

INFORMATION AGE PUBLISHING

EDUCATION 2022

IAP | INFORMATION AGE PUBLISHING

www.infoagepub.com

TABLE OF CONTENTS

| | |
|---|----------|
| RECENT TITLES | 9 |
| ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS: | |
| - Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability (2021) | 9 |
| - Teaching and Learning for Adult Skill Acquisition. <i>Applying the Dreyfus and Dreyfus Model in Different Fields</i> (2021) | 9 |
| - Trauma in Adult and Higher Education. <i>Conversations and Critical Reflections</i> (2022) | 9 |
| ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT: | |
| - Making of Distinctions. <i>Towards a Social Science of Inclusive Oppositions</i> (2021) | 10 |
| - Deep Loyalties. <i>Values in Military Lives</i> (2022) | 10 |
| - Drama of Multilingualism. <i>Literature Review and Liberation</i> (2022) | 11 |
| ADVANCES IN SERVICE-LEARNING RESEARCH: | |
| - Pursuit of Liberation. <i>Critical Service-Learning as Capacity Building ...</i> (2022) | 11 |
| ADVANCES IN TEACHER EDUCATION: | |
| - (Re)Designing Programs: . <i>A Vision for Equity-Centered, Clinically Based Teacher Preparation</i> (2021) | 12 |
| ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH AND APPLICATION: | |
| - Faith and Work. <i>Christian Research, Perspectives, and Applications</i> (2022) | 12 |
| AMERICAN EDUCATIONAL HISTORY JOURNAL: | |
| - American Educational History Journal. <i>Volume 48</i> (2021) | 13 |
| - Snapshots of History. <i>Portraits of the 21st Century Pandemic</i> (2022) | 13 |
| ANNALS OF CULTURAL PSYCHOLOGY: | |
| - Intimacy. <i>The Shared Part of Me</i> (2022) | 14 |
| COMPARATIVE INTERNATIONAL RESEARCH: | |
| - The Demographic Crisis in Europe. <i>Selected Essays</i> (2021) | 14 |
| CONDUCTING RESEARCH IN EDUCATION FINANCE: | |
| - Charter School Funding Considerations (2022) | 15 |
| CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE: | |
| - Conflict Management and Dialogue in Higher Education. <i>3rd Edition</i> (2021) | 15 |
| - The Conflicts of 2020. <i>Reflections from a Graduate Course on Diversity and Social Justice ...</i> (2021) | 15 |
| CONTEMPORARY LANGUAGE EDUCATION: | |
| - Democracy and World Language Education. <i>Toward a Transformation</i> (2022) | 16 |
| - Starting Points in Critical Language Pedagogy (2022) | 16 |
| CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP: | |
| - Challenges and Opportunities in Healthcare Leadership. <i>Voices from the Crowd ...</i> (2022) | 16 |
| CONTEMPORARY PERSPECTIVES IN DATA MINING: | |
| - Contemporary Perspectives in Data Mining. <i>Volume 4</i> (2021) | 17 |
| CONTEMPORARY PERSPECTIVES IN EARLY CHILDHOOD EDUCATION: | |
| - Contemporary Perspectives on Research on Child Care in Early Childhood Education (2021) | 17 |
| - Contemporary Perspectives on Research on Coronavirus Disease 2019 (COVID-19) in Early Childhood Education (2022) | 18 |
| CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS: | |
| - The Pursuit of Excellence. <i>Kentucky State University, 1886-2020</i> (2021) | 18 |
| - A Trace for the Next Generation. <i>Young Black Theorists Confronting Transnational Racism</i> (2022) | 19 |
| CONTEMPORARY PERSPECTIVES IN SPECIAL EDUCATION: | |
| - Enhancing Partnerships in Special Education. <i>Innovative Collaboration, Consultation, and Cooperation</i> (2021) | 19 |
| CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT: | |
| - Black Mother Educators. <i>Advancing Praxis for Access, Equity, and Achievement</i> (2021) | 19 |
| - The Impact of Classroom Practices. <i>Teacher Educators' Reflections on Culturally Relevant Teachers</i> (2021) | 20 |
| - Dissertating During a Pandemic. <i>Narratives of Success From Scholars of Color</i> (2022) | 20 |
| - Equity-Based Career Development and Postsecondary Transitions. <i>An American Imperative</i> (2022) | 21 |

| | |
|--|----|
| - Imagining the Future. <i>Historically Black Colleges and Universities - A Matter of Survival</i> (2022) | 21 |
| - Purposeful Teaching and Learning in Diverse Contexts. <i>Implications for Access, Equity and Achievement</i> (2022) | 21 |
| - Reimagining School Discipline for the 21st Century Student. <i>Engaging Students, ...</i> (2022) | 22 |
| - Un-Silencing Youth Trauma. <i>Transformative School-Based Strategies for Students ...</i> (2022) | 22 |
| CONTEMPORARY PERSPECTIVES ON BLACK HOMESCHOOLING: | |
| - Homeschooling Black Children in the U.S.. <i>Theory, Practice, and Popular Culture</i> (2022) | 23 |
| CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING: | |
| - Engaging in the Leadership Process. <i>Identity, Capacity, and Efficacy for College Students</i> (2021) | 23 |
| - Operationalizing Culturally Relevant Leadership Learning (2021) | 24 |
| - Shifting the Mindset. <i>Socially Just Leadership Education</i> (2021) | 24 |
| - Navigating Complexities in Leadership. <i>Moving Toward Critical Hope</i> (2022) | 25 |
| CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS: | |
| - Education Abroad. <i>Learning Environments in a Global Context</i> (2021) | 25 |
| CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES: | |
| - Unheard Voices. <i>A Collection of Narratives by Black, Gay & Bisexual Men</i> (2021) | 26 |
| CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION: | |
| - Black Boys are Lit. <i>Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature ...</i> (2021) | 26 |
| - Identifying, Preventing and Combating Bullying in Gifted Education (2022) | 27 |
| CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM: | |
| - Rural School Turnaround and Reform. <i>It's Hard Work!</i> (2022) | 27 |
| CONTEMPORARY PERSPECTIVES ON SPIRITUALITY IN EDUCATION: | |
| - United We Stand. <i>The Role of Spirituality in Engaging and Healing Communities</i> (2021) | 28 |
| CONTEMPORARY PERSPECTIVES ON SUPERVISION AND INSTRUCTIONAL LEADERSHIP: | |
| - Advancing Supervision in Clinically Based Teacher Education. <i>Advances, Opportunities, and Explorations</i> (2022) | 28 |
| CONTEMPORARY PIONEERS IN EDUCATIONAL PSYCHOLOGY: | |
| - Contemporary Pioneers in Human Learning and Development (2022) | 29 |
| - Contemporary Pioneers in Teaching and Learning Volume 2 (2022) | 29 |
| CRITICAL CONCERNS IN BLINDNESS: | |
| - The ABCs of Structured Discovery Cane Travel for Children (2021) | 29 |
| CURRENT ISSUES IN OUT-OF-SCHOOL TIME: | |
| - Measure, Use, Improve!. <i>Data Use in Out-of-School Time</i> (2021) | 30 |
| - It Takes an Ecosystem. <i>Understanding the People, Places, and Possibilities of Learning ...</i> (2022) | 30 |
| CURRENT PERSPECTIVES IN HOLISTIC EDUCATION: | |
| - Flourishing in the Holistic Classroom (2021) | 31 |
| - A Holistic Educator's Journey. <i>Seeking Wholeness in America, Canada, Japan and Asia</i> (2021) | 31 |
| - Learning in Nature (2021) | 32 |
| CURRENT PERSPECTIVES ON CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION: | |
| - Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity (2021) | 33 |
| CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION: | |
| - Social Media. <i>Influences on Education</i> (2021) | 34 |
| CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH: | |
| - Learning to Read the World and the Word. <i>School-University-Community Collaboration ...</i> (2021) | 34 |
| - A Place Called Home. <i>School-University-Community Collaboration ...</i> (2021) | 35 |
| CURRICULUM & TEACHING DIALOGUE: | |
| - Curriculum and Teaching Dialogue. <i>Vol. 23 # 1 & 2</i> (2021) | 35 |
| CURRICULUM AND PEDAGOGY: | |
| - The Kaleidoscope of Lived Curricula. <i>Learning Through a Confluence of Crises ...</i> (2021) | 36 |
| CURRICULUM WINDOWS: | |
| - Curriculum Windows. <i>What Curriculum Theorists of the 2000s Can Teach Us ...</i> (2021) | 36 |

| | |
|--|----|
| DIALOGICAL SELF THEORY: | |
| - The Identity of Education Professionals. <i>Positioning, Training, and Innovation</i> (2022) | 37 |
| DIGITAL MEDIA AND LEARNING: | |
| - Using Mobiles in Early Childhood and Elementary Settings (2021) | 37 |
| DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: | |
| - Partnerships for Leadership Preparation and Development. <i>Facilitators, Barriers and Models for Change</i> (2021) | 37 |
| DISTANCE LEARNING JOURNAL: | |
| - Designing and Teaching Online Courses During Uncertain Times. <i>Volume 17 #4</i> (2020) | 38 |
| EDUCATION POLICY IN PRACTICE: CRITICAL CULTURAL STUDIES: | |
| - Paths to the Future of Higher Education (2021) | 39 |
| EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE: | |
| - School Leadership in a Diverse Society. <i>Helping Schools Prepare all Students for Success (2nd Edition)</i> (2021) | 39 |
| FAMILY SCHOOL COMMUNITY PARTNERSHIP ISSUES: | |
| - Composing Storylines of Possibilities. <i>Immigrant and Refugee Families Navigating School</i> (2022) | 40 |
| HISPANICS IN EDUCATION AND ADMINISTRATION: | |
| - Latinas Leading Schools (2021) | 40 |
| HISTORY AND SOCIETY: | |
| - Sticking Together. <i>How Local Politicians Make Sense of and Respond to International Crises</i> (2021) | 41 |
| - Educational Justice. <i>Challenges For Ideas, Institutions, and Practices in Chilean Education</i> (2022) | 41 |
| - Reproducing, Rethinking, Resisting National Narratives. <i>A Sociocultural Approach ...</i> (2022) | 41 |
| HOLLYWOOD OR HISTORY: | |
| - Hollywood or History?. <i>An Inquiry-Based Strategy for Using Film to Teach World History</i> (2021) | 42 |
| - Hollywood or History?. <i>An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity ...</i> (2022) | 42 |
| I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS: | |
| - Identity and Lifelong Learning. <i>Becoming Through Lived Experience</i> (2021) | 43 |
| - Narratives on Becoming. <i>Identity and Lifelong Learning</i> (2021) | 43 |
| IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS: | |
| - Working While Black. <i>The Untold Stories of Student Affairs Practitioners</i> (2022) | 44 |
| INNOVATIONS IN QUALITATIVE RESEARCH: | |
| - Qualitative Research and Social Intervention. <i>Transformative Methodologies for Collective Contexts</i> (2021) | 45 |
| INSTRUCTIONAL TECHNOLOGY GUIDEBOOKS FOR EDUCATORS AND PARENTS: | |
| - The Elementary School Teacher Technology Guidebook. <i>21 Questions and 282 Answers</i> (2021) | 45 |
| - The High School Teacher Technology Guidebook. <i>22 Questions and 313 Answers</i> (2021) | 46 |
| INTERNATIONAL ADVANCES IN SELF RESEARCH: | |
| - SELF - A Multidisciplinary Concept (2021) | 46 |
| INTERNATIONAL EDUCATION INQUIRIES: | |
| - Education Around the Globe. <i>Creating Opportunities and Transforming Lives</i> (2021) | 47 |
| INTERNATIONAL PERSPECTIVES ON EDUCATIONAL POLICY, RESEARCH AND PRACTICE: | |
| - Emerging International Issues in Student Affairs Research and Practice (2022) | 48 |
| - Keep Calm, Teach On. <i>Education Responding to a Pandemic</i> (2022) | 48 |
| INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP: | |
| - Educational Leadership for Social Justice and Improving High-Needs Schools. (2021) | 49 |
| LANDSCAPES OF EDUCATION: | |
| - Mandy Hoffen and a Conspiracy to Resurrect Life and Social Justice in Science Curriculum with Henrietta Lacks. (2021) | 49 |
| LEADERSHIP FOR SCHOOL IMPROVEMENT: | |
| - Maximizing the Policy-Relevance of Research for School Improvement (2021) | 50 |
| LEADERSHIP, SCHOOLS, AND CHANGE: | |
| - The School Leadership Survival Guide. <i>What to Do When Things Go Wrong ...</i> (2021) | 50 |

| | |
|---|----|
| LIFESPAN LEARNING: | |
| - Adolescents in the Internet Age. <i>A Team Learning and Teaching Perspective Third Edition</i> (2021) | 51 |
| LITERACY, LANGUAGE AND LEARNING: | |
| - Authentic Voices. <i>Culturally Responsive Teaching and Learning</i> (2021) | 51 |
| MARXIST, SOCIALIST, AND COMMUNIST STUDIES IN EDUCATION: | |
| - The Anatomy of Neoliberalism and Education. <i>Imperialism, Class Struggle, and Pedagogy</i> (2022) | 52 |
| MIDDLE GRADES RESEARCH JOURNAL: | |
| - Middle Grades Research Journal. <i>Volume 13 #1</i> (2021) | 52 |
| MIDDLE LEVEL EDUCATION AND THE SELF-ENHANCING SCHOOL: | |
| - "School is Life, Not a Preparation for Life". <i>John Dewey: Democratic Practices in Middle Grades Education</i> (2021) | 52 |
| NEW DIRECTIONS IN EDUCATIONAL LEADERSHIP: | |
| - Globalization and Education. <i>Teaching, Learning and Leading in the World Schoolhouse</i> (2022) | 53 |
| NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY: | |
| - Where Culture and Mind Meet. <i>Principles for a Dynamic Cultural Psychology</i> (2021) | 53 |
| ON INDIAN GROUND: | |
| - On Indian Ground. <i>The Southwest</i> (2021) | 54 |
| OPPORTUNITY AND PERFORMANCE: | |
| - Opportunity and Performance. <i>Equity for Children from Poverty</i> (2021) | 54 |
| OUT-OF-SCHOOL-TIME STEM PROGRAMS FOR FEMALES: | |
| - Out-of-School-Time STEM Programs for Females. <i>Implications for Research and Practice Volume II ...</i> (2021) | 54 |
| PEACE EDUCATION: | |
| - Experiential Learning in Higher Education. <i>Issues, Ideas, and Challenges for Promoting Peace and Justice</i> (2021) | 55 |
| - Humanities Perspectives in Peace Education. <i>Re-Engaging the Heart of Peace Studies</i> (2021) | 55 |
| - Peace is Everyone's Business (2021) | 56 |
| - Coronavirus and Vulnerable People. <i>Addressing the Divide in Harm and Responses ...</i> (2022) | 56 |
| - Lessons for Creating a Culture of Character and Peace in Your Classroom. <i>A Playbook for Teachers</i> (2022) | 56 |
| - The New Peace Linguistics and the Role of Language in Conflict (2022) | 57 |
| PERSPECTIVES ON HUMAN DEVELOPMENT: | |
| - Families and Family Values in Society and Culture (2021) | 57 |
| - Family Formation Among Youth in Europe. <i>Coping with Socio-Economic Disadvantages</i> (2022) | 58 |
| PROMOTING JUSTICE, DIVERSITY, AND INCLUSIVITY THROUGH ARTS-BASED PRACTICES: | |
| - The Time is Now. <i>Creating Community Through Social Justice Artmaking</i> (2022) | 58 |
| QUANTITATIVE METHODS IN EDUCATION AND THE BEHAVIORAL SCIENCES: | |
| - Multilevel Modeling Methods with Introductory and Advanced Applications (2022) | 59 |
| READINGS IN LANGUAGE STUDIES: | |
| - A Critical Examination of Language and Community (2022) | 59 |
| - Intersections of Peace and Language Studies (2022) | 60 |
| - Language Across Disciplinary Boundaries (2022) | 60 |
| - Language and Identity (2022) | 60 |
| - Language and Power (2022) | 61 |
| - Language and Social Justice (2022) | 61 |
| - Language and Society (2022) | 61 |
| RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION: | |
| - Who Decides?. <i>Power, Disability, and Educational Leadership</i> (2022) | 61 |
| RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY INQUIRY: | |
| - Queer Multicultural Social Justice Education. <i>Curriculum (and Identity) Development Through Performance</i> (2021) | 62 |
| - Indigenizing Education. <i>Transformative Research, Theories, and Praxis</i> (2022) | 62 |
| RESEARCH IN BILINGUAL EDUCATION: | |
| - Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education. <i>Bridging the Distance ...</i> (2022) | 63 |

| | |
|---|----|
| RESEARCH IN CURRICULUM AND INSTRUCTION: | |
| - Truth and Knowledge in Curriculum Making (2021) | 63 |
| RESEARCH IN EDUCATION FISCAL POLICY AND PRACTICE: | |
| - American Higher Education. <i>Contemporary Perspectives on Policy and Practice</i> (2022) | 64 |
| RESEARCH IN EDUCATION POLICY: LOCAL, NATIONAL, AND GLOBAL PERSPECTIVES: | |
| - Walkout!. <i>Teacher Militancy, Activism, and School Reform</i> (2021) | 64 |
| RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT: | |
| - The Ph.D. Mindset. <i>Decoupling Passion from Research</i> (2021) | 65 |
| - Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI). (2021) | 65 |
| RESEARCH IN MATHEMATICS EDUCATION: | |
| - International Perspectives on Mathematics Teacher Education (2021) | 66 |
| RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS: | |
| - The Impact of PDS Partnerships in Challenging Times (2021) | 66 |
| RESEARCH IN SECOND LANGUAGE LEARNING: | |
| - The Matter of Practice. <i>Exploring New Materialisms in the Research and Teaching ...</i> (2021) | 67 |
| RESEARCH IN SOCIAL EDUCATION: | |
| - Research on Global Citizenship Education in Asia. <i>Conceptions, Perceptions, and Practice</i> (2021) | 67 |
| RESEARCH IN SOCIAL ISSUES IN MANAGEMENT: | |
| - The Future of Scholarship on Race in Organizations (2022) | 67 |
| RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST: | |
| - Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East (2022) | 68 |
| RESEARCH ON WOMEN AND EDUCATION: | |
| - Women of Color In STEM. <i>Navigating the Double Bind in Higher Education</i> (2021) | 68 |
| RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES: | |
| - Purveyors of Change. <i>School Leaders of Color Share Narratives of Student, School, and Community Success</i> (2021) | 69 |
| - Racism by Another Name. <i>Black Students, Overrepresentation, and the Carceral State of Special Education</i> (2021) | 69 |
| - R.A.C.E. Mentoring and P-12 Educators. <i>Practitioners Contributing to Scholarship</i> (2022) | 69 |
| RESEARCH, INNOVATION & METHODS IN EDUCATIONAL TECHNOLOGY: | |
| - Preparing Pre-Service Teachers to Teach Computer Science. <i>Models, Practices, and Policies</i> (2021) | 70 |
| SOCIAL SCIENCE EDUCATION CONSORTIUM BOOK SERIES: | |
| - The Divide Within. <i>Intersections of Realities, Facts, Theories, and Practices</i> (2021) | 70 |
| - Fostering Diversity and Inclusion in the Social Sciences (2021) | 71 |
| SURVEY METHODS IN EDUCATIONAL RESEARCH: | |
| - Basic Elements of Survey Research in Education. <i>Addressing the Problems Your Advisor Never Told You About</i> (2021) | 71 |
| TEACHING AND LEARNING ONLINE: | |
| - Teaching and Learning Online. <i>Science for Elementary Grade Levels</i> (2022) | 72 |
| TEACHING AND LEARNING SOCIAL STUDIES: | |
| - Education for Democracy. <i>A Renewed Approach to Civic Inquiries for Social Justice</i> (2021) | 72 |
| - Real Classrooms, Real Teachers. <i>The C3 Inquiry in Practice</i> (2021) | 73 |
| - At the Schoolhouse Gate. <i>Stakeholder Perceptions of First Amendment Rights and Responsibilities ...</i> (2022) | 73 |
| THE HANDBOOK OF RESOURCES IN MIDDLE LEVEL EDUCATION: | |
| - As He Saw It. <i>Contributions, Memories and Reflections of John H. Lounsbury</i> (2021) | 74 |
| THE MARCES BOOK SERIES: | |
| - Enhancing Effective Instruction and Learning Using Assessment Data (2022) | 74 |
| THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES: | |
| - Multiliteracies in English as an Additional Language Classrooms. <i>Methods, Approaches, and Lessons</i> (2021) | 75 |
| THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING: | |
| - Teaching Motivation for Student Engagement (2021) | 75 |

| | |
|--|-----------|
| - Teaching on Assessment (2021) | 76 |
| TRANSFORMATIVE PEDAGOGIES IN TEACHER EDUCATION: | |
| - Re-Imagining Transformative Leadership in Teacher Education (2021) | 76 |
| TRANSFORMING EDUCATION FOR THE FUTURE: | |
| - Hope for the Embattled Language Classroom. <i>Pedagogies for Well-Being and Trauma Healing</i> (2022) | 77 |
| - The Wisdom Way of Teaching. <i>Educating for Social Conscience and Inner Awakening ...</i> (2022) | 77 |
| TRANSFORMING EDUCATION SYSTEMS: | |
| - Design Thinking. <i>Research, Innovation, and Implementation</i> (2022) | 78 |
| URBAN EDUCATION STUDIES SERIES: | |
| - Black Males Matter. <i>A Blueprint for Creating School and Classroom Environments ...</i> (2021) | 78 |
| WORK-LIFE BALANCE: | |
| - Parenting in the Pandemic. <i>The Collision of School, Work, and Life at Home A Collection of Essays</i> (2021) | 78 |
| YEARBOOK OF IDIOGRAPHIC SCIENCE: | |
| - One Dog Is Enough. <i>Ivan P. Pavlov's Contributions to Idiographic Science</i> (2022) | 79 |
| NO SERIES: | |
| - Age of Inference. <i>Cultivating a Scientific Mindset</i> (2021) | 79 |
| - Applied Single Subjects Research for School Psychologists and Educators (2021) | 80 |
| - The Art and Science of Mentoring. <i>A Festschrift in Honor of Dr. Frances Kochan</i> (2021) | 80 |
| - Becoming Inclusive. <i>A Worthy Pursuit in Leadership</i> (2021) | 81 |
| - Bending the Arc Towards Justice. <i>Equity-Focused Practices for Educational Leaders</i> (2021) | 81 |
| - Critical Reflection and the Foreign Language Classroom. <i>(20th Anniversary Edition)</i> (2021) | 81 |
| - Critical Storytelling During the COVID-19 Pandemic. <i>Berea College Students Share their Experiences</i> (2021) | 82 |
| - Cultivating Rural Education. <i>A People-Focused Approach for States</i> (2021) | 82 |
| - Evidence-Based Inquiries in Ethno-STEM Research. <i>Investigations in Knowledge Systems ...</i> (2021) | 83 |
| - Food for Thought. <i>Service-Learning Research in Asia</i> (2021) | 83 |
| - The Handbook on Caribbean Education (2021) | 84 |
| - Handbook on Teaching Social Issues. <i>2nd edition</i> (2021) | 84 |
| - Managing Performance Strategically in Education Agencies. <i>A Guidebook ...</i> (2021) | 86 |
| - The Model Minority Stereotype. <i>Demystifying Asian American Success (Second Edition)</i> (2021) | 86 |
| - Multiculturalism Still Matters in Education and Society. <i>Responding to Changing Times</i> (2021) | 86 |
| - Other to Other (O2O):. <i>Expanding Successful Engagement Outside Your Comfort Zone</i> (2021) | 86 |
| - Positive Leadership for Flourishing Schools (2021) | 87 |
| - Potential Grizzlies. <i>Making the Nonsense Bearable</i> (2021) | 87 |
| - Pyrrhic Victory. <i>Before You Remove The Knife, 2nd Edition</i> (2021) | 88 |
| - Rethinking School-University Partnerships. <i>A New Way Forward</i> (2021) | 88 |
| - Student-Centered Research. <i>Blending Constructivism With Action Research</i> (2021) | 88 |
| - The Talking Point. <i>Creating an Environment for Exploring Complex Meaning 2nd Edition</i> (2021) | 89 |
| - Teaching as a Human Activity. <i>Ways to Make Classrooms Joyful and Effective</i> (2021) | 89 |
| - Understanding the Worlds of Young Children (2021) | 90 |
| - Voices of Social Education. <i>A Pedagogy of Change</i> (2021) | 90 |
| - What Do Principals Do?. <i>A Study of a Principal's Job and How Long It Takes To Do It</i> (2021) | 91 |
| - Bloody Mary for the AERA Attendee's Soul (2022) | 91 |
| - Keeping School Children Safe and Alive. <i>Strategies to Stop Bullying and Prevent Suicide</i> (2022) | 91 |
| - Literacy in Teacher Preparation and Practice. <i>Enabling Individuals to Negotiate Meaning</i> (2022) | 92 |
| - Mathematics as the Science of Patterns. <i>Making the Invisible Visible to Students Through Teaching</i> (2022) | 92 |
| - Preparing Quality Teachers. <i>Advances in Clinical Practice</i> (2022) | 93 |
| - Re-Envisioning Education. <i>Affirming Diversity and Advancing Social Justice</i> (2022) | 93 |
| - School Administrator Succession Planning. <i>Identifying High-Impact Practices ...</i> (2022) | 94 |
| - Teacher Candidate Problem-Solving Engagement Styles. <i>LIBRE Model Self-Management Analysis</i> (2022) | 94 |
| - Teaching Large Online and Blended Classes (2022) | 94 |
| - Teaching Middle Level Social Studies. <i>A Practical Guide for 4th-8th Grade (3rd Edition)</i> (2022) | 95 |
| - Understanding Belief, Attitude, and Behavior. <i>How to Use Fishbein and Ajzen's Theories in Evaluation ...</i> (2022) | 95 |
| BACK LIST | 97 |

| | |
|------------------------------------|------------|
| JOURNAL SUBSCRIPTION PRICES | 205 |
| INTERNATIONAL DISTRIBUTORS | 206 |
| ORDER FORM | 208 |

RECENT TITLES

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability

Mary V. Alfred, Texas A&M University; Petra A. Robinson, Louisiana State University; Elizabeth A. Roumell, Texas A&M University

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

2021. Paperback 978-1-64802-695-9 \$45.99. Hardcover 978-1-64802-696-6 \$85.99. eBook 978-1-64802-697-3 \$74.

For over 70 years, the United Nations has worked to advance human conditions globally through its historic agenda for a more peaceful, prosperous, and just world. Through the work of the General Assembly and other programs like the UNESCO World Conferences on Adult Education, the organization has taken a leading role in bringing world leaders together to dialogue on world issues and to set agendas for advancing social and economic justice among and within the regions of the world. The underlying themes of the United Nations' agenda over the years have been world peace, economic justice, addressing the needs of the world's most vulnerable populations, and protecting the environment. We draw from the two last two declarations from which the Millennium Development Goals (September 2000) and the Sustainable Development Goals (September 2015) were adopted by world leaders with a focus on addressing the needs of the most vulnerable populations. In this declaration, world leaders committed to uphold the long-standing principles of the organization and to combat extreme poverty, hunger, disease, illiteracy, environmental degradation and discrimination and violence against women.

The overall objective of the book is to highlight the conditions of vulnerable populations from various contexts globally, and the role adult and higher education can play (and is playing) in advancing the United Nations agenda of social and economic justice and environmental sustainability. Adult education, through research, teaching, and service engagements is contributing to this ongoing effort but as many scholars have noted, our work remains invisible and undocumented. Therefore, this book highlights adult education's critical partnership in addressing these global issues. It will also begin to fill the void that exists in adult education literature on internationalization of the field.



Teaching and Learning for Adult Skill Acquisition

Applying the Dreyfus and Dreyfus Model in Different Fields

Elaine M. Silva Mangiante, Salve Regina University; Kathy Peno, University of Rhode Island

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

2021. Paperback 978-1-64802-500-6 \$45.99. Hardcover 978-1-64802-501-3 \$85.99. eBook 978-1-64802-502-0 \$74.

The book, *Teaching and Learning for Adult Skill Acquisition: Applying the Dreyfus and Dreyfus Model in Different Fields*, will fill a unique niche in the field of adult, higher, and workforce education. It offers a current volume for scholars and practitioners based on both empirical studies and practice-based research on adult skill acquisition and development. Dreyfus and Dreyfus (1980, 1988, 2004, 2008) developed the novice to expert model of skill acquisition that illustrates growth over the course of a person's career in a particular domain. The skill model highlights a learner's movement across six levels of skill development: novice, advanced beginner, competent, proficient, expert, and mastery.

This book will present examples of the application of the Dreyfus and Dreyfus model in different fields (i.e., health care, education, law enforcement, business, serious gaming, military, ethics training, etc.) providing insight into how practitioners can develop their skills in their particular domains and how educators can promote this development. This collection will be appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult, higher, and workforce education.



Trauma in Adult and Higher Education

Conversations and Critical Reflections

Laura Lee Douglass, Endicott College; Aubry Threlkeld, Endicott College; Lisa R. Merriweather, University of North Carolina at Charlotte

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

2022. Paperback 978-1-64802-721-5 \$65.99. Hardcover 978-1-64802-722-2 \$95.99. eBook 978-1-64802-723-9 \$74.

Trauma in Adult and Higher Education: Conversations and Critical Reflections invites readers to think deeply about the experiences of trauma they witness in and outside of the classroom, because trauma alters adult learners' experience by disrupting identity, and interfering with memory, relationships and creativity.

Through essays, narratives, and cultural critiques, the reader is invited to rethink education as more than upskilling and content mastery; education is a space where dialogue has the potential to unlock an individual's sense of power and self-mastery that enables them to make sense of violence, tragedy and trauma.

Trauma in Adult and Higher Education: Conversations and Critical Reflections reveals the lived experiences of educators struggling to integrate those who have experienced trauma into their classrooms - whether this is in prison, a yoga class, or higher education. As discourses and programming to support diversity intensifies, it is central that educators acknowledge and respond to the realities of the students before them. Advocates of traumasensitive curriculum acknowledge that trauma shows up as a result of the disproportionate amount of violence and persistent insecurity that specific groups face. Race, gender, sexual orientation, ability, and immigration are all factors that expose individuals to higher levels of potential trauma.

Trauma has changed the conversations about what education is, and how it should happen. These conversations are resulting in new approaches to teaching and learning that address the lived experiences of pain and trauma that our adult learners bring into the classroom, and the workforce. This collection includes a discussion of salient implications and practices for adult and higher education administrators and faculty who desire to create an environment that includes individuals who have experienced trauma, and perhaps prevents the cycle of violence.

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 \$74.

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.



