research

Dianne M. Gut, Ohio University; Beth J. VanDerveer, Ohio University; Mary Barbara Trube, Ohio University; Pamela C. Beam, Ohio University

A volume in the series *Perspectives on Mentoring*

2020. Paperback 978-1-64802-100-8 \$45.99. Hardcover 978-1-64802-101-5 \$85.99. eBook 978-1-64802-102-2 \$65.

In response to changes in the workforce, scholars are calling for mentoring that is more fluid, flexible, and responsive to the needs of diverse groups of individuals, whether culturally (Kochan & Pascarelli, 2012; Kochan, Searby, George, & Mitchell Edge, 2015) or intergenerationally (Thorpe, 2012) diverse. With these changes, there are greater demands for intergenerational and intercultural collaboration and mentoring. One response to these changes is to take a more collaborative, interactive, and transformational approach to mentoring. In response, this book provides a model for collaborative mentoring, based on best-practice, grounded in theory and research, and framed by the Dynamic Model of Collaborative Mentorship. Each chapter provides a description of one of

the five components of the mentoring model which are grounded in theory and include: agency, values, engagement, patterns, and roles. Individual chapters provide resources, prompts and questions to guide reflection, and suggested readings.

This book is authored by four individuals who work, research, and write as a team. The book itself is the product of their mentoring research as well as their mentoring practice in action. It is current and timely, focusing on team processes which are collaborative, dynamic, reflective, and continuously developing and evolving.

## RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



### Who Controls the Preparation of Education Administrators?

Arnold B. Danzig, San José State University; William R. Black, University of South Florida

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

2019. Paperback 9781641136938 \$45.99. Hardcover 9781641136945 \$85.99. eBook 9781641136952 \$65.

This is the first volume in the re-imagined series *Research and Theory in Educational Administration*. The volume includes a variety of perspectives written by university professors in the field of educational administration, which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is this combination of theory, of new directions in leadership preparation and new narratives of participation that we hope will contribute to a more engaging volume for its readers—graduate students, researchers, and practitioners. The volume will provide evidence of and explanation for changing patterns of institution production explored through academic and epistemic drift. It also provides a deeper understanding of how state regulation is related to the school administrator pipeline or pathways. The concepts explained and illustrated in the volume hopes to provide a better framework for understanding how administrator preparation is unfolding across the U.S. and internationally, as well as the direction of the field of educational administration in the future.

## RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY



### The Blab of the Paved

#### "Bad Kids" and the School They Called Family

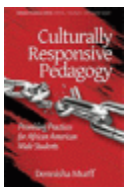
Jeff Spanke, Ball State University

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

2020. Paperback 978-1-64113-978-6 \$45.99. Hardcover 978-1-64113-979-3 \$85.99. eBook 978-1-64113-980-9 \$65.

This narrative ethnography adopts an aesthetic lens to relay the various lived experiences of a non-traditional, Midwestern public high school during its final year in its original building. Extending upon previous research of high school dropouts, I examine how this one particular high school incorporated a self-paced curriculum with a focus on “family” to address the unique learning needs of students at risk of not graduating. By employing elements of grounded theory, narrative inquiry, and autoethnography, I share the stories of Walgut High School’s (a pseudonym) roughly sixty students as they struggle to navigate their respective roles in a dominant cultural narrative to which they’ve never felt like they belonged. Through the extensive and organic voices of the primary participants—as well as my observations of my own participation in the school culture over the course of a year—this project serves to offer insights not only into the school experiences of marginalized adolescents, but also into Walgut’s myriad successes and failures. In particular, this piece highlights the vitality of unconditionally caring or “hospitable” teachers (Derrida, 2000), while ultimately questioning the presumed utility of a high school diploma. The story concludes not by lauding the alternative mine created for Walgut’s canaries, but by questioning the purpose and stability of all scholastic minds.

As American schools continue making strides to accommodate and support the complex and oftentimes contradictory needs of their students, what it means to succeed as a teacher in (and prepare teachers for) these diversified, inclusive learning spaces is growing increasingly complicated. Indeed, given the shifting paradigm of American public education, teacher preparation programs must continue to adapt their practices and philosophies in order to equip their teacher candidates with the skills needed not only to thrive but also find purpose and meaning in schools similar to this project’s Walgut. While this book doesn’t claim to offer any answers to the myriad questions concerning the future of public schools, it does endeavor to offer a springboard from which all education stakeholders can continue engaging in healthy and productive discussions of how best to prepare students (and teachers) for autonomous, democratic, curious, creative, and compassionate citizenship both in and apart from their academic communities. To this end, rather than write from a detached, traditionally academic vantage, I have sought in these pages to compose from a personal (albeit limited), passionate (albeit subjective) and participatory (albeit someone marginalized) perspective. In my pursuit of social justice for the characters of Walgut High School, I begin first by exposing my own privileged role in perpetuating injustice. Only through recognizing and naming our own demons can we ever begin to exorcize the System writ large. Thus, in this book’s lack, there is possibility; in its futility, hope.



## Culturally Responsive Pedagogy Promising Practices for African American Male Students

Dennisha Murff, Murff Consulting Group

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*  
2020. Paperback 978-1-64113-916-8 \$45.99. Hardcover 978-1-64113-917-5 \$85.99. eBook 978-1-64113-918-2 \$65.

In *Culturally Responsive Pedagogy: Promising Practices for African American Male Students*, I take us on a journey into teachers' perceptions of the impact of implementing culturally responsive pedagogical (CRP) practices on the student learning outcomes of African American male students. The book also helps to identify teachers' perceptions of the CRP strategies needed in the elementary school setting to address the diverse needs of African American male students. I share the story of educators from a large, diverse elementary school in an urban school district, who have made it their mission to provide African American male students with culturally responsive learning environments where they can thrive. Throughout the book, I make it clear that the implementation of CRP practices has a direct impact on the student learning outcomes of African American male students.

The book provides additional research into the existing literature on CRP practices. Through a case study approach, my work allows for additional insight into the potential impact of CRP practices on the student learning outcomes of African American male students in an urban elementary school setting. The book takes us on a journey of highs and lows, ups and downs, and failures and successes. Throughout the book, rich, detailed stories and descriptions are shared based on classroom observations, interviews, and student learning outcomes collected from three elementary school teachers from diverse backgrounds and various years of experience. Classroom observations were conducted using the Culturally Responsive Instruction Observation Protocol™ (CRIOP) instrument to assess the practices being implemented in the classroom. As I focused on the hard realities that face African American male students in today's classrooms, I identified six emerging themes, including one overarching emerging theme, and three promising practices that surfaced during my research. The CRP practices implemented proved helpful toward increasing learning outcomes for African American male students, and, ultimately, closing the achievement gap.

As an African American educator, I have been able to see how the lack of culturally responsive practices creates learning obstacles for African American male students. These learning obstacles continue to plague a group that has been historically marginalized in our society. The implementation of CRP practices provides educators with an avenue to remedy a social justice issue that has plagued our nation for years. The information shared in this book can be beneficial for all those invested in closing the achievement gap and increasing student learning outcomes through the use of culturally responsive practices, including pre-service and in-service teachers, administrators, caregivers, community advocates, educational researchers, and policy makers.

## RESEARCH IN CURRICULUM AND INSTRUCTION



### Truth and Knowledge in Curriculum Making

Lobat Asadi, Texas A&M University; Cheryl J. Craig, University of Houston

A volume in the series *Research in Curriculum and Instruction*  
2021. Paperback 978-1-64802-326-2 \$45.99. Hardcover 978-1-64802-327-9 \$85.99. eBook 978-1-64802-328-6 \$65.

*Truth and Knowledge in Curriculum Making*, addresses issues in curriculum and instruction, such as the lack of Black teachers, minority representation, and mentorship.

The book arose from a serial interpretation of five published narrative inquiries that pinpointed complexities lived in a teacher knowledge community at T.P. Yaeger Middle School, a campus located in the fourth largest urban center in America. The inquiry initially resulted in a documentary-style presentation at an educational conference using performance narrative inquiry as an arts-based method to recount the research. In *Truth and Knowledge in Curriculum Making*, the process of researchers turned actors is unraveled by looking at the lived experiences and identifying the embodied knowledge of teachers in different content areas including Physical Education, Music, Teaching English as a Second Language, Mathematics, and Reading. The authors use parallel stories, counter stories, story constellations, musical narrative inquiry, performance narrative inquiry and other narrative means of sense-making as they examine how they may relate to those stories. Ethical research dilemmas, including the how and why behind each author's choice to burrow into difficult topics such as race, gender and conflict resolution are revealed. By unpacking the hidden curriculum, examining value creation and by revealing isolated relational experiences of participants and researchers, *Truth and Knowledge in Curriculum Making* instantiates and outlines how truth and knowledge may be formed in educational settings through intertwining narrative inquiry, teacher knowledge and aesthetic ways of knowing.



## RESEARCH IN EDUCATIONAL PRODUCTIVITY



### High-Achieving Latino Students Successful Pathways Toward College and Beyond

Susan J. Paik, Claremont Graduate University; Stacy M. Kula, Azusa Pacific University; Jeremiah J. González, Los Angeles Unified School District; Verónica V. González, Los Angeles Unified School District

A volume in the series *Research in Educational Productivity*

2020. Paperback 978-1-64802-010-0 \$45.99. Hardcover 978-1-64802-011-7 \$85.99. eBook 978-1-64802-012-4 \$65.

High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement.

#### Praise for High-Achieving Latino Students

"This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." ~ **Guadalupe Valdés, Ph.D.**, *Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*

"This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." ~ **Loui Olivas, Ed.D.**, *President, American Association of Hispanics in Higher Education*

"In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it's now here." ~ **Carl A. Cohn, Ed.D.**, *Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent*

"There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" ~ **Angela Valenzuela, Ph.D.**, *Professor in Education, University of Texas at Austin. Author of Subtractive Schooling: US-Mexican Youth and the Politics of Caring*

## RESEARCH IN HUMAN RESOURCE MANAGEMENT



### Diversity and Inclusion in Organizations

Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech; James H. Dulebohn, Michigan State University; Kimberly M. Lukaszewski, Wright State University

A volume in the series *Research in Human Resource Management*

2020. Paperback 978-1-64802-004-9 \$45.99. Hardcover 978-1-64802-005-6 \$85.99. eBook 978-1-64802-006-3 \$65.

It is evident that organizations are becoming increasingly diverse because of the growing numbers of ethnic minorities in the U. S. and the rise in immigration around the world (U. S. Bureau of Census, 2019). Some estimates indicate that by 2060 ethnic minorities in the U. S. will actually make up the majority of the population (U. S. Bureau of Census, 2019), and national minority group members will constitute over 14% of the 770 million people in the European Union (Worldwide Population Estimates, 2017). Thus, organizations around the world are faced with numerous challenges associated with attracting, motivating, and retaining employees who are culturally diverse, and we need a better understanding of how to increase the inclusion of diverse group members in organizations.

This edited book includes twelve cutting edge articles written by subject matter experts on an array of topics including: (a) the influence of multiculturalism on HR practices, (b) factors affecting the success of corporate women, (c) stereotypes of racial minorities, (d) effect sizes in diversity research, (e) true identities of stigmatized persons, (f) diversity training, (g) LGBTQ issues, (h) age, (i) strategies for creating inclusive climates, (j) the development of measure of reactions to perceived discrimination, (k) racial harassment, and (l) unfair discrimination against immigrants. This timely book provides a critical resource for undergraduate and graduate classes in diversity and inclusion in organizations, human resource management, organizational behavior, organizational sociology, and industrial and organizational psychology. Apart from theories and research on diversity and inclusion, the book also considers implications for designing HR policies and processes in organizations. Therefore, the book is especially relevant for practitioners and human resource professionals because it provides guidance on HR practices that can help organizations attract and retain these new organizational members.



## RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



### Humanistic Values from Academic Community Perspective

Agata Stachowicz-Stanusch, Canadian University Dubai; Alfred Lewis, Canadian University Dubai; Fauzia Jabeen, Abu Dhabi University; Radha R. Sharma, Management Development Institute, Gurgaon; Natalia Stanusch, John Cabot University

A volume in the series *Research in Management Education and Development*

2020. Paperback 978-1-64113-867-3 \$45.99. Hardcover 978-1-64113-868-0 \$85.99. eBook 978-1-64113-869-7 \$65.

Humanistic Values from Academic Community Perspective is authored by a range of international experts with a diversity of backgrounds and perspectives and provides a collection of ideas, examples and solutions on Humanistic Values in Academia, implementation and problems that occur in this area of consideration.

This volume is a result of numerous discussions within the academic members to incorporate humanistic values like dignity, integrity, care, human rights etc. into our conduct composed of all the academic levels, beginning with students through staff, faculty and administration.

Authors and contributors of this book assume the importance and crucial role of values in managing contemporary organizations emphasizing the fact that the oldest organizations managed by core values are not the globally known and acknowledged business corporation but the institutions like churches, armies and the universities. Numerous institutions of higher education are proud of their core values and present them to their employees, students, and stakeholders.

The book is divided into four parts: I Introduction, II Humanistic values from academic perspective, III Humanistic values from student / faculty perspective and part IV Humanistic values from educational administrative perspective. We sincerely hope that the chapters presented in this volume will open new horizons for the understanding of humanistic values in academia and simultaneously it will provide inspiration and encouragement for further research in this area of study.

## RESEARCH IN MATHEMATICS EDUCATION



### Researching Pedagogy and Practice with Canadian Mathematics Teachers

David A Reid, Universitetet i Agder; Christine Suurtamm, University of Ottawa; Annie Savard, McGill University; Elaine Simmt, University of Alberta; Dominic Manuel, University of Alberta; Lisa Lunney Borden, St. Francis Xavier University; Richard Barwell, University of Ottawa

A volume in the series *Research in Mathematics Education*

2020. Paperback 978-1-64802-137-4 \$45.99. Hardcover 978-1-64802-138-1 \$85.99. eBook 978-1-64802-139-8 \$65.

The past two decades have seen an increased interest in education, especially in core areas such as mathematics, language and science. This is in part a consequence of the increase in the number of international comparisons of educational outcomes, such as PISA and TIMSS. Much research has focused on the contributions that curricula, financial resources, parental support, and so on, might have on educational outcomes. A factor that seems likely to have a very significant effect on student achievement, teachers' practices and beliefs, has received little attention.

This book reports results from a research program that sought to develop and employ research methods to compare teachers' practices and beliefs across Canada. It provides insight into the challenge of such research, and describes teachers' contexts, beliefs and practices, and how they differ, in four regions and across two languages.

Using a multivocal ethnography approach (Tobin, 1999) teachers were involved in the preparation and discussion of videos of their own teaching and that of others. This approach resulted in not only insights into the teachers' pedagogies and practices, but also opportunities for the teachers to reflect on their own teaching in new ways, and for researchers to reflect on research practices and orientations.

The work is innovative in several ways. In a field crowded with research on teachers' practices, beliefs and knowledge this research helps to unearth the implicit values that underlie the way teachers see teaching itself. Through the process of observation of each other's practice, the teachers became aware of their own pedagogies, giving them new insights into their values and practices. Researchers also engaged in a parallel process of reflection on their own practices as observers of teachers, with similar insights into the values guiding their work.

This book will be of interest to government policy makers, teachers and teacher educators, as well as researchers in Mathematics Education. Members of the AERA SIG in Research in Mathematics Education, the Canadian Mathematics Education Study Group, the NCTM, and provincial Mathematics teacher associations are potential readers.

**Praise for Researching Pedagogy and Practice with Canadian Mathematics Teachers:**

*What a treasure! This book is an important resource for anyone interested in high quality mathematics teaching. It fills a gap in our understanding of how mathematics is taught across Canada, where students are among the highest performing on international mathematics assessments. The studies reported are conceptually grounded, methodologically rigorous, and filled with nuanced observations of the similarity and variation in classroom teaching across many of the Canadian provinces.*

Edward A. Silver

Senior Associate Dean for Research & Graduate Studies

William A. Brownell Collegiate Professor of Education

& Professor of Mathematics University of Michigan

## RESEARCH IN MULTICULTURAL EDUCATION AND INTERNATIONAL PERSPECTIVES



### Indigenous Postgraduate Education Intercultural Perspectives

Karen Trimmer, University of Southern Queensland; Debra Hoven, Athabasca University; Pigga Keskitalo, University of Lapland

A volume in the series *Research in Multicultural Education and International Perspectives*

2020. Paperback 978-1-64802-109-1 \$45.99. Hardcover 978-1-64802-110-7 \$85.99. eBook 978-1-64802-111-4 \$65.

This book focuses on Indigenous participation in postgraduate education. The collaborating editors, from the contexts of Australian, Canadian and Nordic postgraduate education, have brought together voices of Indigenous postgraduate students and researchers about strategies to support postgraduate education for Indigenous students globally and to promote sustainable solution-focused and change-focused strategies to support Indigenous postgraduate students. The role of higher education institutions in meeting the needs of Indigenous students is considered by contributing scholars, including issues related to postgraduate education pedagogies, flexible learning and technologies. On a more fundamental level the book provides a valuable resource by giving voice to Indigenous postgraduate students themselves who share directly the stories of their experience, their inspirations and difficulties in undertaking postgraduate study. This component of the book gives precedence to the issues most relevant and important to students themselves for consideration by universities and researchers. Bringing the topic and the voices of Indigenous students clearly into the public domain provides a catalyst for discussion of the issues and potential strategies to assist future Indigenous postgraduate students.