Deep Loyalties

Values in Military Lives

Daniela Schmitz Wortmeyer, Brazilian Army

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

2022. Paperback 978-1-64802-800-7 \$45.99. Hardcover 978-1-64802-801-4 \$85.99. eBook 978-1-64802-802-1 \$74.

Cultural practices and artifacts, in their multiple and varied forms, are grounded on values, which are so deeply internalized by people that usually remain in the background, as taken-for-granted guides for interpretations and decisions in everyday life. Shaping individual moral horizons is at the core of socialization processes, through which older generations aim to disseminate their culturally established values to the new ones, making use of suggestions mainly implicit in daily experiences and interactions.

Despite the strength of these processes of cultural canalization, people find particular ways of positioning and interpreting social suggestions, drawing singular life trajectories and developing themselves as unique beings. This is truthful also in case of highly institutionalized settings like the military, in which people play in many forms an agentic role in their own development, being prepared to perform their professional duties in very complex and challenging activity contexts.

This book is an invitation to dive deeper into human experiences lived in the military through qualitative and in-depth approaches, observing their affective qualities, the meanings they acquire and how they shape individuals' identities, fostering the development and try-out of specific ethical and moral values.

The present work can contribute to research and professional practice in fields related to human development, social processes, education and people management in the military, as well as in other institutional contexts, especially by highlighting the affective, meaningful and moral-ethical dimensions of cultural experiences.



Drama of Multilingualism

Literature Review and Liberation

Gabrijela Aleksić, University of Luxembourg

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

2022. Paperback 978-1-64802-620-1 \$45.99. Hardcover 978-1-64802-621-8 \$85.99. eBook 978-1-64802-622-5 \$74.

This book is a synthesis of important topics in studying multilingualism: dynamic multilingualism, translanguaging, language policy, bilingual education, and bilingualism and cognition. The author as an immigrant herself integrated personal and dramatic experiences around most of the topics to show how they influence the lives of immigrants around the globe. The author's aim is to reach the readers in a personal way. The issue of translanguaging and social justice is crucial for the book. The studies on bilingualism and cognition give amazing results on how bilingual children profit from increased metalinguistic awareness, abstract thinking, creativity, working memory, attention control, to name just a few. Bilingualism is shown to be a real gift for human understanding.

The original feature of this book is the integration of excerpts of the interviews the author conducted with the experts in the field of bilingualism: Ellen Bialystok, Jim Cummins, Ofelia García, Christine Hélot, Nancy Hornberger, and Catherine Snow. For each topic their opinions are combined with future directions in the research on bilingualism that can certainly inspire other researchers in the field. Finally, this book is called *Drama of Multilingualism: Literature Review and Liberation*, and it is exactly that, informing and affecting those who want to embark on this dramatic journey of exploring multilingualism.

ADVANCES IN SERVICE-LEARNING RESEARCH



Pursuit of Liberation

Critical Service-Learning as Capacity Building for Historicized, Humanizing, and Embodied Action

Emily A. Nemeth, Denison University; Ashley N. Patterson, Penn State University

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

2022. Paperback 978-1-64802-862-5 \$65.99. Hardcover 978-1-64802-863-2 \$95.99. eBook 978-1-64802-864-9 \$74.

The authors of this volume collectively demonstrate the importance of critical service-learning in this historic moment as we participate in, and witness ongoing struggles for justice around the world. The contributors of this volume offer guidance to educators and scholars alike who are interested in designing, participating in, and studying the potential of alliances formed through critical service-learning.

The volume emphasizes theoretical and historical foundations of critical service-learning, pressing questions facing the field, exploration of outcomes of, and ongoing challenges for the pedagogy, and design features and larger scale models of critical service-learning that can be implemented across the educational landscape of elementary, secondary, and higher education.

ENDORSEMENTS:

"This volume in the Advances in Service-Learning Research series does not disappoint. Emily Nemeth and Ashley Patterson have amassed an amazing team of authors who take readers on a rewarding journey across diverse cultural communities and educational contexts, revealing the limitations of traditional service-learning approaches in addressing issues of racial injustice. Readers of this volume will gain a greater understanding of the rapidly evolving and maturing nature of higher education service-learning pedagogy and the need to adopt more critical perspectives in the study and practice of service-learning." — Andrew Furco, University of Minnesota

"Pursuit of Liberation, conceived and written during tumultuous times in the United States, offers hope for the possibility of social justice and liberation in educational spaces. The modern-day brutal lynching of George Floyd, an African American man by a white police officer, and the COVID-19 pandemic revealed the horridness and inhumanity of a country that advertises itself as a beacon of equity and inclusion. This volume is a reminder that social justice and liberation require vigilance. The editors, Professors Nemeth and Patterson, persuade us to understand that the work of inclusion and liberation in education is complex, multidisciplinary, continuous, and iterative. Most importantly, they convincingly assert that communities and educational institutions need to take bold steps toward a more just, hopeful, and loving world through critical service learning." — Shirley Mthethwa-Sommers, University of Mpumalanga

ADVANCES IN TEACHER EDUCATION



(Re)Designing Programs:

A Vision for Equity-Centered, Clinically Based Teacher Preparation

Jennifer Jacobs, University of South Florida; Rebecca West Burns, University of North Florida

A volume in the series *Advances in Teacher Education*

2021. Paperback 978-1-64802-471-9 \$45.99. Hardcover 978-1-64802-472-6 \$85.99. eBook 978-1-64802-473-3 \$74.

Given the increasing diversity of the United States and students entering schools, the value of teacher learning in clinical contexts, and the need to elevate the profession, national organizations have been calling for a re-envisioning of teacher preparation that turns teacher education upside down. This change will require PK-12 schools and universities to partner in robust ways to create strong professional learning experiences for aspiring teachers. University faculty, in particular, will not only need to work in schools, but they will need to work with schools in the preparation of future teachers. This collaboration should promote greater equity and justice for our nation's students.

The purpose of this book is to support individuals in designing clinically based teacher preparation programs that place equity at the core. Drawing from the literature as well as our experiences in designing and coordinating award-winning teacher education programs, we offer a vision for equity-centered, clinically based preparation that promotes powerful teacher professional learning and develops high-quality, equity-centered teachers for schools. The chapter topics include policy guidelines, partnerships, intentional clinical experiences, coherence, curriculum and coursework, university-based teacher educators, school-based teacher educators, teacher candidate supervision and evaluation, the role of research, and instructional leadership in teacher preparation.

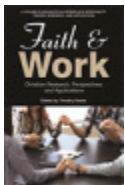
While the concepts we share are research-based and grounded in the empirical literature, our primary intention is for this book to be of practical use. We hope that by the time you finish reading, you will feel inspired and equipped to make change within your own program, your institution, and your local context. We begin each chapter with a "Before You Read" section that includes introductory activities or self-assessment questions to prompt reflection about the current state of your teacher preparation program. We also weave examples, a "Spotlight from Practice," in the form of vignettes designed to spark your thinking for program improvement. Finally, we conclude each chapter with a section called "Exercises for Action," which are questions or activities to help you (re)imagine and move toward action in the (re)design of your teacher preparation program. We hope that you will use the exercises by yourself, but perhaps more importantly, with others to stimulate conversations about how you can build upon what you are already doing well to make your program even better.

Praise for (Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation:

"Jennifer Jacobs and Rebecca West Burns' book, *(Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation*," is a must-read for all teacher educators, especially those involved in the creation and/or direction of clinically based teacher education programs. Their text provides a roadmap for higher education and school-based teacher educators to collaboratively design a program that prepares teachers to meet the needs of future students. They not only redefine the terms and language we use within clinical practice programs but also encourage us to reflect upon how teachers should be prepared in an equity-centered, clinically based teacher education program. Their text deserves to be on the book shelves of all teacher educators."

- D. John McIntyre

ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH AND APPLICATION



Faith and Work

Christian Research, Perspectives, and Applications

Timothy Ewest, Houston Baptist University

A volume in the series *Advances in Workplace Spirituality: Theory, Research and Application*

2022. Paperback 978-1-64802-880-9 \$45.99. Hardcover 978-1-64802-881-6 \$85.99. eBook 978-1-64802-882-3 \$74.

The continued presence and growth of religion within the global community, resists the notion that religion is to be usurped by the secular or disenfranchised through secularism. Instead, contemporary scholarship emerging from an array of academic disciplines, continues to support religions' presence and impact on individuals, organizations and society. For example, the last two centuries offer an array of scholarship which understands religion to be formative for personal identity, instrumental in coping with suffering, an iterative force in social construction, dynamic in its historical perception and having an ever present role in culture, politics and society.

However, the role of religion in the workplace is still resisted by some scholars of note in the Academy of Management. Yet, scholarship regarding the impacts of religion on societal, organizational and individual life continues to grow, carrying on the long standing research tradition of Weber. Scholarship has explored connections and manifestations of the world's religions within the workplace. Within Christianity, examples of research considerations within Catholic traditions, beliefs and practices which undergird workplace practices have been given ample consideration and alternatively examples of Protestant beliefs and practices within the workplace continues to grow. This second volume continues the work of the first volume of Faith and Work, Christian Perspectives, published in 2018. As with the first volume, this second volume considers Christian perspectives, research and insights into the faith and work

movement, delimitating research into one of three areas: Individual, organizational and societal dimensions.

Again, this volume, like the first contains scholarship from nationally and internationally recognized scholars whose research understands and demonstrates the importance of the connections between the Christian faith and the workplace. The scholarship presented in this volume is considered cross disciplinary, as was the first volume which was presented at the Cultural Study Association (CSA) Conference held at Carnegie Mellon University, the Society for the Scientific Study of Religion (SSSR) conference held in St. Louis, Missouri and also at the 2019 Academy of Management, Boston, MA. The first book has also enjoyed use in masters and doctoral programs as a supplemental reader.

AMERICAN EDUCATIONAL HISTORY JOURNAL



American Educational History Journal

Volume 48

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2021. Paperback 978-1-64802-611-9 \$45.99. Hardcover 978-1-64802-612-6 \$85.99. eBook 978-1-64802-613-3 \$74.

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 will accept two types of original unpublished manuscripts not under consideration by any other journal or publisher, for review and potential publication. 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 (OEI) and its annual conference, visit the OEI web site at the web address: www.edhistorians.org.



Snapshots of History

Portraits of the 21st Century Pandemic

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2022. Paperback 978-1-64802-709-3 \$45.99. Hardcover 978-1-64802-710-9 \$85.99. eBook 978-1-64802-711-6 \$74.

2021 Special Edition of the American Educational History Journal

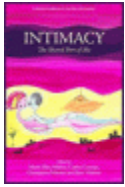
(The official journal of the Organization of Educational Historians)

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. For more information about the Organization of Educational Historians (OEI) and its annual conference, visit the OEI web site at the web address: www.edhistorians.org.

This Special Edition of the American Educational History Journal entitled, Snapshots of Educational History: Portraits of the 21st Century Pandemic, is the first special issue in the history of AEHJ. The word, "unprecedented" has literally been used thousands of times during 2020 by news outlets, in our work environments, and in our daily lives. And indeed, the global pandemic has killed over 600,000 in the United States alone at the time of this writing. The public health crisis shut down everything as we knew it. Captives of sheltering-in-place, scores of incidents displaying horrific police brutality against people of color streamed live on airwaves north, south, east, and west, begetting civil unrest across the country. These are circumstances unlike any we have experienced in our lifetimes. As historians, it is critical that we document this time of crisis so that generations to come can bear witness to this time of turmoil and tragedy. With these ideas in mind, the American Educational History Journal sought to hear from historians and other scholars about this unique and devastating time in our country's history. The Journal honors the traditions of oral history and narrative storytelling as a means to gather the voices of those whose lives have been touched by the COVID-19 crisis, literally everyone around the globe.

This special issue deviates a bit from traditional AEHJ requirements in that we specifically invited narratives, not be full-blown historical research studies. The point of this special issue is for authors themselves to serve as the archival material that will benefit future scholars interested in understanding what it meant to live through this health catastrophe while doing the work of educators. We believe we owe it to the historians of the future to share our voices in real time.

ANNALS OF CULTURAL PSYCHOLOGY



Intimacy

The Shared Part of Me

María Elisa Molina, Universidad del Desarrollo; Carlos Cornejo, Pontificia Universidad Católica de Chile; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Annals of Cultural Psychology*

2022. Paperback 978-1-64802-900-4 \$45.99. Hardcover 978-1-64802-901-1 \$85.99. eBook 978-1-64802-902-8 \$74.

The concept of intimacy puts forth important challenges to contemporary cultural psychology. Intimacy refers to a felt experience of interiority that although is intuitively comprehensible, does not have rigorously defined limits. Intimacy can refer to a content, an object, a person, ownership, or even a part of one's own body.

A potentially problematic issue for cultural psychology is that acknowledging intimacy seems to bound the Self to areas disjointed from the social sphere. In a globalized world, we witness a developmental process where social life becomes sectioned, where people are involved in an identity search by foregrounding certain social roles. With this backdrop in mind, people redefine and rebuild their intimacy spaces and the ways they roam from these to the public and collective realm.

Exploring the current historical situation leads us to consider intimacy as culture in the making; certainly, in the way it manifests itself, but particularly in how we approach and understand it. The lived (experienced) dimension of intimacy becomes truly important, since it casts new light on what we mean by intimacy in different spheres of the self's life, as well as life with others.

COMPARATIVE INTERNATIONAL RESEARCH



The Demographic Crisis in Europe

Selected Essays

Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain

A volume in the series *Comparative International Research*

2021. Paperback 978-1-64802-497-9 \$45.99. Hardcover 978-1-64802-498-6 \$85.99. eBook 978-1-64802-499-3 \$74.

By most accounts, Europe has been mired in a “demographic crisis” since about 1970. By a demographic crisis is meant that Europe's dependency ratio is increasing, and the net result has been declining populations and fewer workers to sustain society. However, there are certain issues that need attention. Two topics seem to capture some of these issues: The implications of the possible crisis, and the crisis' assessment. The present volume is organized around both topics (implications and assessment).

There are at least three contributions being made by the proposed volume. To begin with, while there are other issues related to the demographic crisis in Europe the present volume should motivate additional research.

Secondly, the research in the proposed volume does not necessarily assume that there is a demographic crisis in Europe nor that it is consistent across national lines. Thus, each chapter, in essence, examines a different issue associated with the proposal that there is a crisis.

Finally, the present volume makes several methodological contributions. For example, the chapter by David Swanson uses non-Bayesian modeling in studying infant mortality. Richard Verdugo examines the dependency ratio and selected factors on economic growth in selected European nations, Kposowa and Ezzat conduct an assessment, Martins examines variation in the path toward a crisis, Johnson examines humanitarian migration and the crisis, Edmonston examines the association between geopolitics and the crisis.

CONDUCTING RESEARCH IN EDUCATION FINANCE: METHODS, MEASUREMENT, AND POLICY PERSPECTIVES



Charter School Funding Considerations

Christine Rienstra Kiracofe, Purdue University; Marilyn A. Hirth, Purdue University; Tom Hutton, Education Law Association

A volume in the series *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*
2022. Paperback 978-1-64802-833-5 \$45.99. Hardcover 978-1-64802-834-2 \$85.99. eBook 978-1-64802-835-9 \$74.

Much has been written about how public schools in the United States are funded. However, missing in the current literature landscape is a nuanced discussion of funding as it relates to public charter schools. This text, authored by researchers and professionals working in the charter school world, provides readers with a comprehensive overview of issues related to the funding and operation of charter schools.

The book opens with an introduction to charter schools and how they are funded. The financial management and oversight of charter schools and issues related to funding equity, including how charter schools impact district school finances, are addressed. Special considerations for charter schools related to serving special education students and transportation issues are also addressed. After reading this book, readers will have a thorough understanding of how charter schools are funded and managed financially.

CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE



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 \$74.

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.



The Conflicts of 2020

Reflections from a Graduate Course on Diversity and Social Justice in Higher Education

Alyssa Brigham, 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 978-1-64802-794-9 \$45.99. Hardcover 978-1-64802-795-6 \$85.99. eBook 978-1-64802-796-3 \$74.

The year 2020 presented conflicts in higher education, including a global pandemic, racial protests, cries for Black Lives Matter following the deaths of Black women and men by police, education moved online to virtual classrooms, and the U.S. economy struggling as millions of Americans were furloughed or worked remotely and ordered everything curbside; all of this compounded by an election year. This book is a compilation of perspectives shared from students enrolled in a graduate course on diversity and social justice in higher education who found community in sharing their personal and professional experiences associated with identity and allyship development, socialization, activism, institutionalized racism, academic traditions, advising, to implications for change in higher education policies, processes, and practice.

CONTEMPORARY LANGUAGE EDUCATION



Democracy and World Language Education

Toward a Transformation

Timothy Reagan, University of Maine and University of the Free State

A volume in the series *Contemporary Language Education*

2022. Paperback 978-1-64802-838-0 \$45.99. Hardcover 978-1-64802-839-7 \$85.99. eBook 978-1-64802-840-3 \$74.

This book challenges the reader to consider issues of language and linguistic discrimination as they impact world language education. Using the nexus of race, language, and education as a lens through which one can better understand the role of the world language education classroom as both a setting of oppression and as a potential setting for transformation, *Democracy and World Language Education: Toward a Transformation* offers insights into a number of important topics.

Among the issues that are addressed in this timely book are linguisticism, the ideology of linguistic legitimacy, raciolinguistics, and critical epistemology. Specific cases and case studies that are explored in detail include the contact language Spanglish, African American English, and American Sign Language. The book also includes critical examinations of the less commonly taught languages, the teaching of classical languages (primarily Latin and Greek), and the paradoxical learning and speaking of “critical languages” that are supported primarily for purposes of national security (Arabic, Chinese, Farsi, Russian, etc.).



Starting Points in Critical Language Pedagogy

Graham V. Crookes, University of Hawai‘i at Mānoa; Arman Abednia, Murdoch University, Australia

A volume in the series *Contemporary Language Education*

2022. Paperback 978-1-64802-491-7 \$45.99. Hardcover 978-1-64802-492-4 \$85.99. eBook 978-1-64802-493-1 \$74.

Critical language pedagogy, also sometimes referred to as critical ELT, where English is the primary language involved, has a literature in which theoretical and specialized work has outstripped more practically-oriented material. Nevertheless, even practically-oriented publications in this area tend to address the experienced, well-resourced teacher, as opposed to those beginning in this area, or those without much professional support. With a view to helping prepare second language teachers to begin to engage with critical language pedagogy, the authors of this book start from areas of conventional L2 curriculum that teachers naturally use. Each chapter presents material pertinent to areas of language, language teaching and course delivery, starting from a fairly conventional perspective. It then attempts to explain how this conception can be extended drawing upon the ideas of critical (language) pedagogy and teachers' experiences.

The authors' experience of working with teachers, who work under different circumstances, in teacher education courses and workshops form key elements of the book. Teachers' voices are also given adequate space so as to provide a comprehensive picture and situated understanding of critical language pedagogy.

Dialogical engagement with the initial perspectives of beginning critical language pedagogy teachers who do not necessarily have a fully-worked out "critical philosophy of teaching" or those who wish to practice critical ELT is another feature of the book. Finally, to strengthen the practical orientation of the book, teaching strategies and extracts of materials and lesson plans are also provided.

CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP



Challenges and Opportunities in Healthcare Leadership

Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment

Angela Lampe, Creighton University; Cindy Costanzo, Creighton University; William Leggio, Office of the Medical Director, City of Austin, Texas; Timothy C. Guetterman, University of Michigan

A volume in the series *Contemporary Perspectives in Business Leadership*

2022. Paperback 978-1-64802-923-3 \$45.99, Hardcover 978-1-64802-924-0 \$85.99, eBook 978-1-64802-925-7 \$74.

Leaders in healthcare today face many challenges ranging from managing interprofessional teams and teamwork, to payment reform, to tackling issues such as homelessness and the opioid crisis. Leaders have access to depth of information and resources to help them solve these complex and real-world problems. However, it is our belief that given the complexities of healthcare, there is value in sharing and learning from those who have first-hand experience with

interprofessional leadership in healthcare.

Challenges and Opportunities in Healthcare Leadership: Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment, is a volume in a book series titled, Contemporary Perspectives in Business Leadership. In this book, authors share their true, authentic reflections and professional stories describing the lived experience(s) of the author/leaders and how the experience changed the author/leaders' approach as an interprofessional leader. Each chapter includes a (1) story about the topic and the lived experience, (2) perspectives, and (3) lessons of the author(s). Additionally, scholarly commentary and discussion questions included within each chapter create opportunity for application to leadership theories and strategies as well as allow for reflection and further dialogue on the topic.

The intended audience is broad, including faculty and students in institutions of higher education, interprofessional healthcare team leaders and members, and other healthcare stakeholders who have experience in interprofessional healthcare leadership. The book is applicable for leadership growth and development at a personal, group, or organizational level.

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 \$74.

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 EARLY CHILDHOOD EDUCATION



Contemporary Perspectives on Research on Child Care in Early Childhood Education

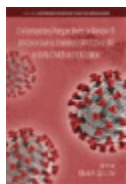
Olivia Saracho, University of Maryland

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

2021. Paperback 978-1-64802-462-7 \$45.99. Hardcover 978-1-64802-463-4 \$85.99. eBook 978-1-64802-464-1 \$74.

Child care environments have received extensive research attention by those interested in understanding how participating in nonparental child care might influence the children's development and learning. Throughout the United States (US Census Bureau, 2011) and Europe (Organization for Economic Co-operation and Development, 2006) a large number of young children are cared for outside of the home by non-parental adults. Young children's nonparental care is commonly referred to as "child care," and is provided to children whose ages range from birth to 12 years of age. The provision of child care services has become an increasingly important part of early childhood education. In fact, the United Nations Children's Fund (2019) states that a large majority of children worldwide spend at least some of their week in child care, such arrangements include center care, family child care, in-home child care, relative child care, and supplemental child care. Child care researchers have been conducting studies to understand how participating in nonparental child care might influence the children's development and learning outcomes. There are more than enough child care studies to make numerous major inferences. For example, research outcomes show that child care quality seems to be more influential than either the kind of child care or age of admission in determining the children's development and learning. The adults' child care affects the quality in child care. In the environment adults who are caring for the children have the opportunity to effectively assume both nurturing and instructional roles to help young children cultivate their social and cognitive abilities. The teachers' effectiveness is related to their individual characteristics, such as formal education, specialized training, and the classroom environment. However, the majority of the studies show that both family and quality of child care have the most significant effects on the children's development and learning. Therefore, the concept of child care has heavily influenced modern views. Researchers, scholars, and educators are beginning to understand the current foundations

based on theoretical frameworks that contribute to the purposes of the child care in the United States and Europe. The contents of the child care volume reflect the major shifts in the views of these early childhood researchers, scholars, and educators in relation to research outcomes on child care, its historical roots, the role of child care in early childhood education, and its relationship to theory, research, and practice.



Contemporary Perspectives on Research on Coronavirus Disease 2019 (COVID-19) in Early Childhood Education

Olivia Saracho, University of Maryland

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

2022. Paperback 978-1-64802-815-1 \$45.99. Hardcover 978-1-64802-816-8 \$85.99. eBook 978-1-64802-817-5 \$74.

Coronavirus Disease 2019 (COVID-19), which is also known as SARS-CoV-2, has had a great impact in early childhood education programs. Since the effect of this epidemic was new, and little research had been conducted, this volume is devoted to understanding mutual and contemporary themes in the impact of Coronavirus Disease 2019 (COVID-19) in early childhood education. Early childhood education (ECE) centers encountered unprecedented challenges due to the COVID-19 crisis. Comprehensive reviews of the literature, descriptions of programs or situations, and research studies provided accounts of current situations in early childhood education including programs and individuals who were working with young children whose ages ranged from birth to eight years of age. The chapters in this special volume discuss how early childhood education faced unprecedented challenges due to the COVID-19 crisis and demonstrate the breadth and theoretical effectiveness of this domain. This volume provides a brief introduction that acknowledges the valuable contributions of these chapters to the impact of this pandemic in early childhood education and offers a valuable tool to practitioners and researchers who are conducting studies on the impact of COVID-19.

At the beginning of the year 2020, after a December 2019 outbreak in China, the World Health Organization acknowledged SARS-CoV-2 as a different kind of coronavirus. It immediately multiplied around the world, mostly through person-to-person contact. Infections ranged from mild to deadly. COVID-19 can cause a respiratory tract infection such as ones sinuses, nose, and throat or lower respiratory tract such as ones windpipe and lungs (World Health Organization, 2020a). On January 30, 2020, the World Health Organization (WHO) affirmed that COVID-19 had become a public health emergency causing an international problem. By March 12, 2020, everybody was aware of this pandemic. It also created an understanding about this first-time consciousness in research about this disease, which generated an immense publication production. It also became the basis for this special volume.

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



The Pursuit of Excellence

Kentucky State University, 1886-2020

John A. Hardin, Professor Emeritus, Western Kentucky University

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

2021. Paperback 978-1-64802-393-4 \$45.99. Hardcover 978-1-64802-394-1 \$85.99. eBook 978-1-64802-395-8 \$74.

The Pursuit of Excellence: Kentucky State University, 1886-2020 is a compelling examination of the most diverse public institution of higher education in the Commonwealth of Kentucky. Starting with Kentucky State University's establishment in 1886 to train black school teachers, the book explored how the University met and successfully overcame challenges. Although created in an era of racial segregation, Kentucky State University developed an inclusive faculty, staff and student body sustained by a tradition of academic excellence. By 2020, Kentucky State University offered bachelors, master's and doctoral degree programs as well as 1890 land grant research and service programs. The book provides background on selected notable alumni and their contributions to the Commonwealth and the world.



A Trace for the Next Generation

Young Black Theorists Confronting Transnational Racism

Chike McLoyd, Colgate University

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

2022. Paperback 978-1-64802-593-8 \$45.99. Hardcover 978-1-64802-594-5 \$85.99. eBook 978-1-64802-595-2 \$74.

Based on eighteen months of ethnographic research in a high school E.L.L. classroom, this study contributes to the fields of new literacies studies and critical pedagogy by showing how transnational Black youth theorize and negotiate intersections of racism, justice, and education. Drawing on a multidimensional approach for understanding how racism is reproduced and resisted across various domains of power, the author shows how two young men from Haiti

theorize the U.N. and INGO occupation of post-earthquake Haiti; a disjuncture between how Africa and Haiti are (mis)known in the U.S. and students' lived realities in their respective countries of origin; and finally, students' analysis of structural racism in the U.S. through a Justice for Trayvon unit that was co-taught from March-May 2012, when Trayvon Martin, George Zimmerman, and Stand Your Ground became household names.

The author concludes by suggesting that we move toward a “lessons against white supremacies” framework for critical pedagogy. This framework draws on centering counter-narratives and thinking through the notion of decolonial love to reframe everyday classroom praxis. Culturally informed, antiracist pedagogies must begin with students' theoretical work and experiential knowledge. Such an approach transforms classrooms into spaces for students to not only interrogate racism but also create (counter) texts that represent their subjectivities as young Black people in the 21st century.

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 \$74.

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



Black Mother Educators

Advancing Praxis for Access, Equity, and Achievement

Tambra O. Jackson, Indiana University School of Education, Indianapolis

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

2021. Paperback 978-1-64802-403-0 \$45.99. Hardcover 978-1-64802-404-7 \$85.99. eBook 978-1-64802-405-4 \$74.

Drawing upon the theoretical frameworks of Beauboeuf-Lafontant (2002), Collins (2009), Crenshaw (1991), and Dillard (2012), this volume makes a case for centering the voices and experiences of Black women in the protection and educational uplift of Black children. While examinations of how Black educators articulate and enact a need to protect Black students from racialized harm exist (McKinney de Royston et. al., 2020), this book is a collection of autoethnographic narratives from Black mother educators who work at the intersections of their personal and professional identities to protect Black children. Intersectionality allows us to look at the nexus of our identities in regards to race, gender and occupation-- as Black, women and educators. Our goal for this volume was to bring together scholars who can support theorizing the intersectionality of our identities as Black mothers and educators, particularly its influence on our pedagogical practices and the safekeeping of Black children. This volume explicates stories of motherwork from Black mother educators whose professional spaces span K-12 to higher education contexts. Collectively, this volume expounds upon the dimension of “protector” within the literature on Black women teachers.



The Impact of Classroom Practices

Teacher Educators' Reflections on Culturally Relevant Teachers

Antonio L. Ellis, Radford University School of Teacher Education and Leadership; Nathaniel Bryan, Miami University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Ivory Toldson, Howard University; Christopher Emdin, Teachers College, Columbia

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

2021. Paperback 978-1-64802-398-9 \$45.99. Hardcover 978-1-64802-399-6 \$85.99. eBook 978-1-64802-400-9 \$74.

Debates regarding the qualities, skills, and dispositions of culturally relevant teachers and teaching have raged in teacher education for several decades. Ladson-Billings' (2009) *The Dreamkeepers: Successful Teachers of African American Children* was a groundbreaking work that has become a foundational study that informs the work of culturally-relevant (Ladson-Billings, 2009) and culturally-sustaining (Paris & Alim, 2017) teaching. In her book *The Dreamkeepers* she describes effective teachers who are able to draw from the cultural wealth, knowledges, and heritage of Black communities. The *Dreamkeepers* ensured that their Black students were academically successful, retained, and grew both in terms of their cultural competence and their sociopolitical awareness. In other words, according to research by Ladson-Billings (2009), effective teachers possessed both pedagogical and relational dispositions, which leave lifelong impacts on the academic and social lives of the students they teach. While being a foundational text, what remains missing from the research on culturally-relevant and even culturally-sustaining teachers are “narratives” (read: stories, testimonios, etc.) related to how the race of particular E–12 teachers positively impact the lives of their students.

For instance, Dr. Antonio Ellis (the first editor of the proposed book) describes his high school music teacher Mr. Linard McCloud as “a highly effective African American music educator who changed the course of his life” (p. 170). Ellis (2016) describes McCloud as being loving, caring, creative, culturally sensitive, attuned, hopeful, flexible, organized, and thoughtful. Because Mr. McCloud possessed the aforementioned characteristics and dispositions, Ellis contends that he was motivated to achieve academically and socially in his urban high school. In addition, according to Ellis (2016), Mr. McCloud was a highly impactful educator because he went beyond the call of duty as a teacher—a practice that is not so common in schools, particularly urban ones. Not only did McCloud teach in the classroom setting, but he also built strong relationships with families, community members, and external stakeholders including local businesses, colleges, and universities. Mr. McCloud used these networks to leverage opportunities for his students academically, personally, and professionally. Like many of his high school classmates, Ellis (2016) contends that he would not have graduated from high school if it were not for the care and mentorship he received from Mr. McCloud. In this proposed edited volume, it is the editors’ goal to honor teachers like Mr. McCloud who have made a difference in the lives of their students by learning from their impactful practices.