This book will assist higher education providers to develop understanding of how Indigenous postgraduate students and researchers negotiate research cultures and agendas that permeate higher education from the past to ensure the experience of postgraduate students is both rich in regard to data to be collected and culturally safe in approach; what connections, gaps and contradictions occur at the intersections between past models of postgraduate study and emerging theories around intercultural perspectives, including the impact of cultural and linguistic differences on Indigenous students' learning experiences; how Indigenous students' and researchers' personal and professional understandings, beliefs and experiences about what typifies knowledge and research or adds value to postgraduate studies are constructed, shared or challenged; and how higher education institutions manage the potential challenges and risks of developing pedagogies to ensure that they give voice and power to Indigenous postgraduate students.

## RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS



### Clinically Based Teacher Education in Action Cases from Professional Development Schools

Eva Garin, Bowie State University; Rebecca West Burns, University of South Florida

A volume in the series *Research in Professional Development Schools*

2020. Paperback 978-1-64802-001-8 \$45.99. Hardcover 978-1-64802-002-5 \$85.99. eBook 978-1-64802-003-2 \$65.

Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships.

For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. *Clinically Based Teacher Education in Action: Cases from PDSs* addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe

are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.



## Exploring Cultural Competence in Professional Development Schools

JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Ronald Beebe, University of Houston -Downtown

A volume in the series *Research in Professional Development Schools*

2020. Paperback 978-1-64802-134-3 \$45.99. Hardcover 978-1-64802-135-0 \$85.99. eBook 978-1-64802-136-7 \$65.

This book examines the ways in which PDSs build cultural competence for various stakeholders including pre-service teachers, classroom teachers, school leaders, college faculty, and K-12 students. Given the increased national attention on the opportunity gap present in underserved marginalized communities across the country, the authors in this series identify a combination of research-based practices and institutional changes that increase student attainment and develop educators' capacity to serve a range of diverse learners. We are certain the timeliness of the topic will provide educators with context for understanding the role PDSs play in the creation of culturally responsive schools.



## A Pathway to PDS Partnership Using the PDSEA Protocol

Emily Shoemaker, University of La Verne (retired); Michael Cosenza, California Lutheran University; Thierry Kolpin, Brandman University; Jacquelyn May Allen, University of La Verne

A volume in the series *Research in Professional Development Schools*

2020. Paperback 978-1-64113-913-7 \$45.99. Hardcover 978-1-64113-914-4 \$85.99. eBook 978-1-64113-915-1 \$65.

Professional Development Schools offer P-12 schools and universities the opportunity to create rich learning environments for students, teacher candidates, teachers, university professors and administrators. The creation of Professional Development Schools requires careful thought and planning by leaders from both institutions who understand the importance of a systemic approach to gathering information that will allow them to build strong, sustainable partnerships.

This book is a practical, hands-on guide to exploring and assessing school and university readiness and compatibility to pursue a PDS partnership. The Professional Development School Exploration and Assessment (PDSEA) Protocol provides surveys and focus group interview questions that facilitate the identification of P-12 school and teacher preparation program qualities, characteristics and perceptions to determine institutional compatibility. Collaborative discussion and PDS planning templates provide guidelines for planning new PDSs. Assessment instruments used with the PDSEA Protocol are available online.

The authors offer unique insights into Professional Development Schools based on their experiences as educators in elementary, middle school, high school and as university professors who have been active in Professional Development Schools for 13 years. In this book, they share their insights and practical ideas about what it takes to develop viable and sustainable Professional Development Schools. Developed over a period of 8 years in a study that involved three universities and 13 partner schools, the PDSEA Protocol will assist teacher preparation programs, P-12 school districts and individual school sites as they explore, assess and plan school-university partnerships.



## The Impact of PDS Partnerships in Challenging Times

Pixita del Prado Hill, SUNY Buffalo State; Keli Garas-York, SUNY Buffalo State

A volume in the series *Research in Professional Development Schools*

2021. Paperback 978-1-64802-189-3 \$45.99. Hardcover 978-1-64802-190-9 \$85.99. eBook 978-1-64802-191-6 \$65.

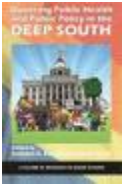
The Impact of PDS Partnerships in Challenging Times is the follow up to Doing PDS: Stories and Strategies from Successful Clinically Rich Practice (2018). The first book included stories that described our experiences across more than twenty-five years of PDS partnerships. We sought to examine and chronicle the innovative ways we negotiate school-university collaboration while explaining the development of the SUNY Buffalo State PDS consortium. This second volume strives to explore the impact of our endeavors individually at each school/community site and collectively as an entire consortium to point to the important ways that school-university partnership contributes to all stakeholders and where we might do better.

SUNY Buffalo State's PDS roots go back to 1991 with one local school partner. Today this school-university partnership consortium connects with over 100 schools with approximately 45 signed agreements each semester in Western New York, nationally, and internationally. The SUNY Buffalo State PDS consortium is grounded in three frameworks for clinically rich practice: (a) the National Association for Professional Development Schools Nine Essentials

(Brindley, Field, & Lesson, 2008); (b) CAEP Standards for Excellence in Educator Preparation, Standard 2 (<http://caepnet.org/standards/standard-2>, 2018); and (c) the Buffalo State Teacher Education Unit Conceptual Framework (<https://epp.buffalostate.edu/conceptualframework>, 2018).

Through specific examples, each chapter utilizes a case study approach to describe the nature of various partnerships situated in research with a focus on the impact of the partnership. The chapters are intentionally succinct to provide a focused look at a particular partnership activity as each contributes to the larger goals of the entire consortium. Every chapter follows a similar structure – defining a challenge identified by the members of the consortium, a review of the relevant literature, an explanation of how the school/community liaison team responded to the challenge and the data gathered to determine impact, an “impact at a glance” chart to report the findings, and an identification of the necessary next steps in the project.

## RESEARCH IN QUEER STUDIES



### Queering Public Health and Public Policy in the Deep South

Kamden K. Strunk, Auburn University EFLT; Raina Feiszli, Auburn University SERC

A volume in the series *Research in Queer Studies*

2020. Paperback 978-1-64113-966-3 \$45.99. Hardcover 978-1-64113-967-0 \$85.99. eBook 978-1-64113-968-7 \$65.

In this volume, authors explore the interconnected issues of public health and public policy as they relate to queer issues in the Deep South. The book begins with a sustained examination of public health, health disparities, and mental health for LGBTQ people in the South. Next, the issues of public policy and public advocacy, including law enforcement, community advocacy and activism, and public life in the Deep South are taken up.

Through the chapters in this text, the peculiarities of public health and public policy for LGBTQ people in the Deep South are explored. However, this volume also points to trends, themes, and dynamics at work in the Deep South that are also implicated in the queer experience in other parts of the U.S. The authors of this text push readers to think deeply about these issues. They clearly highlight the systemic nature of oppression of queer people in the South through institutions of medicine, mental health discourses, the criminal justice system, and public life including Pride and Mardi Gras. Taken together, the authors in this volume call for reform, liberation, and conscientization and queerly envision the future of health and policy in the Deep South.

## RESEARCH IN SECOND LANGUAGE LEARNING



### The Matter of Practice

#### Exploring New Materialisms in the Research and Teaching of Languages and Literacies

Curt Porter, Indiana University of Pennsylvania; Rachel Griffo, Community College of Allegheny County

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

2021. Paperback 978-1-64802-309-5 \$45.99. Hardcover 978-1-64802-310-1 \$85.99. eBook 978-1-64802-311-8 \$65.

The Matter of Practice presents work by teacher-scholars from around the world who are rethinking the relationship between matter and meaning. By emphasizing spatial, bodily, and sensual dimensions of language and literacy practices, this volume offers a portrait of language pedagogy and research that challenges traditional barriers between subjects and objects, speech and noise, and languages and things. We envision the term ‘new materialisms’ as an invitation to locate theorizing, researching, and teaching practices within the rhythms and textures of our material, sensory, and perceptual lives. These chapters enact a hope that increased engagement with our physical surroundings and sensory experiences can extend the sphere of our social, creative, and intellectual labor and expand our understanding of what ‘counts’ as meaningful action.

## RESEARCH IN SOCIAL EDUCATION



### Perspectives of Black Histories in Schools

LaGarrett J. King, University of Missouri-Columbia

A volume in the series *Research in Social Education*

2019. Paperback 978-1-64113-842-0 \$45.99. Hardcover 978-1-64113-843-7 \$85.99. eBook 978-1-64113-844-4 \$65.

Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k- 12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance. Research around this subject has been stagnated, typically focusing on the subject's tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses.

The book, *Perspectives on Black Histories in Schools*, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book's chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k- 12 Black history has come and yet how long it still needed to go.



### Research on Teaching Global Issues Pedagogy for Global Citizenship Education

John P. Myers, Florida State University

A volume in the series *Research in Social Education*

2020. Paperback 978-1-64802-051-3 \$45.99. Hardcover 978-1-64802-052-0 \$85.99. eBook 978-1-64802-053-7 \$65.

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools.

The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.



### Research on Global Citizenship Education in Asia Conceptions, Perceptions, and Practice

Theresa Alviar-Martin, Kennesaw State University; Mark C. Baidon, National Institute of Education Singapore

A volume in the series *Research in Social Education*

2021. Paperback 978-1-64802-323-1 \$45.99. Hardcover 978-1-64802-324-8 \$85.99. eBook 978-1-64802-325-5 \$65.

This edited book provides new research highlighting philosophical traditions, emerging perceptions, and the situated practice of global citizenship education (GCE) in Asian societies. The book includes chapters that provide: 1) conceptions and frameworks of GCE in Asian societies; 2) analyses of contexts, policies, and curricula that influence GCE reform efforts in Asia; and 3) studies of students' and teachers' experiences of GCE in schools in different Asian contexts.

While much citizenship education has focused on constructions and enactments of GCE in Western societies, this volume re-centers investigations of GCE amid Asian contexts, identities, and practices. In doing so, the contributors to this volume give voice to scholarship grounded in Asia, and the book provides a platform for sharing different approaches, strategies, and research across Asian societies. As nations grapple with how to prepare young citizens to face issues confronting our world, this book expands visions of how GCE might be conceptualized, contextualized, and taught; and how innovative curriculum initiatives and pedagogies can be developed and enacted.



## RESEARCH IN SOCIAL ISSUES IN MANAGEMENT



### Perspectives on Gender and Work

Eden King, Rice University; Quinetta Roberson, Michigan State University; Mikki Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2020. Paperback 978-1-64802-244-9 \$45.99. Hardcover 978-1-64802-245-6 \$85.99. eBook 978-1-64802-246-3 \$65.

Few time periods in the past five decades match the intensity of intergroup conflict that people around the world are currently experiencing. Polarized attitudes around various sociopolitical issues, such as gender equality and immigration, have dominated the media and our lives. Furthermore, these powerful social dynamics have also impacted the places where we work and intensified existing strains on workers and workplaces. To address these issues and improve organizational climates, more theories, research and collaborations to understand these phenomena are needed. The volumes in this series will describe and instigate scholarship that advances our understanding of diversity in organizations.

In recognition of the centennial anniversary of the ratification of the 19th Amendment to the U.S. Constitution, which granted American women the right to vote and the subsequent struggle for women of color to exercise it, this volume features the personal narratives of recognized scholars in the field who have advanced understanding of gender at work. In this way, we appreciate, and gain perspective on, the rewards and challenges of this essential scholarship and the lives of those who engage in it. The combination of these narratives is an exciting and meaningful exploration of the study of gender and its intersection with other marginalized social identities at work that authentically captures the experiences of scholars in the field and inventively pushes our understanding of diversity in organizations.



### Pushing our Understanding of Diversity in Organizations

Eden King, Rice University; Quinetta Roberson, Villanova University; Mikki Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2020. Paperback 978-1-64113-942-7 \$45.99. Hardcover 978-1-64113-943-4 \$85.99. eBook 978-1-64113-944-1 \$65.

Few time periods in the past five decades match the intensity of intergroup conflict that people around the world are currently experiencing. Polarized attitudes around various sociopolitical issues, such as gender equality and immigration, have dominated the media and our lives. Furthermore, these powerful social dynamics have also impacted the places where we work and intensified existing strains on workers and workplaces. To address these issues and improve organizational climates, more theories, research and collaborations to understand these phenomena are needed. The volumes in this series will describe and instigate scholarship that advances our understanding of diversity in organizations.

This volume features renowned scholars who are unabashedly pushing the field by raising the questions that need to be asked, by working on topics that have received far too little research attention, and by holding researchers, practitioners, managers, organizations, and readers to task for doing what needs to be done to maximize social justice and egalitarian behaviors in the workplace. The chapters provoke the status quo in society and in scholarship, and in so doing, push our understanding of diversity in organizations.

## RESEARCH ON AFRICAN AMERICAN EDUCATION



### From Disagreement to Discourse A Chronicle of Controversies in Schooling and Education

Beth A. Durodoye, Georgia Southern University; Rhonda M. Bryant, University of the Pacific

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

2019. Paperback 978-1-64113-836-9 \$45.99. Hardcover 978-1-64113-837-6 \$85.99. eBook 978-1-64113-838-3 \$65.

Education has never been non-partisan. Buffeted by economic, political, and social influences, education, educators, and various stakeholders have taken sides to provide institutionalized instruction to child and adult learners. Instruction that is right or wrong, ethical or unethical, just or unjust, can be just that, depending on where one's education and schooling takes place in the world. Education alone can be construed as a first step towards indoctrination into a community and nation's way of life. Despite divergent views, the ultimate goal of serving students has remained paramount. At the same time, the work of



educators has placed them at the forefront of numerous debates and controversies that have beset the profession. The process of informing oneself professionally and personally in the midst of such educational deliberations may not be an easy task, but may be a necessary one given the impact of one's decisions and stances on learners.

This book focuses on contemporary and critical topics of debate that educators face in American educational settings. The book's distinctiveness rests on its Socratic approach to the content. Each chapter begins with the examination of an issue of interest and concludes with a series of related questions. Readers are asked to ponder the materials individually and with others to enable all to draw their own conclusions. This book will interest and benefit educational professionals along all points in their professional careers from new professionals and students-in-training to those with extensive experiences across educational disciplines.

## RESEARCH ON RELIGION AND EDUCATION



### Anchoring Cultural Change and Organizational Change Case Study Research Evaluation Project All Hallows College Dublin 1995-2015

Patrick McDevitt, DePaul Centre; Marjorie Fitzpatrick, All Hallows

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

2020. Paperback 978-1-64802-154-1 \$45.99. Hardcover 978-1-64802-155-8 \$85.99. eBook 978-1-64802-156-5 \$65.

This book describes the organizational processes and changes coupled with leadership changes over three distinct eras from 1995-2015. It illustrates the challenges the college faced, and the actions taken to resolve issues and make changes. The successes, and the barriers encountered as the organization worked toward solutions to the many interrelated and confounding social and financial issues with which the college was facing, are also described.

In the book, John Kotter's Steps of Organizational change and culture is the theoretical context in the analysis of data. Kotter stresses the point that in Organizational change the "Culture" must be anchored in order for change to take place successfully. Kotter understands "Culture" as the Organization's Identity and the Organization's attitude for "Change". The concept of "Culture" also includes how "Identity" and "Change" interrelate to one another. Unfortunately, this "anchoring of culture" does not often happen in many organizations which leads to failure and the dying of Organizations. In general, Kotter's theory is typically used in for-profit organizations, whereas the All Hallows' study applies Kotter's theory to a faith-based and non-profit organization. Although All Hallows enjoyed 172 years of educational contributions, the book will illustrate how legacy challenges, sense of complacency, lack of vision and mission identity at critical times of change failed to inculcate and anchor an Organizational Culture and Identity for Change.

## RESEARCH ON SOCIOCULTURAL INFLUENCES ON MOTIVATION AND LEARNING



### Promoting Motivation and Learning in Contexts Sociocultural Perspectives on Educational Interventions

Gregory Arief D. Liem, Nanyang Technological University; Dennis M. McInerney, The Education University of Hong Kong

A volume in the series *Research on Sociocultural Influences on Motivation and Learning*

2020. Paperback 978-1-64802-160-2 \$45.99. Hardcover 978-1-64802-161-9 \$85.99. eBook 978-1-64802-162-6 \$65.

The body of literature has pointed to the benefits of educational interventions in facilitating improvement in school motivation and, by implication, learning and achievement. However, it is now recognized that most extant motivation and learning enhancing intervention programs are grounded in Western motivational and learning perspectives, such as attribution, expectancy-value, implicit theories of intelligence, self-determination, and self-regulated learning theories. Further, empirical evidence for the positive impacts of these interventions seems to have primarily emerged from North American settings. The cross-cultural transferability and translatability of such educational interventions, however, are often assumed rather than critically assessed and adapted before their implementation in other cultures. In this volume, the editors invited scholars to re-assess their intervention work from a sociocultural lens. Regardless of the different theoretical perspectives and strategies they adopt in their interventions, these scholars are in unison on the importance of taking into account sociodemographic backgrounds of the students and sociocultural contexts of the interventions to optimize the benefits of such interventions. Indeed, placing culture at the heart of designing, implementing, and evaluating educational interventions could be a key not only to strengthen the effectiveness and efficacy of educational interventions, but also to ensure that students of a wider and more diverse range of educational and cultural backgrounds reap the benefits from such interventions. This volume constitutes the foundation towards a deeper and more systematic understanding of culturally relevant and responsive educational interventions.

## RESEARCH ON WOMEN AND EDUCATION



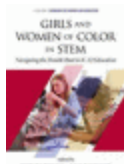
### Girls and Women of Color In STEM Their Journeys in Higher Education

Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Barbara Polnick, Texas A&M University

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

2020. Paperback 978-1-64802-091-9 \$45.99. Hardcover 978-1-64802-092-6 \$85.99. eBook 978-1-64802-093-3 \$65.

The 11 chapters in this book provide a glimpse into the journeys that women from diverse backgrounds and ethnic differences take in their higher education undergraduate or graduate careers. The diverse women include ethnicities of Arabic, Asian, African-American, American Indian, and Latina.



### Girls and Women of Color In STEM Navigating the Double Bind in K-12 Education

Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University

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

2020. Paperback 978-1-64802-097-1 \$45.99. Hardcover 978-1-64802-098-8 \$85.99. eBook 978-1-64802-099-5 \$65.

Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.



### Women of Color In STEM Navigating the Double Bind in Higher Education

Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University; Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce

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

2021. Paperback 978-1-64802-369-9 \$45.99. Hardcover 978-1-64802-370-5 \$85.99. eBook 978-1-64802-371-2 \$65.

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## RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



### No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume I - Change Is Gonna Come: New and Entry-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137577 \$30.99. Hardcover 9781641137584 \$60.99. eBook 9781641137591 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of

color to express their frustrations and genuine concerns.

The narratives in *No Ways Tired* present a powerful voice about the experiences of student affairs professionals of color in higher education, including intersecting identities such as race, class, and gender. Furthermore, the narratives are nuggets of personal truth that can serve as a lens for professionals of color who wish to develop strategies to succeed as they traverse their careers in higher education. Through the sharing of their visions of success, lessons learned, and cautionary tales, the authors openly offer insights about how they have created a way to survive and thrive within higher education in spite of challenges and distractions. They also articulate a vision where student affairs professionals of color can develop fully, be authentic, use their agency, and effectively contribute.

This book includes recommendations for professionals of color at all levels within higher education and ways to construct opportunities to flourish. The ultimate goal for this book is to promote discussions regarding how professionals of color can be more proactive in developing strategies that are conducive to their professional and personal success as they navigate their higher education careers.



## No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume II - By and By: Mid-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

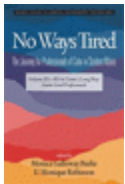
A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137607 \$30.99. Hardcover 9781641137614 \$60.99. eBook 9781641137621 \$65.

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## No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume III - We've Come a Long Way: Senior-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137638 \$30.99. Hardcover 9781641137645 \$60.99. eBook 9781641137652 \$65.

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## Purveyors of Change

### School Leaders of Color Share Narratives of Student, School, and Community Success

Judy A. Alston, Ashland University; Lawrence Scott, Texas A&M University-San Antonio; Sheree N. Alexander, Atlantic City Public Schools

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2021. Paperback 978-1-64802-228-9 \$30.99. Hardcover 978-1-64802-229-6 \$60.99. eBook 978-1-64802-230-2 \$65.

Effective leadership is the necessary ingredient in achieving educational improvement in schools; everything rises and falls on leadership. For School Leaders of Color, this leadership imperative is more difficult than it is for their White counterparts. Concomitantly with this leadership necessity are the social and academic disparities of racism, student poverty, lack of resources, just to name a few. Yet these leaders have courageously accepted their role to disrupt low performance and thus they have created environments where students learn and professors teach. These leaders are “purveyors of change.” The purpose of this educational preparation supplemental text is to share stories of these exceptional leaders in the field and in the academy.

The experiences shared by the various authors cover four important areas in leadership: Culture & Climate; Student Success; Resilience, Persistence, & Turnaround; and Social Justice. The authors have shared some deeply personal issues and triumphs. These are the stories that resonate more deeply with students and that with these types of stories, the theory to practice bridge is successfully crossed. While many of the chapters include narratives of resilience and triumph in the context of the P-12 education system, the overarching themes and suggestions can be transmuted to any industry.

## SCIENCE & ENGINEERING EDUCATION SOURCES



## Developing Science Literacy in the 21st Century

Keri-Anne Croce, Towson University; Jonah Firestone, Washington State University

A volume in the series *Science & Engineering Education Sources*

2020. Paperback 978-1-64113-981-6 \$45.99. Hardcover 978-1-64113-982-3 \$85.99. eBook 978-1-64113-983-0 \$65.

The development of science literacy has the potential to have an enormous impact on real world outcomes. Specifically, developing science literacy may persuade individuals to act. We hope that this book will influence scientists, science journalists, sociologists, anthropologists, communication specialists, political leaders, media outlets, educational institutions, and individual science content consumers.

The chapters in this book describe a definition of science literacy that draws on the emotional, cognitive, and social. The authors strive to help prepare individuals to read, write, and speak science in a continuously evolving information landscape. In order to meet these objectives, the chapters examine both qualitative and quantitative research. It is within these frameworks that we can begin to address science literacy in the 21st century.



## Using and Developing Measurement Instruments in Science Education

### A Rasch Modeling Approach 2nd Edition

Xiufeng Liu, State University of New York, Buffalo

A volume in the series *Science & Engineering Education Sources*

2020. Paperback 978-1-64113-934-2 \$45.99. Hardcover 978-1-64113-935-9 \$85.99. eBook 978-1-64113-936-6 \$65.

This book meets a demand in the science education community for a comprehensive and introductory measurement book in science education. It describes measurement instruments reported in refereed science education research journals, and introduces the Rasch modeling approach to developing measurement instruments in common science assessment domains, i.e. conceptual understanding, affective variables, science inquiry, learning progression, and learning environments. This book can help readers develop a sound understanding of measurement theories and approaches, particularly Rasch modeling, to using and developing measurement instruments for science education research.

This book is for anyone who is interested in knowing what measurement instruments are available and how to develop measurement instruments for science education research. For example, this book can be a textbook for a graduate course in science education research methods; it helps graduate students develop competence in using and developing standardized measurement instruments for science education research. Science education researchers, both beginning and experienced, may use this book as a reference for locating available and developing new measurement instruments when conducting a research study.

## SOCIAL ISSUES IN EDUCATION SERIES



### Teaching About Social Justice Issues in Physical Education

Jennifer L. Walton-Fisette, Kent State University; Sue Sutherland, The Ohio State University; Joanne Hill, University of Bedfordshire

A volume in the series *Social Issues in Education Series*

2019. Paperback 978-1-64113-719-5 \$45.99. Hardcover 978-1-64113-720-1 \$85.99. eBook 978-1-64113-721-8 \$65.

Addressing social justice issues in a physical education context is necessary both at the higher education and PK-12 settings. Limited undergraduate and graduate programs educate their students about social justice issues, thus, resulting in licensed teachers who lack the content knowledge, comfort level and pedagogical tools on how to educate students about issues related to social justice. Grounded in the transformative pedagogy theoretical framework, this book will offer practical lessons and strategies on a wide variety of social issues (e.g., body, race, self-identity, immigration) that can be used in teacher education and the PK-12 setting. The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal.

The purpose of this book is to provide physical education teacher educators and PK-12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting. This book will include sample lesson plans/activities that address a wide variety of social issues – the what, the how and the challenges and possibilities that the author(s) encountered when teaching such a lesson/activity. Addressing social justice issues has been limited in physical education, both in higher education and PK-12, especially in the United States. Numerous scholars, internationally, have engaged in research studies that explored how social justice issues are addressed in physical education teacher education. Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice, a more practical resource for teacher educators and inservice teachers is needed.

The market for this book will be physical education teacher educators and PK-12 physical education teachers throughout the world.



### Teaching About Diversity Activities to Start the Conversation

Melissa J. Marks, University of Pittsburgh-Greensburg; Scott DeWitt, Knox College

A volume in the series *Social Issues in Education Series*

2020. Paperback 978-1-64802-076-6 \$45.99. Hardcover 978-1-64802-077-3 \$85.99. eBook 978-1-64802-078-0 \$65.

This book offers easily implemented strategies for use with secondary and undergraduate students to promote greater engagement with the realities of diversity and commitment to social justice within their classrooms. Defining diversity broadly, the book provides effective pedagogical techniques to help students question their own assumptions, think critically, and discuss issues within race, religion, ethnicity, gender, sexual orientation, socioeconomic status, and ability.

The K-12 student population is increasingly diverse in terms of race, ethnicity, language, religion, socio-economic status, and family structure. However, the overwhelming majority of teachers continues to come from White, non-urban, middle class backgrounds (Fletcher, 2014; Hughes et al., 2011). These differences can have serious repercussions for student learning. Non-majority students who feel that their culture or background is not acknowledged or accepted at school are likely to disengage from expected academic and social activities (Hughes et al., 2011). Concurrently, the majority students remain unaware of privilege and ignorant of societal systemic discrimination.

In order to teach for social justice, ideas regarding power structure, privilege, and oppression need to be discussed openly. Fear of upsetting students or not knowing how to handle the issue of social justice are commonly heard reasons for not discussing “difficult” subjects (Marks, Binkley, & Daly, 2014). However, when teachers choose not to discuss topics within diversity, students assume that the topics are taboo, dangerous, or unimportant. These assumptions impede students’ abilities to ask important questions, learn how to speak about issues effectively and comprehend the complex challenges woven into current national conversations.



## SOCIAL SCIENCE EDUCATION CONSORTIUM BOOK SERIES



### The Divide Within Intersections of Realities, Facts, Theories, and Practices

Tina L. Heafner, UNC Charlotte; Laura K. Handler, UNC Charlotte; Tracy C. Rock, UNC Charlotte

A volume in the series *Social Science Education Consortium Book Series*

2021. Paperback 978-1-64802-300-2 \$45.99. Hardcover 978-1-64802-301-9 \$85.99. eBook 978-1-64802-302-6 \$65.

Globalization, modernization, and technologization have brought rapid social and economic change while also increasing diversity of democratic societies. Plurality of democracy, once viewed as a progressive ideology, has been met by the movement of identity politics to the margins of society. Although social movements demanding recognition on the part of groups that were once invisible to mainstream society have brought attention to systemic inequities, prejudice, and discriminatory policies, other groups feeling a loss of status and a sense of displacement have pushed back with counterclaims and protests. These conflicting narratives have fractured society and segmented the populace along narrowly defined identities, creating a new era of democracy and isolationism.

Today in the United States we see the troubling effects of increasingly polarized political discourse: amplified gridlock within government, the politicization and fragmentation of economic and social life, and the suppression of the spread of information across ideological lines. The socio-political climate in America is characterized by skepticism, hostility, distrust, claims of fake news, and unwavering opposition. The divide within our nation has shifted the narrative of democracy from promoting the common good to protecting the interests of likeminded factions and the preservation of power and privilege.

In recent decades, researchers focused attention on studying the social, geographic, political, and technological polarization in the United States. Trends manifest in myriad ways, both in politics and in everyday life, and expose the divergence between urban and rural communities. These inquiries also suggest that causes and effects of identity politics and polarization are too complex to be studied within the confines of a single discipline. Its exploration, therefore, requires participation and collaboration from scholars in many different fields, particularly those working in the social sciences. In this edited volume, we seek to leverage this research capacity to engage the reader in studies and instruction concerning the divide within and the intersections of realities, facts, theories, and practices in social science education.

## STUDIES IN THE PHILOSOPHY OF EDUCATION



### Love in Education & the Art of Living

Becky L. Noël Smith, California State University, Fresno; Randy Hewitt, University of Central Florida

A volume in the series *Studies in the Philosophy of Education*

2020. Paperback 978-1-64113-922-9 \$45.99. Hardcover 978-1-64113-923-6 \$85.99. eBook 978-1-64113-924-3 \$65.

It is common for teachers and students of education to feel disheartened about the profession and their own aims and purposes once they become conscious of the dehumanizing tendencies of the schooling institution. As teacher educators, we have also known many students who, after studying critical perspectives aimed at exposing the power and privilege flowing through the public schools, then look to us with the question, “Where’s the hope?” Our attempt to answer our students’ questions has led us to consider what beauty and love in education look like. Where can it be seen, and how can we bring this forward so it can be instructive to those who are faced with similar questions about the incredibly important craft of teaching?

This collection of narratives, essays, and poetic expressions includes the perspectives of students and educators who, in varying ways, express gratitude toward those who came before them and a deep desire to keep the faith alive. The authors share narrative accounts of someone or something in the public schools or learning experiences in general that inspired and nurtured the passionate desire to achieve goods internal to some shared practice – that is, some art at living – such that there was a transformative readjustment to the very nature of experience itself. We share with readers the stories and intellectual habits that have fueled us, inspired us, and that continue to push us to engage in the practice of cultivating educational dynamics that are meaningful and transformative for ourselves, our students, and our communities. The book concludes with an exploration into how teachers might not only root their craft, but the habit of love in general, in a sense of freedom.

## TEACHING AND LEARNING SOCIAL STUDIES



### Extending the Ground of Public Confidence Teaching Civil Liberties in K-16 Social Studies Education

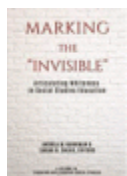
Janie Hubbard, The University of Alabama

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

2019. Paperback 978-1-64113-777-5 \$45.99. Hardcover 978-1-64113-778-2 \$85.99. eBook 978-1-64113-779-9 \$65.

In these times and for future generations, students must learn how to analyze constantly changing issues, decipher media as truth or fake news, and contest highly competitive, biased informational sources. Students must develop knowledge, skills, and attitudes necessary for leveraging their capacity as active citizens charged with holding institutions accountable for truthfully addressing and protecting civil liberties. *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education* is a book grounded in current scholarship and seeks to address the need for a practical, user-friendly resource for teaching civil liberties in K-12 social studies and teacher education. This book brings together chapter-length discussions about various issues, introduced first from historic perspectives and then compared and described in modern terms. Such topics include, though are not limited to, disputes surrounding freedom of speech and religion, power issues, defending property rights, debates on security of persons and privacy, free exercise of assembly and expression, and the endless debate about who can and cannot vote in U.S. elections.

Each chapter contains teaching-ready, inquiry-based learning activities framed by the National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Inquiry Arc (2013). Students (1) develop questions and plan investigations; (2) apply disciplinary concepts and tools; (3) gather, evaluate and use evidence; and (4) work collaboratively to communicate conclusions and take informed action. Lesson ideas engage learners across age groups and grade levels in learning that fosters informed, sustainable actions aimed at upholding and protecting civil liberties.



### Marking the "Invisible" Articulating Whiteness in Social Studies Education

Andrea M. Hawkman, Utah State University; Sarah B. Shear, University of Washington-Bothell

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

2020. Paperback 978-1-64113-993-9 \$75.99. Hardcover 978-1-64113-994-6 \$105.99. eBook 978-1-64113-995-3 \$65.

Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society (Branch, 2003; Chandler, 2015; Chandler & Hawley, 2017; Husband, 2010; King & Chandler, 2016; Ladson-Billings, 2003; Ooka Pang, Rivera & Gillette, 1998). Previous contributions have examined the presence and influence of race/ism within the field of social studies teaching and research (e.g. Chandler, 2015, Chandler & Hawley, 2017; Ladson-Billings, 2003; Woyshner & Bohan, 2012). In order to challenge the presence of racism within social studies, research must attend to the control that whiteness and white supremacy maintain within the field. This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education.

In *Marking the "Invisible"*, editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education. We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching, learning, and research. Across 27 chapters, authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control, manipulate, confine, and define identities, communities, citizenships, and historical narratives. This edited volume promotes the reshaping of social studies education to: support the histories, experiences, and lives of Students and Teachers of Color, challenge settler colonialism and color-evasiveness, develop racial literacy, and promote justice-oriented teaching and learning.