Employing a “critical storytelling” methodology (see Hartlep & Hensley, 2015; Hartlep, Hensley, Braniger, & Jennings, 2017), each chapter contributor will use his or her own narrative to show the power of influential teachers in classrooms. While this framework centers race, lived and learned experiences, the storyteller is the most important unit of narrative; hence, *The Impact of Classroom Practices: Reflections on Culturally Relevant Teachers* will include African-American storytellers who reflect on the impact of classroom practices of teachers from diverse backgrounds who they deemed culturally relevant and responsive to both their academic and social needs. This work will offer recommendations to pre-service teachers and in-service teachers who desire to leave a lasting impact on the students they teach.



Dissertating During a Pandemic

Narratives of Success From Scholars of Color

Ramon B. Goings, University of Maryland, Baltimore County; Sherella Cupid, Louisiana State University; Montia D. Gardner, KIPP Minnesota; Antione D. Tomlin, Anne Arundel Community College

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

2022. Paperback 978-1-64802-785-7 \$45.99. Hardcover 978-1-64802-786-4 \$85.99. eBook 978-1-64802-787-1 \$74.

Dissertating During a Pandemic: Narratives of Success from Scholars of Color examines the experiences of doctoral students of color writing the dissertation currently and those who successfully defended their dissertation after the onset of COVID-19 and subsequent shutting down of college campuses in March 2020. While we know that scholars of color experience many barriers to completing the dissertation process prior to COVID-19 such as being in racist academic environments and being engaged in research areas that may not be supported by predominantly White faculty, it is important to consider how scholars of color are managing the dissertation process during this pandemic.

We approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a dissertation writer during the pandemic. Chapter authors also provide poignant feedback on how professors can be supportive to their needs as dissertation writers. One especially important contribution of this book is that our authors are from a variety of disciplines including: education, social work, psychology, African American studies, and sociology. Additionally, chapter authors are doctoral candidates (and recent graduates) at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of institution types each chapter will provide poignant suggestions for doctoral students across the nation as well as for faculty who are looking to better understand the dissertation writer experience to support their own students.

Because of the novelty of COVID-19, little is known about how doctoral students engaged in writing the dissertation during COVID19 are adapting. Moreover, there is little information available for professors on how to support their doctoral students during these unprecedented times. Thus, *Dissertating*

During a Pandemic: Narratives of Success from Scholars of Color is positioned to be a must read for professors looking to support their doctoral student advisees as well as for doctoral students who are looking for strategies to navigate the dissertation process during the pandemic and beyond.



Equity-Based Career Development and Postsecondary Transitions An American Imperative

Erik M. Hines, Florida State University; Laura Owen, San Diego State University

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

2022. Paperback 978-1-64802-865-6 \$65.99. Hardcover 978-1-64802-866-3 \$95.99. eBook 978-1-64802-867-0 \$74.

Former First Lady, Michelle Obama believes that every individual should have some type of postsecondary education or training beyond high school to achieve economic and personal success (Reach Higher Initiative, Better Make Room, 2019). Educational attainment (e.g., a high school diploma, college degree, or postsecondary training) provides career opportunities for advancement into leadership positions and benefits such as health insurance and retirement (Heckman, 2000). Additionally, an individual with a college degree can make over one million dollars more over a lifetime in salary than someone with a high school diploma (Carnevale, Cheah, & Hanson, 2015). Acquiring a college degree can lead to employment opportunities and is considered an asset in the U.S. economy (Washington, 2010). However, certain populations encounter barriers to attaining an education, particularly a postsecondary education, leading to a disparity in receiving the aforementioned benefits. Some of these populations include African American students, LGBTQ students, and students with disabilities. There is a dearth of information and research on providing guidance on implementation, research, and best practices in equity-based career development, college readiness, and successful postsecondary transitions for minoritized, at risk, or vulnerable populations.

The editors of this volume invited authors with research and practice expertise around various student populations in preparing them for college and career readiness as well as postsecondary transitions. This book is the first of its kind to discuss career development and postsecondary transitions from an access and equity perspective. Further, this text serves as a call to action to ensure the United States' most vulnerable populations has an opportunity to successfully transition into multiple postsecondary options after high school.



Imagining the Future

Historically Black Colleges and Universities - A Matter of Survival

Gary B. Crosby, Saint Elizabeth University; Khalid A. White, San Jose City College; Marcus A. Chanay, B1 Ventures and Holdings, Inc.; Adriel A. Hilton, Southern University at New Orleans

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

2022. Paperback 978-1-64802-850-2 \$45.99. Hardcover 978-1-64802-851-9 \$85.99. eBook 978-1-64802-852-6 \$74.

The Nation's Historically Black Colleges and Universities (HBCUs) are more culturally revered today than ever. As public health and socioeconomic inequity gaps continue to widen between the African American community and other racial groups, the HBCUs embody a shared support system. Since the 1800s, this body of prestigious higher education institutions have represented trusted pathways for the advancement of our community.

With these historical accomplishments in mind, it is crucial for HBCUs and their leadership to create a vision for generations to come. Visionary leadership is a must for our storied institutions to advance beyond just surviving into fully thriving. As such, our book project, *Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival*, offers cutting edge ideas, suggestions and advice from HBCU alumni, proponents, faculty leaders, and researchers for HBCU leadership to cultivate success today and into the foreseeable future.

Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival promises timely, relevant and emergent scholarship as well as perspectives for HBCU leadership, HBCU scholars and HBCU supporters.



Purposeful Teaching and Learning in Diverse Contexts Implications for Access, Equity and Achievement

Darrell Hucks, Keene State College; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Victoria Showunmi, UCL Institute of Education, London; Suzanne C. Carothers, New York University; Chance W. Lewis, University of North Carolina at Charlotte

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

2022. Paperback 978-1-64802-750-5 \$65.99. Hardcover 978-1-64802-751-2 \$95.99. eBook 978-1-64802-752-9 \$74.

Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms. At every level, their work is often measured solely against student achievement outcomes, often on standardized tests (Darling-Hammond & Youngs, 2002; Ravitch, 2010). Unfortunately, students who

are coming from culturally, economically, and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement (Ladson-Billings, 1995; Milner, 2010; Hucks, 2014). What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them? Finally, what do these teachers and students know that motivates and informs their work? The scholars in this volume will take up these questions and share the findings of their research in the field of leadership, teacher education, and achievement.

These concerns are not limited to the geographic boundaries of the United States of America. Engaging purposeful teaching is an imperative that concerns students, teachers, teacher educators, educational leaders, and education policy makers around the globe. There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active. The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia, United Kingdom, Jamaica, Turkey, and across America. As diverse populations of students enter American classrooms, it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant.



Reimagining School Discipline for the 21st Century Student

Engaging Students, Practitioners, and Community Members

John A. Williams III, Texas A&M University at College Station; Chance W. Lewis, University of North Carolina at Charlotte

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

2022. Paperback 978-1-64802-647-8 \$45.99. Hardcover 978-1-64802-648-5 \$85.99. eBook 978-1-64802-649-2 \$74.

Regularly, schools and their personnel enact school disciplinary practices without considering how to harness the engagement of students, practitioners, and communities to enact transformative changes that reduce if not eliminate punitive school discipline approaches. *Reimagining School Discipline for the 21st Century* centralizes the assets and strengths of historically marginalized students and the professional knowledge of school personnel as possible avenues to implement solutions to eliminate school discipline disproportionality. Rather than redressing the issues of school discipline disproportionality overall, this book examines the existence of school on student groups who, according to research and national and state reports, are afflicted the most: African American, Latinx, Native American, and LGBTQ+ population. A confluence of these identities can exacerbate such disproportionality, which based on the literature decreases the academic growth of students. However, situated within these disparities are opportunities to better and critically engage students based on their cultural, racial/ethnic, and social emotional learning assets.

The significant feature of this book lies in its purpose and audience reach. Each chapter was written based on the scholar's affinity to that student group or practitioner's affiliation to that specific profession. This provides a genuine perspective and knowledge based on first hand experiences concerning school discipline and applicable approaches to remedy such issues. Additionally, all the chapters articulate the pressing issue of school discipline according to their group, and explicates best-practices to best serve the assets of students in K-12 school settings. As this book is situated, the intended audience is for the following stakeholders, policy makers, social workers, school counselors, school administrators, teachers, and community organizers who want to make impactful and socially-just changes in their school(s) immediately.



Un-Silencing Youth Trauma

Transformative School-Based Strategies for Students Exposed to Violence & Adversity

Laurie A. Garo, University of North Carolina at Charlotte; Bettie Ray Butler, 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*

2022. Paperback 978-1-64802-877-9 \$45.99. Hardcover 978-1-64802-878-6 \$85.99. eBook 978-1-64802-879-3 \$74.

Urban violence, poverty, and racial injustice are ongoing sources of traumatic stress that affect the physical, emotional and cognitive development and well-being of millions of children each year. Growing attention is therefore directed toward the study of child trauma and incorporation of trauma-sensitive practices within schools. Currently such practices focus on social and emotional learning for all children, with some in-school therapeutic approaches, and outside referrals for serious trauma. There is inadequate attention to racial injustice as an adverse childhood experience (ACE) confronting Black males among other youth of color. Although there are guidelines for trauma-sensitive approaches, few are culturally responsive. And it is now critical that educators consider the traumatic impacts of a dual pandemic (covid-19 and racism) on children and their education.

This timely book thus serves to inform and inspire transformative healing and empowerment among traumatized children and youth in pandemic/post-pandemic school and after-school settings. The reader will learn about trauma through actual experiences. Researchers and practitioners present approaches to healing that can be adapted to local situations and settings. The book consists of four parts: Youth Voices on Traumatic Experience; Trauma-focused Research; Culturally Responsive and Trauma Sensitive Practices; and Where do we go from Here? Suggestions for Next Steps. Each part contains a set of themed chapters and closes with a youth- authored poetic expression. The book is especially designed for those working in urban education. However, anyone whose work is related to traumatized children and youth will find the book informative, especially in a post-pandemic educational environment.

CONTEMPORARY PERSPECTIVES ON BLACK HOMESCHOOLING



Homeschooling Black Children in the U.S.

Theory, Practice, and Popular Culture

Khadijah Ali-Coleman, Black Family Homeschool Educators and Scholars (BFHES); Cheryl Fields-Smith, Black Family Homeschool Educators and Scholars (BFHES)

A volume in the series *Contemporary Perspectives on Black Homeschooling*

2022. Paperback 978-1-64802-782-6 \$45.99. Hardcover 978-1-64802-783-3 \$85.99. eBook 978-1-64802-784-0 \$74.

In 2021, the United States Census Bureau reported that in 2020, during the rise of the global health pandemic COVID-19, homeschooling among Black families increased five-fold. However, Black families had begun choosing to homeschool even before COVID-19 led to school closures and disrupted traditional school spaces. *Homeschooling Black Children in the US: Theory, Practice and Popular Culture* offers an insightful look at the growing practice of homeschooling by Black families through this timely collection of articles by education practitioners, researchers, homeschooling parents and homeschooled children.

Homeschooling Black Children in the US: Theory, Practice and Popular Culture honestly presents how systemic racism and other factors influence the decision of Black families to homeschool. In addition, the book chapters illustrate in different ways how self-determination manifests within the homeschooling practice. Researchers Khadijah Ali-Coleman and Cheryl Fields-Smith have edited a compilation of work that explores the varied experiences of parents homeschooling Black children before, during and after COVID-19. From veteran homeschooling parents sharing their practice to researchers reporting their data collected pre-COVID, this anthology of work presents an overview that gives substantive insight into what the practice of homeschooling looks like for many Black families in the United States.

CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



Engaging in the Leadership Process

Identity, Capacity, and Efficacy for College Students

Kathy L. Guthrie, Florida State University; Cameron C. Beatty, Florida State University; Erica R. Wiborg

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

2021. Paperback 978-1-64802-465-8 \$25.99. Hardcover 978-1-64802-466-5 \$34.99. eBook 978-1-64802-467-2 \$74.

This book introduces readers to process-based understandings of leadership, providing language and tools for engaging in the leadership process for all involved. This practical book was designed for college student leaders and educators or professionals who work with student leaders on college campuses. However, it is also accessible for high school students and graduate students to reflect on their identity, capacity, and efficacy as leaders. Based on their experiences as leadership educators, the authors offer grounding concepts of leadership and examples illustrating the complexity of culturally relevant leadership learning.

Identity (who you are), capacity (your ability), and efficacy (what you do) are important for students to explore leadership development. These three concepts are core to this book, filling a gap in college student development literature by defining, illustrating, and questioning how they matter to leadership learning.

Framing leadership as a journey, this resource offers key learning opportunities for students to engage with others through a range of contexts. Each chapter is organized with various features, engaging readers to get the most out of this book. Features include “call-in boxes” to prepare for learning and “pause for considerations” to apply to personal experiences. Chapters conclude with personal reflection questions, discussion questions, and activities to take leadership learning further. The features are designed to be accessible for utilization in classes, organizations, community work, groups, and individual reflection opportunities.



Operationalizing Culturally Relevant Leadership Learning

Cameron C. Beatty, Florida State University; Kathy L. Guthrie, Florida State University

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

2021. Paperback 978-1-64802-658-4 \$45.99. Hardcover 978-1-64802-659-1 \$85.99. eBook 978-1-64802-660-7 \$74.

This book is a practical resource designed to raise leadership educators understanding of culturally relevant leadership pedagogy for the purpose of creating inclusive learning spaces that are socially just for students. For leadership educators seeking personal and professional development to assist in building and enhancing their levels of cultural competence in leadership education, this book is a guide. The audience for the book ranges from new and entry-level leadership educator roles to senior scholars in leadership education.

Operationalizing Culturally Relevant Leadership Learning, provides leadership educators with a substantive and comprehensive approach to the topic, offering personal narratives from leadership educators who have operationalized the model in their own personal and professional contexts. We believe that reframing leadership education with the culturally relevant leadership learning model, leadership educators will be able to integrate new insights into their own pedagogy and practice and move towards action. This book illustrates how leadership educators can shift the way they experience and facilitate leadership learning. By framing the operationalization of culturally relevant leadership learning, this book discusses the why, who, what, where, when, and how of developing culturally relevant and socially just leadership education. Readers of this text are encouraged to actively engage in the content through the questions each chapter pose and consider for themselves how culturally relevant leadership learning can be implemented in their own context.

Endorsements for Operationalizing Culturally Relevant Leadership Learning:

"What's that you ask? What does Culturally Relevant Leadership Learning actually look like? Well, you've come to the right place! Operationalizing Culturally Relevant Leadership Learning utilizes narratives of seasoned and emerging leadership educators to construct clear examples of how to effectively operationalize the CRL model in practice. Using this book will assist you in reimagining your leadership education offerings – guaranteed!"

Vernon A. Wall, Director of Business Development – LeaderShape, Inc.

and President: ACPA – College Student Educators International 2020 – 2021

"This deeper exploration of the culturally relevant leadership learning (CRL) model guides leadership educators in reconstructing not only what and how we teach, but who needs be included and why. At the cusp of the next phase of leadership education, this book is an invitation to deeply explore CRL and its place in changing the direction of how we define, teach, practice, and embody leadership."

Christie Navarro, Director, Center for Leadership Learning,

Office of Undergraduate Education, University of California, Davis

"Operationalizing Culturally Relevant Leadership Learning is a beautiful and timely roadmap for integrating critical perspectives and social justice into leadership learning. Beatty and Guthrie accomplish what has alluded so many others: they capture the complexity of the abstract with the pragmatism of the how. Narratives bring to life content in new and powerful ways that showcase not just why we need this approach, but how to implement it today."

John P. Dugan, Executive Director,

Youth Leadership Programs,

The Aspen Institute



Shifting the Mindset

Socially Just Leadership Education

Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, University of Illinois at Urbana-Champaign

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

2021. Paperback 978-1-64802-558-7 \$45.99. Hardcover 978-1-64802-559-4 \$85.99. eBook 978-1-64802-560-0 \$74.

Calling others in to lead for social justice has never been more important. In a world plagued by multiple and overlapping pandemics and other crises, the cost of leadership failures is constantly rising. Leadership education is responding to these challenges by centering cultural relevance, critical pedagogies, and important issues of identity, capacity, and efficacy in the preparation of emerging learners. Meeting the global demand for social justice requires thoughtful, innovative, and engaged praxes by all leadership educators. Alongside a cadre of diverse authors, we intend to shift the mindset of leadership education toward forward-thinking and holistic solutions, empowering our students to build a fairer and more equitable world for themselves and others.

Shifting the Mindset: Socially Just Leadership Education widens and deepens the discourse begun in Changing the Narrative: Socially Just Leadership Education. Our contributors' ideas occur into two parts: the first examines student social identities otherwise underrepresented in existing leadership education literature. The second portion illuminates key factors of leadership learning contexts frequently under- or unattended in both leadership education and social justice education. Every chapter includes critical considerations and practical guidance for educators striving to meet the leadership demands of an increasingly unjust world. Taken together, these thinking, planning, and acting tools augment the potential of educators who are preparing leaders under uncertain conditions.

We envision this book as an essential element of the leadership learning toolkit of socially just leadership educators at all levels, between contexts, and across

varying amounts of education, influence, and experience. You are needed now more than ever before. We, once again, invite you to our ongoing fight for fairness, freedom, and a brighter future for all.



Navigating Complexities in Leadership

Moving Toward Critical Hope

Kathy L. Guthrie, Florida State University; Kerry L. Priest, Kansas State University

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

2022. Paperback 978-1-64802-788-8 \$45.99. Hardcover 978-1-64802-789-5 \$85.99. eBook 978-1-64802-790-1 \$74.

Navigating Complexities in Leadership: Moving Towards Critical Hope emerged in response to the confluence of complexities experienced by leadership educators and practitioners amidst global pandemics. It is a guide for those seeking to learn through critical perspectives, and seek more agile, responsive tools for navigating complexity, change, and disruption. The audience for the book ranges from new and entry-level leadership educators to senior scholars in higher education.

This book frames leadership learning and development as a process of adaptive action in complex systems. It brings to light patterns of complexity in current times through the lens of educators and practitioners in higher education. Readers are invited to actively engage with the text from an inquiry stance. Through curiosity, shared exploration, self-reflection we hope readers will discover patterns and insight that resonate and challenge their own experiences, find energy to engage the complexities being faced, and build adaptive capacity to live, work, teach, and lead in critical hope and possibility. The book concludes with questions and considerations that allow educators and practitioners to reflect on their own roles and contexts and move towards critical hope in navigating the complexities we will continue to face.

CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS



Education Abroad

Learning Environments in a Global Context

Erin A. Mikulec; 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 \$74.

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



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 \$74.

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.

Praise for Unheard Voices: A Collection of Narratives by Black, Gay & Bisexual Men

"Open and transparent discussion about the lives and important contributions of African American gay men is long overdue. Rarely are marginalized people from any walk of life afforded the well-deserved positive attention from mainstream media outside of sports and pop entertainment culture. It has always been important for us to represent ourselves in this regard rather than wait for somnambulant media professionals to wake up and properly embark upon inclusionary coverage of positive images reflected by non-dominant members of society. Unheard Voices: A Collection of Narratives by black gay and bisexual men is an essential literary commentary that does exactly that. I will definitely use it as an important reference in my work as an LGBTQ activist."

Sheila Fay Waters, Ph.D. *Social Psychologist*

"Unheard Voices establishes a distinctive position, providing a testament to the lived experiences of a group that have become further marginalized, and stigmatized in academia, as well as in the black community. It is a piece of work that boldly, and unapologetically provides a glimpse into a culture, that is hidden, which doesn't fit the stereotypical narrative of the black male experience in America. Those seeking to gain insight and understanding, as well as direction to navigate challenges faced by black men, this is a must read. By incorporating this piece of work into both academic and social circles, as added value, can elevate and transcend barriers, so those from such marginalized groups, will have a seat at the table. This collection of stories provides wisdom, and a narrative of overcoming some of the darkest obstacles faced by black men from the LGBTQIA community."

Carl Featherston MA.Ed, Ed.S *Scholarly-Practitioner*

"Unheard Voices is arguably one of the most open and pure writings from individuals who have navigated life as Black, Gay or Bisexual men. While we have always been present our presence hasn't always been valued. Our contributions to society are undeniable but we could only be viewed through a lens that made others comfortable. Today, these exceptional men, in their own voices, share their stories which, I hope, will serve as source of enlightenment and encouragement to everyone! This is a must read regardless of your age, gender, sexual preference or race. You will indeed be better informed!"

Pedro W. Douglas, Ed.D. *Retired University Administrator*

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



Black Boys are Lit

Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature and Ford's Bloom-Banks Matrix

Brian L. Wright, The University of Memphis; Donna Y. Ford, Ohio State University; James L. Moore, The Ohio State University

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

2021. Paperback 978-1-64802-747-5 \$45.99. Hardcover 978-1-64802-748-2 \$85.99. eBook 978-1-64802-749-9 \$74.

This book of matrices with Black boys as the main character is designed to help gifted and talented education teachers leverage Black boys' identities to inform and shape how they plan and deliver curriculum and instruction and manage the multicultural, democratic, and culturally responsive classroom. Ford and colleagues (2005) spoke to the notion of and need for 'self-reflective instruction.' We argue that all teachers must want to and learn how to legitimize the "everyday" experiences that are learned and cultivated in the homes and communities of Black boys, and how these experiences shape their self-identities and contribute to agency (Wright, Counsell, & Tate 2015). We, therefore, advocate for the rethinking of literacies by repositioning White-centered texts that often reflect and represent power and privilege toward centering the brilliance of Black identities of Black children in general, Black boys in particular.

Black boys (of all ages) want to and need to physically see positive images of themselves in books reflected at them. This representation, we argue, has the potential to become an example of a compelling counter-narrative to the history of the "all-White world" (Larrick, 1965) of children's books that only

presented Black characters as “objects of ridicule and generally inferior beings” (Sims Bishop 2012, p. 6). When Black boys see themselves portrayed visually, textually, and realistically in children’s books, vital messages of recognition, value, affirmation, and validation are conveyed. Recognition of the sociocultural contexts in which they live is celebrated.

Books for and about Black boys must be rigorous, authentic, multicultural, and developmentally appropriate to allow them to synthesize what they have read, heard, and seen during literacy instruction in authentic and meaningful ways. Multicultural books must introduce children to information about the values of justice, fairness, and equity. Developmentally appropriate books should vary with and adapt to the age, experience, and interests of gifted and talented Black boys to allow them the opportunity to demonstrate critical thinking, textual analysis skills and convey conceptual knowledge. These stories must expose Black boys to culturally relevant counter stories -- stories that counteract the dominant discourse that has primarily depicted Black boys as “at risk” versus placed at risk; “without hope” versus hopeful; or “out of control and dangerous” (Tatum, 2005, p. 28) versus developing self-control like all other children (Wright et al., 2018).



Identifying, Preventing and Combating Bullying in Gifted Education

Fernanda Hellen Ribeiro Piske, Municipal Secretariat of Education of Curitiba, Brazil; Kristina Henry Collins, Texas State University

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

2022. Paperback 978-1-64802-859-5 \$45.99. Hardcover 978-1-64802-860-1 \$85.99. eBook 978-1-64802-861-8 \$74.

Acts of bullying and victimization experienced by gifted individuals is a seriously neglected problem, leaving many of these students emotionally shaken and subject to extreme anxiety and depression. Even more, based on certain common characteristics of giftedness in particular, some gifted individuals can find themselves very vulnerable to bullying, which can cause even more difficulties in their interpersonal relationships and development. Despite its importance in the social-emotional wellness and mental health of gifted children, many related books do not discuss bullying as a primary or exclusive topic for students with high abilities.

Identifying, Preventing, and Combating Bullying in Gifted Education provides a critical review and expanded context within gifted education to include social, emotional, and cultural (SEC) components of the bullying phenomenon. It offers a global, multidisciplinary perspective and has the differential of helping all stakeholders of gifted education and programming identify, prevent and combat different forms of bullying and other aggressive behaviors that negatively impact the quality of education for all gifted students. It presents a balance between theoretical, methodological and empirical chapters with research, testimonies and experiences of the authors, clients, and students shared. Structured and integrated around a coherent central theme, an additional introduction stages the three sections of the book with each of the chapters strategically crafted to better equip readers with ways to identify, prevent and intervene in actions of bullying in gifted education. Specifically, it serves as a fundamental resource for educators, teacher-trainers, mental health professionals, and families of gifted students at all grade levels.

As a call to action, this book aims to better equip readers as advocates in their service to all students, and gifted students in particular. Research-based content and topics include identifying the aggressors, the victims, and the bystanders of bullying; peer-to-peer bullying; in-depth, personal, and global look at the relationship between giftedness, vulnerable populations, and bullying; gifted and talented education policy and practices that foster a micro-aggressive environment; and issues of equity for special populations, such as underrepresented student in gifted education. Culminating a unique and more comprehensive perspective, the contributors are internationally recognized and award winning experts who have committed their professional life to work that positively impact the emotional well-being of students as a critical element to their cognitive and talent development. Leading authors and specialists from around the world, and from different academic disciplines and backgrounds to include education, engineering, physics, counseling, and psychiatry are featured.

CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



Rural School Turnaround and Reform

It's Hard Work!

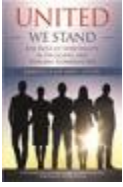
Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research

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

2022. Paperback 978-1-64802-673-7 \$45.99. Hardcover 978-1-64802-674-4 \$85.99. eBook 978-1-64802-675-1 \$74.

We have entitled the fourth book in the series Rural School Turnaround and Reform: It's Hard Work! Overall, the body of scholarly work and research that examines school turnaround and reform in rural areas is slim; as such, this volume adds to the body of work and contributes to new knowledge in a much-needed area. In this volume, we present chapters that speak to the challenges, successes, and opportunities to improve low-performing rural schools. Chapters range from conceptual arguments to policy analyses or research findings, as well as some combination of these or other ways to consider rural school turnaround and reform.

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 \$74.

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 SUPERVISION AND INSTRUCTIONAL LEADERSHIP



Advancing Supervision in Clinically Based Teacher Education

Advances, Opportunities, and Explorations

Rebecca West Burns, University of North Florida; Laura Baecher, Hunter College The City University of New York; Jennifer K. McCorvey, University of South Florida

A volume in the series *Contemporary Perspectives on Supervision and Instructional Leadership*

2022. Paperback 978-1-64802-718-5 \$45.99. Hardcover 978-1-64802-719-2 \$85.99. eBook 978-1-64802-720-8 \$74.

Supervision in teacher education is entering an exciting time. In the last decade, national reports calling for the transformation of teacher preparation have advocated for greater school-university collaboration and increased clinical preparation of teachers (AACTE, 2018; NCATE, 2010). Thus, institutions with teacher preparation should be increasingly concerned with the clinical component of their teacher certification programs (AACTE, 2010; 2018; NCATE, 2001; NEA, 2014). However, supervision in teacher preparation has historically been held in low regard, (Beck & Kosnik, 2002; Feiman-Nemser, 2001; The Holmes Group, 1986; Hoover, O'Shea, & Carroll, 1988; Soder & Sirotnik, 1990) even though research has shown that high-quality supervision promotes teacher candidate learning (Bates, Drits, & Ramirez, 2011; Burns, Jacobs, & Yendol-Hoppey, 2016; Darling-Hammond, 2014; Gimbert & Nolan, 2003; Lee, 2011). In fact, university supervisors "may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and dispositions they must have to teach about teaching in the field" (Burns & Badiali, 2016, p. 156). Despite this research, the function of supervision has often been relegated to adjunct faculty or even removed the university-based supervisor altogether in some colleges/schools of education (McIntyre & McIntyre, 2020; NCATE, 2010; Slick, 1998; Zeichner, 1992, 2005). These practices are incredibly problematic for actualizing clinically based teacher education. Thus, the road to transforming teacher education must involve addressing such long standing misperceptions about what supervision is, what purpose it serves, and how it can be renewed from an afterthought to become the driving engine of high quality teacher preparation.

Advancing Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations aims to elevate supervision and supervisors, as undervalued actors, by disseminating high-quality manuscripts on this critical area of study. The chapters in this book tackle the persistent issue of devaluing and marginalizing supervision in some institutions of higher education by sharing current research, illuminating challenges of supervising in the current high stakes accountability climate, and offering innovative ideas that can improve supervision in clinically based teacher education.

CONTEMPORARY PIONEERS IN EDUCATIONAL PSYCHOLOGY: THEORY, RESEARCH, AND APPLICATIONS



Contemporary Pioneers in Human Learning and Development

Héfer Bembenutty, Queens College of The City University of New York

A volume in the series *Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications*
2022. Paperback 978-1-64802-853-3 \$45.99. Hardcover 978-1-64802-854-0 \$85.99. eBook 978-1-64802-855-7 \$74.

This volume traces the socialization process, professional development, career paths, and theory and research of contemporary pioneers in education and psychology. This volume contains interviews with leading scholars who are at the vanguard of teaching and learning. They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts, beliefs, and experiences that made them who they are today. These scholars responded to questions pertaining to their childhood, initial interest in education and psychology, role models, research interests and major findings, future directions of their research, educational implications derived from their research, and perception of their legacy. They are real people who have had experiences like anybody else, but found homes and teachers who supported them. While in college, they found educators who mentored them.

Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology, provides valuable sources where they can learn about how major theories developed and where they are moving, and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research. Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in their own ways.



Contemporary Pioneers in Teaching and Learning Volume 2

Héfer Bembenutty, Queens College of The City University of New York

A volume in the series *Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications*
2022. Paperback 978-1-64802-827-4 \$45.99. Hardcover 978-1-64802-828-1 \$85.99. eBook 978-1-64802-829-8 \$74.

This volume traces the socialization process, professional development, career paths, and theory and research of contemporary pioneers in education and psychology. This volume contains interviews with leading scholars who are at the vanguard of teaching and learning. They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts, beliefs, and experiences that made them who they are today. These scholars responded to questions pertaining to their childhood, initial interest in education and psychology, role models, research interests and major findings, future directions of their research, educational implications derived from their research, and perception of their legacy. They are real people who have had experiences like anybody else, but found homes and teachers who supported them. While in college, they found educators who mentored them.

Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology, provides valuable sources where they can learn about how major theories developed and where they are moving, and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research. Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in their own ways.

CRITICAL CONCERNS IN BLINDNESS



The ABCs of Structured Discovery Cane Travel for Children

Merry-Noel Chamberlain

A volume in the series *Critical Concerns in Blindness*
2021. Paperback 978-1-64802-555-6 \$45.99. Hardcover 978-1-64802-556-3 \$85.99. eBook 978-1-64802-557-0 \$74.

Structured Discovery Cane Travel (SDCT) is an Orientation and Mobility (O&M) curriculum which focuses on the foundational techniques necessary to develop future independence for students who are blind or visually impaired. The ABCs of Structured Discovery Cane Travel for Children addresses essential non-visual concept development, techniques and mobility skills needed to travel efficiently, gracefully and safely within a myriad of natural environments while using the long, white cane with a metal tip as the primary mobility tool. This curriculum utilizes transformational knowledge and problem-solving opportunities through teachable moments to develop personal reflection and mental mapping which can be utilized post instruction. These students maximize

their cognitive intrinsic feedback while completing everyday mobility tasks. Parents and instructors of children who are blind or visually impaired will comprehend the essentials of SDCT by reading *The ABCs of Structured Discovery Cane Travel for Children*; in addition, they will receive a treasure trove of O&M skill-building activities.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



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 \$74.