Praise for *Marking the "Invisible"*

"As the theorization of race and racism continues to gain traction in social studies education, this volume offers a much-needed foundational grounding for the field. From the foreword to the epilogue, *Marking the "Invisible"* foregrounds conversations of whiteness in notions of supremacy, dominance, and rage. The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory, intersectionality, and settler colonialism at the forefront of critical examinations of whiteness. Any social studies educator -researcher concerned with the theorization or teaching of race should engage with this text in their work."

Christopher L. Busey,  
University of Florida



## Movies and Moral Dilemma Discussions

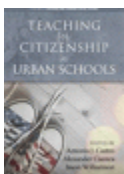
### A Practical Guide to Cinema Based Character Development

Stewart Waters, The University of Tennessee; William B. Russell, University of Central Florida

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

2020. Paperback 978-1-64802-171-8 \$45.99. Hardcover 978-1-64802-172-5 \$85.99. eBook 978-1-64802-173-2 \$65.

*Movies and Moral Dilemma Discussions: A Practical Guide to Cinema Based Character Development* explores the values, attitudes, and beliefs depicted on film. Since the beginning of the film industry movie makers have depicted morals and values on the silver screen. Teachers will find the book to be a valuable guide for infusing character education and film into the classroom. The book includes an overview of character education, a discussion of film pedagogy, and explores utilizing film for educational purposes.



## Teaching for Citizenship in Urban Schools

Antonio J. Castro, University of Missouri; Alexander Cuenca, Indiana University; Jason Williamson, University of Missouri

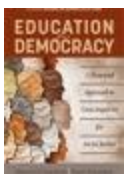
A volume in the series *Teaching and Learning Social Studies*

2020. Paperback 978-1-64802-034-6 \$45.99. Hardcover 978-1-64802-035-3 \$85.99. eBook 978-1-64802-036-0 \$65.

As the civic engagement gap widens across lines of race, class, and ethnicity, educators in today's urban schools must reconsider what it means to teach for citizenship; however, few resources exist that speak to their unique contexts. *Teaching for Citizenship in Urban Schools* offers lessons and strategies that combines the power of inquiry-driven teaching with a funds of knowledge approach to capitalize on the lived civic experiences of urban youth and children.

*Teaching for Citizenship in Urban Schools* presents six strategies for making civic and social studies education relevant and engaging: using photovoice for social change, conducting culturally responsive investigations of community, defining American Black founders, enacting hip-hop pedagogy, employing equity literacy to explore immigrant enclaves, and drawing on young adult fiction to teach about police violence. Written by some of the leading scholars in the field, each chapter includes an overview of the strategy and lessons for both elementary and secondary students. As a whole, these lessons draw on neighborhood resources, facilitate cultural exchanges among students and teachers, create community networks, and bridge schools and communities in a shared mission of building a just and inclusive democracy.

This book is for anyone who values student-centered, inquiry-driven, and culturally-sustaining pedagogies that foster a deeper understanding of citizenship within a diverse democracy.



## Education for Democracy

### A Renewed Approach to Civic Inquiries for Social Justice

Steven P. Camicia, Utah State University; Ryan Knowles, Utah State University

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

2021. Paperback 978-1-64802-312-5 \$45.99. Hardcover 978-1-64802-313-2 \$85.99. eBook 978-1-64802-314-9 \$65.

This book presents a vision of education for democracy built around promoting equity and social justice. In doing so, Camicia and Knowles challenge many of the common perspectives of democratic education, deliberation, and the common good. The authors have published widely on the topic of education for democracy. This book builds upon their work to assist practicing teachers, teacher educators, graduate students, and educational researchers in understanding the background of education for democracy, as well as new directions for the field.

While one of the primary goals of public schools is to teach students how to build better communities, this goal is increasingly difficult given the degree of political polarization within societies. Recent events provide no shortage of challenges to democracy in the United States and beyond. Utilizing theory and research, Camicia and Knowles promote instructional methods that are responsive to changing cultural and political contexts. There is an increasing need to rethink democratic principles and how these principles might be supported in classrooms in order to teach for social justice. This requires a move away from often stated idealistic notions of deliberative democracy, toward a perspective of education for democracy that incorporates aspects of identity, interests, and inequitable power relations within society.

## THE ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS (AMTE) PROFESSIONAL BOOK SERIES



### The Mathematics Teacher Education Partnership The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation

W. Gary Martin, Auburn University; Brian R. Lawler, Kennesaw State University; Alyson E. Lischka, Middle Tennessee State University; Wendy M. Smith, University of Nebraska - Lincoln

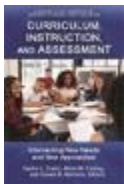
A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*  
2020. Paperback 978-1-64113-931-1 \$45.99. Hardcover 978-1-64113-932-8 \$85.99. eBook 978-1-64113-933-5 \$65.

This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership (MTE-Partnership), a national consortium of more than 90 universities and 100 school systems. The MTE-Partnership is organized as a Networked Improvement Community (NIC), which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants. The MTE-Partnership is addressing key challenges in secondary mathematics teacher preparation, including:

- Supporting the development of content knowledge relevant to teaching secondary mathematics;
- Providing effective clinical experiences to teacher candidates;
- Recruiting secondary mathematics teacher candidates, ensuring program completion and their subsequent retention in the field as early career teachers;
- Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges;
- Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment, preparation, and induction.

This book outlines existing knowledge related to each of these key challenges, as well as the work of Research Action Clusters (RACs) formed to address the challenges. Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop, test, and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates. The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs, including specific products that have been developed, which will inform the work of others involved in secondary mathematics teacher preparation. In addition, reflections on the use of the NIC model provides insights for others considering this research design. Particular references to the Standards for Preparing Teachers of Mathematics (Association of Mathematics Teacher Educators, 2017) are included throughout the book.

## THE HANDBOOK OF RESEARCH IN MIDDLE LEVEL EDUCATION



### Curriculum, Instruction, and Assessment Intersecting New Needs and New Approaches

Sandra L. Stacki, Hofstra University; Micki M. Caskey, Portland State University; Steven B. Mertens, Illinois State University

A volume in the series *The Handbook of Research in Middle Level Education*  
2020. Paperback 978-1-64802-028-5 \$45.99. Hardcover 978-1-64802-029-2 \$85.99. eBook 978-1-64802-030-8 \$65.

The lives of middle school students are dynamic, and their needs and desires are always evolving. They experience more complicated lives as influences of the broader society including popular media and technology, immigration and cultural diversity, amplified political divisiveness, and bullying effect their daily lives both in and out of school. These influences have contributed to the need for more socialemotional support and the desire of students and teachers alike to find and express their voices. Since the publication of the 2002 Handbook volume focusing on curriculum, instruction, and assessment, the ideas, approaches, and practices of middle school educators and researchers have also needed to evolve and change in many ways to meet these changing realities and the needs of students, teachers, and schools. This volume includes chapters focusing on varying aspects of curriculum, instruction, and assessment currently being implemented in middle grades classrooms across the country.

## THE MARCES BOOK SERIES



### Application of Artificial Intelligence to Assessment

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

A volume in the series *The MARCES Book Series*

2020. Paperback 978-1-64113-951-9 \$45.99. Hardcover 978-1-64113-952-6 \$85.99. eBook 978-1-64113-953-3 \$65.

The general theme of this book is to present the applications of artificial intelligence (AI) in test development. In particular, this book includes research and successful examples of using AI technology in automated item generation, automated test assembly, automated scoring, and computerized adaptive testing. By utilizing artificial intelligence, the efficiency of item development, test form construction, test delivery, and scoring could be dramatically increased.

Chapters on automated item generation offer different perspectives related to generating a large number of items with controlled psychometric properties including the latest development of using machine learning methods. Automated scoring is illustrated for different types of assessments such as speaking and writing from both methodological aspects and practical considerations. Further, automated test assembly is elaborated for the conventional linear tests from both classical test theory and item response theory perspectives. Item pool design and assembly for the linear-on-the-fly tests elaborates more complications in practice when test security is a big concern. Finally, several chapters focus on computerized adaptive testing (CAT) at either item or module levels. CAT is further illustrated as an effective approach to increasing test-takers' engagement in testing.

In summary, the book includes both theoretical, methodological, and applied research and practices that serve as the foundation for future development. These chapters provide illustrations of efforts to automate the process of test development. While some of these automation processes have become common practices such as automated test assembly, automated scoring, and computerized adaptive testing, some others such as automated item generation calls for more research and exploration. When new AI methods are emerging and evolving, it is expected that researchers can expand and improve the methods for automating different steps in test development to enhance the automation features and practitioners can adopt quality automation procedures to improve assessment practices.



### Innovative Psychometric Modeling and Methods

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

A volume in the series *The MARCES Book Series*

2020. Paperback 978-1-64802-222-7 \$45.99. Hardcover 978-1-64802-223-4 \$85.99. eBook 978-1-64802-224-1 \$65.

The general theme of this book is to present innovative psychometric modeling and methods. In particular, this book includes research and successful examples of modeling techniques for new data sources from digital assessments, such as eye-tracking data, hint uses, and process data from game-based assessments. In addition, innovative psychometric modeling approaches, such as graphical models, item tree models, network analysis, and cognitive diagnostic models, are included.

Chapters 1, 2, 4 and 6 are about psychometric models and methods for learning analytics. The first two chapters focus on advanced cognitive diagnostic models for tracking learning and the improvement of attribute classification accuracy. Chapter 4 demonstrates the use of network analysis for learning analytics. Chapter 6 introduces the conjunctive root causes model for the understanding of prerequisite skills in learning. Chapters 3, 5, 8, 9 are about innovative psychometric techniques to model process data. Specifically, Chapters 3 and 5 illustrate the usage of generalized linear mixed effect models and item tree models to analyze eye-tracking data. Chapter 8 discusses the modeling approach of hint uses and response accuracy in learning environment. Chapter 9 demonstrates the identification of observable outcomes in the game-based assessments. Chapters 7 and 10 introduce innovative latent variable modeling approaches, including the graphical and generalized linear model approach and the dynamic modeling approach.

In summary, the book includes theoretical, methodological, and applied research and practices that serve as the foundation for future development. These chapters provide illustrations of efforts to model and analyze multiple data sources from digital assessments. When computer-based assessments are emerging and evolving, it is important that researchers can expand and improve the methods for modeling and analyzing new data sources. This book provides a useful resource to researchers who are interested in the development of psychometric methods to solve issues in this digital assessment age.



## THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES



### Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students

Luciana C. de Oliveira, University of Miami; Blaine E. Smith, University of Arizona

A volume in the series *The University of Miami School of Education and Human Development Series*

2019. Paperback 978-1-64113-480-4 \$45.99. Hardcover 978-1-64113-481-1 \$85.99. eBook 978-1-64113-482-8 \$65.

Literacy practices have changed over the past several years to incorporate modes of representation much broader than language alone, in which the textual is also related to the visual, the audio, the spatial, etc. This book focuses on research and instructional practices necessary for integrating an expanded view of literacy in the classroom that offers multiple points of entry for all students. Projects highlighted in this book incorporate multiple modes of communication (e.g., visual, aural, textual) through various digital and print-based written formats. In addition, this book particularly focuses on the possibilities that this expanded view of literacy holds for emergent to advanced bilingual students and specific scaffolds necessary for supporting them. Our focus is specifically multilingual students as classrooms across the United States and other English-speaking countries around the world become more and more diverse. The book considers educators as active participants in social change and contributors to our overall goal of social justice for all.

This book grew out of work conducted by doctoral students and former doctoral students, now faculty at various universities, from the Language and Literacy Learning in Multilingual Settings (LLMS) specialization in the Department of Teaching and Learning at the School of Education and Human Development at the University of Miami, Florida. The most outstanding feature of this work is the breadth of examples for integrating literacy in the classroom, as well as the specific instructional strategies provided for supporting multilingual students. This volume is unique in tackling both literacy and specific scaffolding for multilingual students. Additionally, the chapters here collectively aim to go beyond describing research to also provide a variety of classroom connections for practitioners and implications for teacher education.

## THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



### Teaching Motivation for Student Engagement

Debra K. Meyer, Elmhurst College; Alyssa Emery, Ohio Northern University

A volume in the series *Theory to Practice: Educational Psychology for Teachers and Teaching*

2021. Paperback 978-1-64802-366-8 \$45.99. Hardcover 978-1-64802-367-5 \$85.99. eBook 978-1-64802-368-2 \$65.

Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development. As they learn about motivation and engagement, teachers need conceptually rich, yet easy-to-use, frameworks. At the same time, teachers must understand that student engagement is not separate from development, instructional decision-making, classroom management, student relationships, and assessment. This volume on teaching teachers about motivation addresses these challenges. The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories, and tie theory and research to real-world experiences that teachers are likely to encounter in their courses and classroom experiences. Additionally, each chapter is summarized with key “take away” practices.

A shared perspective across all the chapters in this volume on teaching teachers about motivation is “walking the talk.” In every chapter, readers will be provided with rich examples of how research on and principles of classroom motivation can be re-conceptualized through a variety of college teaching strategies. Teachers and future teachers learning about motivation need to experience explicit modeling, practice, and constructive feedback in their college courses and professional development in order to incorporate those into their own practice. In addition, a core assumption throughout this volume is the importance of understanding the situated nature of motivation, and avoiding a “one-size-fits” all approach in the classroom. Teachers need to fully interrogate their instructional practices not only in terms of motivational principles, but also for their cultural relevance, equity, and developmental appropriateness.

Just like P-12 students, college students bring their histories as learners and beliefs about motivation to their formal study of motivation. That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences. Relatedly, college instructors need to know their students and model differentiating their interactions to support each of them. The authors in this volume have, collectively, decades of experience teaching at the college level and conducting research in motivation, and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined. In each chapter in this volume, readers will learn how college instructors can demonstrate what effective, motivationally supportive classrooms look, sound, and feel like.

## TRANSFORMING EDUCATION FOR THE FUTURE



### Contemplative Pedagogies for Transformative Teaching, Learning, and Being

Jing Lin, University of Maryland; Tom E. Culham, City University in Canada and Simon Fraser University; Sachi Edwards, University of Tokyo

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

2019. Paperback 9781641137805 \$45.99. Hardcover 9781641137812 \$85.99. eBook 9781641137829 \$65.

In our current systems of education, there is a trend toward compartmentalizing knowledge, standardizing assessments of learning, and focusing primarily on quantifiable and positivist forms of inquiry. Contemplative inquiry, on the other hand, takes us on a transformative pathway toward wisdom, morality, integrity, equanimity, and joy (Zajonc, 2009). These holistic learning practices are needed as a counterbalance to the over-emphasis on positivism that we see today. In addition to learning quantifiable information, we also need to learn to be calmer, wiser, kinder, and happier. This book aims to find and share various pathways leading to these ends.

This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning, peace, tranquility, equanimity, and wisdom to gain new understanding about self and life, and to grow holistically.

Embodiment is a central concept in this book. We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind. Contemplative pedagogies such as meditation, yoga, tai chi, dance, arts, poetry, reflective writing and movements, can help students embody what they learn by integrating their body, heart, mind, and spirit.

## TRANSFORMING EDUCATION SYSTEMS



### Look, Listen, Learn, LEAD

#### A District-Wide Systems Approach to Teaching and Learning in PreK-12

Jeffery Smith, Hampton City Schools; Kate Wolfe Maxlow, Hampton City Schools ; John Caggianno, Hampton City Schools; Karen L. Sanzo, Old Dominion University

A volume in the series *Transforming Education Systems*

2020. Paperback 978-1-64802-265-4 \$45.99. Hardcover 978-1-64802-266-1 \$85.99. eBook 978-1-64802-267-8 \$65.

Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning in PreK-12 lays out the transformational journey of Hampton City Schools (HCS), an urban school division of 30 schools in southeastern Virginia. Our school district faces numerous challenges, such as 62% of students receiving free and reduced-price lunch and 14% of students holding an IEP, and in 2015-2016, Hampton City Schools' state accreditation rate was approximately half the statewide rate and on a downward trend. In only three years, that was turned around and HCS exceeded the statewide accreditation rate, a more than 100% improvement with 100% of our schools accredited without conditions. We attribute this in large part to our dedicated educators and their implementation of district-wide systems for curriculum, instruction, checking for student understanding, climate, and culture.

The goal of this book is to break down the process of what it takes to bring about large-scale educational change that is sustainable. We describe a process for developing a strong mission and vision to undergird the work around a variety of district-wide systems. This book provides insights into how to improve climate and culture, create a guaranteed and viable written curriculum, establish a process for evaluating its implementation, and create a balanced assessment framework to measure student success. Complete with example templates, action plans, and lessons learned, this book is a true example of theory-into-practice to bring about sustained improvement for all learners.

## WORK-LIFE BALANCE



### Gender, Tenure, and the Pursuit of Work-Life-Family Stability

Kristen E. Willmott, University of Rochester

A volume in the series *Work-Life Balance*

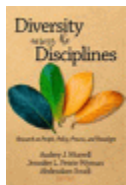
2020. Paperback 978-1-64802-180-0 \$45.99. Hardcover 978-1-64802-181-7 \$85.99. eBook 978-1-64802-182-4 \$65.

Female faculty underrepresentation in higher education is perpetuated by gender-based social and professional practices and roles. Existing research confirms gender disparities in faculty recruitment, retention, salary, tenure, and mentorship. This book explores how female, tenure-track faculty navigate the process of balancing their personal and professional lives.

Utilizing a qualitative phenomenological approach, the stories of nine female, full-time tenure-track and tenured faculty as well as four administrators employed in faculty diversity, development, and work-life are explored. With a blended application of poststructuralist feminism and work-family border theoretical framework, the book illustrates gender norms, roles, and boundaries as experienced and interpreted by female faculty navigating their work, family, and community spheres of influence. This book highlights the first known study to explore a “new Ivy” institution, and there are no other known studies that incorporate both the qualitative perspectives of female faculty as well as those of the faculty diversity and development administrators who oversee and develop the very programs and policies that support those faculty. A key chapter in the book, “Baby, It’s Cold Inside: Faculty Context & Campus Climate” offers unique insight into what female faculty, and those who love them, face on the path to tenure today.

Five thematic findings are overviewed and explored: faculty support comes in many forms; seeking clarity in job elements and teaching, research, service (TRS) ratios; coping strategies in the wake of an overloaded TRS ratio (“Quick meals, late nights, and what gym?”); family borders in the academy, and work-life-family fit: stability, not balance. This work aims to stimulate faculty gender norm consciousness and acknowledge and relay the unique challenges in faculty’s pursuit of work-life-family stability, career path navigation, and role negotiation. The author offers an insider’s glimpse of modern faculty and administrator lives for the benefit of tenure-track faculty, their departments, their families, and higher education institutions at large. This work aims to better inform university and departmental policy planning and enhance institutional understanding and subsequent support in and of the faculty experience, and thus the experiences of the increasingly diverse students whom educational institutions aim to serve.

## NO SERIES



### Diversity Across the Disciplines Research on People, Policy, Process, and Paradigm

Audrey J. Murrell, University of Pittsburgh; Jennifer L. Petrie-Wyman, University of Pittsburgh; Abdesalam Soudi, University of Pittsburgh

2019. Paperback 978-1-64113-919-9 \$45.99. Hardcover 978-1-64113-920-5 \$85.99. eBook 978-1-64113-921-2 \$65.

Diversity research and scholarship has evolved over the past several decades and is now reaching a critical juncture. While the scholarship on diversity and inclusion has advanced within various disciplines and subdisciplines, there have been limited conversations and collaborations across distinct areas of research. Theories, paradigms, research models and methodologies have evolved but continue to remain locked within specific area, disciplines, or theoretical canons. This collaborative edited volume examines diversity across disciplines in higher education.

Our book brings together contributions from the arts, sciences, and professional fields. In order to advance diversity and inclusion across campuses, multiple disciplinary perspectives need to be acknowledged and considered broadly. The current higher education climate necessitates multicultural and interdisciplinary collaboration. Global partnerships and technological advances require faculty, administrators, and graduate students to reach beyond their disciplinary focus to achieve successful programs and research projects. We need to become more familiar discussing diversity across disciplines.

Our book investigates diversity across disciplines with attention to people, process, policies, and paradigms. The four thematic categories of people, process, policies, and paradigms describe the multidisciplinary nature of diversity and topics relevant to faculty, administrators, and students in higher education. The framework provides a structure to understand the ways in which people are impacted by diversity and the complicated process of engaging with diversity in a variety of contexts. Policies draw attention to the dynamic nature of diversity across disciplines and paradigms presents models of diversity in research and education.



## Four Chinese ELLs Their School Experiences and Journeys in Pursuing the American Dream

Nan Li, Claflin University; Michael Meng, Claflin University

2019. Paperback 978-1-64113-783-6 \$45.99. Hardcover 978-1-64113-784-3 \$85.99. eBook 978-1-64113-785-0 \$65.

This book is written for K-12 teachers and educators to understand the school experiences and life journeys of the English Language Learners (ELLs) through four Chinese ELLs by documenting their transitional experiences into an American school.

Traditionally, Chinese students are perceived as the model minority in American schools who are academically successful. Yet, this book provides a new perspective by documenting the life journey and school experiences of the four Chinese ELLs. The book gives a detailed account of the four ELLs in transition from Chinese language and culture into American school and culture. Interview, observation, and documentary data at their homes and American school reflect this transitional journey. The book helps K-12 teachers and educators understand that Chinese students also come from different family backgrounds and have different previous schooling experiences. This will help teachers and educators better working with Chinese and all ELLs who adapt the new school environment.

This book is reader-friendly and carefully crafted with six chapters. Each chapter focuses on one Chinese ELL with genuine research data. The book begins with an introduction to provide basic information of the four ELLs and concludes with the final chapter that provides an update on the ELL students.

This book can also be used as reading texts by college students in teacher education and training programs. The book is targeted for the TESOL organizations. The TESOL has one of the largest memberships with over 12,000 members representing 156 countries (TESOL Brochure, 2017). This book also benefits various attendees of professional education conferences.



## Learning Mathematics Successfully Raising Self-Efficacy in Students, Teachers and Parents

Clark J Hickman; Helene J. Sherman

2019. Paperback 9781641137379 \$45.99. Hardcover 9781641137386 \$85.99. eBook 9781641137393 \$65.

The goal of this book is to bring together the concept of self-efficacy theory with practical how-to strategies for both teachers and parents to use in heightening their students' levels of self-efficacy. The book examines how self-efficacy theory relates to the acquisition of mathematical competence. The text also provides specific and practical how-to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities. The self-efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment.

Acquiring mathematical skills requires more than knowing arithmetic tables, memorizing rules, and knowing proofs. It requires a basic belief that one is capable of obtaining this information, making sense of it, and applying and generalizing it in mathematical problems. In addition, a student must believe that obtaining these skills leads to a positive outcome, whether it is perceived to be a good or passing grade, comfort-level in tackling mathematical problems, being able to advance to the next mathematics course, being able to score highly on the math section of the SAT and/or be competitive for a desired job.

The ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of Albert Bandura's Self-Efficacy Theory. This theoretical position states that one will persist in mastering a behavior (in this case, mastering mathematical principles and skills), in the face of obstacles or failures—to the extent that one believes he or she has the ability to do so, and that there is a desired outcome for doing so. The research literature on the role of self-efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student (and parent/teacher) confidence in learning and applying grade-appropriate math content. Specific teaching methodologies will be provided that infuse self-efficacy strategies for students. Lastly, teachers and parents are provided strategies to increase their own self-efficacy when it comes to conveying mathematics principles to their child or student, as well as strategies to assess their students' level of self-efficacy over time.

Teaching and learning mathematics so that students achieve success at their grade level or above can present a variety of challenges. One barrier that affects learners is the belief that one is not capable of learning mathematics or not naturally talented in the field, not a "math person." As a result, learners may not believe they are capable of a positive outcome for achieving mathematics success. This book is an important resource for pre-service and in-service teachers, as well as families in applying the theory of self-efficacy to support learners in becoming confident and assured in their ability to understand and apply mathematical principles and procedures. Coupled with classroom ready mathematics instructional strategies, the book provides readers with the background, tools and strategies needed to carry content success and confidence forward to remain persistent in solving all future mathematical problems.



## Manifesto for New Social Movements Equity, Access, & Empowerment

César Augusto Rossatto, The University of Texas at El Paso

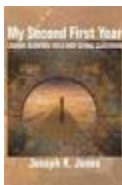
2019. Paperback 978-1-64113-791-1 \$25. Hardcover 978-1-64113-792-8 \$45. eBook 978-1-64113-793-5 \$65.

The world is currently witnessing the emergence of a new context for education, labor, and transformative social movements. Global flows of people, capital, and energy increasingly define the world we live in. The multinational corporation, with its pursuit of ever-cheaper sources of labor and materials and its disregard for human life, is the dominant form of economic organization, where capital can cross borders, but people can't.

Affirmative action, democracy, and human rights are moving in from the margins to challenge capitalist priorities of "efficiency", i.e. exploitation. In some places, the representatives of popular movements are actually taking the reins of state power. Across the globe new progressive movements are emerging to bridge national identities and boundaries, in solidarity with transnational class, gender, and ethnic struggles.

At this juncture, educators have a key role to play. The ideology of market competition has become more entrenched in schools, even as opportunities for skilled employment diminish. We must rethink the relationship between schooling and labor, developing transnational pedagogies that draw upon the myriad social struggles shaping students' lives and communities. Critical educators need to connect with other social movements to put a radically democratic agenda, based on the principles of equity, access, and emancipation, at the center of educational praxis. Many countries in Latin America like in other continents are developing new alternatives for the reconstruction of social projects; these emerging sources of hope are the central focus of this book. Major historical change always starts with people's social movement.

Democracy can be one of the best political and social systems in the world but for it to work entails the sustainable participation of citizens. Above all, it requires that people be informed and critically educated since the quality of democracy depends on quality of education. There are 2 kinds of power: money and people. If people exercise their agency, they can be more powerful than money. There are some organizing principles of social movements, as: "don't do for others what they should do for themselves." Saul Alinsky wrote: Rules for Radicals: A pragmatic primer for realistic radicals; Mary Rogers: Cold Anger: A story of faith and power politics; Michael Gecan: Going Public: An organizer's guide to citizen action; and Ernesto Cortez's, Industrial Area Foundation, are all great sources for organized activism that do work. I put some of these principles to the test and they produced positive results, I was a founder and president of a union at my university and I lived my whole life as an activist and learned that, we can do more together than alone. Now we also have a new digital war with the Cambridge Analytica and Breitbart's fake news manipulation; however, we also have social-justice hacktivism to counter act it, as well as other democratic social media venues that critical thinkers and activist use. The chapters in this book demonstrate the importance of widening and diversifying social movements, at the same time, emphasizes the need to build cohesive alliances among all the different fronts. What some people think is "impossible" can become a transformed reality, for those who dare attempt changing the world as global citizens.



## My Second First Year Leaving Academia for a High School Classroom

Joseph R. Jones, Gordon State College

2019. Paperback 978-1-64113-752-2 \$45.99. Hardcover 978-1-64113-753-9 \$85.99. eBook 978-1-64113-754-6 \$65.

Dr. Jones returned to the high school classroom after 15 years in higher education, most recently as an Associate Dean. This text chronicles his journey into his new teaching career. The premise of the text is framed on the attributes of a relational pedagogy. As such, the book discusses the relationships that Dr. Jones developed throughout the academic year. In this capacity, relational pedagogy allows the reader a unique lens through which to view the schooling process in this metropolitan southern town.

In the book, Jones examines topics such as standardized testing, racism, sexuality, cheating, among other topics, through a critical theory paradigm. In doing so, Jones is able to interweave theoretical concepts within the daily actions of the schooling process. As such, the text is a unique reconceptualization of schools and the purpose of schools.

Praise for My Second First Year:

*"In My Second First Year, Dr. Jones discusses his experiences leaving academia and returning to a high school English classroom, a daunting task that few academics would attempt. As a biologist and without affiliation with a teacher preparation program, I can attest to the importance of Jones' work. This text illuminates the educational process for millions of children, which allows those of us not in the daily trenches of teaching K-12 students to experience the reality of our educational process. His discussions of school shootings, testing, and marginalization of students can become a catalyst that causes everyone in society to begin reexamining how we educate our children. Jones' book could become the commencement point for educational reform."*

Linda Hensel, PhD  
Mercer University

*"In My Second First Year, Dr. Jones discusses his journey leaving higher education to return to a high school classroom. His powerful depictions of the realities of standardized testing, school shootings, racism, sexuality, and other topics cause the reader to reflect on all aspects of how children are educated."*



*His use of relational pedagogy as his framework reminds us of the importance of positive relationships in schools and society. This text is a must read for anyone who advocates for our children."*

Nila Burt, EdS  
Assistant Principal  
Northside High School  
Georgia

*"Many of the stories in My Second First Year will be familiar to many teachers working in American PK-12 public schools as they will be similar to their own experiences. Dr. Jones takes us on a journey that many of us in academia would be apprehensive to take. By providing example after example, he demonstrates the significance of relational pedagogy and how it can increase the likelihood of student success. In this climate of student-to-college discourse, Jones provides evidence on how positive relations between teacher and students benefit all students regardless of post-secondary plans. This is significant for at the end of the day, the goal of schooling is about more than whether or not our students find employment. It is more important that students grow into caring, lifelong learners who can find happiness regardless of occupational goals. Jones reminds us all why we became teachers in the first place and—for many—why many teachers choose to stay in the profession."*

Vincent Youngbauer, PhD  
Mercer University



## A Practical Guide for edTPA Implementation Lessons From the Field

Lisa Barron, Austin Peay State University

2019. Paperback 978-1-64113-815-4 \$45.99. Hardcover 978-1-64113-816-1 \$85.99. eBook 978-1-64113-817-8 \$65.

edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language.

This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for leading faculty and teacher candidates through edTPA.



## Queen Mothers Articulating the Spirit of Black Women Teacher-Leaders

Rhonda Jeffries, University of South Carolina

2019. Paperback 978-1-64113-725-6 \$45.99. Hardcover 978-1-64113-726-3 \$85.99. eBook 978-1-64113-727-0 \$65.

Black women's experiences functioning as mothers, teachers and leaders are confounding and complex. Queen Mothers from Ghanaian tradition are revered as the leaders of their matrilineal families and the teachers of the high chiefs (Müller, 2013; Stoeltje, 1997). Conversely, the influence of the British Queen Mother on Black women in the Americas translates as a powerless title of (dis)courtesy. Characterized as a deviant figure by colonialists, the Black Queen Mother's role as disruptive agent was created by White domination of Black life (Masenya, 2014) and this branding persists among contemporary perceptions of Black women who function as the mother, teacher, or leader figure in various spaces. Nevertheless, Black women as cultural anomalies were suitable to mother others for centuries in their roles as chattel and domestic servants in the United States. Dill (2014), Lawson (2000), Lewis (1977) and Rodriguez (2016) provide explorations of the devaluation of Black women in roles of power with these effects wide-ranging from economic and family security, professional and business development, healthcare maintenance, political representation, spiritual enlightenment and educational achievement.

This text interrogates contexts where Black women function as Queen Mothers and contests the trivialization of their manifold contributions. The contributed chapters explore: The myriad experiences of Black women mothering, teaching and leading their children, families and communities; how spirituality has influenced the leadership styles of Black women as mothers and teachers; and how Black women are uniquely positioned to mother, teach, and lead in personal and professional spaces.



## Supervision Modules to Support Educators in Collaborative Teaching Helping to Support & Maintain Consistent Practice in the Field

Kathryn L. Lubniewski, Monmouth University; Debbie F. Cosgrove, Elmhurst College; Theresa Y. Robinson, Elmhurst College

2019. Paperback 978-1-64113-584-9 \$45.99. Hardcover 978-1-64113-585-6 \$85.99. eBook 978-1-64113-586-3 \$65.

The classroom teacher in the 21st century is no longer a solo practitioner. What can school leaders use to facilitate on-going, job-embedded, intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together? What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan, teach, and assess student learning in a co-teaching context?

Supervision Modules to Support Educators in Collaborative Teaching is a research-based supervisory handbook designed to promote on-going teacher reflection and development in collaborative teaching contexts. It is a tool for school leaders and teacher preparation supervisors to use for in-service and pre-service teacher development at all grade levels PK-12.

The handbook's many resources provide practical guidance for meaningful teacher development that is field-based, relevant to daily teacher work, and artfully presented to build collaboration among teachers as they reflect and learn together. Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored. The handbook contains a collection of eighteen interactive, activity-based modules that focus on topical content knowledge and productive teaching practices. Embedded in the modules are pair and team activities that address problem-solving, dimensions of collaborative teaching, communication and collaboration skill development, understanding of diversity, cultural responsiveness, and shared understanding of evidence-based practices.

This resource is easy to use. Once school leaders and supervisors select a module topic to address the needs of a particular pair or team, they are supported with foundational knowledge of the most current research on the topic, discussion questions about the topic, suggestions of productive practices, questions to deepen personal and group understanding, reflective professional growth activities, critical analysis of teaching scenarios, and monitoring, follow-up, and goal setting strategies. Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally.



## Teaching English Language Learners in Secondary Subject Matter Classes 2nd Edition

Yu Ren Dong, Queens College, CUNY

2019. Paperback 978-1-64113-774-4 \$45.99. Hardcover 978-1-64113-775-1 \$85.99. eBook 978-1-64113-776-8 \$65.

This book is for secondary subject matter teachers and administrators who work with English language learners (ELLs) in subject matter classes. It is also for college professors who prepare pre-service teachers to work with those students. The book brings together insights from linguistic, socio-cultural, educational, cognitive, developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language. It delineates unique challenges that ELLs experience, offers ELLs' learning stories, and suggests concrete strategies with classroom teaching examples across academic disciplines.