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.

Book reviews and associated articles:

[Journal of Youth Development](#): Book Review - Measure, Use, Improve! Data Use in Out-of-School Time

[Sperling Center](#): Q&A with Christina A. Russell and Corey Newhouse

[The Forum for Youth Investment](#): Measure, Use, Improve! Data Use in Out-of-School Time



It Takes an Ecosystem

Understanding the People, Places, and Possibilities of Learning and Development Across Settings

Thomas Akiva, University of Pittsburgh; Kimberly H. Robinson, Forum for Youth Investment

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

2022. Paperback 978-1-64802-667-6 \$45.99. Hardcover 978-1-64802-668-3 \$85.99. eBook 978-1-64802-669-0 \$74.

It Takes an Ecosystem explores the idea and potential of the Allied Youth Fields—an aspirational term that suggests increased connection across the multiple systems in which adults engage with young people. Recent research and initiatives make a strong case for what developmentalists have argued for decades: A young person's learning and development is shaped in positive and negative ways by the interactions they have with all the adults in their life. Now is the time to reshape our systems to support this scientific understanding. The chapters in this book provide ideas, tools, examples, and visions for a more connected, more equitable world for young people and the adults in their lives.

Endorsements for *It Takes an Ecosystem*

"It Takes an Ecosystem offers a powerful and timely engagement of the possibilities and challenges facing the Out-of-School Time sector...this book charts a path forward for scholars, practitioners, community members to imagine OST anew---in ways that are socially just and affirming, centered on the optimal development of youth and the power of community."

— Bianca Baldrige

University of Wisconsin Madison

"The book's emphasis on an ecosystem approach, anchored in commitments to equity and racial justice, combines evidence-based analyses with a future-oriented call to action for the allied youth fields. This book will be a must-read for those committed to radically re-thinking how we bring sectors together to support thriving for children and youth."

Ben Kirshner

University of Colorado

CURRENT PERSPECTIVES IN HOLISTIC EDUCATION



Flourishing in the Holistic Classroom

Lisa Marie Tucker, University of Winnipeg

A volume in the series *Current Perspectives in Holistic Education*

2021. Paperback 978-1-64802-546-4 \$45.99. Hardcover 978-1-64802-547-1 \$85.99. eBook 978-1-64802-548-8 \$74.

In a time of unprecedented changes globally, *Flourishing in the Holistic Classroom* offers an educational model that is dynamic, organic, and adaptive. The book offers key principles, dispositions, and practices that holistic educators draw from to create learning environments in which their students can flourish. This book describes learning that is based on a balance of inner and outer ways of knowing, with an emphasis on the inner life or soul of the learner. This is illustrated through accounts of running an arts camp using the inquiry process and experiences with teacher candidates. A key principle of holistic education is connection, which is explored through experiential examples such as connections between learners and each other, the teacher, and their subject of study. The role that mindfulness practice and teacher presence plays in the classroom, as well as working with fear and vulnerability are addressed through detailed narratives. The breadth of the author's experience including being an early years teacher, a director of programs and exhibits in a children's museum, and working with pre-service teachers is woven throughout the book. Reflections from former teacher candidates highlight the influence that holistic pedagogy has on learners. The book concludes with an invitation to the reader to embrace a holistic, integrative approach to education, which creates fertile ground for student flourishing. *Flourishing in the Holistic Classroom* is intended to support teachers, administrators, academics, pre-service teachers and graduate students.

Praise for *Flourishing in the Holistic Classroom*:

"Heartfelt, authentic, soulful! Lisa Marie Tucker's Flourishing in the Holistic Classroom is a gift to all educators. Drawing on her lengthy career as an educator in various roles, Lisa draws on her personal and professional experiences. Her use of the nautilus shell creates a profound holistic image that connects heart, mind and spirit where personal cosmologies are valued. Her work is timely as we emerge from challenging times and seek to (re)situate and (re)connect ourselves to each other and our planet in a post-pandemic world. Her lived journey resonates and inspires, as we, the reader, moves through each chapter. Drawing on the wisdom of ancestral roots, Lisa explores what makes us human in profound ways."

Marni Binder

Associate Director, Academic Leadership

Associate Professor, Ryerson University

"I loved this book! Flourishing in the Holistic Classroom by Lisa Tucker is a must-read for any teacher who is looking to make education meaningful, engaging, and relevant to students' lives. It is highly readable and full of practical examples and applications for teachers at all grade levels. It is also a wonderfully inspiring text for professors working in teacher preparation programs. I felt like I was having a conversation with a master teacher - one who truly understands the really important qualities that teachers can cultivate in their lives and work. I appreciated the way substantive theory was integrated seamlessly into her own personal narrative. Using stories, she brings her Nautilus model of holistic teaching to life, creating an intimacy with the reader that engages your mind and spirit."

Sam Crowell

Professor Emeritus, California State University

Founder, MA in Holistic and Integrative Education

Author, *Emergent Teaching: A Path of Significance, Creativity and Transformation*

"Lisa Invites us to imagine, enact and embody wholeheartedly our life as more than surviving - she wants us to flourish in the classroom as learners, no matter if we are wearing a teacher or student hat. To do this we think of ourselves as a whole person whereby heart, mind, body and spirit are embraced. This is what holistic education is. In this book we are taken on a journey and as Lisa says 'teaching is a complex profession and in order for true exploration and deep learning to occur, a healthy, caring, and sustainable learning community must be developed'."

Dr Narelle Lemon

Associate Professor and Associate Dean of Education

Swinburne University of Technology, Melbourne, Australia



A Holistic Educator's Journey

Seeking Wholeness in America, Canada, Japan and Asia

John P. Miller, University of Toronto

A volume in the series *Current Perspectives in Holistic Education*

2021. Paperback 978-1-64802-641-6 \$45.99. Hardcover 978-1-64802-642-3 \$85.99. eBook 978-1-64802-643-0 \$74.

This memoir describes the journey of John (Jack) Miller. The book explores how his personal journey is related to the work he has done in holistic education, contemplative education, and spirituality in education. In holistic education the personal and professional are connected. Professor Miller's journey includes events, books, teachers, and the many factors in his life that have contributed to his work, which includes more than 20 books and extensive travel around the world. An example of the relationship between the personal and the professional is that Jack began meditating in 1974 and this practice has provided the

foundation for much of his teaching and writing.

Professor Miller's book, *The Holistic Curriculum*, first published in 1988 along with the publication of the *Holistic Education Review* have been seen as the beginning of holistic education as a field of study. Since his journey has been connected with so many other holistic educators, this book can serve as one perspective on how the field has unfolded over the past 35 years. Besides this historical perspective the book includes a chapter on his meditation practice as well his beliefs. There is also a chapter on his teaching and how he attempts to embody holistic education in his classroom.

Praise for A Holistic Educator's Journey:

"Rarely does a field-builder allow us the opportunity to journey into the life-long journey leading to the formation of the work. With bold transparency, Miller shares his enormously rich professional and personal journey of seven decades with an open hand. He shows us the terrain of his inner and outer life."

Lisa Miller, Author

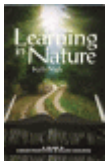
The Spiritual Child

Teachers College, Columbia University

"Whether in the classroom, writing books, keynoting, or being a friend, Jack Miller's life journey exemplifies his multi-dimensional embracing of "the way of nature" and accepting of the mysterious. Always acknowledging the Indigenous roots of holistic education, he managed to bring parts of the Indigenous worldview into schools in ways that accommodated all cultures. This book gives testimony to his great contribution to understanding why we must return to our interconnected way of being."

Four Arrows, Author

Sitting Bull's Words for a World in Crises



Learning in Nature

Kelli Nigh, University of Toronto

A volume in the series *Current Perspectives in Holistic Education*

2021. Paperback 978-1-64802-567-9 \$45.99. Hardcover 978-1-64802-568-6 \$85.99. eBook 978-1-64802-569-3 \$74.

There is love on these pages, love for nature, the cosmos, the body's deep knowing and students. *Learning in Nature* focuses on the lives of 6 drama students who gathered weekly at a community arts center during their childhood and adolescence. Before each play rehearsal the students explored contemplative practices such as meditation, yoga, breathing and visualization. After these warm-up sessions the rehearsals were dynamic and highly creative. So, what might happen if these students went out into nature and experimented with the same practices? What would happen, over a year long period, if they stopped the noise of life and just listened, deeply, just looked and inhaled, phenomenologically? Returning the experience of learning to nature, the book tells the story of this group, it tells of their lives and their growing understanding of consciousness, and does so through the complex and rich perspectives of holistic teaching and learning.

Praise for Learning in Nature:

"Learning in Nature is a rich resource for holistic educators at all levels of education. It offers a wealth of insights and ideas, theoretical perspectives and practical activities. This writing sings as it invites us to be alive to our senses, our imaginations, our intellects, and intuitions---alive and in the moment---in the fullness of our humanity."

Mary Beattie

Professor Emerita, OISE, University of Toronto

"In this sensitive and moving inquiry Kelli Nigh begins with a constellation of academic references that bear directly on aspects of ourselves that come into play in our life transformations—images, felt senses, dreams, imagination, meditation, symbolism, and mind-body experience. Against this thoroughly woven backdrop, the dramas of six young participants who share in Nigh's inquiry unfold. The inquiry is long—over years. There is another crucial aspect of it. The landscapes and weather of Nature itself—bluffs, skies, water, trees, wildlife, flowers—become the scenery through which all the participants' stories gain significance. Nigh, with gentle insight and attention to detail, demonstrates the evolution of what essentially becomes their imaginal learning in nature. Throughout this play of sharing in nature, Nigh includes glimpses of her own evolution of self as she inter-folds her experiences with those of the others. As Nature cycles through the seasons, so cycle the lives of these individuals. Nigh's academic and lyrical passages will inspire educators to widen teaching methods to include what it is beyond our everyday thought that significantly influences what we learn."

Vivian Darroch-Lozowski

Professor Emerita, University of Toronto

CURRENT PERSPECTIVES ON CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION



Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity

Hongyu Wang, Oklahoma State University-Tulsa

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

2021. Paperback 978-1-64802-584-6 \$45.99. Hardcover 978-1-64802-585-3 \$85.99. eBook 978-1-64802-586-0 \$74.

Creativity in the West is often perceived as “cutting edge” and “ground-breaking” in a singular act of giving birth to the new. However, to what degree has this model of breaking away from others and the world contributed to the current crisis in education, society, and ecology even before the tragic COVID-19 pandemic and responses to it? How can our reimagining of creativity contribute to the mutual flourishing of humanity and of relations between humans and the planet? Daoist creativity, based upon relationality and interdependence, has much to offer to today’s curriculum as a complicated conversation to sustain life and renew the world. Integrative, emergent, embodied, co-creative, and ecological, Daoist creativity has a built-in opening to difference through the organic relationality of Yin/Yang dynamics.

This book focuses on one essential thread in Daoism—integrative creativity through organic relationality—and weaves its interplay with Western thought through multiple and intertwined dimensions of curriculum. Exploring Dao as dynamic and setting creative curriculum in motion, this book juxtaposes the notion of Wuwei and self-organization to conceptualize emergent classroom dynamics, and re-envision the inner landscape of education through negotiating dialogues between the Jungian psyche and Daoist dynamics. Further, it explores gendered implications of Daoism to interact with feminism and formulates the pursuit of inner and outer peace through creative harmony to inform nonviolence curriculum. Synthesizing cross-cultural insights and wisdom, it provides an in-depth and intuitive understanding of the interactions between Daoist and Western creativity and elaborates a curriculum of integrative creativity for students, teachers, and their educational community. Let us all attend to the urgent call for individual and collective awakenings and for creativity that connects.

Praise for Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity:

"Hongyu Wang's book on Daoism is a treasure. It is beautifully written and includes a diverse literature that demonstrates her impressive scholarship. She explores the relevance of Daoism's ancient wisdom to many current issues including gender, nonviolence, peace education, as well as teaching and learning. This is an important addition to growing literature on Daoism. In a time of division we need Daoism's cosmic perspective on how we can live peacefully and harmoniously on this earth."

~ Jack Miller

The Ontario Institute for Studies in Education
University of Toronto

"One barrier to meaningful educational reform is our inability to imagine things differently. Wang's study offers a set of lenses drawn from Chinese Daoism that could stimulate meaningful educational reform by envisioning a curriculum that moves beyond analytical reasoning toward more peaceful, humane, and ecologically sustainable ways of teaching, learning, and knowing. Along the way, Wang explores the links between Daoism and complexity theory and Daoism's compatibilities and contrasts with aspects of Western philosophy, including recent scholarship on eco-feminism. Educators will be intrigued by this study of Daoism as a form of embodied curriculum that works toward the development of authentic personhood and transformative interconnectedness through an emphasis on lived experience in tandem with intellectual development and they will be inspired to examine and rethink their current practice."

~ Gay Garland Reed

Professor Emerita, University of Hawaii

"Honyu Wang's book offers us a solution for nowadays crises like social and ecological ones, by pointing out that the integrative creativity and curriculum is the key...Her ideas are accessible and can enrich our perspective as educationists. The novelty and uniqueness of the book is that it makes a bridge between Western culture and East culture, between past and present and it is also a bridge from today to the future of the entire Earth."

~ Maria Butucea,

Teacher Training Department,
Technical University of Civil Engineering, Bucharest

CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



Social Media

Influences on Education

Marlynn M. Griffin, Georgia Southern University; Cordelia Zinskie, Georgia Southern University

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

2021. Paperback 978-1-64802-655-3 \$45.99. Hardcover 978-1-64802-656-0 \$85.99. eBook 978-1-64802-657-7 \$74.

Social media is a multi-faceted tool that has been used by educators and/or their students in ways both beneficial and detrimental. Despite the ubiquitous nature of this tool, there is much research still needed on the multitude of ways that social media impacts education. This book presents research on the influences of social media on education, broadly construed. Specifically, the research included in this book is categorized into four broad areas, examining the educational influence of social media on youth and college students, professional development in content areas, higher education learning, and social justice and activism.

Chapter authors emphasize the opportunities of social media use in education and provide recommendations for how to address challenges that may arise with social media integration into the teaching and learning setting. These authors also advocate for use of social media to grow and enhance professional interaction among educators, moving beyond the social aspect of these platforms to advocate for educational and societal change. Individuals working in K-12 schools, teacher education, teacher professional development, and higher education, including pharmacy, nursing, dental and medical education, as well as those in other educational settings can use these findings to support and guide integration of social media into teaching and learning as well as their professional practice.

Endorsements for Social Media: Influences on Education

"Anyone attempting to understand these issues and the emerging, critical role of social media in education today should read the excellent edited book Social Media: Influences on Education. I've been monitoring educational media and technology research and practice for the past 40 years. In my view this book is an important contribution to a current perspective on social media and its impact from preschool to higher education and professional studies in general and social justice issues specifically."

Richard E. Clark, Emeritus Professor
University of Southern California

"Social Media: Influences on Education is an essential book for those seeking to understand the relationship between education and social media or to conduct social media research in education. Griffin and Zinskie have collected a variety of essays showcasing approaches to researching social media from qualitative interviews with teachers, to meta-analyses of nascent literature, and research within the platforms themselves. Providing a well-rounded introduction to the field, this book provides a foundation for those interested in understanding and exploring the impact social media has had on elementary, secondary, and tertiary education."

Naomi Barnes, Senior Lecturer
Queensland University of Technology, Australia

"Social Media: Influences on Education is a must-read for anyone interested in social media's impact on education and social justice. Grounded in the latest research, Griffin and Zinskie offer an informed, critical perspective on key issues – children's social media use, cyber-harassment, misinformation, social justice through social media, professional networking, and more – as social media pervades every aspect of our lives. Educators, parents, students, activists and social media users everywhere, if you're invested in education and social justice, this book is for you!"

Christine Greenhow, Associate Professor
Michigan State University

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



Learning to Read the World and the Word

School-University-Community Collaboration to Enrich Immigrant Literacy and Teacher Education

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

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

2021. Paperback 978-1-64802-535-8 \$45.99. Hardcover 978-1-64802-536-5 \$85.99. eBook 978-1-64802-537-2 \$74.

The perspective espoused by this volume is that collaboration among universities, schools, and communities is a crucial element in ensuring the provision of optimal learning environment for both im/migrant children and their parents. Chapter authors share their practice and theorizing regarding the many questions that arise when schools and universities collaborate with communities and build supportive structures to nurture literacy among im/migrant students.

Enlightened teaching and culturally aware approaches from teachers engender support and cooperation from parents. Enlightened leadership is a constant thread through all the endeavors that are chronicled by contributors, as are the implications for socially just outcomes of successful implementation of inclusive pedagogies.

Writing about the Children Crossing Borders study which began in 2003, Tobin (2019) asserted that “the social and political upheavals surrounding migration has (sic) put increasing pressure on the ECEC [early childhood education and care] sector to build bridges between the host and newly arrived communities” (p. 2). Tobin recalled that the original grant proposal for the Children Crossing Borders described young migrant children as “the true transnationals, shuttling back and forth daily between the cultures of their home and the ECEC [programs]” (p. 1)—programs staffed by well-intentioned individuals who nevertheless may “lack awareness of im/migrant parents’ preferences for what will happen in their children’s ECEC program” (p. 2). To extrapolate from Tobin’s summary of the findings of Children Crossing Borders, for both the true transnationals (the children) and their parents, “the first and most profound engagement they have with the culture and language of their new host country” (p. 1) may well be mediated by a teacher who is unaware of the intricacies of the community.



A Place Called Home

School-University-Community Collaboration and the Immigrant Educational Experience

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

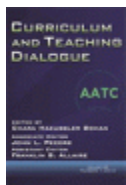
A volume in the series *Current Perspectives on School/University/Community Research*

2021. Paperback 978-1-64802-540-2 \$45.99. Hardcover 978-1-64802-541-9 \$85.99. eBook 978-1-64802-542-6 \$74.

Describing global trends in forced displacement in 2019, Filippo Grandi, United Nations High Commissioner for Refugees declared that “we are witnessing a changed reality in that forced displacement nowadays is not only vastly more widespread but is simply no longer a short-term and temporary phenomenon”. At the end of 2019, almost 80 million people had been forced to leave the place they called home “as a result of persecution, conflict, violence, human rights violations or events seriously disturbing public order,” according to the [United Nations High Commission for Refugees](#).

This volume presents the concerted efforts of chapter contributors to alleviate the alienation of those who have been displaced and help them to feel at home in the country in which they have sought refuge. Chapter contributors highlight their endeavors specifically with Latino, Hmong, and African immigrants in the United States and Canada, as well as with a veritable united nations of immigrant identities in general. Endeavors oriented to making immigrants feel at home inevitably raise the vexed question of what it means to be a good member of a society—regardless of whether one is a citizen.

CURRICULUM & TEACHING DIALOGUE



Curriculum and Teaching Dialogue

Vol. 23 # 1 & 2

Chara Haeussler Bohan, Georgia State University; John L. Pecore, University of West Florida; Franklin S. Allaire, University of Houston-Downtown

A volume in the series *Curriculum & Teaching Dialogue*

2021. Paperback 978-1-64802-623-2 \$45.99. Hardcover 978-1-64802-624-9 \$85.99. eBook 978-1-64802-625-6 \$74.

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](#) and can be found on the Journal tab at <http://aatc.org/about-ctd-journal/>.

CURRICULUM AND PEDAGOGY



The Kaleidoscope of Lived Curricula

Learning Through a Confluence of Crises 13th Annual Curriculum & Pedagogy Group 2021 Edited Collection

Karin Ann Lewis, University of Texas Rio Grande Valley; Kimberly Banda, University of Texas Rio Grande Valley; Martha Briseno, Lamar Consolidated Independent School District; Eric J. Weber, Division of Outreach Services — South Carolina School for the Deaf

A volume in the series *Curriculum and Pedagogy*

2021. Paperback 978-1-64802-739-0 \$65.99. Hardcover 978-1-64802-740-6 \$95.99. eBook 978-1-64802-741-3 \$74.

Within the context of recent, and ongoing, plural pandemics such as COVID-19 up/ending lives, social and racial chaos and catastrophe, political pressures, and economic convulsions, *The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises* offers a journey through a collection of scholarly reflective creative pieces--stories of lived curricula. Like a kaleidoscope filled with loose pieces of simple colored glass and objects transforming into an infinite variety of beautiful forms and patterns with the slightest turn, the collection of pieces in this book reflect images of the sky that nurtures life; sun that illuminates understanding; earth that shifts and grounds us; fire that is primal, intending to spark and extend curricular and pedagogical conversations and understandings.

This book provides a lens through which to observe and experience how plural pandemics shifted the lived curricula--the colored glass and objects in the lives of others--to surface, contextualize, confront, and curate challenges, as well as celebrate the courageous and elevate and empower marginalized groups to relate, learn, and heal through stories of lived curricula.

This beautiful collection brings readers to an awareness, understanding, and appreciation of the lived curricula unlike they have ever experienced before.

CURRICULUM WINDOWS



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 \$74.

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.

DIALOGICAL SELF THEORY



The Identity of Education Professionals

Positioning, Training, and Innovation

Carles Monereo, Universitat Autònoma de Barcelona

A volume in the series *Dialogical Self Theory*

2022. Paperback 978-1-64802-830-4 \$45.99. Hardcover 978-1-64802-831-1 \$85.99. eBook 978-1-64802-832-8 \$74.

The 21st century and its many challenges (invasion of digital technology, climate change, health crises, political crises, etc.) alert us that we need new educational responses, led by new education professionals.

Research has shown that for these professionals to change in a substantial and profound way, they must change their identity, that is, the way in which they give meaning and meaning to their professional work.

This book exposes, based on one of the most current and advanced theories for analyzing identity change -the theory of the dialogical self-, what changes should take place and how to promote them in eleven fundamental professional profiles in current education (teachers of student-teachers, primary & secondary teachers, inclusive teachers, inquiring teachers, mentors, school principals, university teachers, academic advisors, technologic/hybrid teachers, Learning specialists & educational researchers).

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 \$74.

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



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 \$74.

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,

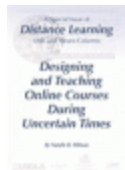
Professor and Dean, Loyola Marymount University
UCEA Executive Director Emeritus

"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

DISTANCE LEARNING JOURNAL



Designing and Teaching Online Courses During Uncertain Times

A Special Issue of Distance Learning Ends and Means Columns, Distance Learning - Volume 17 #4

Natalie B. Milman, The George Washington University

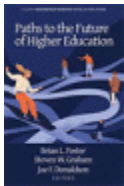
A volume in the series *Distance Learning Journal*

2020. Paperback 978-1-64802-441-2 \$35. Hardcover 978-1-64802-446-7 \$49.99. eBook 978-1-64802-442-9 \$74.

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors--new and experienced--with interesting and important information about the effective practice of distance teaching and learning.

This special issue of Distance Learning consists of several Ends and Means articles that I have written or coauthored and that I have organized using the three major elements of the community of inquiry (CoI) framework. The last section has articles written by other authors who incorporated CoI.

EDUCATION POLICY IN PRACTICE: CRITICAL CULTURAL STUDIES



Paths to the Future of Higher Education

Brian L. Foster, University of Missouri, Columbia; Steven W. Graham, University of Missouri System; Joe F. Donaldson, University of Missouri-Columbia

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

2021. Paperback 978-1-64802-406-1 \$45.99. Hardcover 978-1-64802-407-8 \$85.99. eBook 978-1-64802-408-5 \$74.

The rapid change that higher education is undergoing is impacting all of the core mission elements: teaching and learning, research, service, and engagement with the external world (e.g., community engagement and health care delivery). Navigating this environment requires understanding of the underlying dynamics, with particular attention to how the issues are affecting the directions higher education will take. The main focus of the book is on teaching and learning (Section 3), with Sections 1 and 2 providing important context for understanding dynamics affecting how we can achieve our goals in teaching and learning. The section on “Institutional Culture, Structure, and Public Engagement” addresses issues such as promotion and tenure, interdisciplinary collaboration, dissemination and archiving of research outcomes and data, student engagement with community development, and evaluation of research projects. Section 2 on “Diversity, Equity, and Inclusion” goes far beyond the usual “diversity discussion” to include addressing faculty racial disparities, intersectionality, and “parity in participation.” Then, Section 3, “Teaching and Learning” focuses on out-of-the classroom teaching and on technology enhanced learning, all with many connections to Sections 1 and 2.

The intended audience includes both academics and professionals (e.g., faculty and students in departments of higher education, anthropology, and education policy). Higher education leaders, administrators, governing board members, and many others will find the book helpful in providing insight into the future of higher education, especially as it concerns instruction and learning. The book will also be of use to professionals outside higher education who work on policy issues, on meeting the needs of employers, and on preparing students for applying knowledge in their personal lives.

Praise for *Paths to the Future of Higher Education*:

“Higher education in the United States is currently undergoing a transformation as a result of unprecedented pressures. Disruptive forces such as rapidly evolving technology, eroding financial support for public universities, proliferation of for-profit entities, changing expectations of students and employers, our country’s reckoning with its history of racism and white supremacy, as well as the politicization of higher education demand changes in systems hundreds of years old. The recent COVID epidemic has forced a radical change in the delivery of higher education – will we ever return to our old ways?” **Daniel L. Clay, PhD, MBA** Dean and Professor, College of Education, University of Iowa

“One of the great challenges facing higher education today involves the changes that are necessary in the fundamental activities of teaching and learning to respond to changing social factors such as diversity, internationalization, the rapid evolution of technology, and unpredictable social needs (e.g., COVID 19). Brian Foster and his colleagues have assembled an important collection of papers on this subject, the future of teaching and learning at the higher education level, in part from an anthropological perspective, but also within the important context of our changing world. As such, the book provides a valuable insight into the perspectives that both faculty and their institutions need to address the changes in their most fundamental roles in providing teaching and learning for future generations.” **James J. Duderstadt** President Emeritus, The University of Michigan

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



School Leadership in a Diverse Society

Helping Schools Prepare all Students for Success (2nd Edition)

Carlos R. McCray, Montclair State University; Floyd D. Beachum, Lehigh University; Phyllis F. Reggio, Hunter College

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

2021. Paperback 978-1-64802-573-0 \$45.99. Hardcover 978-1-64802-574-7 \$85.99. eBook 978-1-64802-575-4 \$74.

With the increasing amount of diversity taking place in the United States and in our K-12 schools, this book will help school leaders become prepared. It is the school principal who sets the tone for the school culture and provides the vision as to the direction of the organization. Therefore, school principals will ultimately have a great impact in promoting cultural and social diversity. *School Leadership in a Diverse Society: Helping Schools Prepare all Students for Success (2nd Edition)* will help scholars and practitioners have a better understanding of the increasing amount of diversity that is occurring in American society. This book will give them the tools needed to lead schools to ensure that all students, regardless of their life circumstances and status, are provided a school experience that promotes high academic achievement and a sense of belonging.

Today, multiculturalism and diversity preparation are needed in our society, seemingly more so than when schools first made an earnest effort to integrate twenty years after Brown V. Board of Education. Just as it seemed the United States was making significant progress dealing with issues that have plagued this country for hundreds of years, recently, there has been a surge in diversity-related issues (the killing of unarmed African Americans, the unwarranted

attacks on Asians, immigration debates, the recent rise of groups that support white supremacy, blackface incidents, increasing wealth divide between the ultra rich and the poor, religious backlash, etc.). These issues should remind us that the struggle for social equity continues into the present moment. Communities must work together to help fight rising intolerance and prejudice within our country and schools.

FAMILY SCHOOL COMMUNITY PARTNERSHIP ISSUES



Composing Storylines of Possibilities

Immigrant and Refugee Families Navigating School

Martha J. Strickland, Pennsylvania State University

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

2022. Paperback 978-1-64802-715-4 \$45.99. Hardcover 978-1-64802-716-1 \$85.99. eBook 978-1-64802-717-8 \$74.

In this book, internationally migrant families invite us to listen to the storylines of their mostly muted voices as they navigate the local schools in their new cultural context. They call us to hear them as they grapple with issues they encounter. They implore us to feel like an outsider and see the school as a foreign culture with language and communication barriers. The book is organized to enhance this carework. Each chapter begins with a vignette that includes the voices of one or more members of international migrating families, while introducing the context of the chapter. At the end of each chapter readers will find specific implications to consider. These are constructed with preservice teachers, practicing teachers, and educational administrators in mind.

As you read each chapter, there is the call for school transformation. The families in this book entreat school personnel to engage with international migrant families and to embrace a risk and resilience model as we strive together for success. These storylines challenge us to examine our personal storylines for biases and deficit understandings and call us all to purposefully rewrite these in the spirit of possibilities as the families in this book have embodied for us.

HISPANICS IN EDUCATION AND ADMINISTRATION



Latinas Leading Schools

Melissa A. Martinez, Texas State University; Sylvia Méndez-Morse, Texas Tech University

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

2021. Paperback 978-1-64802-357-6 \$45.99. Hardcover 978-1-64802-358-3 \$85.99. eBook 978-1-64802-359-0 \$74.

As the first scholarly book of its kind, this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts. The limited though growing scholarship on Latina administrators indicates their assets, particularly those rooted in their sociocultural, linguistic, and racial/ethnic backgrounds, their cultura, are undervalued in research and practice (Hernandez & Murakami, 2016; Martinez, Rivera, & Marquez, 2019; Mendez-Morse, 2000; Mendez-Morse, Murakami, Byrne-Jimenez, & Hernandez, 2015). At the same time, Latina administrators have reported challenges related to: isolation (Hernandez & Murakami, 2016), a lack of mentoring (Mendez-Morse, 2004), resistance from those who expect a more linear, hierarchical form of leadership (Gonzales, Ulloa, & Munoz, 2016), balancing varying professional and personal roles and aspirations (Murakami-Ramalho, 2008), as well as racism, sexism, and ageism (Bagula, 2016; Martinez, Marquez, Cantu, & Rocha, 2016).

The impetus for this book is to acknowledge, explore, theorize, and expand our understanding of how Latinas' success as school and district leaders is informed by such gifts, including their prioritizing of familia and comunidad, relationship building, reciprocity, and advocacy, in the face of such challenges. Thus, this volume covers four topical areas: 1) Testimonies and reflections from the field/Testimonios y reflexiones del campo, 2) Leading in relationship, comadrisimo, with and for community/Liderazgo en relación, comadrisimo, con y para la omunidad, 3) School community leaders(hip)/Lider(azgo) escolar y comunitario 4) Learning from the experiences of others/Aprendiendo de las experiencias de otras.