The 2nd edition broadens the scope of the 1st edition in several aspects. Specifically, it includes two chapters about secondary ELLs' previous educational experiences in their home countries, a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies, and more principle-based and field-tested effective instructional and assessment strategies for working with ELLs.



## Algebra for the Middle Grades

Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College

2020. Paperback 978-1-64113-845-1 \$45.99. Hardcover 978-1-64113-846-8 \$85.99. eBook 978-1-64113-847-5 \$65.

Algebra in the Middle Grades addresses topics that are formalized in the first half of an Algebra 1 course, focusing on linear equations, their graphs and their applications to problem solving. The book is intended to be used by students in the middle school in preparation for the formal study of Algebra 1. In this, it is a truly Pre-Algebra program.

Algebra in the Middle Grades is an approach that brings Algebra to the students. It is written to have the essential elements of Algebra be understood on an inductive level so that when students later address the topic formally, there will be an informal background to create deep understanding.

The approach is extremely visual using both algebra tile-type diagrams along with graphs for equations and grids for ratio. In this way, the text gives students

3 aspects of a topic, the Numerical, the Geometric and the Algebraic. The text places the Numerical and Geometric first having understanding in these contexts leading to understanding in an Algebraic, symbolic context.



## Are They Too Hard on Them?

### Student Discipline in Charter and Regular Public Schools

William Sampson, DePaul University; Nandhini Gulasingam

2020. Paperback 978-1-64802-031-5 \$45.99. Hardcover 978-1-64802-032-2 \$85.99. eBook 978-1-64802-033-9 \$65.

While much of the debate over the growth of charter schools center on the student academic performance of charter schools as well as the financial impact that they have on school budgets, there is a growing concern that charter schools use harsh discipline to nudge certain students out. The concern is that charter schools use excessive discipline not just to bring about order and rigor in schools, but to push students who might cost more to educate or lower test scores to leave charter schools.

Given that charter schools, unlike regular public schools, are free to admit or eject whomever they want, there is concern that those schools are not only skimming in admissions, but also pushing out certain kinds of students. While several scholars have raised this concern, there is not much research on this critical topic. The current book changes that. We compare student discipline rates in four major cities among regular and charter schools to determine whether charter schools are more likely than regular schools to discipline students. We also study the relationships among a host of variables by six different discipline categories.



## Co-Teaching for English Learners

### Evidence-based Practices and Research-Informed Outcomes

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

2020. Paperback 978-1-64802-225-8 \$45.99. Hardcover 978-1-64802-226-5 \$85.99. eBook 978-1-64802-227-2 \$65.

This edited volume examines co-teaching and integrated service delivery for English learners (ELs). Through research and documentary accounts, it explores the collaborative instructional cycle—co-planning, co-instruction, co-assessment, and reflection practices—of co-taught programs for ELs. This volume presents current, classroom-based, practitioner-oriented research related to all aspects of co-taught programs for ELs and offers authentic evidence and practical recommendations that yield positive outcomes for this student population.



## The Concise APA Handbook

### APA 7th Edition

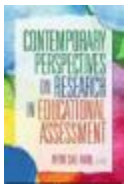
Paul Iida, Akita International University; Rachael Ruegg, Victoria University of Wellington; Mark de Boer, Akita International University; Naoko Araki, Akita International University; Mary Frances Agnello, Agnello Enterprises

2020. Paperback 978-1-64802-183-1 \$21.99. Hardcover 978-1-64802-184-8 \$32.99. eBook 978-1-64802-185-5 \$65.

Most students struggle with learning how to find references, use them effectively, and cite them appropriately in a required format. One of the most common formats is that of APA. The authors all have vast experience teaching writing courses to various levels of students from undergraduates to graduates in other countries. However, there was lacking a book that could explain the basics of APA in simple, easy-to-understand language for non-native speakers of English, who are often unfamiliar with using references and formatting an essay in a particular method. In order to offer English Learner student writers a source of information that is appropriate for their level, and is cost-effective, this updated APA 7th edition guidebook provides students with important information in clear, concise, user-friendly language, as well as to offer practical examples that will help them grasp the concept of secondary research writing.

Much of the published materials on the market targets native speakers of English. The problem with this is that they present the nitpicky details of APA in ways that do not make sense to native speakers of English, let alone to those for whom English is not their first language, because the information is presented in very technical terms that are not easy to understand. This handbook presents the same information in simplified terms with images and step-by-step instructions in ways that make sense to both native and non-native English speaking student writers. Additionally, student writers often struggle with understanding the concept of plagiarism, as well as how to find sources, evaluate the appropriateness of sources, and use sources in effective ways (e.g., how to integrate quotes, when to paraphrase, among others). This book provides this important information that is concise and easy to understand.

NOTE: This is a REVISED edition of our original The Concise APA Handbook, which has been updated for APA 7th edition, which was issued in the fall, 2019.



## Contemporary Perspectives on Research in Educational Assessment

Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

2020. Paperback 9781641139373 \$45.99. Hardcover 9781641139380 \$85.99. eBook 9781641139397 \$65.

Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students' learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century. Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings.



## Creating and Sustaining Effective K-12 School Partnerships Firsthand Accounts of Promising Practices

Ahmad R. Washington, University of Louisville; Ramon B. Goings, Loyola University Maryland; Malik S. Henfield, Loyola University Chicago

2020. Paperback 978-1-64113-794-2 \$45.99. Hardcover 978-1-64113-795-9 \$85.99. eBook 978-1-64113-796-6 \$65.

Although teachers, school counselors, and administrators are all situated within educational settings tasked with supporting students' educational development, rarely do these professionals have sufficient opportunities to learn from and collaborate with one another before entering these schools. Unfortunately, many of these professionals are unaware of the primary and secondary responsibilities their peers and colleagues assume. What's worse, this lack of insight potentially compromises the extent to which educational leaders can forge effective partnerships that benefit students from the most alienated, disenfranchised and marginalized communities (e.g., Black children in under-resourced schools). While the educational discourse has included recommendations for maximizing interactions between these educational professionals, the collective voices of teachers, school counselors and administrators in regards to these issues has not been adequately examined.

Thus, this book is a compilation of manuscripts and studies that explore partnerships and strategies educators and educational leaders use to produce positive socio-educational outcomes for Black students in various contexts. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is unique because it illuminates examples of effective school-community partnerships that foster positive student outcomes. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is intended as a practical text for committed educational leaders, at different professional points (e.g., practicing teachers, pre-service school counselors and teachers), who are eager to transform the current educational trajectory of Black children through interventions that show promise.



## Critical Race Theory in the Academy

Vernon Lee Farmer, Grambling State University; Evelyn Shepherd W. Farmer, Grambling State University

2020. Paperback 978-1-64802-131-2 \$45.99. Hardcover 978-1-64802-132-9 \$85.99. eBook 978-1-64802-133-6 \$65.

Critical Race Theory in the Academy explores the deep implications of race and its effects on the expanse of the American social fabric and its fragile democratic process. This volume contributes to a more effective, powerful, and insightful theorization of racism across the social spectrum while furthering the movement for greater equity in higher education and beyond. The audience for this book is broad and should be of great interest and value to all Americans who fight against racism which is focused on the destruction of Black people and other people of color. Ideally, educators, scholars, and practitioners will be compelled to engage the ideas within this volume to break down the color line and challenge the problematic master narrative in education and other aspects of society.

Critical Race Theory in the Academy offers current applications, debates, theories, strategies, and evolutions about critical race theory (CRT), with particular attention to CRT's intersections with the field of higher education and beyond. As a part of the CRT corpus, this volume details some of the most relevant and current topics deployed in varied disciplines of the academy, confronting the complex interplay of race, racism, education, and social justice in the twenty-first century. Specifically, the authors explore topics from health disparities, politics, religion, literature, music, social work, psychology, sports, distance learning, media bias, affirmative action, to education policies, practices and scholarship. The chapters in this volume should help navigate the tensions in the academy and beyond to work toward alleviating institutionalized racism.

### Praise for Critical Race Theory in the Academy:

*"The field of Critical Race Theory is enriched by this important collection of new and original scholarship. Vernon Farmer has brought together a dynamic and eclectic mix of radical voices, from multiple disciplinary backgrounds, including both established and early career scholars. The result is a volume that constantly challenges and surprises the reader."*

David Gillborn

Professor of Critical Race Studies

University of Birmingham UK

Founding Editor of Race Ethnicity & Education

*"Critical Race Theory in the Academy has excavated the terrain of critical race theory to unearth multiple perspectives that are central to defining the fundamental contours of the field. Each essay enhances the ways in which we read and understand the complexity of critical race theory. It will be an invaluable resource for building a critical academy."*

Aileen Moreton-Robinson

Queens and University of Technology, Australia

Author of The White Possessive: Property, Power and Indigenous Sovereignty

*"Vernon Lee Farmer has done it again and for the final time. He has pulled together a star-studded cast of academics of color to address an essential concern of the academy. Throughout his career, Farmer has demonstrated the uncanny ability to identify matters that require attention, and attacked them with vigor. In doing so, he provided us with high impact resources that are beneficial to the professional trajectory of scholars of color. This book is no different, and we all should race to the bookstore to add this instant classic to our personal library."*

Jerlando F. L. Jackson

Vilas Distinguished Professor of Higher Education

University of Wisconsin-Madison

Former Editor, ASHE Reader Series on Higher Education

*"Critical Race Theory in the Academy adds substantially to our understanding of the roles that race, racism, and social justice play as we tackle the myriad problems of pre-K through higher education. For those interested in gaining a deeper understanding of the issues in higher education -- from curriculum to the lack of diversity in the professoriate -- this work provides helpful insights that can enrich conversations and problem-solving across sectors of society."*

Freeman A. Hrabowski, III

President

University of Maryland Baltimore County, Baltimore, Maryland



## Culturally Competent Engagement A Mindful Approach

Edward J. Brantmeier, James Madison University; Noorie K. Brantmeier, James Madison University

2020. Paperback 978-1-64802-174-9 \$45.99. Hardcover 978-1-64802-175-6 \$85.99. eBook 978-1-64802-176-3 \$65.

This book encourages mindfulness as a tool for personal growth and for intentional action for the purpose of social change. Learning exercises focus on: examining privilege, oppression, and difference; intersectional identity mapping; historical racism against marginalized groups; social dominance theory; sociological mindfulness; cultural humility; appreciative inquiry; and more. Culturally Competent Engagement: A Mindful Approach embraces a fresh approach to cultivating self, other, and systems awareness for a linguistically rich and culturally diverse world. The confluence of people and cultures requires habits of mind, dispositions, skills, and values that promote diversity affirmation while simultaneously honoring one's own cultural integrity and limitations. The benefits of being culturally competent are numerous and include healthy, holistic relationships and connection with people across differences. This book provides conceptual context for tried and true learning exercises that promote deeper self-understanding, ways to connect with people who are culturally different, and an understanding of the systems (socio-cultural, economic, political, and environmental) that circumscribe our lives.

Written for organizational leaders, university instructors, students, and practitioners, this book includes typical approaches to enhancing culturally competent engagement, yet has several special features that differentiate it from approaches in other books and articles on the topic. Typical approaches to developing cultural competence focus on acquisition of communicative skills, behaviors, and dispositions needed to effectively navigate cross-cultural relationships and function effectively in multicultural environments. We include and build on these approaches by adding a layer of critical and complex systems understanding as a necessary foundation for effective cross-cultural engagement. The Self-Other-Systems approach challenges readers via concrete learning exercises that nudge one along the life-long path of culturally competent engagement. Perhaps the most unique feature of this book is the explicit and implicit mindful approach. A total of eleven learning exercises are offered, foregrounded by theory and completed with reflection questions or activities. All learning exercises encourage mindfulness, or awareness of oneself in the present moment, awareness of others, and awareness of broader contexts and forces at work in multicultural contexts. In specific, three learning exercises are meditations that can be read or listened to via free download from the book's website.





## Globalization on the Margins (2nd Edition)

### Education and Post-Socialist Transformations in Central Asia

Iveta Silova, Arizona State University; Sarfaroz Niyozov, University of Toronto

2020. Paperback 978-1-64113-882-6 \$65.99. Hardcover 978-1-64113-883-3 \$99.99. eBook 978-1-64113-884-0 \$65.

Reflecting on almost three decades of postsocialist transformations, the second edition of *Globalization on the Margins* explores continuities and changes in Central Asian education development since the dissolution of the Soviet Union in 1991, with a particular focus on the developments that took place since the production of the first edition in 2011. Rather than viewing these transformations in isolation, the authors place their analyses within the global context by reflecting on the interaction between Soviet legacies and global education reform pressures in the Central Asian countries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. This new edition, in addition to a revised introduction and a newly added conclusion, consists of four thematic sections, each reflecting a key theme in the educational life of the Central Asian states. These thematic sections, introduction and conclusion collectively update our understanding of the recent developments and challenges in education of the five Central Asian states. They, however, go beyond mere information update, so as to complicate, re-engage, re-form and re-define the margins, taking up 'margins' a conceptual, geographic, cultural, and geo-political construct. Notwithstanding the diversity of local and international authors, variety of theoretical perspectives, methodological approaches, and conceptual lenses, the essays reveal the complexity and uncertainty of the post-socialist education transformations. Instead of portraying the transition process as the influx of Western ideas into the region, *Globalization on the Margins* provides new lenses to critically examine education as a contested field of diverse perspectives, competing forces, and multidirectional flow of ideas, concepts, and reforms in Central Asia.

#### ENDORSEMENTS:

"Hindsight famously brings clarity. And, much of what happened after the fall of the Berlin Wall and the collapse of the Soviet Union has now been correctly decided over to historians. Nonetheless, we ignore that history at our peril. The contributors to this volume show that carefully textured and historically attuned education research generates deep insights into ongoing transformations and the political, cultural, social and economic structures, relations, and practices that do the work of producing margins and centers in the first place."

~ **Noah W. Sobe**, *Loyola University Chicago*

"Globalization on the margins and at the epicentre of the battles of the Great Powers. Two excellent educators, Sarfaroz Niyozov and Iveta Silova, compiled a timely and long-awaited scholarly work based on empirical research in societies, which had similar history close to three decades ago. All the contributors are prolific educators who know the education system from within and without, who either hailed from the region or have spent a considerable amount of time to know the systems well. The book contains remarkable stories of education through the ups and downs of historical evolution. It is a must-read primer for anyone interested in learning about high quality research in the field of education in Central Asia. It is a huge contribution to educational research with an impact on research and teaching for years to come."

~ **Duishon Shamatov**, *Nazarbayev University, Kazakhstan*

"The challenge of moving Central Asia from the borders of the Soviet Empire to the world's center is the focus of the discussions in 'Globalization on the Margins.' The transition to the Western models of education was happening in the context of major paradigm shift, which entire humanity was experiencing and which could be described as the arrival of the new post-industrial civilization. During this process, Central Asian countries have been pushed to the margins, because their contribution to the wealth of the new world know-how was much less pronounced than that of their Western neighbours. Therefore, investment into the research that contributes to local knowledge production seems a natural solution to the problem. All the contributors to this book have a vast experience in the region and many of their observations are thought provoking. This is a very insightful and much needed book."

~ **Elena Lenskaya**, *Moscow School of Social and Economic Sciences, Russia*



## How to End the Reading War and Serve the Literacy Needs of All Students

### A Primer for Parents, Policy Makers, and People Who Care

P. L. Thomas, Furman University

2020. Paperback 978-1-64802-140-4 \$45.99. Hardcover 978-1-64802-141-1 \$85.99. eBook 978-1-64802-142-8 \$65.

The twenty-first century Reading War is, in fact, nothing new, but some of the details are unique to our current culture driven by social media. This volume seeks to examine the current Reading War in the context of the historical recurrence of public and political debates around student reading abilities and achievement.

Grounded in a media fascination with the "science of reading" and fueled by a rise in advocates for students with dyslexia, the current Reading War has resulted in some deeply troubling reading policy, grade retention and intensive phonics programs.

This primer for parents, policy makers, and people who care confronts some of the most compelling but misunderstood aspects of teaching reading in the U.S. while also offering a way toward ending the Reading War in order to serve all students, regardless of their needs.



## Inclusive Education A Systematic Perspective

Aimee Howley, WordFarmers Associates; Cassandra M. Faiella, The University of Cincinnati; Stephen D. Kroegeer, The University of Cincinnati; Barbara Hansen, Muskingum University

2020. Paperback 978-1-64113-928-1 \$65.99. Hardcover 978-1-64113-929-8 \$95.99. eBook 978-1-64113-930-4 \$65.

This book answers two questions: What does the implementation of inclusive education require of a system of education and all parts of the system? How do various parts of the education system act on their commitment to inclusive educational practice? Decades after major legislation (i.e., the Civil Rights Act, the Elementary and Secondary Education Act, and the Education for All Handicapped Children Act) made high-quality education a fundamental right for all children in the United States, the dream of diverse, inclusive, democratic schooling has yet to be realized. Nevertheless, some classrooms, schools, districts, states, and universities have made progress. Inclusive Education: A Systematic Perspective explores the theoretical implications of inclusive practice as well as illustrative case studies and evaluation findings from states, educator preparation programs, districts, and schools that have reframed their work around the principles of inclusive practice. Whether these organizations position the work as “social justice education,” “culturally responsive teaching,” or “inclusion,” their efforts lead in the same direction—toward higher quality and more equitable education for all. The chapters will be relevant to graduate students, faculty members, and education leaders, at all levels, who seek a comprehensive overview of the commitment and practice of “inclusive education”. Chapters vary in their approaches to the topic, some presenting theoretical underpinnings, others describing practices or programs at particular sites, others reporting findings from empirical studies, and edited interviews with state and district leaders of inclusive-education initiatives. The book explores why inclusion is important and how it can be accomplished.



## The Inspirational Untold Stories of Secondary Mathematics Teachers

Alice F. Artzt, Queens College of the City University of New York; Frances R. Curcio, Queens College of the City University of New York

2020. Paperback 978-1-64802-201-2 \$45.99. Hardcover 978-1-64802-202-9 \$85.99. eBook 978-1-64802-203-6 \$65.

Personal story telling is a powerful and interesting medium through which one can share experiences, insights, successes, and difficulties in meaningful contexts. Teaching in general, and mathematics teaching in particular, is much more than what meets the eye. Most people have only experienced teaching from the vantage point of a student and have impressions of teachers and teaching that are simplistic and usually totally incorrect. The lives of mathematics teachers are varied and contrary to what one might think they are. The journeys of exemplary in-service teachers are not linear; there are many bends, potholes, and detours through which they have navigated. The “road conditions” of teaching are fodder for the 12 untold stories collected in this volume, whose authors graduated from a special four-year undergraduate mathematics teacher preparation program, containing innovative components, many of which are revealed through the experiences described in their stories. The range of narratives vary in every possible way, from the reasons they became mathematics teachers, to the number of years teaching, to the experiences encountered while teaching, to the different roles they have assumed throughout their careers. Nevertheless, one strand permeates all of the stories: their passion for what they do and their ability to reflect on early college experiences that contribute to their performance. These inspiring narratives will shed light on the developmental processes of mathematics teachers, what it means to teach mathematics, and the components of a secondary mathematics teacher preparation program that can contribute to their expertise.

Praise for The Inspirational Untold Stories of Secondary Mathematics Teachers:

*This lovely book contains personal stories about the process of becoming a mathematics teacher and the challenges and rewards of the early years of teaching. These stories highlight that the path to teaching is often indirect, rocky, and filled with doubts. But these poignant stories are powerful because they are so honest. I wish I'd read these stories before I experienced some of the joys and challenges of my early years of teaching because they would have prepared me for the roller coaster of emotion associated with entering this complex but beautiful profession. I think these stories will be helpful when working with prospective and early career teachers.*

**Randolph Philipp**

Professor of Mathematics Education

School of Teacher Education, San Diego State University

Immediate Past President, Association of Mathematics Teacher Educators (AMTE)

*This is a book about real people and true stories; the narratives are really insightful and truly inspirational. It is not only a book that those involved in teacher preparation programs may find useful and informative to read, but also a book that could provide insights and inspiration to those who are exploring what it is like to be a teacher. The journey of each of these success stories, despite the diverse starting point of each, speaks volumes of the importance of an effective teacher preparation program that not only nurtures but also provides support for the growth of the preservice teachers. The narratives in this book are certainly a testimonial to what we often hear—Teachers are more often made than born.*

**Ngan Hoe Lee**

Associate Professor, Mathematics & Mathematics Education

National Institute of Education, Singapore



## The Investments An American Conspiracy

Clair T. Berube, Virginia Wesleyan University

2020. Paperback 978-1-64113-990-8 \$45.99. Hardcover 978-1-64113-991-5 \$85.99. eBook 978-1-64113-992-2 \$65.

This book examines American societal structures and institutions, beginning and ending with public education, and exposes how dysfunction and the investment in this dysfunction is an actual political agenda. The Investments focuses on the capitalization, privatization and dismantling of public education, and how other social systems such as for-profit prisons, healthcare (or the lack thereof), racism and current immigration issues, the investment in criminalizing people called “the other”, and the military/industrial complex are all co-dependent and symbiotic. At the Nexus of it all is American public education. An educated population threatens the status quo, so the pipeline between public education and other social institutions is real. Each has a toxic connection and reliance to each other. Each chapter will delve into the rigging that takes place to purposefully attempt to cripple public education and consciously create a permanent underclass, usually without the knowledge of the general public; and the egos, identities and sinister political forces behind such manipulation. Education is the hub of this book: because public education is the best vehicle for democracy America has ever known, and therefore, unbeknownst to many Americans, in the crosshairs. There is a vast conspiracy for power and control going on in our country; and many Americans are ignorant of the conspiracy. This book pulls back the curtain on the investment some in power have made in their efforts to create a permanent underclass in American society.



## Literacy Instruction for Students with Emotional and Behavioral Disorders Research-Based Interventions for Classroom Practice

Richard T. Boon, The University of Texas at San Antonio; Mack D. Burke, Texas A&M University; Lisa Bowman-Perrott, Texas A&M University

2020. Paperback 978-1-64802-122-0 \$45.99. Hardcover 978-1-64802-123-7 \$85.99. eBook 978-1-64802-124-4 \$65.

The purpose of Literacy Instruction for Students with Emotional and Behavioral Disorders: Research-Based Interventions for Classroom Practice is to provide educators with effective, research-based interventions to improve the literacy skills of students with emotional and behavioral disorders (EBD) in K-12 classrooms. This book identifies, defines, and describes a number of research-based literacy interventions, and discusses their effectiveness as supports for students with EBD. Also included are examples of and guidance for how educators can implement the interventions in the classroom. Topics on integrating the use of technology-based instruction, culturally and linguistically diverse learners, and considerations for working with students with EBD in alternative educational settings are discussed as well.



## Navigating the American Education System Four Latino Success Stories

Manuel P. Vargas, California State University, San Marcos

2020. Paperback 978-1-64802-019-3 \$45.99. Hardcover 978-1-64802-020-9 \$85.99. eBook 978-1-64802-021-6 \$65.

Navigating the American Education System: Four Latino Success Stories showcases the educational journey of four Latino/a men and women who navigated the American education system successfully. Their success is significant given the multiple and varied challenges that most Latinos/as encounter throughout the K–20 educational continuum. The purpose of this book is not only to show and tell, but to describe ordinary people attaining extraordinary results, who might also stand as good role models for the youngest- and fastest-growing group—Latinos/as—in this country. Researchers of this topic offer compelling statistics, such as the following projection: Out of 100 Latino/a students, a few more than 50 will finish high school; out of this number, five will enroll in college; and out of the original 100, less than one percent will complete a doctorate. While the causes of low academic attainment for Latinos may vary, including limited financial resources and cultural differences, the lack of Latino role models in K–20 education may be a significant contributing factor.

The expression, “You can’t be what you don’t see” is especially applicable to Latino/a students who seldom see people like them in positions of prominence and power in educational environments. Across the country, and in particular in states with high numbers of Latino/a students, as the K–20 student body becomes darker, the teaching and decision-making personnel remain light-skinned. Consequently, the absence of role models for an increasing number of students of color may contribute to low levels of aspiration. Many attempts and existing literature regarding the achievement gap of students of color, especially Latinos/as, seem to have had modest or no impact, even when statistical analysis and sound rationales are provided. On the other hand, the stories included in this book offer an alternative that may have an impact and long-lasting effect in the lives of students of color.

Story messages tend to stay longer with us and enable us to make sense of complex situations, such as education, culture, and personality traits—persistence, motivation, resilience. Consequently, the stories in this book become vehicles to learn from real-life examples the abstractions of education, home and school culture, and other factors that contribute to academic success. Furthermore, the stories encourage people to write, tell, and share experiences to address ongoing problems; invite change where change is needed; organize thoughts and seek meaningful solutions; invite us to become cognizant about how our emotions direct our thoughts and “move mountains”; enable us to discover undercurrents that hinder organizational communication; direct us to pay attention

to the little things that matter and build trust; awaken the good in people through an invitational approach, as opposed to one that it's mandated; push us to avoid playing it safe and stick out our emotional necks when dealing with people; seek authentic voices to make room for new thinking; make time for people; and allow our voices to define the values we embrace.

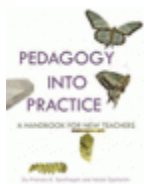


## Pathways into the Political Arena The Perspectives of Global Women Leaders

Dionne Rosser-Mims, Troy University; Janet R. McNellis, Holy Family University; Juanita Johnson-Bailey, University of Georgia; Chrys Egan, Salisbury University

2020. Paperback 978-1-64113-969-4 \$45.99. Hardcover 978-1-64113-970-0 \$85.99. eBook 978-1-64113-971-7 \$65.

As epitomized in the 2016 U.S. Presidential election, women in politics may hit a “glass ceiling” or in the case of former U.K. Prime Minister, Theresa May in 2019, go over a “glass cliff”. Even though women are starting to experience more success gaining offices at state and local levels, women’s participation in the political arena is still disproportionately low. This book explores current research findings, development practices, theory, and the lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world.



## Pedagogy into Practice A Handbook for New Teachers

Frances R. Spielhagen, Mount Saint Mary College; Nicole Speranzo, Mount Saint Mary College

2020. Paperback 978-1-64113-797-3 \$45.99. Hardcover 978-1-64113-798-0 \$85.99. eBook 978-1-64113-799-7 \$65.

The purpose of this book is to help new teachers transition from students in education courses to proactive educators who can translate what they have learned in methods classes into realistic practices as novice teachers. This book will help these candidates operationalize good educational pedagogy and understand the connections between theory and practice. This book will also explain the logical connections between standard curriculum theory and certification examinations like the edTPA. Pedagogy into Practice is also answering the current cry, of how to teach in a virtual setting during this Pandemic, by offering up to date information on virtual learning.

### PRAISE FOR PEDAGOGY INTO PRACTICE

*An expert in teacher education and a novice teacher brilliantly combine forces to help teachers improve their first years in service. This text is skillfully crafted and thoughtfully laid out in a way that will provide you a roadmap to navigate the common issues and concerns all new teachers face. From understanding curriculum design to aligning assessments to planning, this valuable resource will be your “go-to” guide. Also, a powerful text for teacher training, you will want to make sure this text is close at hand.*

Richard M. Cash

Educator and Consultant

Author of Advancing Differentiation: Thinking and Learning for the 21st Century

*“This is an excellent resource that will be extremely valuable to the busy classroom teacher.”*

Margaret Sutherland

Senior Lecturer and Director

Post Graduate Research in the School of Education,  
University of Glasgow, Scotland.

*“Long overdue and so needed....Pedagogy into Practice: A Handbook for New Teachers is an educational guide through the lenses of a master and novice educator. The authors converge their individual perspectives to provide a practical and insightful guide for teachers in all aspects of the teaching profession. Experienced and new teachers to the profession will refer to this handbook time and time again!”*

Dana McDonough

2016 New York State Teacher of the Year



## Pedagogy of Vulnerability

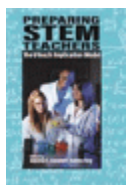
Edward J. Brantmeier, James Madison University; Maria K. McKenna, University of Notre Dame

2020. Paperback 978-1-64802-025-4 \$45.99. Hardcover 978-1-64802-026-1 \$85.99. eBook 978-1-64802-027-8 \$65.

The purpose of this text is to elicit discussion, reflection, and action specific to pedagogy within education, especially higher education, and circles of experiential learning, community organizing, conflict resolution and youth empowerment work. Vulnerability itself is not a new term within education; however the pedagogical imperatives of vulnerability are both undertheorized in educational discourse and underexplored in practice. This work builds on that of Edward Brantmeier in *Re-Envisioning Higher Education: Embodied Pathways to Wisdom and Transformation* (Lin, Oxford, & Brantmeier, 2013). In his chapter, “Pedagogy of vulnerability: Definitions, assumptions, and application,” he outlines a set of assumptions about the term, clarifying for his readers the complicated, risky, reciprocal, and purposeful nature of vulnerability, particularly within educational settings.

Creating spaces of risk taking, and consistent mutual, critical engagement are challenging at a moment in history where neoliberal forces impact so many realms of formal teaching and learning. Within this context, the divide between what educators, be they in a classroom or a community, imagine as possible and their ability to implement these kinds of pedagogical possibilities is an urgent conundrum worth exploring. We must consider how to address these disconnects; advocating and envisioning a more holistic, healthy, forward thinking model of teaching and learning. How do we create cultures of engaged inquiry, framed in vulnerability, where educators and students are compelled to ask questions just beyond their grasp? How can we all be better equipped to ask and answer big, beautiful, bold, even uncomfortable questions that fuel the heart of inquiry and perhaps, just maybe, lead to a more peaceful and just world?

A collection of reflections, case studies, and research focused on the pedagogy of vulnerability is a starting point for this work. The book itself is meant to be an example of pedagogical vulnerability, wherein the authors work to explicate the most intimate and delicate aspects of the varied pedagogical journeys, understandings rooted in vulnerability, and those of their students, colleagues, clients, even adversaries. It is a work that “holds space.”



## Preparing STEM Teachers The UTeach Replication Model

Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University

2020. Paperback 978-1-64802-166-4 \$45.99. Hardcover 978-1-64802-167-1 \$85.99. eBook 978-1-64802-168-8 \$65.

STEM project-based instruction is a pedagogical approach that is gaining popularity across the USA. However, there are very few teacher education programs that focus specifically on preparing graduates to teach in project-based environments. This book is focused on the UTeach program, a STEM teacher education model that is being implemented across the USA in 46 universities. Originally focused only on mathematics and science, many UTeach programs are now offering engineering and computer science licensure programs as well.

This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context. Topics discussed will include sustainability features of the model, and how program assessment, innovative instructional programming, classroom research and effectiveness research have contributed to its success. The objectives of the book are:

- To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed
- To present the theoretical underpinnings of a STEM education model, i.e. deep learning, conceptual understanding
- To present innovative instructional programming in teacher education, i.e. projectbased instruction, functions and modeling, research methods
- To present research and practice in classroom and field implementation and future research recommendations
- To disseminate program assessments and improvement efforts





## Queer Approaches

### Emotion, Expression and Communication in the Classroom

Kristin LaFollette, University of Southern Indiana; Nicholas Santavicca, University of Massachusetts Dartmouth

2020. Paperback 978-1-64802-146-6 \$45.99. Hardcover 978-1-64802-147-3 \$85.99. eBook 978-1-64802-148-0 \$65.

This edited collection supports queer educators and students, underscores the reasons society does not see LGBTQ representation in classroom spaces, and offers “queered” pedagogical approaches for teaching students from diverse backgrounds. This collection places value on every educator and student through prioritizing inclusivity, and the chapters carefully articulate what (queer) inclusivity is, why it matters for all educators, students, and administrators, and what can happen when inclusive environments are not created and/or sustained.

When prompted to think about marginalized educators and students, most literature and research focuses on federal/state laws and instances of bullying. The chapters in this collection are farther reaching and provide (queered) solutions for these individuals’ needs and challenges. This volume addresses the ability of the LGBTQ community to see themselves represented in the curriculum of schools, discussed in the language of society, and valued in all discourse settings. In addition, this volume uses queerness as a lens through which to reimagine classroom spaces and institutions of higher learning.



## A Research Perspective

### Preparing Pre-Service Teachers for Academic Success across South Carolina

Nan Li, Claflin University

2020. Paperback 978-1-64802-192-3 \$45.99. Hardcover 978-1-64802-193-0 \$85.99. eBook 978-1-64802-194-7 \$65.

All educators in teacher education want to know what factors contribute to the academic success of undergraduate education majors or pre-service teachers. Teacher educators of eight universities across the state of South Carolina were determined to find out. This compilation is a result of their inquiry. The conclusions of this book are drawn from the contributors and each chapter helps expand teacher educator readers’ understanding and informs their practice as they work with initial certification students in educator preparation.

A Research Perspective promotes the academic success of pre-service teachers by exploring common research questions posed to education majors of the eight universities in South Carolina. Ranging from historically Black to predominately White, from private to public universities across the state, these institutions serve a diverse body of students who described some insightful contributing factors and challenges to their success. The case scenario begins each chapter that provides contextual snapshots of the myriad choices and obstacles faced by pre-service teachers; the research narratives offer insightful analysis for teacher educators. Though written from the perspective of South Carolina, the lessons learned and recommendations for teacher education are relevant to any state. This is a must-read for all teacher educators interested in student success.