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



Sticking Together

How Local Politicians Make Sense of and Respond to International Crises

Martin Mølholm, Aalborg University; Anders Horsbøl, Aalborg University

A volume in the series *History and Society: Integrating social, political and economic sciences*

2021. Paperback 978-1-64802-681-2 \$45.99. Hardcover 978-1-64802-682-9 \$85.99. eBook 978-1-64802-683-6 \$74.

In this book, a study is presented that investigates how municipal politicians make sense of recent European crises. City Council members' representation and conceptualization of the financial crisis in 2008, the refugee crisis in 2015 and the terror crisis up through the 21st. century, and how they represent their own response to, and way of handling, the crises, is analyzed. Thereby, the local politicians' understanding of their political agency vis-a-vis international crises is explored. More specifically, the investigation is based on a case-study of a local municipality in Denmark.

The study shows that there is a feeling of a high degree of agency among the city council members, as to the city councils' ability to act in times of crises. Furthermore, in times of crises the city council is perceived as a united agent, rather than an arena for conflicts or negotiations. Differences are put aside in order to act swift and pragmatically. Thus, the city council members appear to experience themselves primarily as members of the city council, when various crises requires them to act within a very short time span.



Educational Justice

Challenges For Ideas, Institutions, and Practices in Chilean Education

Camila Moyano Dávila, Pontifical Catholic U

A volume in the series *History and Society: Integrating social, political and economic sciences*

2022. Paperback 978-1-64802-891-5 \$45.99. Hardcover 978-1-64802-892-2 \$85.99. eBook 978-1-64802-893-9 \$74.

This book presents a novel perspective on education as a social right. Literature on this topic has focused on inclusion as the universal concept whereby access to education is examined. As a moral principle, this concept opens new challenges in different ways if we take a deeper view into diverse contexts. What education? For what? For whom? Are we thinking about education because it will bring social justice in the future, or are we thinking of education as a just practice in the present?

This book brings fresh theoretical and empirical perspectives on those questions, moving beyond a pure inclusion paradigm to a broader and context-oriented notion of educational justice.

The chapters engage with theories of educational justice to present these challenges at the institutional level of educational policy, at the practical level of schooling practices, and in the production of ideas around childhood and education, for instance, notions of normalcy at schools.

Although the featured works are related to the Chilean educational system, they opens questions about education in general. They embrace rural and urban contexts, different educational levels (from preschool to university), and university and vocational education.

This book will be rewarding reading for educational scholars, those interested in theories of social and educational justice, and anyone interested in contemporary perspectives on education, childhood and youth, inclusion, and justice.



Reproducing, Rethinking, Resisting National Narratives

A Sociocultural Approach to Schematic Narrative Templates

Ignacio Brescó de Luna, Aalborg University; Floor van Alphen, Universidad Autónoma de Madrid

A volume in the series *History and Society: Integrating social, political and economic sciences*

2022. Paperback 978-1-64802-661-4 \$45.99. Hardcover 978-1-64802-662-1 \$85.99. eBook 978-1-64802-663-8 \$74.

In his now classic *Voices of Collective Remembering*, James V. Wertsch (2002) examines the extent to which certain narrative themes are embedded in the way the collective past is understood and national communities are imagined. In this work, Wertsch coined the term schematic narrative templates to refer to basic plots, such as the triumph over alien forces or quest for freedom, that are recurrently used, setting a national theme for the past, present and future. Whereas specific narratives are about particular events, dates, settings and actors, schematic narrative templates refer to more abstract structures, grounded in the same basic plot, from which multiple specific accounts of the past can be generated. As dominant and naturalised narrative structures, schematic narrative templates are typically used without being noticed, and are thus extremely conservative, impervious to evidence and resistant to change.

The concept of schematic narrative templates is much needed today, especially considering the rise of nationalism and extreme-right populism, political movements that tend to tap into national narratives naturalised and accepted by large swathes of society. The present volume comprises empirical and theoretical contributions to the concept of schematic narrative templates by scholars of different disciplines (Historiography, Psychology, Education and Political Science) and from the vantage point of different cultural and social practices of remembering (viz., school history teaching, political discourses, rituals, museums, the use of images, maps, etc.) in different countries. The volume's main goal is to provide a transdisciplinary debate around the concept of schematic narrative templates, focusing on how narratives change as well as perpetuate at times when nationalist discourses seem to be on the rise. This book will be relevant to anyone interested in history, history teaching, nationalism, collective memory and the wider social debate on how to critically reflect on the past.

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 \$65.99. Hardcover 978-1-64802-304-0 \$95.99. eBook 978-1-64802-305-7 \$74.

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.



Hollywood or History?

An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity Throughout History

Sarah J. Kaka

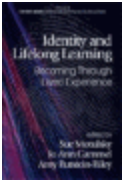
A volume in the series *Hollywood or History*

2022. Paperback 978-1-64802-791-8 \$65.99. Hardcover 978-1-64802-792-5 \$95.99. eBook 978-1-64802-793-2 \$74.

The rationale for the present text, *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity Throughout History* stems from two main things. First and foremost is the fact that the reviews of the first two volumes in the *Hollywood or History?* series have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioners. Classroom utility and teacher practice have continued to be the primary objectives in developing the *Hollywood or History?* strategy. The second thing is that this most recent volume in the series takes it in a new direction--rather than focusing on eras in history, it focuses on the themes of inequity and inequality throughout history, and how teachers can utilize the *Hollywood or History?* strategy to tackle some of the more complicated content throughout history that many teachers tend to shy away from.

There is a firm belief 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 challenging topics such as inequity and inequality in terms of gender, race, socioeconomic status, and so much more. The book provides 30 secondary lesson plans (grades 6-12) that address nine different topics centered around inequity and inequality throughout history, many of which connect students to the world we are living in today. The intended audience for the book are teachers who teach social studies at the 6th-12th grade level both in the United States and other countries. An additional audience will be college and university social studies/history methods professors in the United States and worldwide.

I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



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 \$74.

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*



Narratives on Becoming Identity and Lifelong Learning

Emilie Clucas Leaderman, Boston College; Jennifer S. Jefferson, Endicott College; 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*

2021. Paperback 978-1-64802-480-1 \$45.99. Hardcover 978-1-64802-481-8 \$85.99. eBook 978-1-64802-482-5 \$74.

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.

Narratives on Becoming: Identity and Lifelong Learning, Volume Three of the series, explores a myriad of ways that authors' personal and professional growth has influenced identity development. These chapters provide insights into the intersectional identities and learning of writers. Drawing from the multiple paths that comprise the journey of lifelong learning, these authors present powerful stories that identify the ways relationships, environments, culture, travel, and values shape their identities; use literacy, teaching, and learning as vehicles for experimenting with new identities, negotiate multiple identities, contexts, and transitions involved in becoming, and construct meaning. Through their narrative essays and ethnographic/autobiographical accounts, the authors in this volume illuminate the power of transformational learning during life-changing events and transitions.

Praise for: *Narratives on Becoming: Identity and Lifelong Learning*

"The third volume in the I Am What I Become series, Narratives on Becoming: Identity and Lifelong Learning invites readers into the lives of educators from around the world. This book includes important narratives from students, secondary educators, and post-secondary educators alike, highlighting how race, class, gender, and a wide range of other intersectional identities shape the diverse lived experiences of educators and their students. This volume also serves as an important reminder for all of us that the learning process continues across a lifetime and transcends the limits of the traditional classroom."

Brian Bicknell, President

Manchester Community College

"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

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,

A Person-Centered Approach to Psychospiritual Maturation:

Mentoring Psychological Resilience and Inclusive Community in Higher Education

IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS



Working While Black

The Untold Stories of Student Affairs Practitioners

Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Identity & Practice in Higher Education-Student Affairs*

2022. Paperback 978-1-64802-733-8 \$45.99. Hardcover 978-1-64802-734-5 \$85.99. eBook 978-1-64802-735-2 \$74.

Working While Black: The Untold Stories of Student Affairs Practitioners will examine the narratives of student affairs professionals and how they navigate their professional experiences. While student affairs can be a high pressure and high stress environment for all professionals, Black professionals are often overworked, underheard, and made to feel devalued. Therefore, it is important to consider how student affairs professionals are managing the profession, colleagues, and students while Black.

I approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a Black while working as a student affairs practitioner. Chapter authors also provide poignant advice on how current and potential student affairs professionals can successfully navigate the field. One especially important contribution of this book is that our authors are from a variety of student affairs areas including: residence life, student engagement, career services, counseling, student conduct, athletics, student activities, diversity, equity, and inclusion, and academic advising. Additionally, chapter authors are student affairs professionals at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of experiences each chapter will provide poignant suggestions for student affairs practitioners across the nation as well as for institutions who are looking to better understand these experiences to better support their own employees.

Popular education press and scholarly conversations have focused on the experiences of student affairs professionals (Renn & Hodges, 2007). There has also been scholarship around the Black student affairs professional experience (West, 2015; Husband, 2016). This book will add to the current press and scholarly conversations by allowing Black student affairs professionals to tell their own stories, providing additional insight into what it is like to work while Black. Institutions of higher education can learn much from the stories shared in this book that can inform the recruitment and retention of Black professionals. Thus, *Working While Black: The Untold Stories of Student Affairs Practitioners* is positioned to be a must read for all higher education professionals and institutions who are looking for strategies to support Black student affairs professionals.

INNOVATIONS IN QUALITATIVE RESEARCH



Qualitative Research and Social Intervention

Transformative Methodologies for Collective Contexts

Vera Lucia Trevisan de Souza, Pontifical Catholic University of Campinas; Guilherme Siqueira Arinelli, Pontifical Catholic University of Campinas

A volume in the series *Innovations in Qualitative Research*

2021. Paperback 978-1-64802-561-7 \$45.99. Hardcover 978-1-64802-562-4 \$85.99. eBook 978-1-64802-563-1 \$74.

This book presents procedures and research techniques that are based on critical perspectives of Psychology and Education. The content is characterized by innovations on the relationship between the researcher and the investigated context, and it problematizes different perspectives and approaches to the psychological phenomenon proposing new understandings of the subject, the world, the social and the field of investigation itself as a permanent dialectical movement. The book reports to Marxist-based perspectives - especially to Vygotsky's ideas and concepts. Therefore, it assumes the comprehension that in order to understand the phenomenon in its historical dimension it is necessary to put it into motion seeking to access the genesis of the manifestations evidenced at the moment of the investigation. That is, the historicity that characterizes the process of constitution of the human psyche can only be apprehended in its movement, thus, what matters is the process and not the product of its development. Nevertheless, apprehending phenomena in movement is a challenge for researchers interested in human processes within the scope of relationships or practices of professionals and/or subjects of various scenarios,

which leads to the need to problematize the different moments of research and their dimension in the theoretical and practical fields. Which methodological techniques or procedures allow the apprehension of the meaning movement produced by the subjects in the investigated scenarios? To what extent does dialectical materialism derived from Marxism support the apprehension and analysis of research information of this nature? What other theoretical-methodological perspectives, related to Cultural-Historical Psychology, offer subsidies to these investigations? The theoretical perspectives based on the Social and Cultural analysis focus on the understandings of collective contexts precisely because of the subject view constituted in the inter-subjective relations that it undertakes - which adds even more complexity to the investigative processes. From this perspective, both the subject and other participants transform themselves during the investigation, such transformation needs to be permanently reflected and included in the research objectives and purposes, in order to follow the movement of the meanings in the expressed phenomenon.

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

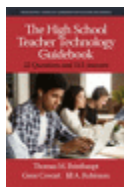
A volume in the series *Instructional Technology Guidebooks for Educators and Parents*

2021. Paperback 978-1-64802-387-3 \$45.99. Hardcover 978-1-64802-388-0 \$85.99. eBook 978-1-64802-389-7 \$74.

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.



The High School Teacher Technology Guidebook

22 Questions and 313 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Gene Cowart, Central Magnet High School, Murfreesboro, TN; Jill A. Robinson, Wellsville, NY, School District

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

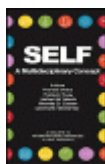
2021. Paperback 978-1-64802-474-0 \$45.99. Hardcover 978-1-64802-475-7 \$85.99. eBook 978-1-64802-476-4 \$74.

This guidebook is designed to be the high 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. high 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. McInerney, 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 \$74.

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



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 \$74.

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 PERSPECTIVES ON EDUCATIONAL POLICY, RESEARCH AND PRACTICE



Emerging International Issues in Student Affairs Research and Practice

Amber Manning-Ouellette, Oklahoma State University; Stephen P. Wanger, Oklahoma State University

A volume in the series *International Perspectives on Educational Policy, Research and Practice*

2022. Paperback 978-1-64802-809-0 \$45.99. Hardcover 978-1-64802-810-6 \$85.99. eBook 978-1-64802-811-3 \$74.

The editors of *Emerging International Issues in Student Affairs Research and Practice* situate developing issues in student affairs through research, new and emergent methodologies, pedagogies, and practices. The text aims to encourage intercultural perspectives and opportunities across student affairs research and practice, while calling upon international student affairs practitioners, faculty, and staff to engage in international evidence-based research that provides a foundation toward a collective consensus of the field. To accomplish these goals, the editors invited predominant practitioners in student affairs practice and student affairs scholars from across the globe to engage in discourse, share their insights, and offer implications to the student affairs profession at the international level. The editors do this by dividing the text into two parts: Part I: Theoretical, Historical, Cultural, and Ideological Considerations in International Student Affairs and Part II: Emergent International Issues and Practice in Student Affairs.

In Part I, the text addresses larger contexts, theories, and frameworks for understanding some of the most recent concerns and issues that have surfaced among international higher education leaders, student affairs professionals, and scholars. The section highlights discourse on directions and praxis that relate to the internationalization of student affairs and the resulting implications. Part II amplifies the larger international issues that have recently surfaced through the context of student affairs practice. International scholars and practitioners share timely concerns and matters that influence the profession on a global scale. This section highlights specific ways that practitioners can think about their work moving forward and implications that can shape research and the profession in the future.

Collectively, these chapters represent a snapshot in time. Written early in the third decade of the 21st century, they emerge from one of the most distinctive—and some would say, one of the most unrelenting and tragic—recent periods of human history. The confluence of the pandemic and other global issues is exerting extensive pressure on higher education in general and the practice of student affairs in specific. Consequently, sustained, significant change seems inevitable. As a text within the series, *International Perspectives on Educational Policy, Research and Practice*—a series that aids to be a leading forum for global discussion on educational issues, urgent problems, successful experiences, and reflections from educational researchers and practitioners around the world—the editors believe the text is both timely and consequential.



Keep Calm, Teach On

Education Responding to a Pandemic

Dina Vyorkina, Florida State University; Neil Collins, University College Cork and Nazarbayev University; Timothy Reagan, University of Maine and University of the Free State

A volume in the series *International Perspectives on Educational Policy, Research and Practice*

2022. Paperback 978-1-64802-806-9 \$45.99. Hardcover 978-1-64802-807-6 \$85.99. eBook 978-1-64802-808-3 \$74.

COVID-19 has had massive social, political, and economic consequences, not least in education. Schools and universities globally closed their doors and sought to provide educational services to students in other, alternative ways. This book is a collection of essays about how different institutions and systems of education around the world have attempted to meet the challenges created by COVID-19. It reports the impact of the pandemic in both developed and developing nations and at all levels of education. The collective responses and lessons learned are analyzed to explain the relative success of different coping strategies.

INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



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 \$74.

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.

LANDSCAPES OF EDUCATION



Mandy Hoffen and a Conspiracy to Resurrect Life and Social Justice in Science Curriculum with Henrietta Lacks

A Play

Dana Compton McCullough, Georgia Southern University

A volume in the series *Landscapes of Education*

2021. Paperback 978-1-64802-488-7 \$45.99. Hardcover 978-1-64802-489-4 \$85.99. eBook 978-1-64802-490-0 \$74.

This book is a theoretical inquiry into alternative pedagogies that challenge current standardized practices in the field of science education. Through Mandy Hoffen, a fictional persona, Dana McCullough, the author, explores how stories of Henrietta Lacks become part of a conspiracy to change science education. Mandy Hoffen, however, never expected to find herself in the middle of a conspiracy. As a science teacher of 20 plus years, she worked diligently to meet the needs of her charges, who are currently ninth and tenth grade biology students in an age of standardized testing. The author also creates imaginary dialogues which serve as the theoretical framework for each chapter. Each chapter unfolds in a form of a play with imaginary settings and events that bring Henrietta Lacks back from the grave to participate in conversations about science, society, and social justice. The imaginary conversations are based on the author's experiences in graduate courses, direct quotations from philosophers of science, historians of science, science educators, curriculum theorists, and stories of students in their study of Henrietta Lacks in a high school biology classroom. The play describes the journey of a graduate student/high school teacher as she researches the importance of the philosophy of science, history of science, science curriculum and social justice in science education. Through reflections on fictional conversations, stories of Henrietta Lacks are examined and described in multiple settings, beginning in an imaginary academic meeting, and ending with student conversations in a classroom. Each setting provides a space for conversations wherein participants explore their personal connections with science, science curriculum, issues of social justice related to science, and Henrietta Lacks.

This book will be of interest to graduate students, scholars, and undergraduates in curriculum studies, educational foundations, and teacher education, and those interested in alternative research methodologies. This is the first book to intentionally address the stories of Henrietta Lacks and their importance in the field of curriculum studies, science studies, and current standardized high school science curriculum.

LEADERSHIP FOR SCHOOL IMPROVEMENT



Maximizing the Policy-Relevance of Research for School Improvement

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

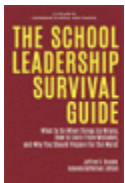
A volume in the series *Leadership for School Improvement*

2021. Paperback 978-1-64802-247-0 \$65.99. Hardcover 978-1-64802-248-7 \$95.99. eBook 978-1-64802-249-4 \$74.

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 \$65.99. Hardcover 978-1-64802-220-3 \$95.99. eBook 978-1-64802-221-0 \$74.

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 \$74.

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



Authentic Voices

Culturally Responsive Teaching and Learning

Patricia Ruggiano Schmidt, Syracuse Academy of Science Public Charter School, Consultant

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

2021. Paperback 978-1-64802-506-8 \$45.99. Hardcover 978-1-64802-507-5 \$85.99. eBook 978-1-64802-508-2 \$74.

This book, authored by K-4 elementary educators, working at a publicly funded non-profit charter school, illustrates the power of culturally responsive teaching and learning as it becomes embedded in the New York State Education Curriculum. Educators, families, and community members contributed to this unique program with the goal of enhancing learning environments by applying the languages and cultures of their students in their classrooms.

Strong, carefully attentive, school leadership encouraged culturally responsive teaching and learning with the belief that children in this urban, economically stressed area could demonstrate significant academic and social/emotional gains.

Readers of this book will witness culturally responsive lessons, family interviews, and whole school events that honor languages and cultures represented in the school. Sample classrooms' culturally responsive lessons tied to the curriculum, are presented. Additionally, qualitative and quantitative student academic and affective gains are analyzed. Moreover, this book clearly demonstrates the talents, vision, and compassionate care given to children and their families by exceptional educators.

A CRTL Montage was created for this book. It includes classrooms, children, teachers, family, and community members. Teachers collected CRTL experiences and presented them to Producer, Dean Meghan Miller and Director, Designer, Dean Pamela Smith. They also received support for the montage from Instructor Allen Lauricella, and Graduate Assistant Elizabeth Kenny, Syracuse University, Newhouse School.

The CRTL Montage can be accessed at the following online links:

[SAS Website](#)

[SAS YouTube](#)

[SAS Facebook](#)

[SAS Twitter](#)

[SAS Instagram](#)

[Short Version of the Montage for Authentic Voices: Culturally Responsive Teaching and Learning](#)

MARXIST, SOCIALIST, AND COMMUNIST STUDIES IN EDUCATION



The Anatomy of Neoliberalism and Education

Imperialism, Class Struggle, and Pedagogy

Maria Nikolakaki, University of Peloponnese, Greece

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

2022. Paperback 978-1-64802-581-5 \$65.99. Hardcover 978-1-64802-582-2 \$95.99. eBook 978-1-64802-583-9 \$74.

This book is about the Anatomy of Neoliberalism and Education from a Marxist perspective. It is the dialectical materialism of neoliberal ideas, examining the material conditions of how these ideas and practices emerged, and under what conditions. Each of these elements is related to the other and can only be properly understood as part and parcel of the whole system of capitalism, which links them together. This book investigates neoliberalism's political, cultural, and financial tools. It goes deep in the forces who have supported neoliberalism and how it became "common sense". It explores the imperialist outcomes and the social devastation it created. It then goes to see how these ideas and policies have been implemented in education. In short, it is the materialist conception of the history of the American empire. It then uses the analytic tools developed through this investigation to re-read the neoliberal educational reforms.

MIDDLE GRADES RESEARCH JOURNAL



Middle Grades Research Journal

Volume 13 #1

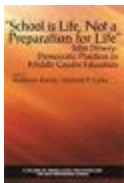
Toni M. Williams, University of South Carolina

A volume in the series *Middle Grades Research Journal*

2021. Paperback 978-1-64802-777-2 \$35. eBook 978-1-64802-778-9 \$74.

Middle Grades Research Journal (MGRJ) is a refereed, peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. A variety of articles are published quarterly in March, June, September, and December of each volume year.

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 \$74.

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



Globalization and Education

Teaching, Learning and Leading in the World Schoolhouse

Jeffrey S. Brooks, RMIT University; Anthony H. Normore, California State University Dominguez Hills; Melanie C. Brooks, Monash University; Nicola Sum, Monash University

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*
2022. Paperback 978-1-64802-712-3 \$45.99. Hardcover 978-1-64802-713-0 \$85.99. eBook 978-1-64802-714-7 \$74.

Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse explores the various ways educators' work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change.

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 \$74.

Cultural psychology explores the mutual constitution of persons-minds and socialcultural 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 Southwest

John W. Tippeconnic, Arizona State University and California State University San Marcos; Mary Jo Tippeconnic Fox, University of Arizona

A volume in the series *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education* 2021. Paperback 978-1-64802-438-2 \$45.99. Hardcover 978-1-64802-439-9 \$85.99. eBook 978-1-64802-440-5 \$74.

On Indian Ground: The Southwest is one 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 state. 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: The Southwest looks at the history of Indian education within the southwestern states. The 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.

The intended audience for this publication is primarily those educators who have American Indian/Alaska Native/Native Hawaiian students in their educational institutions. The articles range from early childhood and head start practices to higher education, including urban, rural and reservation schooling practices. A secondary audience: American Indian education researcher.

OPPORTUNITY AND PERFORMANCE



Opportunity and Performance Equity for Children from Poverty

Sam Redding, Academic Development Institute; Linda Cavazos; Allison Layland, Academic Development Institute; Janet Twyman, University of Massachusetts; Bi Vuong

A volume in the series *Opportunity and Performance* 2021. Paperback 978-1-64802-587-7 \$45.99. Hardcover 978-1-64802-588-4 \$85.99. eBook 978-1-64802-589-1 \$74.

Because everyone from policymakers to classroom teachers has a role in achieving greater equity for children from poverty, this book provides a sweeping chronicle of the historical turning points—judicial, legislative, and regulatory—on the road to greater equity, as background to the situation today. It provides succinct policy recommendations for states and districts, as well as practical curricular and instructional strategies for districts, schools, and teachers. This comprehensive approach—from the statehouse to the classroom—for providing children who come to school from impoverished environments with the education in which they thrive, not merely one that is comparable to others, truly enlists everyone in the quest for opportunity and performance. The next step toward equity may be taken by a governor, but it may also be taken by a teacher. One need not wait for the other.

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 \$74.

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.

PEACE EDUCATION



Experiential Learning in Higher Education Issues, Ideas, and Challenges for Promoting Peace and Justice

Laura L. Finley, Barry University; Glenn A. Bowen, Barry University

A volume in the series *Peace Education*

2021. Paperback 978-1-64802-529-7 \$45.99. Hardcover 978-1-64802-530-3 \$85.99. eBook 978-1-64802-531-0 \$74.

This edited volume focuses on best practices in experiential learning. Chapters address service-learning, community-based research, international efforts and other experiential methods, highlighting innovative approaches, successes, and issues of concern. Further, the book also demonstrates the interdisciplinary nature of experiential education, with authors hailing from psychology, sociology, education, social work, nursing, business and more. This timely and thorough volume will be useful to educators who are already involved in experiential education as well as those who are interested in the pedagogy and practice.



Humanities Perspectives in Peace Education Re-Engaging the Heart of Peace Studies

Nicole L. Johnson, University of Mount Union

A volume in the series *Peace Education*

2021. Paperback 978-1-64802-570-9 \$45.99. Hardcover 978-1-64802-571-6 \$85.99. eBook 978-1-64802-572-3 \$74.

In *Humanities Perspectives in Peace Education: Re-Engaging the Heart of Peace Studies*, scholar-teachers across a variety of humanities fields explore the content, methods, and pedagogies that are unique to their respective disciplines in contributing to the study of peace and justice. In recent decades, even as peace scholarship has burgeoned, many peace studies texts—including those that purport to be interdisciplinary in nature—have emphasized social science perspectives and, in some cases, have foregone exploration of the role of the humanities altogether in comprehensive peace education. While humanities scholars continue to stake out space for peace scholarship within their fields, no volume has attempted to collect the wisdom of multiple humanities disciplines in order to make the case for their critical role in authentic peace education. *Humanities Perspectives in Peace Education* addresses that shortcoming in the field of peace studies by exploring the ways in which the humanities are uniquely situated to contribute particular content, knowledge, skills, and values required of comprehensive peace education, scholarship, and activism. These include the development of empathy and understanding, creative vision and imagination, personal and communal transformation toward “the good” in society (such as the pursuit of justice, nonviolence, freedom, and human thriving), and field-specific analytical lenses of their own, among other contributions.

Both teachers and students of peace will find value in this interdisciplinary humanities volume. Each chapter of *Humanities Perspectives in Peace Education* offers a deep-dive into a particular humanities field—including philosophy, literature, language and culture studies, rhetoric, religion, history, and music—to mine the field’s unique contributions to peace and justice studies. Scholars ask: “What are we missing in peace education if we fail to include this academic discipline?” Chapters include suggestions for peace pedagogies within the humanities field as well as bibliographies and suggestions for further reading.



Peace is Everyone's Business

Lowell Ewert, University of Waterloo; Frederick Bird, University of Waterloo

A volume in the series *Peace Education*

2021. Paperback 978-1-64802-596-9 \$45.99. Hardcover 978-1-64802-597-6 \$85.99. eBook 978-1-64802-598-3 \$74.

The premise of this book is very simple. While acknowledging that much progress has been made since the end of World War II to improve life conditions for billions of people and reduce the likelihood of war, current global challenges threaten to undermine, undo, or even reverse much of the progress made. Growing political and social polarization, and the resultant increasing fear of each other, is on a trajectory that could cause unprecedented harm. The book illustrates how everyone can have an impact on peace and that many already do so in both constructive and negative ways, illustrated by many examples. The book offers an expansive view of peace, which includes promoting human rights, identifying and resolving situations of slow violence, working to promote fair and sustainable economic development, identifying and resolving injustices, and establishing institutions and practices for resolving conflicts by communicative means.

The book especially focuses on the role universities can and should play in promoting peace. Universities, which have played a pivotal role in creating a more humane and just world through their research, teaching and scholarship, now face the challenge of thoughtfully examining how each discipline and vocation and the university as a whole can contribute to fostering peace. In general, universities help to prepare students actively to work for peace by cultivating their capacities at reasoning and reflecting, developing their skills in communicating and research, and fostering among them an active awareness of their responsibilities as citizens of the world. While not every discipline or vocation shares the same level of responsibility to advance peace, all have the potential to do so as they intentionally and thoughtfully look for avenues to do so.



Coronavirus and Vulnerable People

Addressing the Divide in Harm and Responses and Exploring Implications for a More Peaceful World

Laura L. Finley, Barry University; Pamela D. Hall, Barry University

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-883-0 \$45.99. Hardcover 978-1-64802-884-7 \$85.99. eBook 978-1-64802-885-4 \$74.

Drawing from many disciplinary areas, this edited volume explores how the Coronavirus pandemic has disproportionately harmed vulnerable and marginalized people in the U.S. Chapters address harm to people of color that exacerbated structural racism and harm to low-wage workers that highlighted existing inequalities. In addition, the volume provides strategies that have been successful in mitigating these harms and recommendations for a post-pandemic more peaceful and just future.



Lessons for Creating a Culture of Character and Peace in Your Classroom

A Playbook for Teachers

Edward F. DeRoche, University of San Diego; CJ Moloney, University of San Diego; Patricia J. McGinty, Chula Vista Elementary School District

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-706-2 \$45.99. Hardcover 978-1-64802-707-9 \$85.99. eBook 978-1-64802-708-6 \$74.

The intent of this playbook is to enable PK-12 teachers, teachers-in-training, counselors, and coaches to use character and peace education lessons to enrich their curriculum and help students expand their knowledge and understanding of themes and content in each of the book's chapters.

The lesson plans will help students discover, learn, reflect on, and make connections between and among each of the chapters in the book, such as Character Development, Peace Awareness, Special Skills, Self-discipline, Respect, Responsibility, Relationships, and Conflict Resolution.

This playbook is designed in such a way that you may take any one of the lessons and implement it at any time you find a teachable moment or want to focus on a particular topic or theme. The lessons have been designed to help you and your students "reflect" upon and make "connections" between the content and activities of each lesson.

At the end of each chapter is a stop-sign symbol suggesting one "read/reflect/respond." The playbook is rich in references, research, and resources.



The New Peace Linguistics and the Role of Language in Conflict

Andy Curtis, Anaheim University

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-730-7 \$45.99. Hardcover 978-1-64802-731-4 \$85.99. eBook 978-1-64802-732-1 \$74.

The idea of Peace Linguistics (PL) has been around for decades. However, the practice of PL has only occurred much more recently, only within the last few years, since the first creditbearing, university-level PL course was taught at Brigham Young University-Hawaii in 2017. Since then, the field of NPL has grown beyond its original goals, of using peaceful language and language that avoids or de-escalates conflict. The New Peace Linguistics (NPL) focuses on in-depth, systematic analyses of the spoken and written language of some of the most powerful people in the world, such as presidents of the USA, as it is they who have the power to start wars or to bring peace. As the first book to be published on PL and on NPL, this work represents a ground-breaking study of the power of language to hurt and harm or to help and give hope.

The first four chapters of the book, which provide the foundation on which the rest of the book is built, introduce the concept of Peace Linguistics and the New Peace Linguistics, starting with the origins of PL and coming to the present day. The remaining Part Two and Part Three chapters present in-depth, systematic NPL analyses of George W. Bush, Colin L. Powell, Barack H. Obama, Donald J. Trump and Joseph R. Biden. The concluding chapter reiterates the most important distinguishing and recurring features of NPL, and looks at where the field may be headed in the future.

PERSPECTIVES ON HUMAN DEVELOPMENT



Families and Family Values in Society and Culture

Isabelle Albert, University of Luxembourg; Mirza Emirhafizovic, University of Sarajevo; Carmit-Noa Shpigelman, University of Haifa; Ursula Trummer, Center for Health and Migration

A volume in the series *Perspectives on Human Development*

2021. Paperback 978-1-64802-433-7 \$65.99. Hardcover 978-1-64802-434-4 \$95.99. eBook 978-1-64802-435-1 \$74.

This book which has been created in the framework of the EU-funded COST Action INTERFASOL brings together researchers from 22 INTERFASOL countries, who frame intergenerational family solidarity in the specific historical, cultural, social and economic context of their own country. Integrating different perspectives from social and political sciences, economics, communication, health and psychology, the book offers country-specific knowledge and new insights into family relations, family values and family policies across Europe.