This book is most interesting to members of teacher education organizations, especially the Association of Teacher Educators (ATE) and its 41 state and regional affiliates, including South Carolina Association of Teacher Educators (SCATE) and Southeast Regional Association of Teacher Educators (SRATE). It also has wide appeal to members of other professional organizations, such as National Association for Multicultural Education (NAME) and American Educational Research Association (AERA). Finally, it’s a good choice for professional learning communities of district personnel and classroom teachers since it provides insights that will strengthen mentoring and support systems provided to student teachers.



## Service-Learning for Diverse Communities

### Critical Pedagogy and Mentoring English Learners (2nd Edition)

Kerry L. Purmensity, University of Central Florida

2020. Paperback 978-1-64802-273-9 \$45.99. Hardcover 978-1-64802-274-6 \$85.99. eBook 978-1-64802-275-3 \$65.

Service-Learning for Diverse Communities: Critical Pedagogy and Mentoring English Learners (2nd Edition) provides a foundation for understanding service-learning (SL) practices for those working with English Learners or pre-service teachers who have ELs in their classroom. Through three distinct parts, this text guides the reader through the core values of SL and provides specific examples and models of SL practices with ELs in the classroom and encourages leadership and advocacy in the school community. This book contributes to the understanding of SL models and how this educational approach to learning can enhance understanding of English Learners in the community.

In this new edition, there are many critical updates to research practices and application. The book updates all chapters related to pedagogical practices, TESOL Standards, Critical Pedagogy, and Assessment. In addition to updating the TESOL Standards, the WIDA Standards have been added and incorporated into current SL practices. Two additional chapters focus on infusing technology into service-learning, discussing Digital Badging in assessment and Virtual Tutoring models. English learner needs are expanded to include Dual Language as an important model for teaching. The last chapter presents a compelling

argument for instructors who utilize service-learning in their classrooms to participate in a service-learning opportunity as a student to gain insight into the student service learning experience.



## Standards for Preparing Teachers of Mathematics (color version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139991 \$69.99. Hardcover 9781648020001 \$95.99. eBook 9781641139984 \$65.

Also available in a [black + white version](#)

AMTE, in the Standards for Preparing Teachers of Mathematics (SPTM), puts forward a national vision of initial preparation for all Pre-K–12 teachers who teach mathematics. SPTM contains critical messages for all who teach mathematics, including elementary school teachers teaching all disciplines, middle and high school mathematics teachers who may teach mathematics exclusively, special education teachers, teachers of emergent multilingual students, and other teaching professionals and administrators who have responsibility for students' mathematical learning. SPTM has broad implications for teacher preparation programs, in which stakeholders include faculty and administrators in both education and mathematics at the university level; teachers, principals, and district leaders in the schools with which preparation programs partner; and the communities in which preparation programs and their school partners are situated.

SPTM is intended as a national guide that articulates a vision for mathematics teacher preparation and supports the continuous improvement of teacher preparation programs. Such continuous improvement includes changes to preparation program courses and structures, partnerships involving schools and universities and their leaders, the ongoing accreditation of such programs regionally and nationally, and the shaping of state and national mathematics teacher preparation policy. SPTM is also designed to inform assessment practices for mathematics teacher preparation programs, to influence policies related to preparation of teachers of mathematics, and to promote national dialogue around preparing teachers of mathematics. The vision articulated in SPTM is aspirational in that it describes a set of high expectations for developing a well-prepared beginning teacher of mathematics who can support meaningful student learning. The vision is research-based and establishes a set of goals for the continued development and refinement of a mathematics teacher preparation program and a research agenda for the study of the effects of such a program. SPTM contains detailed depictions of what a well-prepared beginning teacher knows and is able to do related to content, pedagogy, and disposition, and what a strong preparation program entails with respect to learning experiences, assessments, and partnerships. Stakeholders in mathematics teacher preparation will find messages related to their roles.

Standards for Preparing Teachers of Mathematics includes standards and indicators for teacher candidates and for the design of teacher preparation programs. SPTM outlines assessment practices related to overall quality, program effectiveness, and candidate performance. SPTM describes specific focal practices by grade band and provides guidance to stakeholders regarding processes for productive change.



## Standards for Preparing Teachers of Mathematics (black + white version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139960 \$59.99. Hardcover 9781641139977 \$85.99. eBook 9781641139984 \$65.

Also available in a [color version](#)

AMTE, in the Standards for Preparing Teachers of Mathematics (SPTM), puts forward a national vision of initial preparation for all Pre-K–12 teachers who teach mathematics. SPTM contains critical messages for all who teach mathematics, including elementary school teachers teaching all disciplines, middle and high school mathematics teachers who may teach mathematics exclusively, special education teachers, teachers of emergent multilingual students, and other teaching professionals and administrators who have responsibility for students' mathematical learning. SPTM has broad implications for teacher preparation programs, in which stakeholders include faculty and administrators in both education and mathematics at the university level; teachers, principals, and district leaders in the schools with which preparation programs partner; and the communities in which preparation programs and their school partners are situated.

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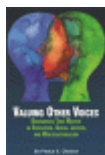


## Taking Play Seriously (2nd Ed.) A Challenge of Learning

Ole Fredrik Lillemyr, Queen Maud University College

2020. Paperback 978-1-64802-067-4 \$45.99. Hardcover 978-1-64802-068-1 \$85.99. eBook 978-1-64802-069-8 \$65.

In the book, the author is focusing the importance of play for children from 0 years up to 8-12 years of age, e.g. in ECE centers and elementary schools. In particular, the importance of play for learning, through motivation as related to self-competence, inspiration and engagement. In this second edition, the author is emphasizing more thoroughly the importance of play as a challenge of learning, with implications for children, as well as for teachers. Further, the author is referring to how meaning making in children's production of multi-module narrative products can contribute to their digital personal formation. The selection of theories presented in the second edition is somewhat expanded, and in the end the author is presenting a few important educational challenges of the field of children's play.



## Valuing Other Voices Discourses that Matter in Education, Social Justice, and Multiculturalism

Festus E. Obiakor, Sunny Educational Consulting

2020. Paperback 978-1-64113-925-0 \$45.99. Hardcover 978-1-64113-926-7 \$85.99. eBook 978-1-64113-927-4 \$65.

How can we build an organization or institution that treats people equitably? How do we develop conscientious communities where people's voices are heard and not silenced? How can we go from half-truths and alternative facts to real truths? How can we reduce or eliminate societal ills such as racism, ethnocentrism, xenophobia, religious dogmatism, sexism, homophobia, tribalism, colonial mentality, slave mentality, Messiah Complex, and terrorism? How can we get into the mind's eyes of others and "treat them as we would like to be treated?" How do we create environments that stimulate fearless or "hearty" conversations between peoples? How do we learn from history or other people's experiences to make functional goal-directed decisions? And, how can we inspire people to value their differences and similarities as they think and talk in our global village? These are questions that deserve answers in our respective communities, states, nations, and world. This book, *Valuing Other Voices: Discourses That Matter in Education, Social Justice, and Multiculturalism* opens doors of communication for all people willing to create a community, state, nation, or world of harmony.



## The Art and Science of Mentoring A Festschrift in Honor of Dr. Frances Kochan

Ellen H. Reames, Auburn University; Linda J. Searby, University of Florida

2021. Paperback 978-1-64802-285-2 \$45.99. Hardcover 978-1-64802-286-9 \$85.99. eBook 978-1-64802-287-6 \$65.

The Art and Science of Mentoring is a collection of chapters and vignettes that honors one of the leading experts of mentoring, Fran Kochan. Her amazing role of being able to blend theory and practice in regards to mentoring is captured in these pages. As one prote ge said, "She practices what she preaches."

The volume is divided into an introduction, Part II, which explores important concepts and ideas in regards to mentoring and then Part III which are essays from individuals whom Fran Kochan mentored throughout her life.

In closing, Fran Kochan lives and breathes her words. Even today, she continues to work with scholars, practitioners and others she meets. She offers a guiding hand, she uplifts and she supports all that she meets. Please enjoy this volume of highlights of research from top mentoring experts who are peers of Dr. Kochan, as well as the tributes from a sampling of individuals she has mentored to successful careers. You will be inspired to learn how Dr. Fran Kochan masters both the art and science of mentoring. We honor her in this book as scholar, mentor, and friend.



## Evidence-Based Inquiries in Ethno-STEM Research Investigations in Knowledge Systems Across Disciplines and Transcultural Settings

Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University

2021. Paperback 978-1-64802-115-2 \$45.99. Hardcover 978-1-64802-116-9 \$85.99. eBook 978-1-64802-117-6 \$65.

The purpose of the edited volume is to provide an international lens to examine evidence-based investigations in Ethno-STEM research: Ethno-science, Ethno-technology, Ethno-engineering, and Ethno-mathematics. These themes grew out of multi-national, multi-institutional and multi-disciplinary efforts to

preserve as well as epitomize the role that Indigenous Knowledge Systems (IKS) play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non-conventional contexts. Principled by the Embodied, Situated, and Distributed Cognition (ESDC), this innovative book will provide evidence supporting the embeddedness of a thinking-in-acting model as a fundamental framework that explains and supports students' acquisition of scientific knowledge.

So often 'western' science curricula are experienced as irrelevant, since it does not take cognizance of the daily experiences and world in which the learner finds himself. This book takes a socio-cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM (Science, Technology, Engineering and Mathematics) classroom. We use the Embodied Situated Distributed Cognition (ESDC) Model as conceptual framework in this book.

Although the value of IKS is often acknowledged in curriculum policy documents, teachers are most often not trained in incorporating IK in the classroom. Teachers' lack of the necessary pedagogical content knowledge (PCK) in effectively incorporating IK in their classrooms is a tremendous problem internationally. Another problem is that IK is often perceived as "pseudo-science", and scholars advocating for the incorporation of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework.

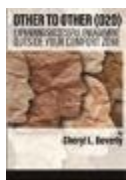


## Managing Performance Strategically in Education Agencies A Guidebook for Strategic Performance Management (SPM)

Allison Layland, Academic Development Institute; Sam Redding, Academic Development Institute

2021. Paperback 978-1-64802-335-4 \$45.99. Hardcover 978-1-64802-336-1 \$85.99. eBook 978-1-64802-337-8 \$65.

This book gives an education leader a practical path to organizational effectiveness, shared sense of direction, and clear focus on outcomes for students. Setting a clear direction, structuring personnel for the greatest productivity, engaging everyone in meaningful work, tracking organizational performance, and encouraging innovation are fundamental concerns for every kind of education organization—schools, districts, state agencies included. Yet, education leaders struggle to give due attention to these organizational matters while also tackling the challenges of meeting the needs of their students. They are searching for a path leading to both organizational productivity and excellence in learning for students, a path that enlists the passions and efforts of all personnel. Strategic Performance Management (SPM) integrates strategic planning with performance management into a seamless process by which an education organization develops and operationalizes a strategic direction. This direction goes beyond the basic elements of vision, mission, values, goals, and strategies to include careful analysis of the functions performed by the organization, its units, and its positions (roles) to facilitate effective placement, assignment, and training of personnel. SPM emphasizes planning through strategic thinking that enables the organization to make critical adjustments as needs and context change. It provides the flexibility to act in times of crisis. Most of all, it gets everyone moving in the same direction, aimed at goals for students.



## Other to Other (O2O): Expanding Successful Engagement Outside Your Comfort Zone

Cheryl L. Beverly, James Madison University

2021. Paperback 978-1-64802-390-3 \$45.99. Hardcover 978-1-64802-391-0 \$85.99. eBook 978-1-64802-392-7 \$65.

Other to Other (O2O): Expanding successful engagement outside your comfort zone is written from an operational perspective. The O2O model was developed to be used with persons and contexts across a range of races, ethnicities, gender identities, ages, abilities, experiences, and environments. The four components of the O2O model: knowledge, skills, personal characteristics, and motivation, are introduced and discussed separately, with an analysis and, an incomplete list of the many knowledge, skills, and personal characteristics embedded in successful engagement with Other.

Although the first three components are presented in their higher level of knowing, discussion is provided around task analysis and scaffolding of the knowledge and skills. Motivation, the fourth component, is discussed using the Value\*Expectation\*Cost theory. This theory is described as is the motivation necessary for successful O2O engagements. Examples applying each component in different contexts are provided. Finally, the nonlinear, developmental, intertwined, and dynamic aspects of the O2O model are described.



## Potential Grizzlies Making the Nonsense Bearable

Kevin G. Welner, University of Colorado - Boulder

2021. Paperback 978-1-64802-297-5 \$24.99. Hardcover 978-1-64802-298-2 \$49.99. eBook 978-1-64802-299-9 \$65.

If all humor does indeed come from pain, then American educational policymaking has been a petri dish brimming with hilarity. Even before Betsy DeVos ascended to her perch atop the U.S. Department of Education, her predecessors had offered up an excruciating decade of fodder for satire. Ably assisted by a bevy of billionaires, foundations, and advocacy think tanks, these policymakers unleashed a torrent of rhetorical gibberish and evidence-free “innovations” on the nation’s children and their schools.

Potential Grizzlies: Making the Nonsense Bearable is one researcher’s attempt to laugh instead of cry. The book will bring back memories of policymakers from more innocent times, from Michelle Rhee to Arne Duncan to Chris Christie. Sit back and relax with fond thoughts of your favorite policies, from testing to school choice to “parent trigger.” Or maybe just smile and imagine a day when policymakers turn to research evidence and knowledgeable educators to build a sound future for our children.

### Praise for Potential Grizzlies: Making the Nonsense Bearable:

*"Kevin Welner deftly skewers every phony reform fad of the past twenty years with a sharp blade, neatly removing head from body without leaving a trace. He says in a few cleverly chosen anecdotes what many of us have tried to prove in laborious tomes. The so-called "reform" movement is a hoax. Read it and laugh!"*

**Diane Ravitch**, Research Professor of Education at New York University, and author of *Slaying Goliath: The Passionate Resistance to Privatization and the Fight to Save America's Public Schools*

*"During these days of grim headlines, Potential Grizzlies provides welcome relief. With clever twists about "reformers" and their projects, Welner captures the tragic hilarity of what friends of public schools have lived through for the past decades. Every time I thought I read the most hilarious "tweak" of ed reform, I would find a new favorite a few pages later. A must-read for those who have waged the fight against NCLB, Race to the Top, privatization, and of course Betsy DeVos."*

**Carol Burris**, Executive Director of the Network for Public Education, and author of *On the Same Track: How Schools Can Join the Twenty-First-Century Struggle against Resegregation*

*"Welner expertly jumbles satire, research and education reform into this must-read book, which simultaneously covers where we've come from, why, and where we are going with education reform. Honestly I'm angry that my blog is not as funny as this. Read it, unless you don't have a funny bone."*

**Julian Vasquez Heilig**, Dean and Professor, University of Kentucky College of Education



## Voices of Social Education A Pedagogy of Change

Bernardo Pohl, University of Houston-Downtown; Cameron White, University of Houston; Christine Beaudry, Nevada State College

2021. Paperback 978-1-64802-375-0 \$45.99. Hardcover 978-1-64802-376-7 \$85.99. eBook 978-1-64802-377-4 \$65.

There is only one place where social education can occur and flourish: through the voices that create a pedagogy of change. And it is these voices where the most exciting and provocative moments can occur for those of us who are passionate about education, teaching, social justice, equity, and love. As such, social education is a journey—an endeavor that makes us savor the experience of the journey more than the destination. And social education is a journey that is enhanced through educator and student voices because it occurs in the most important spaces of our personal and professional lives. It occurs in the hallways of the schools we teach, in the staff meetings we attend, in the mountain villages we venture to visit, in the places we work, and in the spaces we occupy. Moreover, social education is a unique kind of journey because it is a human experience that seldom occurs alone. It happens with our colleagues and our loved ones. It happens with our students, administrators, and other professionals who are fighting for the same things that we so fervently believe. In the end, social education occurs and flourishes in the trenches because it is the active pursuit of getting our hands dirty in our endless pursuit for a better and more just world.

Social education is also a narrative, which takes on a different meaning for each one of us. This is because sooner or later each person that embarks into the journey of social education develops its own personal definition of what social education entails through his or her own personal landscape and knowledge. This personal landscape has been evolving since we were very young with some of the best examples of human courage and tenacity in the fight for social justice.

*Voices of Social Education: A Pedagogy for Change* is a collection of personal stories. In this volume, academics, teachers, students, activists, and artists share their personal stories of triumph, tribulations, and courage in their daily fight for social justice and equality. The term social education is not defined as a set number of guidelines or a specific definition; we give the term an organic fluency to stress that social education is a point of encounter—a common space—where we can share with each other our experiences, values, and culture to form a more genuine and just social experience.



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