Praise for Families and Family Values in Society and Culture:

"This comprehensive study of families in Europe reveals the strength and variation in family solidarity and values. By drawing together detailed descriptions of continuity and change, Families and Family Values in Society and Culture provides a fascinating account of the social and cultural contexts that shape European family life. The case studies of families in different European countries compare demographic and welfare regimes to consider the challenges facing generations in Europe and responses to these. The book is an invaluable resource for researchers studying family life and inter-generational solidarity."

Clare Holdsworth

Professor of Social Geography
Keele University

"This book is based on the testimony of experts, each of them proposing analyses which are specific to their own society. It provides an opportunity for the reader to take a new look at the evolution of intergenerational solidarity in 22 countries, whose wealth, welfare systems, and demographic situations, as well as recent events (wars, migratory movements, ...) offer specific challenges. It adopts the perspective of the insider to shed light not only on culture and values in each country, but also on conflicts between tradition and modernity, and between subcultures in the same society. The book thus allows better understanding of changes in intergenerational and gender relations, and the variety of solutions implemented or suggested to promote more satisfactory expressions of intergenerational solidarity for the next decade. Families and Family Values in Society and Culture provides an invaluable contribution for cross-cultural and social sciences researchers interested in understanding how different forms of solidarity arise from family and social dynamics."

Anne Marie Fontaine

Professor of Psychology
University of Porto



Family Formation Among Youth in Europe

Coping with Socio-Economic Disadvantages

Mirza Emirhafizovic, University of Sarajevo; Tali Heiman, The Open University of Israel; Marton Medgyesi, TARKI Social Research Institute; Catarina Pinheiro Mota, University of Trás-os-Montes and Alto Douro; Smiljka Tomanovic, University of Belgrade; Sue V

A volume in the series *Perspectives on Human Development*

2022. Paperback 978-1-64802-903-5 \$45.99. Hardcover 978-1-64802-904-2 \$85.99. eBook 978-1-64802-905-9 \$74.

This book, which has been created in the framework of the EU-funded COST Action YOUNG-IN (CA17114), sheds a light on the structural disadvantages and opportunities in family formation among youth, offering an insight into the relevant contextual factors in eleven countries. Analyzing demographic trends and socioeconomic settings, including normative and institutional frameworks (that focus on family policies), the authors have identified and presented the peculiarities of the transition to parenthood, as well as common challenges that young people face in that process.

Endorsements:

"Gathering rich and novel information from 11 European countries that have been so far neglected in family formation studies this volume is an enlightening reading for policy makers, social policy students and young people themselves." — Anu Toots, Tallinn University, Estonia and COST Action YOUNG-IN

"This book brings together scholars from all over Europe to provide an updated account of demographic change and family formation in Europe. The book is quite impressive both in its scope and depth, and should be an essential read for those interested in the demographic challenges that our countries are facing." — Johannes Bergh, Institute for Social Research, Oslo, Norway

PROMOTING JUSTICE, DIVERSITY, AND INCLUSIVITY THROUGH ARTS-BASED PRACTICES



The Time is Now

Creating Community Through Social Justice Artmaking

Christa Boske, Kent State University

A volume in the series *Promoting Justice, Diversity, and Inclusivity Through Arts-Based Practices*

2022. Paperback 978-1-64802-701-7 \$45.99. Hardcover 978-1-64802-702-4 \$85.99. eBook 978-1-64802-703-1 \$74.

High school students, teachers, community members, and leaders come together in this innovative book to share the profound influence of artmaking and justice-oriented work. Authors paint vibrant images of being empowered and engaging in social change. Throughout their art-based meaning making, authors pose critical questions and unlock possibilities. Their first-tellings regarding the power of art provide readers with a lens to understand how they navigate injustices they endure and ways in which artmaking is a vehicle for transformation. Their artmaking is a call for change.

Authors emphasize how artmaking bridges relationships and brings diverse community members together with purpose. Together, they engage in new understandings of self and other. Authors identify how their arts-based collaborations publicly showcase their justice-oriented work, but more importantly, promote possibility and hope. Youth explore how artmaking plays a vital role in promoting collective efficacy and engaging diverse communities in social transformation.

Artmaking mobilizes people. And once activated, these authors utilize their newly cultivated communities to foster justice-oriented work throughout schools and communities. Their justice-oriented artmaking affords community members opportunities to respond in new ways by embracing community strengths and students' lived experiences. This authentic collaboration empowers the artmaker and community to promote justice-oriented work and practices centered on diversity and inclusivity.

ENDORSEMENTS:

Reading Christa Boske's The Time is Now is to find a profound sense of joy, wholeness, and energy to push out the borders of consciousness too tightly bound to the hyper-rationalism of the workday world grounded in materialism and business transactions. The collected authors in Christa's book give form to the spirit world, and its proclivity to allow the whole human being to embrace it, putter in it, explore it and find themselves in the journey. Artmaking is about self-discovery and emancipation. It's a must read for anyone who wants re-establish a belief in themselves and in humanity. — **Fenwick W. English**, Professor and Department Chair, Ball State University

Read this compelling new resource if you want to engage the next generation of youth activists in transforming our world. Truly, The Time is Now offers school leaders the most exciting, creative avenues for generating justice we've seen in a long time. This book rises to the challenge of being real when so much is at stake. — **Margaret Grogan**, Professor of Educational Leadership & Policy, Chapman University

The Time is Now. A profound title that encapsulates so much regarding what we need in today's world. Woven through the various narratives, we accept the invitation to hear the stories of artists and explorers in their respective communities. An authentic confrontation of the many tensions that exist in our quest to seek out equity in the areas of diversity, inclusivity, and lived experiences. Voices that ring of radical change, the reconceptualization of freedom, and the agentive stance we are called to take to realize a higher state of being and a more noble existence. The stories remind us that the dream of transformation is our most compelling force- this book gives us a map of all that is possible if we work together. — **Lillian McEnery-Benavente**, Director and Professor, University of Houston

Christa Boske's edited book, The Time is Now, provides readers with a profound sense of what it means to live through injustice. The book, though, is not just a collection of heartbreaking stories, but a chronicle of triumphs, as the previously unheard are finally given a voice through artmaking. In chapter after deeply moving chapter, I was struck by the simultaneous vulnerability and bravery of the artists who shared their stories. What was clear, was that artmaking was a form of awakening for the artmakers: awakening to social justice issues, awakening to their ability to connect to the community through art and even awakening to their own value, which for so many, had been wholly unrecognized prior to this experience. This book comes at a time of deep reflection on equity, diversity and inclusion in our nation and the stories remind us that our children are absorbing these conversations. They are living these experiences and their voices are an essential part of the dialogue. — **Habeebah R. Grimes**, Chief Executive Officer

QUANTITATIVE METHODS IN EDUCATION AND THE BEHAVIORAL SCIENCES: ISSUES, RESEARCH, AND TEACHING



Multilevel Modeling Methods with Introductory and Advanced Applications

Ann A. O'Connell, Ohio State University; D. Betsy McCoach, University of Connecticut; Bethany A. Bell, University of Virginia

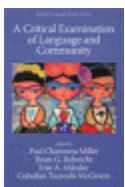
A volume in the series *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching*
2022. Paperback 978-1-64802-871-7 \$65.99. Hardcover 978-1-64802-872-4 \$95.99. eBook 978-1-64802-873-1 \$74.

Multilevel Modeling Methods with Introductory and Advanced Applications provides a cogent and comprehensive introduction to the area of multilevel modeling for methodological and applied researchers as well as advanced graduate students. The book is designed to be able to serve as a textbook for a one or two semester course in multilevel modeling. The topics of the seventeen chapters range from basic to advanced, yet each chapter is designed to be able to stand alone as an instructional unit on its respective topic, with an emphasis on application and interpretation.

In addition to covering foundational topics on the use of multilevel models for organizational and longitudinal research, the book includes chapters on more advanced extensions and applications, such as cross-classified random effects models, non-linear growth models, mixed effects location scale models, logistic, ordinal, and Poisson models, and multilevel mediation. In addition, the volume includes chapters addressing some of the most important design and analytic issues including missing data, power analyses, causal inference, model fit, and measurement issues. Finally, the volume includes chapters addressing special topics such as using large-scale complex sample datasets, and reporting the results of multilevel designs.

Each chapter contains a section called Try This!, which poses a structured data problem for the reader. We have linked our book to a website (<http://modeling.uconn.edu>) containing data for the Try This! section, creating an opportunity for readers to learn by doing. The inclusion of the Try This! problems, data, and sample code eases the burden for instructors, who must continually search for class examples and homework problems. In addition, each chapter provides recommendations for additional methodological and applied readings.

READINGS IN LANGUAGE STUDIES



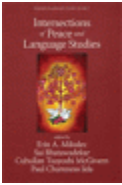
A Critical Examination of Language and Community

Paul Chamness Miller; Brian G. Rubrecht; Erin A. Mikulec; Cuhullan Tsuyoshi McGivern

A volume in the series *Readings in Language Studies*
2022. Paperback 978-1-64802-768-0 \$65.99. Hardcover 978-1-64802-769-7 \$95.99. eBook 978-1-64802-770-3 \$74.

A Critical Examination of Language and Community is the sixth volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, Brian G. Rubrecht, Erin A. Mikulec, and Cu-Hullan Tsuyoshi McGivern, volume six sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and community through a variety of themes. A resource for scholars and students, A Critical Examination of Language and Community represents the latest scholarship in new and emergent areas of inquiry. Readings in Language Studies, Volume 6: A Critical Examination of

Language and Community features international contributions that represent state-of-the-field reviews, multi-disciplinary perspectives, theory-driven syntheses of current scholarship, reports of new empirical research, and critical discussions of major topics centered on the intersection of language and community. Consistent with the mission of ISLS, the collection of 14 chapters in this volume seeks to “bridge arbitrary disciplinary territories and provide a forum for both theoretical and empirical research, from existing and emergent research methodologies, for exploring the relationships among language, power, discourses, and social practices.”



Intersections of Peace and Language Studies

Erin A. Mikulec; Sai Bhatawadekar; Cuhullan Tsuyoshi McGivern; Paul Chamness Iida

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-771-0 \$65.99. Hardcover 978-1-64802-772-7 \$95.99. eBook 978-1-64802-773-4 \$74.

Readings in Language Studies, Volume 7: Intersections of Peace and Language Studies features international contributions that represent state-of-the-field reviews, multi-disciplinary perspectives, theory-driven syntheses of current scholarship, reports of new empirical research, reflections on pedagogical practices, and critical discussions of major topics centered on the intersection of language studies and peace. Consistent with the mission of ISLS, the collection of 13 chapters in this volume seeks to “bridge these arbitrary disciplinary territories and provide a forum for both theoretical and empirical research, from existing and emergent research methodologies, for exploring the relationships among language, power, discourses, and social practices.”

Language and peace are in themselves incredibly complex concepts. They are simultaneously interpersonal in their function and effect as well as intimately personal in their experience. From everyday communication to the pragmatics of world diplomacy, from embracing a foreign culture to embarking upon a journey of self-awareness, language and peace are inseparably intertwined. To reveal their myriad interconnections, in local and global contexts, is a limitless task; nevertheless, we attempt to bring you a few glimpses from far corners of the world. It is also a linguistic and postcolonial mission of this society and the book series to publish the voices of non-native speakers of English. Decolonizing the academic enterprise is part of our commitment to diversity.



Language Across Disciplinary Boundaries

Miguel Mantero, The University of Alabama; Paul Chamness Miller; John L Watzke, International Society for Language Studies, Inc.

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-753-6 \$65.99. Hardcover 978-1-64802-754-3 \$95.99. eBook 978-1-64802-755-0 \$74.

The International Society for Language Studies (ISLS) inaugurates its first volume in the series Readings in Language Studies with Language Across Disciplinary Boundaries, a text that represents international perspectives on language and identity, critical pedagogy, language and power, perspectives on second language acquisition and teacher education. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.



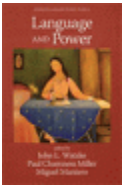
Language and Identity

Paul Chamness Miller; John L Watzke, International Society for Language Studies, Inc.; Miguel Mantero, The University of Alabama

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-759-8 \$65.99. Hardcover 978-1-64802-760-4 \$95.99. eBook 978-1-64802-761-1 \$74.

Language and Identity is the third volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, John L. Watzke, and Miguel Mantero, volume three sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and identity in several thematic sections: discourse, culture, identity in the professions, policy, pedagogy, and the learner. A resource for scholars and students, Language and Identity, represents the latest scholarship in new and emergent areas of inquiry.



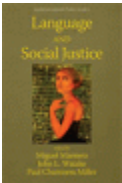
Language and Power

John L. Watzke, International Society for Language Studies, Inc.; Paul Chamness Miller; Miguel Mantero, The University of Alabama

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-756-7 \$65.99. Hardcover 978-1-64802-757-4 \$95.99. eBook 978-1-64802-758-1 \$74.

The International Society for Language Studies (ISLS) introduces its second volume in the series *Readings in Language Studies* with *Language and Power*, a text that represents international perspectives on power and bilingualism, identity in professions, media, the learner, and pedagogy. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.



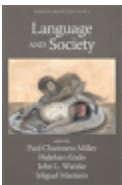
Language and Social Justice

Miguel Mantero, The University of Alabama; John L. Watzke, International Society for Language Studies, Inc.; Paul Chamness Miller

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-762-8 \$65.99. Hardcover 978-1-64802-763-5 \$95.99. eBook 978-1-64802-764-2 \$74.

Language and Social Justice is the fourth volume of the *Readings in Language Studies* series published by the International Society for Language Studies, Inc. Edited by Miguel Mantero, John L. Watzke, and Paul Chamness Miller, volume four sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and social justice in three thematic sections: culture, teaching practices & pedagogy, and policy. A resource for scholars and students, *Language and Social Justice* represents the latest scholarship in new and emergent areas of inquiry.



Language and Society

Paul Chamness Miller; Hidehiro Endo, Akita International University; John L. Watzke, International Society for Language Studies, Inc.; Miguel Mantero, The University of Alabama

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-765-9 \$65.99. Hardcover 978-1-64802-766-6 \$95.99. eBook 978-1-64802-767-3 \$74.

Language and Society is the fifth volume of the *Readings in Language Studies* series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, Hidehiro Endo, John L. Watzke, and Miguel Mantero, volume five sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and society in three thematic sections: teaching practices & pedagogy, policy, and culture. A resource for scholars and students, *Language and Society* represents the latest scholarship in new and emergent areas of inquiry.

RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



Who Decides?

Power, Disability, and Educational Leadership

Catherine A. O'Brien, Gallaudet University; William R. Black, University of South Florida; Arnold B. Danzig, San José State University

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

2022. Paperback 978-1-64802-911-0 \$89.99. Hardcover 978-1-64802-912-7 \$105.99. eBook 978-1-64802-913-4 \$74.

Over the last quarter century, educational leadership as a field has developed a broad strand of research that engages issues of social justice, equity and diversity. This effort includes the work of many scholars who advocate for a variety of equity-oriented leadership preparation approaches. Critical scholarship in Education Administration and Educational Politics is concerned with questions of power and in various ways asks questions around who gets to decide. In this volume, we ask who decides how to organize schools around criteria of ability and/or disability and what these decisions imply for leadership in schools.

In line with this broader critical tradition of inquiry, this volume seeks to interrogate policies, research and personnel preparation practices which constitute interactions, discourses, and institutions that construct and enact ability and disability within the disciplinary field of education leadership. To do so, we present contributions from multidisciplinary perspectives.

The volume is organized around four themes: 1. Leadership and Dis/Ability: Ontology, Epistemology, and Intersectionalities; 2. Educational Leaders and Dis/ability: Policies in Practice; 3. Experience and Power in Schools; 4. Advocacy, Leverage, and the Preparation of School Leaders. Intertwined within each theme are chapters, which explore theoretical and conceptual themes along with chapters that focus on empirical data and narratives that bring personal experiences to the discussion of disabilities and to the multiple ways in which disability shapes experiences in schools. Taken as a whole, the volume covers new territory in the study of educational leadership and dis/abilities at home, school, and work.

RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY INQUIRY



Queer Multicultural Social Justice Education Curriculum (and Identity) Development Through Performance

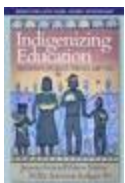
Michelle Lynn Knaier, Purdue University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory Inquiry*
2021. Paperback 978-1-64802-443-6 \$45.99. Hardcover 978-1-64802-444-3 \$85.99. eBook 978-1-64802-445-0 \$74.

In *Queer Multicultural Social Justice Education: Curriculum (and Identity) Development Through Performance*, I take a pragmatic approach sharing my intimate journey, my stories, and myself with you—the reader—as I actively perform and model the development of queer explorations (i.e., lessons) and curriculum.

I begin this journey with three accessible histories of multicultural education, queer perspectives, and autoethnography, respectively. These easy-to-navigate stories provide you with important background knowledge, highlighting the evolution of, commonalities between, and need for each discipline, along with their connection to identity and identity awareness as a form of social justice practice and advancement. Next, I share and perform the nine explorations developed for this project, collectively titled *Queer Explorations of Identity Awareness*. Modeling for you in practical terms how to queer curriculum and its development, I openly examine my raw performances, discuss my personal and analytical reflections, and embrace my own personal experiences and revelations that occurred throughout this project. Finally, I close with a creative, reflective, and story-like analysis of the process that includes a call to action from you to share your stories as a way of knowing yourself—and others—as a form of social justice education and advancement.

This book is intended for all formal and informal educators interested in performing and developing queer multicultural social justice curriculum and practices. Inspired by Ayers (2006), I invite you on this “voyage” with “hope and urgency” (p. 83). It is time we share our stories as a form of curriculum, activism, and coming together.



Indigenizing Education Transformative Research, Theories, and Praxis

Jeremy Garcia, University of Arizona; Valerie Shirley, University of Arizona; Hollie Anderson Kulago, Penn State University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory Inquiry*
2022. Paperback 978-1-64802-690-4 \$45.99. Hardcover 978-1-64802-691-1 \$85.99. eBook 978-1-64802-692-8 \$74.

Indigenizing Education: Transformative Research, Theories, and Praxis brings various scholars, educators, and community voices together in ways that reimagines and recenters learning processes that embody Indigenous education rooted in critical Indigenous theories and pedagogies. The contributing scholar-educators speak to the resilience and strength embedded in Indigenous knowledges and highlight the intersection between research, theories, and praxis in Indigenous education. Each of the contributors share ways they engaged in transformative praxis by activating a critical Indigenous consciousness with diverse Indigenous youth, educators, families, and community members. The authors provide pathways to reconceptualize and sustain goals to activate agency, social change, and advocacy with and for Indigenous peoples as they enact sovereignty, selfeducation, and Native nation-building.

The chapters are organized across four sections, entitled *Indigenizing Curriculum and Pedagogy*, *Revitalizing and Sustaining Indigenous Languages*, *Engaging Families and Communities in Indigenous Education*, and *Indigenizing Teaching and Teacher Education*. Across the chapters, you will observe dialogues between the scholar-educators as they enacted various theories, shared stories, indigenized various curriculum and teaching practices, and reflected on the process of engaging in critical dialogues that generates a (re)new(ed) spirit of hope and commitment to intellectual and spiritual sovereignty. The book makes significant contributions to the fields of critical Indigenous studies, critical and culturally sustaining pedagogy, and decolonization.

RESEARCH IN BILINGUAL EDUCATION



Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education Bridging the Distance with School Contexts

Cristian R. Aquino-Sterling, San Diego State University; Mileidis Gort, University of Colorado Boulder; Belinda Bustos Flores, The University of Texas at San Antonio

A volume in the series *Research in Bilingual Education*

2022. Paperback 978-1-64802-894-6 \$45.99. Hardcover 978-1-64802-895-3 \$85.99. eBook 978-1-64802-896-0 \$74.

Unequivocally, advocacy for bilingual learners has been at the forefront of educators' work and has also led to critical theoretical advancements and policies. Nevertheless, "the bilingual education field has been challenged by unsystematic curricular innovations and few important pedagogical advances" (García, in Adelman Reyes & Kleyn, 2010, p. viii). As a result, research on curricular and pedagogical innovations in bilingual teacher education and its impact on bilingual curriculum and instruction is still nascent.

This edited volume extends our field of studies by highlighting novel 21st century curricular designs and pedagogical practices in the preparation of future bilingual teachers and their relevance for advancing curriculum, instruction, and educational achievement across bilingual school contexts. In particular, the volume provides a much-needed overview of innovative bilingual teacher preparation practices designed and implemented to develop bilingual teacher professionals equipped to effect curricular and pedagogical changes in bilingual settings. As such, two main questions guiding the orchestration of the volume are: (a) What innovative curricular and pedagogical designs characterize the field of bilingual teacher education in 21st century? and (b) How do or could these innovative curricular and pedagogical approaches for educating future bilingual teachers influence teacher practices in bilingual contexts for advancing curriculum, pedagogy and the achievement of bilingual learners?

Following the knowledge construction process characterizing how new curricular and pedagogical developments are established in the field of bilingual teacher education, a distinctive feature of the volume pertains to how its twelve chapters are organized along efforts to develop, implement, and/or research innovative bilingual teacher preparation practices from a range of theoretical, analytical, and research traditions.

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 \$74.

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 EDUCATION FISCAL POLICY AND PRACTICE



American Higher Education Contemporary Perspectives on Policy and Practice

Christopher Roellke, Stetson University; Jennifer King Rice, University of Maryland

A volume in the series *Research in Education Fiscal Policy and Practice*

2022. Paperback 978-1-64802-644-7 \$45.99. Hardcover 978-1-64802-645-4 \$85.99. eBook 978-1-64802-646-1 \$74.

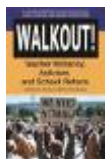
This series provides a scholarly forum for interdisciplinary research on the financing of public, private, and higher education in the United States and abroad. The series is committed to disseminating high quality empirical studies, policy analyses, and literature reviews on contemporary issues in fiscal policy and practice. Each themed volume is intended for a diversity of readers, including academic researchers, students, policy makers, and school practitioners.

The first volume in the series, *Fiscal Policy in Urban Education*, addressed the continuing challenge of large, complex urban school systems to operate both equitably and efficiently. Guest edited by Faith Crampton and David Thompson, the second volume in our series, *Saving America's School Infrastructure*, examined the relationship between the physical environment of schools and student achievement. The third volume, *High Stakes Accountability in Education: Implications for Resources and Capacity*, compiled a diversity of research studies focused local, state and national efforts to respond to the reauthorization of the federal Elementary and Secondary Education Act, commonly referred to as No Child Left Behind (NCLB).

In this fourth volume, attention is turned to both theoretical and pragmatic concerns in American higher education. During the final stages of the preparation of this manuscript, our schools, colleges, and universities have been confronted with what can be referred to as a “once in a century” set of challenges. As the global COVID 19 pandemic penetrated the United States in early 2020, colleges and universities have scrambled to address this ongoing public health crisis. Emergency task forces were established, campuses were shut down, faculty moved their instruction to virtual formats, and the entire higher education industry braced itself for the financial fallout. In addition to having to invest additional resources in classroom technology, ventilation, and personal protective equipment, colleges and universities continue to respond to revenue shortfalls, including reductions in both tuition and room and board revenue. This financial landscape requires judicious policy-making and research informed practice.

With this in mind, contributing authors were asked to pay specific attention to contemporary challenges and opportunities during a pivotal period in America's colleges and universities. The contributing authors were asked to think of policymakers and practitioners at local, state, and national levels as the intended audiences for their work. Our contributors responded with a collection of studies examining the impact of federal and state policymaking on higher education finance and on specified educational outcomes and practices. Throughout the volume, particular attention is paid to issues of equity and adequacy in American higher education, including the deployment of incentives and structures that support the access and achievement of traditionally underrepresented students.

RESEARCH IN EDUCATION POLICY: LOCAL, NATIONAL, AND GLOBAL PERSPECTIVES



Walkout! Teacher Militancy, Activism, and School Reform

Diana D'Amico Pawlewicz, University of North Dakota

A volume in the series *Research in Education Policy: Local, National, and Global Perspectives*

2021. Paperback 978-1-64802-599-0 \$45.99. Hardcover 978-1-64802-600-3 \$85.99. eBook 978-1-64802-601-0 \$74.

Teacher unions and their members have long stood as polarizing figures in a vast educational landscape. As in the Western films of the 1920s, policymakers, education reformers, and onlookers often assign union leaders and the teachers they represent either the white hats of heroes or the black hats of villains. Politicized efforts to reductively classify teacher unions as beneficial or dangerous have only served to obscure the extent to which labor militancy and teacher activism have become part and parcel of the American public school system and the primary mechanisms by which teachers' voices are heard – and heeded – in the policy arena. Teacher unions have grown in tandem with and in response to the expansion of the school bureaucracy and the acceleration of accountability reforms, and teachers' calls for recognition and reform are inseparable from broader movements for social change. Far more than either good or bad, teacher unions are the inevitable outgrowth of American public education as it stands today.

This book offers an interdisciplinary exploration of the state of modern teacher unions, the complex spaces they operate in, and the connections between militancy, activism, and school reform. Breaking free from the white hat/black hat dyad that has for so long colored the lenses we use to understand unions, the chapters of this book engage a set of fundamental questions: Where did the modern moment of militancy come from, and in what ways is it a continuation or a departure from the approaches of previous organized teachers?; What is at stake in modern expressions of militancy for teachers, communities, and schools?; Beyond the flashpoint of the walkout, what is the effect of teacher activism?

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



The Ph.D. Mindset

Decoupling Passion from Research

Hamid H. Kazeroony, North-West University Business School; Yvonne du Plessis, North-West University Business School

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

2021. Paperback 978-1-64802-632-4 \$45.99. Hardcover 978-1-64802-633-1 \$85.99. eBook 978-1-64802-634-8 \$74.

This book will explain the doctoral journey, the researcher's orientation, personal challenges, and process pathway for successful completion. This book will examine doctoral studies' motivation, build a compelling research argument, decide how to structure a thesis/dissertation, remain on task, and expedite the process while maintaining high-quality standards. This book will explain how a Ph.D. candidate should start the process, stay focused on the tasks, separate passion from the process, understand the challenges, and overcome them. We will explain how a Ph.D. mindset should adjust to the processes rather than entrenched in a passion that may not match the process's realities.

Globally, the need for completing doctoral studies is growing. However, prospective doctoral candidates do not always have access to experienced academe who can aid and provide guidance. This book will include the necessary thought process and supportive guidelines along the doctoral journey enabling the delivery of a doctoral thesis/dissertation with more ease.

Ph.D. candidates will use the book for its theoretical and practical insights, explaining each challenge along the doctoral journey with relevant examples. The book will have a fourfold purpose, a thought initiator, a process guide, practical support, and a reference book on specific parts of the doctoral journey. It also includes essays of successful Ph.D. candidates and lessons learned.



Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI)

Opportunities, Threats, and the Way Forward

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris; Radha R. Sharma, New Delhi Institute of Management, India; Fauzia Jabeen, Abu Dhabi University

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

2021. Paperback 978-1-64802-543-3 \$45.99. Hardcover 978-1-64802-544-0 \$85.99. eBook 978-1-64802-545-7 \$74.

Artificial intelligence (AI) technologies are one of the top investment priorities in these days. We expect that by 2030, some 800 million jobs will have disappeared and taken over by machines, and artificial intelligence will reach human levels by around 2029. Continuing this train of thought to 2045, we will have multiplied the intelligence, the human biological machine intelligence of our civilization a billion-fold. The time of machines requires new forms of work and new ways of business education.

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 like how may AI be used /or is a threat for PRME implementation, how will AI impact the business education world or what we should teach in business school in the time of AI (what the 'right' set of future skills is)?

In our book, we address the following questions:

1. How will AI impact the business education world?
2. How will AI be used in business schools and management learning?
3. Is AI a threat for the successful implementation of PRME?
4. What should new learning goals be?
5. How should we create next generation learning journeys?

RESEARCH IN MATHEMATICS EDUCATION



International Perspectives on Mathematics Teacher Education

Denisse R Thompson, University of South Florida; Christine Suurtamm, University of Ottawa; Mary Ann Huntley, Cornell University

A volume in the series *Research in Mathematics Education*

2021. Paperback 978-1-64802-629-4 \$45.99. Hardcover 978-1-64802-630-0 \$85.99. eBook 978-1-64802-631-7 \$74.

Mathematics teacher education includes the mathematics content teachers need to understand, ways that pedagogical approaches are developed, messages about the nature of mathematics teaching and learning, and interfaces between tertiary preparation and school contexts. Scholars from Sweden, France, Malawi, Singapore, New Zealand, Brazil, the USA, and Canada provide insights for the mathematics education community's understanding of how teacher educators structure, develop, and implement their respective mathematics teacher education programs. Several themes emerged across the chapters, including: varied approaches to developing culturally responsive pedagogies and/or Indigenous perspectives; issues and challenges in fostering partnerships and collaborations; strategies for developing mathematics knowledge for teaching; and preparing flexible and resourceful teachers.

Praise for International Perspectives on Mathematics Teacher Education:

"International Perspectives on Mathematics Teacher Education explores different facets of mathematics teacher education in eight countries across five continents. The authors and editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment, preparation, and professional development, among other topics. Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers. This book clearly demonstrates challenges, constraints, nuances and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical, cultural, social, and political contexts. This volume also generates ideas and opportunities for leaders, policymakers, and teacher educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy. Undoubtedly, debates about standards, content and experiences in programs, and accountability structures such as accreditation will continue. It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations, frameworks, policies, infrastructure, and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings. These conversations will require reciprocity, interdependence, and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education."

Kathryn Chval

Dean, College of Education

Professor of Mathematics Education

University of Illinois Chicago

RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS



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 \$74.

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 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 \$74.

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



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 \$74.

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



The Future of Scholarship on Race in Organizations

Eden B. King, Rice University; Quinetta M. Roberson, Michigan State University; Mikki R. Hebl, Rice University

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

2022. Paperback 978-1-64802-841-0 \$45.99. Hardcover 978-1-64802-842-7 \$85.99. eBook 978-1-64802-843-4 \$74.

Since the term “workforce diversity” was first coined in the 1990s, the topic has received consistent and increasing attention by researchers. Over the last 30 years, a body of theory and research has amassed which recognizes diversity as an important work unit characteristic and explored its influence on

organizational functioning and performance. Despite these advancements, the field is at a critical juncture where new ideas, emphases, theories, predictions and approaches are needed to propel our understanding of the meaning, import and functioning of diversity in organizations. Accordingly, this volume looks to the future of diversity work, both with regard to the content of the chapters and to the contributors. We endeavored to give a voice to emerging scholars who are the future of our field and can help to set a future research agenda to push our understanding of diversity in organizations. The scholars raise new and provocative questions about race in organizations that deliberate on the state of our science, our understanding of complex experiences of race, and a more nuanced view of race in terms of intersectionalities. Overall, each of these chapters provokes the status quo and, in so doing, offers a fresh perspective on the study of diversity in general and race and racism more specifically. We believe the end result is a more comprehensive exploration of the phenomenon and the development of an exciting future research agenda.

RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST



Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University; Kagendo Mutua, University of Alabama

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*

2022. Paperback 978-1-64802-926-4 \$45.99. Hardcover 978-1-64802-927-1 \$85.99. eBook 978-1-64802-928-8 \$74.

As the demand for education at all levels has increased, so have the models of meeting these increased demands for education. As in many other parts of the world, public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions have instituted mandates, policies, and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large with some focusing on involving migrants/immigrants/refugees in primary education while others aim at opening up choices at the university level.

Recently, nations in the region have recognized the possibilities of digital learning (online learning) as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time. This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult to reach sectors of the population. At the same time, the population itself has not only increased in numbers but in diversity. Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic.

Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East is Book IX of the series, Research on Education in Africa, the Caribbean, and the Middle East. Chapters document, describe and/or raise critical issues and/or questions resulting from government policies, mandates and frameworks intended to make available public education to an ever-growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace.

RESEARCH ON WOMEN AND 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 \$74.

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.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



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 \$74.

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.



Racism by Another Name

Black Students, Overrepresentation, and the Carceral State of Special Education

Dorothy E. Hines, University of Kansas; Mildred Boveda, Pennsylvania State University; Endia J. Lindo, Texas Christian University

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

2021. Paperback 978-1-64802-447-4 \$45.99. Hardcover 978-1-64802-448-1 \$85.99. eBook 978-1-64802-449-8 \$74.

Racism by Another Name: Black Students, Overrepresentation, and the Carceral State of Special Education is a thought-provoking and timely book that provides a landscape for understanding and challenging educational (in)opportunities for Black students who are identified for special education. This book provides a historical and contemporary analysis through the eyes of Black children and their families on how they navigate and push against inequitable schooling, ways they are reframing discourse about race, dis/ability, and gender in schools, how educators, administrators, and school counselors contribute to disproportionality in special education, and ways that parents are collectively organizing to dismantle injustices and the carceral state, or criminalization, of special education.

Each chapter provides a ground level view of what Black students with dis/abilities experience in the classroom, and examines how the intersection of race, dis/ability, and gender subject Black students to dehumanizing experiences in school. This book includes qualitative and quantitative approaches to exploring the material realities of Black students who are isolated, whether in separate or general education classrooms. Drawing from Critical Race Theory, DisCrit, Critical Race Feminism, and other race-centered frameworks this book challenges dominant norms of schools that reinforce inequality and racial segregation in special education.

At the end of each chapter the authors present practitioner-based notes and resources for readers to expand their knowledge of how Black students, their family, and guardians advocate for themselves and their own children. This book will leave educational advocates for Black children with a clearer understanding of the obstacles and successes that they encounter when striving for a just and equitable education. Furthermore, the book challenges readers to be active agents of change in their own schools and communities.



R.A.C.E. Mentoring and P-12 Educators

Practitioners Contributing to Scholarship

Aaron J. Griffen, DSST Public Schools

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

2022. Paperback 978-1-64802-687-4 \$45.99. Hardcover 978-1-64802-688-1 \$85.99. eBook 978-1-64802-689-8 \$74.

Seldom is the practicing P-12 educator, the P-12 practitioner, considered a scholar. R.A.C.E. Mentoring and P-12 Educators: Practitioners Contributing to Scholarship explores the unrecognized and infrequently considered teacher scholar, principal scholar, counselor scholar, librarian scholar - the practitioner

scholar who if provided the platform and access can produce a unique and complex narrative and knowledge base to fields of study. This volume extends the current Research, Advocacy, Collaboration, and Empowerment (R.A.C.E.) knowledge in educational leadership, theory and practice, curriculum and instruction, teaching and teacher development, social justice, and diversity, equity and inclusion. R.A.C.E. Mentoring and P-12 Educators: Practitioners Contributing to Scholarship presents ways to conceptualize quality in educational research by engaging practitioners, researchers and policy makers in cross-disciplinary partnerships to provide an intentional platform for scholars and researchers in the P-12 school systems and pre-service programs, particularly those with/or seeking an active and emerging research and publishing agenda.

This volume is divided into four interrelated sections. Section I focuses on mentoring practitioners as scholars during pre-service and in practice. Chapters in this section promote the use of methods coursework, narrative analysis and culturally relevant pedagogy to enhance practitioner agency and roles as scholars. Section II includes Culturally Responsive School Leadership (CRSL) as a way to recognize and address the historical examples and barriers to practitioner social justice activism. These chapters center the school setting and graduate coursework, using practitioner scholarship as a way to cultivate critical consciousness and the use of counter-narratives to combat racism, settler colonialism, and classism among school staff. Section III engages practitioner scholarship as a revolutionary approach through case study, auto-ethnography, review of literature, mental models, and phenomenological study. This section fosters the value of practitioner voice as agency to disrupt oppressive ideologies and beliefs that sustain inequitable and unequal school environments. Section IV provides curriculum, instruction, and parent involvement as examples of practitioner advocacy via personal and collective identity development, Black/Crit, Inquiry-Based Learning (IBL) and engagement strategies. These final chapters provide details of policy and practice transformation methods that empower practitioner sustainability of student and parent access to equitable and inclusive school experiences.

RESEARCH, INNOVATION & METHODS IN EDUCATIONAL TECHNOLOGY



Preparing Pre-Service Teachers to Teach Computer Science

Models, Practices, and Policies

Chrystalla Mouza, University of Delaware; Aman Yadav, Michigan State University; Anne Ottenbreit-Leftwich, Indiana University

A volume in the series *Research, Innovation & Methods in Educational Technology*

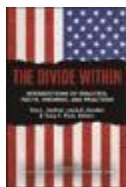
2021. Paperback 978-1-64802-456-6 \$45.99. Hardcover 978-1-64802-457-3 \$85.99. eBook 978-1-64802-458-0 \$74.

Computer science has emerged as a key driver of innovation in the 21st century. Yet preparing teachers to teach computer science or integrate computer science content into K-12 curricula remains an enormous challenge. Recent policy reports have suggested the need to prepare future teachers to teach computer science through pre-service teacher education programs. In order to prepare a generation of teachers who are capable of delivering computer science to students, however, the field must identify research-based examples, pedagogical strategies, and policies that can facilitate changes in teacher knowledge and practices.

The purpose of this book is to provide examples that could help guide the design and delivery of effective teacher preparation on the teaching of computer science.

This book identifies promising pathways, pedagogical strategies, and policies that will help teacher education faculty and pre-service teachers infuse computer science content into their curricula as well as teach stand-alone computing courses. Specifically, the book focuses on pedagogical practices for developing and assessing pre-service teacher knowledge of computer science, course design models for pre-service teachers, and discussion of policies that can support the teaching of computer science. The primary audience of the book is students and faculty in educational technology, educational or cognitive psychology, learning theory, teacher education, curriculum and instruction, computer science, instructional systems, and learning sciences.

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 \$74.

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.

Download a sample article:

[Teaching to a Statue](#)

Wade H. Morris, *Georgia State University*
Chara Haessler Bohan, *Georgia State University*



Fostering Diversity and Inclusion in the Social Sciences

Amy Samuels, *The University of Montevallo*; Gregory L. Samuels, *The University of Montevallo*

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

2021. Paperback 978-1-64802-605-8 \$45.99. Hardcover 978-1-64802-606-5 \$85.99. eBook 978-1-64802-607-2 \$74.

The United States' social and economic inequities stood in high relief during the COVID-19 pandemic, spotlighting the glaringly disproportionate systemic injustices related to public health and the economic impact on minoritized communities. Realities of structural and institutionalized racism and classism were exposed to greater degrees as we sought to understand and investigate the inequitable impact regarding health and income disparities for African American, Latinx, and Native American communities, as well as racial violence explicitly targeting Asian American communities. Further exacerbating the polarized sociopolitical landscape amidst the pandemic, the murder of George Floyd in May 2020, witnessed by countless people around the world, resulted in anguish and drew heightened attention to the insidious racial injustice and ongoing racial violence that continues to plague the nation. As many advocates took to the streets in an attempt to have their voices heard in the continued struggle for racial equality, the federal government tried to further silence those who have been historically placed on the margins, including the attack of critical race theory, antiracism work in education, and training for diversity and inclusion. Consequently, it is imperative social science educators are equipped with the knowledge, tools, and dispositions to facilitate learning that explores the implications of power, privilege, and oppression and ask important questions to ensure voices that have been muffled, or silenced altogether, are strategically unsilenced, voiced, and valued.

Given the perpetuation of inequities, existing educational disparities, and the continued need for reconciliation, this volume explores how the social sciences can be examined and reimagined to combat injustices and support further diversity, equity, and inclusion. Authors explore how educators can (a) understand how knowledge is constructed, shaped, and influences how students see the world, (b) problematize current curricular approaches and reframe instructional practices, (c) employ a critical lens to attend to and proactively address existing challenges and inequities related to race, (d) infuse their teaching with greater attention to diversity and inclusion for all students; and (e) promote increased awareness, advocacy, and educational justice. Through the examination of research, theory, and practitioner-oriented strategies, the authors encourage reflection, inspire calls for action, and explore how to teach about, proactively challenge, and encourage continued examination of society to support progress through increased critical consciousness, cultural competence, and critical multiculturalism.

SURVEY METHODS IN EDUCATIONAL RESEARCH



Basic Elements of Survey Research in Education

Addressing the Problems Your Advisor Never Told You About

Ulemu Luhanga, *Emory University*; Allen G. Harbaugh, *Longwood University*

A volume in the series *Survey Methods in Educational Research*

2021. Paperback 978-1-64802-602-7 \$89.99. Hardcover 978-1-64802-603-4 \$105.99. eBook 978-1-64802-604-1 \$74.

In this first book of the series *Survey Methods in Educational Research*, we have brought together leading authors and scholars in the field to discuss key introductory concepts in the creation, implementation, evaluation and dissemination of survey instruments and their resultant findings. While there are other

textbooks that might introduce these concepts adequately well, the authors here have focused on the pragmatic issues that inevitably arise in the development and administration process of survey instruments. Drawing from their rich experiences, the authors present these potential speed bumps or road blocks a survey researcher in education or the social sciences might encounter. Referencing their own work and practice, the authors provide valuable suggestions for dealing with these issues “your advisor never told you about.” And all of the recommendations are aligned with standard protocols and current research on best practices in the field of research methodology.

This book is broken into four broad units on creating survey items and instruments, administering surveys, analyzing the data from surveys, and stories of successful administrations modeling the entire research cycle. Each chapter focuses on a different concept in the survey research process, and the authors share their approaches to addressing the issues. These topics include survey item construction, scale development, cognitive interviewing, measuring change with self-report data, translation issues with surveys administered in multiple languages, working with school and program administrators when implementing surveys, a review of current software used in survey research, the use of weights, response styles, assessing validity of results, and effectively communicating your results and findings ... and much more. The intended audience of the volume will be practitioners, administrators, teachers as researchers, graduate students, social science and education researchers not experienced in survey research, and students learning program evaluation. In brief, if you are considering doing survey research, this book is meant for you.

TEACHING AND LEARNING ONLINE



Teaching and Learning Online

Science for Elementary Grade Levels

Franklin S. Allaire, University of Houston-Downtown; Jennifer E. Killham, University of La Verne

A volume in the series *Teaching and Learning Online*

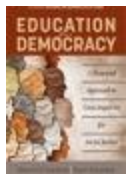
2022. Paperback 978-1-64802-874-8 \$45.99. Hardcover 978-1-64802-875-5 \$85.99. eBook 978-1-64802-876-2 \$74.

Science is unique among the disciplines since it is inherently hands-on. However, the hands-on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we, as science teachers, deliver high-quality experiences in an online environment that leads to age/grade-level appropriate science content knowledge and literacy, but also collaborative experiences in the inquiry process and the nature of science?

The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning (Killham et al., 2014; Wong et al., 2018), PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments (Molnar et al., 2021; Seaman et al., 2018). This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy (Brigido, Borrachero, Bermejo, & Mellado, 2013; Gunning & Mensah, 2011).

Teaching and Learning Online: Science for Elementary Grade Levels comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing elementary teachers and students when teaching and learning science in online environments. All three sections include alignment with Next Generation Science Standards, tips and advice from the authors, online resources, and discussion questions to foster individual reflection as well as small group/classwide discussion. Teacher's Journeys and Lesson Plan sections use the 5E model (Bybee et al., 2006; Duran & Duran, 2004). Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation.

TEACHING AND LEARNING SOCIAL STUDIES



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 \$74.

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.



Real Classrooms, Real Teachers

The C3 Inquiry in Practice

Kristy A. Brugar, University of Oklahoma; Kathryn L. Roberts, Wayne State University

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

2021. Paperback 978-1-64802-578-5 \$45.99. Hardcover 978-1-64802-579-2 \$85.99. eBook 978-1-64802-580-8 \$74.

As social studies standards shift to place a higher emphasis on critical thinking, inquiry, interaction, and expression, many teachers are scrambling to figure out how to appropriately shift their instruction accordingly. This book provides examples and ideas for working with elementary and middle school students to build social studies skills and knowledge in order to become independent learners and thinkers. Teaching these skills helps to support students in ways which are important to them, and to society at large.

Real Classrooms, Real Teachers: The C3 Inquiry in Practice is aimed at in-service and pre-service teachers, grades 3-8. This text includes six sections: an introduction, one section for each of the four dimensions of the C3 Framework for Social Studies State Standards (National Council for the Social Studies, 2013), and a conclusion. Each chapter begins with a vignette based on a real-life social studies lesson authored by a practicing teacher or researcher. This is followed by a sample lesson plan associated with the vignette and suggestions for appropriate texts and supporting materials, as well as suggestions for modifications.



At the Schoolhouse Gate

Stakeholder Perceptions of First Amendment Rights and Responsibilities in U.S. Public Schools

Nancy C. Patterson, Bowling Green State University; Prentice T. Chandler, Austin Peay State University

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

2022. Paperback 978-1-64802-724-6 \$45.99. Hardcover 978-1-64802-725-3 \$85.99. eBook 978-1-64802-726-0 \$74.

The objective of this edited volume is to shed light upon K-12 perspectives of various school stakeholders in the current unique context of increasing political polarization and heightened teacher and student activism. It is grounded in academic freedom case law and the majority of opinion of the Supreme Court in the *Tinker v. Des Moines Independent Community School District* (1969) that held that certain forms of expression are protected by the First Amendment. Justice Fortas wrote in the majority opinion that “it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

This volume is timely and instructive, as protections afforded by the First Amendment are a topic of enduring concern, with such freedoms requiring vigilant advocacy and protection from each generation. Paulo Freire stated, “Citizenship is not obtained by chance: It is a construction that, never finished, demands we fight for it” (1998, p. 90). There is confusion and much debate in and outside of schools about how and when these and other rights described in the First Amendment may or may not be limited, and the time is now to clarify the place of such rights in public education.

At the Schoolhouse Gate is divided into three sections: Foundations, Case Studies of Rights in Schools, and Choices to Act. The “Foundations” section presents the case law pertaining to the rights of both teachers and students, setting the tone for what presently is permissible and chronicling the ongoing struggle with defining rights and responsibilities in schools. In “Case Studies of Rights in Schools,” various authors examine teacher and student interactions with rights and responsibilities in schools, including the interest of students in participating with their teachers in the democratic experiment of schooling, the promise of student-led conferences, a new teacher’s success with democratizing her classroom, and student views of news and technology. “Choices to Act” includes a portrait of teacher activism during the Oklahoma Walkout, a general counsel’s advice to teachers for availing themselves of their rights, a story of a civic education curriculum generating student agency, and vignettes of two public high school students who took action in their schools and communities.

THE HANDBOOK OF RESOURCES IN MIDDLE LEVEL EDUCATION



As He Saw It

Contributions, Memories and Reflections of John H. Lounsbury

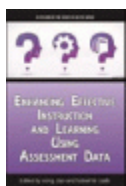
Steven B. Mertens, Illinois State University; Micki M. Caskey, Portland State University

A volume in the series *The Handbook of Resources in Middle Level Education*

2021. Paperback 978-1-64802-450-4 \$45.99. Hardcover 978-1-64802-451-1 \$85.99. eBook 978-1-64802-452-8 \$74.

In April 2020, middle level education lost one of its most ardent and influential advocates with the passing of Dr. John H. Lounsbury. His career of more than 70 years focused on providing young adolescents with a developmentally appropriate educational program. He is recognized as one of the founders of the modern middle school movement and a founding member of the National Middle School Association, now the Association for Middle Level Education. Through his efforts as an educator, writer, editor, and researcher, John served as a mentor and inspiration to many. John's writings and mentorship continue to influence generations of middle level teachers, colleagues, researchers, and advocates. His legend lives on as we continue his work to improve the lives and educational experiences of young adolescents. This tribute volume is a collection of stories, anecdotes, vignettes, and defining moments that the contributors want to share about Dr. John Lounsbury.

THE MARCES BOOK SERIES



Enhancing Effective Instruction and Learning Using Assessment Data

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

A volume in the series *The MARCES Book Series*

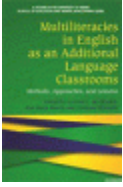
2022. Paperback 978-1-64802-626-3 \$45.99. Hardcover 978-1-64802-627-0 \$85.99. eBook 978-1-64802-628-7 \$74.

This book introduces theories and practices for using assessment data to enhance learning and instruction. Topics include reshaping the homework review process, iterative learning engineering, learning progressions, learning maps, score report designing, the use of psychosocial data, and the combination of adaptive testing and adaptive learning. In addition, studies proposing new methods and strategies, technical details about the collection and maintenance of process data, and examples illustrating proposed methods and software are included.

Chapters 1, 4, 6, 8, and 9 discuss how to make valid interpretations of results and achieve more efficient instructions from various sources of data. Chapters 3 and 7 propose and evaluate new methods to promote students' learning by using evidence-based iterative learning engineering and supporting the teachers' use of assessment data, respectively. Chapter 2 provides technical details on the collection, storage, and security protection of process data. Chapter 5 introduces software for automating some aspects of developmental education and the use of predictive modeling. Chapter 10 describes the barriers to using psychosocial data for formative assessment purposes. Chapter 11 describes a conceptual framework for adaptive learning and testing and gives an example of a functional learning and assessment system.

In summary, the book includes comprehensive perspectives of the recent development and challenges of using test data for formative assessment purposes. The chapters provide innovative theoretical frameworks, new perspectives on the use of data with technology, and how to build new methods based on existing theories. This book is a useful resource to researchers who are interested in using data and technology to inform decision making, facilitate instructional utility, and achieve better learning outcomes.

THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES



Multiliteracies in English as an Additional Language Classrooms Methods, Approaches, and Lessons

Luciana C. de Oliveira, Virginia Commonwealth University; Ana Maria Menda, University of Miami; Cristiane Vicentini, University of Miami

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

2021. Paperback 978-1-64802-424-5 \$45.99. Hardcover 978-1-64802-425-2 \$85.99. eBook 978-1-64802-426-9 \$74.

This book presents different practices and strategies for the English as an additional language classroom as well as units that could be adapted to various grade levels, English language proficiency levels, and linguistic and cultural backgrounds. The research, lessons, and concepts included in the book present innovative ideas in EAL education.

The chapters are the result of a professional learning program for 30 English as a Foreign Language (EFL) teachers from Brazil, held at the University of Miami's School of Education and Human Development in the Spring semester of 2018. The program, entitled "Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI)," contained several components related to language development and methodology, including orality, reading, writing, linguistic and grammatical knowledge, and interculturality. The program was guided by the principle of multiliteracies, with a focus on English language development through new possibilities to participate in meaning making that incorporates verbal, visual, body language, gestures, and audiovisual resources.

THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



Teaching Motivation for Student Engagement

Debra K. Meyer, Elmhurst University; Alyssa Emery, Iowa State 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 \$74.

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.



Teaching on Assessment

Sharon L. Nichols, University of Texas at San Antonio; Divya Varier, George Mason University

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

2021. Paperback 978-1-64802-427-6 \$45.99. Hardcover 978-1-64802-428-3 \$85.99. eBook 978-1-64802-429-0 \$74.

In an age where the quality of teacher education programs has been called into question, it is more important than ever that teachers have a fundamental understanding of the principles of human learning, motivation, and development. Theory to Practice: Educational Psychology for Teachers and Teaching is a series for those who teach educational psychology in teacher education programs. At a time when educational psychology is at risk of becoming marginalized, it is imperative that we, as educators, “walk our talk” in serving as models of what effective instruction looks like. Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning, motivation, and development to best prepare their students for the diverse, multidimensional, uncertain, and socially-embedded environments in which these future educators will teach.

The inaugural volume, Teaching on Assessment, is centered on the role of assessment in teaching and learning. Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers. Written for practitioners, the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice. This volume is important not only because of the dwindling presence of assessment-related instructional content in teacher preparation programs, but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K-12 classrooms.

Praise for Teaching on Assessment

"This thought-provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation, engagement, and learning. In the volume, editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions, understand assessment within the context of learning and motivation theory, and draw on assessment in ways which can meet the needs of diverse learners. Written in a highly accessible language and style, each chapter contains clear takeaway messages designed for educational psychologists, teacher educators, teachers, and pre-service teachers. This book is essential reading for anyone involved in teaching or developing our future teaching professionals." **Lois R. Harris**, Australian Catholic University

"This impressive book provides a wealth of contemporary and engaging resources, ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision-making as an essential component of instruction. Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers' decision-making about classroom assessments that promote all students' learning and motivation. It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement, enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self-regulation, intrinsic motivation, and other psychological constructs that assessment needs to consider. The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications. Notably, the volume includes very important topics rarely emphasized in other assessment texts, including assessment literacy frameworks, diversity, equity, assessment strategies for students with special needs, and data-driven decision making. The book will be an excellent supplement for educational psychology classes or for assessment courses, introducing students to current thinking about how to effectively integrate assessment with instruction." **James McMillan**, Virginia Commonwealth University.

TRANSFORMATIVE PEDAGOGIES IN TEACHER EDUCATION



Re-Imagining Transformative Leadership in Teacher Education

Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

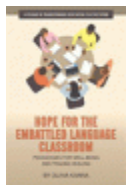
A volume in the series *Transformative Pedagogies in Teacher Education*

2021. Paperback 978-1-64802-453-5 \$45.99. Hardcover 978-1-64802-454-2 \$85.99. eBook 978-1-64802-455-9 \$74.

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education.

The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

TRANSFORMING EDUCATION FOR THE FUTURE



Hope for the Embattled Language Classroom

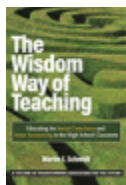
Pedagogies for Well-Being and Trauma Healing

Olivia Kanna, Language College of the Immigrant Services Society of BC (ISSofBC)

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

2022. Paperback 978-1-64802-856-4 \$45.99. Hardcover 978-1-64802-857-1 \$85.99. eBook 978-1-64802-858-8 \$74.

Learning, as it is being increasingly recognized, is centrally predicated upon students' well-being. Research findings indicate that in the instances of wounding and trauma, students' capacity and ability to learn can be severely compromised. This understanding applies particularly to the immigrant students in the language classroom, many of whom are refugees bringing with them past experiences of privation, violence, wounding and trauma. Since teachers often find themselves wearing multiple hats, not only as instructors, but also as friends, philosophers, guides, confidantes, and counsellors to their refugee and immigrant learners, addressing those students' trauma with compassion, and employing appropriate pedagogical practices to mitigate their suffering should be of great relevance and inform the teachers' praxis in the classroom. This book takes an interdisciplinary look at trauma from the vantage points of critical language theories, neuroscience, psychotherapy, and Buddhist psychology, and suggests pedagogies for well-being and trauma healing that utilize contemplative ways of education. The practical aim of this book is to support teachers in addressing trauma in their classrooms.



The Wisdom Way of Teaching

Educating for Social Conscience and Inner Awakening in the High School Classroom

Martin E. Schmidt, Hong Kong International School

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

2022. Paperback 978-1-64802-847-2 \$45.99. Hardcover 978-1-64802-848-9 \$85.99. eBook 978-1-64802-849-6 \$74.

Immense challenges now face the global community. How can educators train the next generation of students to deal with the vast array of issues awaiting them in every sector of society? Written as a testimony to three decades of experimentation with these challenges in mind, Hong Kong International School humanities teacher Dr. Marty Schmidt draws upon the universal Wisdom tradition to propose pedagogical frameworks that combine what he calls the yang of social conscience with the yin of inner awakening. This yin-yang approach forms the basis of the The Wisdom Way of Teaching, which describes in curricular detail how to cultivate the whole person development of students.

ENDORSEMENTS:

"The Wisdom Way of Teaching is both a manifesto and a manual of what transformative education needs to be in the years to come. I felt inspired to read about the impact of a holistic curriculum that integrates service-learning and spiritual practice. Brick by brilliant brick, Marty Schmidt builds that all-important bridge between the inner world and the outer world. The principles and practices that Marty lays out in generous detail can be applied to classrooms of all kinds and ages. I wish every teacher could read this book!" — Fran Grace, University of Redlands

"For secondary teachers and other educators working at the intersection of social justice and spirituality, Marty's book offers practical examples, creative activities, and cross-cultural teaching stories from a lifetime of impassioned teaching. Informed by his deep study of Eastern and Western spiritual traditions, this book comes from the heart of a teacher, infused with contemplative insight, and inspired by a love of the world — the broken world that is and the better world that could be." — Vachel Miller, Appalachian State University

TRANSFORMING EDUCATION SYSTEMS



Design Thinking

Research, Innovation, and Implementation

Karen L. Sanzo, Old Dominion University; Jay Paredes Scribner, Old Dominion University; Jason A. Wheeler, Floyd County Public Schools; Kate Wolfe Maxlow, Hampton City Schools

A volume in the series *Transforming Education Systems*

2022. Paperback 978-1-64802-635-5 \$45.99. Hardcover 978-1-64802-636-2 \$85.99. eBook 978-1-64802-637-9 \$74.

Design thinking is a human-centered problem-solving process that organizations can use to address wicked and complex problems of practice. Within the PK-12 space, design thinking has been employed to engage educators in an innovative approach to address challenges like curriculum redesign, instructional engagement, and designing physical spaces. The use of design thinking in the PK-12 space is a result of the evolution of an organizational improvement process that puts people at the center of problem-solving initiatives. Design thinking is seen as both a process and a mindset that enables people to look at problems in new ways and address these problems through creative approaches.

In this book we share case studies of PK-12 schools and other educational organizations that have used design thinking, as well as research studies that have studied aspects of design thinking in the PK-12 space. We have brought together a variety of research-based and illustrative case studies around design thinking in PK-12 education that explore the development and implementation of design thinking in practice.

URBAN EDUCATION STUDIES SERIES



Black Males Matter

A Blueprint for Creating School and Classroom Environments to Support Their Academic and Social Development - A Sourcebook

Cherrel Miller Dyce, Elon University; Julius Davis, Bowie State University; Shadonna Gunn, Independent Scholar

A volume in the series *Urban Education Studies Series*

2021. Paperback 978-1-64802-459-7 \$45.99. Hardcover 978-1-64802-460-3 \$85.99. eBook 978-1-64802-461-0 \$74.

A major premise of the book is that teachers, school leaders, and school support staff are not taught how to create school and classroom environments to support the academic and social success of Black male students. The purpose of this book is to help champion a paradigmatic shift in educating Black males.

This book aims to provide an asset and solution-based framework that connects the educational system with community cultural wealth and educational outcomes. The text will be a sourcebook for in-service and pre-service teachers, administrators, district leaders, and school support staff to utilize in their quest to increase academic and social success for their Black male students. Adopting a strengths-based epistemological stance, this book will provide concerned constituencies with a framework from which to engage and produce success.

WORK-LIFE BALANCE



Parenting in the Pandemic

The Collision of School, Work, and Life at Home A Collection of Essays

Rebecca Lowenhaupt, Boston College; George Theoharis, Syracuse University

A volume in the series *Work-Life Balance*

2021. Paperback 978-1-64802-520-4 \$45.99. Hardcover 978-1-64802-521-1 \$85.99. eBook 978-1-64802-522-8 \$74.

In March of 2020, our daily lives were upended by the COVID pandemic and subsequent school closures. With work and school shifting online, a new and ongoing set of demands has been placed on parents as school moved to online, virtual and hybrid models of learning. Families need to balance professional responsibilities with parenting and supporting their children's education. As education professors, we find ourselves in a particular position as our expertise collides with the reality of schooling our own children in our homes during a global pandemic. This book focuses on the experiences of education faculty who navigate this relationship as pandemic professionals and pandemic parents.

In this collection of personal essays, we explore parenting in the pandemic among education professors. Through our stories, we share our perspectives on this moment of upheaval, as we find ourselves confronting practical (and impractical) aspects of long held theories about what school could be, seeing up close and personally the pedagogy our children endure online, watching education policy go awry in our own living rooms (and kitchens and bathrooms), making high-stakes decisions about our children's (and other children's) access to opportunity, and trying to maintain our careers at the same time. In this collision of personal and professional identities, we find ourselves reflecting on fundamental questions about the purpose and design of schooling, the value of our work as education professors, and the precious relationships we hope to maintain with our children through this difficult time.

Praise for Parenting in the Pandemic

"Lowenhaupt and Theoharis have curated a magnificent collection of essays that captures the hopes, fears, tensions, and possibilities of parenting in a time of crisis. A gift to parents and educators everywhere as we continue to process and reflect on what the pandemic has taught us about what it means to educate others, and perhaps through a renewed imagination, our very own children." - **Sonya Douglass Horsford**, Teachers College, Columbia University

"In this powerful collection of essays, we have a rare window into how the personal and professional worlds of academics collided during the COVID-19 pandemic. What emerges from these reflections is an intimate portrait of the longstanding tensions in our lives as public intellectuals and parents that have long burned as embers, but are now set ablaze by the public health, economic, and educational crisis we have lived through during the last year. Reading these essays will help us to see questions of education policy and practice in a new, more personal light." - **Matthew Kraft**, Brown University

YEARBOOK OF IDIOGRAPHIC SCIENCE



One Dog Is Enough

Ivan P. Pavlov's Contributions to Idiographic Science

Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Yearbook of Idiographic Science*

2022. Paperback 978-1-64802-812-0 \$45.99. Hardcover 978-1-64802-813-7 \$85.99. eBook 978-1-64802-814-4 \$74.

Ivan P. Pavlov was a pioneering Russian physiologist whose influence on Russian psychology was politically emphasized in 1930s to 1950s. He was a brilliant experimenter who received 1904 Nobel Prize in Physiology or Medicine for his work on the digestive system. Less is known about his epistemology of generalization that made it possible to study one individual for the sake of obtaining generalized knowledge. In this volume we analyze the major contributions of Pavlov from the standpoint of idiographic science, and demonstrate how generalizations in science are possible from single specimens.

NO SERIES



Age of Inference

Cultivating a Scientific Mindset

Philip C. Short, Austin Peay State University; Harvey Henson, Southern Illinois University; John R. McConnell, Austin Peay State University

2021. Paperback 978-1-64802-797-0 \$65.99. Hardcover 978-1-64802-798-7 \$95.99. eBook 978-1-64802-799-4 \$74.

In an age where we are inundated with information, the ability to discern verifiable information to make proper decisions and solve problems is ever more critical. Modern science, which espouses a systematic approach to making "inferences," requires a certain mindset that allows for a degree of comfort with uncertainty.

This book offers inspirations and ideas for cultivating the proper mindset for the studying, teaching, and practicing of science that will be useful for those new to as well as familiar with the field. Although a paradigm shift from traditional instruction is suggested in the National Framework for K-12 science, this volume is intended to help educators develop a personal mental framework in which to transition from a teacher-centered, didactical approach to a student-centered, evidence-guided curriculum.

While the topics of the book derive from currently published literature on STEM education as they relate to the National Framework for K-12 Science and the Three-Dimensional science instruction embedded in the Next Generation Science Standards, this book also examines these topics in the context of a new societal age posited as the "Age of Inference" and addresses how to make sense of the ever-increasing deluge of information that we are experiencing by having a scientific and properly discerning mindset.

ENDORSEMENTS:

"This volume takes on one of the thorniest existential problems of our time, the contradiction between the exponentially growing amount of information that individuals have access to, and the diminished capacity of those individuals to understand it. Its chapters provide the reader with an introduction to the relationship between knowledge, science, and inference; needed new approaches to learning science in our new data rich world; and a discussion of what we can and must do to reduce or eliminate the growing gap between the inference have's and have nots. It is not too much to say that how we resolve the issues outlined in this volume will determine the future of our species on this planet." — **Joseph L. Graves Jr.**, Professor of Biological Sciences North Carolina A&T State University, Fellow, American Association for the Advancement of Science: Biological Sciences, Author of: *The Emperor's New Clothes: Biological Theories of Race at the Millennium*

"Big data is not enough for addressing dangers to the environment or tackling threats to democracy; we need the ability to draw sound inferences from the data. Cultivating a scientific mindset requires fundamental changes to the way we teach and learn. This important and well-written volume shows how." — **Ashok Goel**, Professor of Computer Science and Human Centered Computing, Georgia Institute of Technology. Editor of *AI Magazine* Founding Editor of AAAI's *Interactive AI Magazine*

"If you are a science teacher concerned about the implications of information overload, analysis paralysis, and intellectual complacency on our health, economic future, and democracy, then I recommend this book." — **Michael Svec**, Professor for Physics and Astronomy Education, Furman University, Fulbright Scholar to Czech Republic



Applied Single Subjects Research for School Psychologists and Educators

Holmes Finch, Ball State University; Maria Hernandez Finch, Ball State University; Alicia Hazelwood, Ball State University

2021. Paperback 978-1-64802-494-8 \$45.99. Hardcover 978-1-64802-495-5 \$85.99. eBook 978-1-64802-496-2 \$74.

This book will be written primarily for graduate students, advanced undergraduates, and professionals in the fields of school psychology, special education, and other areas of education, as well as the health professions. We see the book as being a viable textbook for courses in research design, applied statistics, applied behavioral analysis, and practicum, among others. We would not assume of the readers any prior knowledge about single subjects designs, nor any prior statistical experience. We will provide an introductory chapter devoted to basic statistical concepts, including measures of central tendency (e.g., mean, median, mode), measures of variation (e.g., variance, standard deviation, range, inter-quartile range), correlation, frequency distributions, and effect sizes. In addition, given that the book will rely heavily on R software, the introductory chapter will also devote attention to the basics of using the software for organizing data, conducting basic statistical analyses, and for graphics. The R commands used to carry out these analyses will be largely automated so that users will only need to define the range for their data, and then enter it into the R spreadsheet. We envision these tools being available on the book website, with instructions for using them available in the book itself.

We envision the book as being useful either as a primary text for a course in educational research designs, school psychology practicum, applied behavioral analysis, special education, or applied statistics. We also anticipate that individuals working in schools, school districts, mental health facilities, hospitals, applied behavioral analysis clinics, and evaluation organizations, as well as faculty members needing a practical resource for single subject design research, will all serve as a market for the book. In short, the readership would include graduate students, faculty members, teachers, psychologists, social workers, counselors, medical professionals, applied behavioral analysis professionals, program evaluators, and others whose work focuses on monitoring changes in individuals, particularly as the result of specific treatment conditions.

We believe that this book could be marketed through professional organizations such as the American Educational Research Association (AERA), the National Association of School Psychologists, the National Association of Special Education Teachers, the Association for Professional Behavior Analysis, the American Psychological Association (APA), the Association for Psychological Science, and the American Evaluation Association. Within AERA, the following special interest groups would have particular interest in this book: Action Research, Classroom Observation, Disability Studies in Education, Mixed Methods Research, Qualitative Research, and Special Education Research. The book could also be marketed to state departments of education and their special education and school psychology divisions. Currently, many state departments of education require documentation for Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) procedures for individual students. The method taught in this proposed book would allow educators and student support personnel to document the effectiveness of interventions systematically and accurately.



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 \$74.

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.



Becoming Inclusive

A Worthy Pursuit in Leadership

Helen Abdali Soosan Fagan, Global Leadership Group and University of Nebraska-Lincoln

2021. Paperback 978-1-64802-523-5 \$30. Hardcover 978-1-64802-524-2 \$49.99. eBook 978-1-64802-525-9 \$74.

To disrupt current polarization and tribalism, and meet the growing demands of globalization, organizations and communities must evolve. Such profound transformation begins with developing leaders who are prepared to create inclusion in boardrooms, classrooms, hospitals, communities, and beyond.

Through the lens of her own story of immigrating from Iran to the United States and her experience leading diversity programs in health care and education, Dr. Helen Fagan presents a challenging discussion of the research along with a frank, intimate look at the very hard work leaders must do at an individual level to overcome personal obstacles to inclusion.

Becoming Inclusive reveals the systemic problems of organizational bias and prejudice and shows university students, instructors, organizational and government leaders a path forward. This work seeks to fill the gap in the management, leadership and diversity field of work that focuses on the need to transform the mindsets of individual leaders from tribal to global, in order to address the big issues facing humanity.



Bending the Arc Towards Justice

Equity-Focused Practices for Educational Leaders

Rajni Shankar-Brown, Stetson University

2021. Paperback 978-1-64802-608-9 \$45.99. Hardcover 978-1-64802-609-6 \$85.99. eBook 978-1-64802-610-2 \$74.

School districts are experiencing increasing economic, racial, ethnic, linguistic, gender and sexuality, cultural diversity across the United States and globally. With increasing diversity and persistent social inequities widening (National Center for Educational Statistics, 2019; U.S. Census Data, 2018), educational leaders face immense challenges and must actively work to build an equitable, healthy school climate. Educational leaders are critical for ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges (Coalition for Teacher Equality, 2016; Jordan, 2012; Miller, 2013; Mitani, 2018; Papa, 2007). Unfortunately, growing challenges are contributing to high school administrator turnover rates and shortages (Gates et al., 2006; Jacob et al., 2015; Mordechay & Orfield, 2017) as well as perpetuating social inequities among preK-12 students instead of dismantling them (Beckett, 2018; Fuller, 2012; Manna, 2015; Rangel, 2018; Shankar-Brown, 2015). A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students (Levin and Bradley, 2019).

This book provides educational leaders with a deeper understanding of equity-focused and inclusive leadership practices, while offering intersectional views on social inequalities and stark reminders of the work still ahead. Connecting theory to practice, this book offers needed encouragement and inspiration to both in-service and practicing educational leaders. Rooted in social justice and weaving together diverse voices, this edited volume systematically examines equity-focused PreK-12 and higher education leadership practices. Shankar-Brown (Ed.) calls on educational leaders to collectively rise and mindfully work together to bend the arc toward justice.



Critical Reflection and the Foreign Language Classroom

(20th Anniversary Edition)

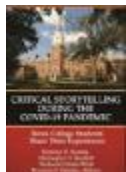
Terry Osborn, University of South Florida

2021. Paperback 978-1-64802-418-4 \$45.99. Hardcover 978-1-64802-419-1 \$85.99. eBook 978-1-64802-420-7 \$74.

Twenty years ago, this book introduced pre-service and in-service foreign language teachers to the basic concepts of critical educational study as applied to foreign language education in the United States. Since its initial publication, teachers now commonly known as world language educators are better prepared to understand issues of power in relation to, for example, language variety, language status, and language education. Indeed, much recent attention has been

focused on critical approaches to language education including teaching for social justice.

The author addresses issues such as the supposed "failure" of foreign language education, the educational filter role played by language classes, the concept of foreignness as seen in national standards, language curricula and textbooks, and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom. The reader is encouraged to analyze the forms of cultural struggle that can be found within the world language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures. Two decades later, critical reflection continues to require these skills.



Critical Storytelling During the COVID-19 Pandemic

Berea College Students Share their Experiences

Nicholas D. Hartlep, Berea College; Christopher V. Stuchell, Berea College; Nathaniel Elisha Whitt, Berea College; Brandon O. Hensley, Wayne State University

2021. Paperback 978-1-64802-549-5 \$45.99. Hardcover 978-1-64802-550-1 \$85.99. eBook 978-1-64802-551-8 \$74.

Berea College, founded in 1855 on the principles of socio-educational equality, is an institution devoted to giving voices to the oppressed. This book, *Critical Storytelling during the COVID-19 Pandemic*, is a tribute to giving students from a variety of backgrounds a voice for the displacement they felt during the raging spikes of the early pandemic period. Each student offers their take on the pandemic itself, how it affected their education, as well as how it displaced them. From stories of exile to those of triumph, this work is a heralding account of dozens of students' experiences.



Cultivating Rural Education

A People-Focused Approach for States

Caitlin Howley, ICF; Sam Redding, Academic Development Institute

2021. Paperback 978-1-64802-468-9 \$45.99. Hardcover 978-1-64802-469-6 \$85.99. eBook 978-1-64802-470-2 \$74.

Rural life is more complex than it is perhaps credited. This edited volume explores several themes that highlight such complexities, particularly in terms of what they imply for rural teaching and learning. These themes include the geographic, demographic, and socioeconomic diversity within and across rural communities; the notion that rurality is not a deficit but rather a context; and the array of novel and interesting ways to build upon rural assets and overcome challenges so that rural students are not afforded fewer educational opportunities simply by virtue of their zip code. More practically, this book offers counsel for readers who may be interested in learning more about rural circumstances so that they can make informed and responsive decisions about policies and programs targeting rural students, educators, and schools.

Praise for Cultivating Rural Education:

"Making appropriate decisions about policy and practice in rural education settings demands an understanding of rural communities and the nuances of rural lifeways that are not standard fare in most decision-makers' professional backgrounds and preparation. This book clearly and insightfully helps guide readers to those understandings, offering a valuable resource both for individuals with nonrural backgrounds (as a thorough introduction to the salient contexts of rural education) and for those with rural backgrounds (as a guide for framing/reframing and clarifying their existing understandings)."

Jerry D. Johnson, Professor and Lydia E. Skeen, Endowed Chair in Education
Kansas State University

"Howley and Redding have co-edited a book that brings to life the complexity of rural people and places and helps readers understand what this complexity means for rural education. The range of voices and research in Cultivating Rural Education demonstrates how varied rural places are, how real the educational challenges rural schools and districts face are, and how much strength and ingenuity rural people bring to the table to address those challenges."

Robert Mahaffey, Executive Director Rural School and Community Trust

The book Cultivating Rural Education gives an actionable planning process to understand, define, and cultivate our rural schools and communities. The community and school are so closely tied together, it is time for our stakeholders and community members to highlight what is right and adjust the areas that need adjusting to help save and establish a true path(s) to sustainability for Rural America."

Allen Pratt, Executive Director
National Rural Education Association



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 \$65.99. Hardcover 978-1-64802-116-9 \$95.99. eBook 978-1-64802-117-6 \$74.

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.



Food for Thought

Service-Learning Research in Asia

Robert Shumer, Metropolitan State University and University of Minnesota; Carol Ma Hok Ka, Singapore University of Social Sciences; Constance Chan Wing Yee, National Cheng Kung University

2021. Paperback 978-1-64802-509-9 \$45.99. Hardcover 978-1-64802-510-5 \$85.99. eBook 978-1-64802-511-2 \$74.

Service-learning research has been growing and expanding around the world. While much of the early work was carried out in the US and Europe, such efforts have been developing in Asia for the past few decades. The use of the term, 'service-learning' was not popular, while use of community engagement, volunteerism, social services are more common among community practitioners and academics, with the rapid development of service-learning, both research and community-based programs have been growing throughout Asia over the last decade.

One of the major movements in that part of the world has been the Service-Learning Asia Network (started in 2005), where more than 11 countries have unified to share their efforts collectively through conferences and journals. In this new book we have examples from five (5) different places: China, Singapore, Hong Kong, Indonesia, and India. These models follow a recent publication of Asian research found in the Michigan Journal of Community Service Learning, published in Summer 2019 after the 7th Asia Pacific Regional Service-Learning conference in Singapore.

The chapters represent some of the exciting work that is developing in Asia, highlighting the rich and powerful connections between universities and communities throughout the region. Excellent examples of various kinds of study, from case studies, to qualitative research, to mixed method designs are included. In addition, the focus of the studies, from student learning, community change, innovative practice, and institutional development and change are provided to illustrate the rich diversity of work occurring throughout Asia.

Praise for Food for Thought:

"The adoption of a community engagement strategy to teaching and learning is found promising by a growing number of mentors. In Asia, colleges and universities have disseminated their own unique experiences in various fora, conferences, workshops and training programs. For one, this book offers a variety of information and rich insights as to the evolution, application, development, and outcomes of service-learning approaches in Hong Kong, Singapore, China, India, and Indonesia. The book demonstrates that learning encounters from the ground/community provide a foundation for a critical interpretation of the theories and principles expounded in books and lectures.

My university, Silliman University, in the Philippines, is committed to "total human development for the wellbeing of the society and the environment." For us, this book promises to be a valuable reference for educators in search of teaching that integrates social action and community research. The book illustrates how some research outcomes make a case for institutions to strongly support service-learning efforts in all their curricular programs."

Betty Cernol-McCann, Ph.D.

President, Silliman University

"I have been fortunate to have engaged with many Asian service-learning programs and practitioners for two decades – from the field's earliest days to its robust present. With publication of this research collection from leading Asian scholars and practitioners Shumer, Ma, and Chan illustrate how deeply embedded service-learning has become within Asian education, and how the emergence of evidence-based scholarship reveals both its complexity and

maturity. Similar to how service-learning research evolved in the US, most of the included Asian studies examine outcomes of the practice for education institutions and communities. Others delve into curriculum design and implementation, program planning and development, and affective aspects of students' experience. Taken together the collected studies illuminate how service learning has evolved as an Asian phenomenon with its uniquely important and very interesting characteristics."

Timothy K. Stanton, PhD

Senior Engaged Scholar

Ravensong Associates

Director Emeritus

Bing Overseas Studies Program, Cape Town, Stanford University



The Handbook on Caribbean Education

Eleanor J. Blair, Western Carolina University; Kenneth A. Williams, Anguilla Community College

2021. Paperback 978-1-64802-409-2 \$65.99. Hardcover 978-1-64802-410-8 \$95.99. eBook 978-1-64802-411-5 \$74.

This book brings together leading scholars of Caribbean education from around the world. Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of Caribbean nations. In this book, the Caribbean includes the Greater and Lesser Antilles. The Greater Antilles is made up of the five larger islands (and six countries) of the northern Caribbean, including the Cayman Islands, Cuba, Hispaniola (Haiti and the Dominican Republic), Puerto Rico, and Jamaica. The Lesser Antilles includes the Windward and Leeward Islands which are inclusive of Barbados, St. Vincent, Trinidad and Tobago along with several other islands. Each chapter provides a unique perspective on the various social and cultural issues that define Caribbean education and schooling. The Handbook on Caribbean Education fills a void in the literature and documents the important research being done throughout the Caribbean. Creating a space where Caribbean voices are a part of "international" discussions about 21st century global matters and concerns is an important contribution of this work.



Handbook on Teaching Social Issues

2nd edition

Ronald W. Evans, San Diego State University

2021. Paperback 978-1-64802-564-8 \$65.99. Hardcover 978-1-64802-565-5 \$95.99. eBook 978-1-64802-566-2 \$74.

The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education.

Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools.

ENDORSEMENTS

"At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines."

Joel Westheimer

University Research Chair in Democracy and Education

University of Ottawa

"The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating."

Diana Hess

Dean, UW-Madison School of Education

Karen A. Falk Distinguished Chair of Education

"Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry for democratic life. The authors provide conceptual frames, classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth."

William Gaudelli
Dean and Professor
Lehigh University

"This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all."

Gloria Ladson-Billings, Professor Emerita
Department of Curriculum & Instruction
University of Wisconsin
President, National Academy of Education
Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M

"At the heart of our divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking, controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!"

LaGarrett King
Isabella Wade Lyda and Paul Lyda Professor of Education
Founding Director, CARTER Center for K-12 Black history education
University of Missouri

"Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy."

William G. Wraga, Professor
Dean's Office
Mary Frances Early College of Education
University of Georgia

"The Handbook on Teaching Social Issues, 2nd edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an enduring, catalyzing contribution."

Nancy C. Patterson
Professor of Education
Social Studies Content Area Coordinator
Bowling Green State University

"The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living."

Kelli Hutt, Social Studies Curriculum Facilitator
Dallas Center-Grimes CSD
Grimes, Iowa

"Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities."

Mark Previte, Associate Professor of Secondary Education
University of Pittsburgh-Johnstown
Chair, NCSS Issues Centered Education Community



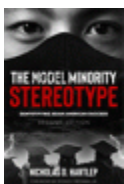
Managing Performance Strategically in Education Agencies

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 \$74.

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.



The Model Minority Stereotype

Demystifying Asian American Success (Second Edition)

Nicholas D. Hartlep, Berea College

2021. Paperback 978-1-64802-477-1 \$65.99. Hardcover 978-1-64802-478-8 \$95.99. eBook 978-1-64802-479-5 \$74.

Researchers, higher education administrators, and high school and university students desire a sourcebook like *The Model Minority Stereotype: Demystifying Asian American Success*. This second edition has updated contents that will assist readers in locating research and literature on the model minority stereotype. This sourcebook is composed of an annotated bibliography on the stereotype that Asian Americans are successful. Each chapter in *The Model Minority Stereotype* is thematic and challenges the model minority stereotype. Consisting of a twelfth and updated chapter, this book continues to be the most comprehensive book written on the model minority myth to date.



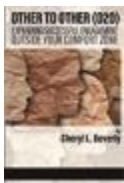
Multiculturalism Still Matters in Education and Society

Responding to Changing Times

Festus E. Obiakor, Sunny Educational Consulting

2021. Paperback 978-1-64802-552-5 \$45.99. Hardcover 978-1-64802-553-2 \$85.99. eBook 978-1-64802-554-9 \$74.

Today, we live in changing times and how we respond to these changes creates some uneasiness in our daily lives. Some of these changes reflect demographic shifts in power and paradigm in the United States, while others reflect the reckless assumption that our problems are insurmountable. *Multiculturalism Still Matters in Education and Society: Responding to Changing Times* urges us to collaborate, consult, and cooperate for our common good. It rightly emphasizes that multiculturalism will always matter in whatever we do in our complex world. In addition, it challenges us to continue to see differences as strengths that must be valued in dealing with our students, educational professionals, leaders, and communities. Finally, this book inspires us to expand our discourses, create avenues for “hearty” conversations, look for ways to make invisible voices visible, and help culturally and linguistically diverse (CLD) and vulnerable populations to maximize their fullest potential.



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 \$74.

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.



Positive Leadership for Flourishing Schools

Keith D. Walker, University of Saskatchewan; Benjamin Kutsyruba, Queen's University; Sabre Cherkowski, University of British Columbia

2021. Paperback 978-1-64802-384-2 \$65.99. Hardcover 978-1-64802-385-9 \$95.99. eBook 978-1-64802-386-6 \$74.

Most educators will agree that they would love to see each student and staff member in schools flourish. Furthermore, it would be great to see entire communities experience the transformative power of circumstances that feature happy and vibrant learning. However, what does it mean to experience flourishing in schools? What is the role of positive leadership in this process? What can we learn from inquiring into the positive emotional and social aspects of the work of school leaders? Building on our research on flourishing in schools, this book highlights the stories and perspectives of educators and school leaders at all levels of the school system and demonstrate the intricacies of how positive leadership contributes to well-being in schools and encourages flourishing in these schools.

This book aligns with a growing shift in psychology and organizational studies to frame research using phenomena and constructs such as resilience, compassion, hope, efficacy, self-determination and meaningfulness at work and in other areas of life. Research findings from the disciplines of both positive psychology and positive organization studies bring these positive research intelligences into the field of education to study what works in school leadership practices, what goes well, what supports growth, and what brings vitality to people in school organizations. Research in positive psychology contends that attending to the strengths, positive outlooks, habits and mental models, as opposed to a deficit-oriented perspective, is beneficial to increasing subjective wellbeing, by increasing resilience, vitality, and happiness and decreasing stress, anxiety, and depression. How we imagine leading, teaching and learning in schools are implicated in these understandings and help us to contemplate the benefits of focus positive leadership in school organizations. Powerful insights into human inquiry and positive psychology are gained through qualitative study and most of the chapters of this book are grounded in such research.

Importantly, chapters in this book provide a varied repertoire of answers to the question that underpins this shift in research toward a positive organizational perspective: How does positive leadership leverage what works well to instill in each community member a sense of their value and capacity to contribute, encourage wellbeing for all and create school contexts of flourishing? This edited collection provides many examples, invitations, and inspiration for readers to notice in their own contexts in ways that encourage them to shift and grow through moving toward appreciative, strengths-based, positive approaches to teaching, learning, and, especially, leading in all school contexts.



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 \$74.

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



Pyrrhic Victory

Before You Remove The Knife, 2nd Edition

Daniel F. Upchurch, The University of Louisiana, Monroe

2021. Paperback 978-1-64802-617-1 \$45.99. Hardcover 978-1-64802-618-8 \$85.99. eBook 978-1-64802-619-5 \$74.

This book is a continuation of the first text entitled "Pyrrhic Victory The Cost of Integration". This text focuses on identifying solutions to the issues that were addressed in the previous book and it takes a cohesive and empathic approach to deal with Black issues and issues affecting all minorities. This provocative text brings to life the quote "Before You Remove The Knife" and it closely examines the knife, the person or group who placed the knife in the wound, and the person or group that is responsible for removing it and healing the damaged and infected area. The text allows readers to travel back in time to reevaluate slavery, Jim Crow, and other significant moments that have created the current movement in the Black community. This book uses theoretical concepts to solve some of the problems in society, but most importantly this book brings awareness to our youth. It also supplies readers alternatives if their request for equity is not met and the peace and pieces are not provided to complete their historical puzzle. "There is not a typical response when it comes to addressing the injustice in America, just as there is no typical response to addressing the loss of an unarmed human by the hands of the police. The Black community is only asking for an Andy Griffin, not a Bull Conner." -Daniel F. Upchurch.



Rethinking School-University Partnerships

A New Way Forward

Prentice T. Chandler, Austin Peay State University; Lisa Barron, Austin Peay State University

2021. Paperback 978-1-64802-526-6 \$59.99. Hardcover 978-1-64802-527-3 \$89.99. eBook 978-1-64802-528-0 \$74.

Rethinking School-University Partnerships: A New Way Forward provides educational leaders in K-12 schools and colleges of education with insight, advice, and direction into the task of creating partnerships. In current times, colleges of education and local school districts need each other like never before. School districts struggle with pipeline, recruitment, and retention issues. Colleges of education face declining enrollment and a shifting educational landscape that fundamentally changes the way that teachers are trained and what local school districts expect their teachers to be able to do. It is with these overlapping constraints and converging interests that partnerships emerge as a foundational strategy for strengthening the education of our teachers.

With nearly 80 contributors from 16 states (and Jamaica) representing 39 educational institutions, the partnerships described in this book are different from the ways in which colleges of education and school districts have traditionally worked with one another. In the past, these loose relationships centered primarily on student teaching and/or field experience placements. In this arrangement, the relationship was directed towards ensuring that the local schools were amenable to hosting students from the college of education so that the student/candidate could complete the requirements to earn a teaching license. In our view, this paradigm needs to be enlarged and shifted.



Student-Centered Research

Blending Constructivism With Action Research

James Pelech, Benedictine University

2021. Paperback 978-1-64802-532-7 \$45.99. Hardcover 978-1-64802-533-4 \$85.99. eBook 978-1-64802-534-1 \$74.

Teachers increasingly are being charged to conduct research on teaching and learning in their classes. Action research is an instrument that teachers can use for their particular classroom to meet this charge. While traditional research provides effective guidelines for teaching and learning, its generalized format

does not take into consideration the multitude of variables that affect individual classrooms and students. Action research enables the teacher to improve the learning of the students in their particular context; this, in turn, improves the professional practice of the teacher.

The uniqueness of the model presented in this book is that this model is guided by specific constructivist principles. These principles are then transformed into learning strategies and applied to the action research cycle. Each stage of the action research process also is steered by prompts emanating from the constructivist philosophy. The prompts provide questions that the teacher can use to examine current practices and consider new approaches.

The blending of constructivism and action research enables the teacher to create a new cognitive framework for understanding and enhancing student learning. This book provides a guide for combining two important traditions resulting in a research platform which creates new knowledge about both students and teachers.



The Talking Point

Creating an Environment for Exploring Complex Meaning 2nd Edition

Thomas R. Flanagan, Institute for 21st Century Agoras; Alexander N. Christakis, Institute for 21st Century Agoras

2021. Paperback 978-1-64802-670-6 \$45.99. Hardcover 978-1-64802-671-3 \$85.99. eBook 978-1-64802-672-0 \$74.

The Talking Point is all about how people learn within groups. People can be much smarter than crowds if you measure “smart” as decision-making speed. Crowds can be much wiser than individuals if you measure wisdom by depth of understanding. It is possible to understand a great deal of information yet (or maybe because of this) you can also be slow to make decisions. If rushed, crowds will make poor decisions in spite of their wisdom. So... to get good group decisions on a time scale that will keep pace with policy development needs and social necessities, groups have to be supported so that their decision-making process can be accelerated. Much has been said and written about this problem over the years. It is dangerous to have the power of groups without the wisdom of groups, and it is tragic to have the wisdom of groups without the power of groups. The Talking Point presents a meeting point for the wisdom and power of groups through the use of Structured Dialogic Design. With hopeful intentions, as a culture we have poisoned the well just when we need it most. We have touted design charrettes and stakeholder processes as engagement vehicles and then ignored, marginalized or corrupted the very input that we swore to hold as sacred. This has created a myth that large scale collaboration is not possible, and the myth has led to considerable disillusionment among would-be participants and could-be sponsors. Structured Dialogic Design seeks to bust the myth about our limited capabilities to sustain boundary spanning collaboration. To bust this myth, Structured Dialogic Design needs to usher in a new wave of collaborative planning. Scholars have identified the Structured Dialogic Design methodology as the cutting edge of “third phase” science - where the reality of a situation embraces interactions between objective findings and subjective intentions. The Talking Point provides a window for observing how Structured Dialogic Design has been put into practice and paints a panorama of the issues that confront complex social system design. This book is itself a bridge between scholarship and practice, written to be accessible yet anchored to major themes in cognitive psychology, information systems, social systems, and models of group learning. The book is an invitation for transformational leaders and those who support transformational leaders to pick up a new tool in the essential quest to put our nation and our world back on track toward sustainable futures. The Talking Point is a fresh source of water in a world that is thirsty for new ways of solving complex problems.



Teaching as a Human Activity

Ways to Make Classrooms Joyful and Effective

J. Amos Hatch, University of Tennessee

2021. Paperback 978-1-64802-638-6 \$45.99. Hardcover 978-1-64802-639-3 \$85.99. eBook 978-1-64802-640-9 \$74.

This is a book for teachers, especially new and soon-to-be teachers. It’s a book from one teacher to other teachers who care deeply about what goes on in schools, who see teaching as a calling, who want to make their time in classrooms life changing for the students they are lucky enough to teach. This book is meant to inspire as much as instruct.

The lessons that make up the body of this book are organized around five questions that every teacher needs to consider: (1) What can I do to be sure I realize my dream of making a positive difference in the lives of my students? (2) How can I make my teaching effective by building on vital human connections with my students? (3) How can I make my classroom management effective, while encouraging my students to become self-regulating agents of their own behavior? (4) What are instructional approaches that will engage my students in shaping their own development and learning? (5) What can I do to ensure my successful initiation into the teaching profession and avoid burnout in the future? Four lessons are included in each of the five parts defined by these questions.

This book celebrates the passion, commitment and intelligence that teachers bring to their profession. Bright, caring individuals are called to teaching because they feel a powerful drive to touch the lives of young people and to make a difference in the world. The approaches advocated in these pages seek to take advantage of the commitment, drive, and brainpower teachers bring to their avocation. The lessons explored foreground the humanity of teaching and highlight ways teachers can experience the satisfaction of sharing meaningful, learning-filled connections with their students.



Understanding the Worlds of Young Children

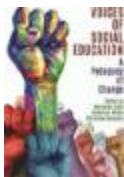
Laurie Katz, The Ohio State University; Melissa Wilson, The Ohio State University

2021. Paperback 978-1-64802-421-4 \$45.99. Hardcover 978-1-64802-422-1 \$85.99. eBook 978-1-64802-423-8 \$74.

Children begin their literacy journeys from the moment of their birth as they begin to read the world around them. They embark on their journeys as they observe and react to the gestures and voices of their family members, and hear and use the language in which they are immersed to communicate with others. Through their interactions with the sign systems surrounding them, they become socialized into the cultural practices of their communities and construct meaning in their lives. Children's entrance into formal education, where they begin to read the "word", further connect them with literacies of other communities, both nationally and globally. Thus, the early years become a critical time to build and support current and future learning where children develop into creative problem solvers, thoughtful communicators and productive leaders and citizens of the next generation.

This volume extends current knowledge of children's learning by exploring the importance of children's earliest years within the context of their families and communities and connecting those years with their formal education. Development is viewed through a child's *perezhivanie*; a concept by Vygotsky (1933–1934/1994) that expresses the unity of the individual's biological and cultural development. According to Vygotsky, development does not isolate the individual from her/his social context. Children are social beings from birth who acquire and make meanings of their world through their interactions with their families, friends, childcare providers, religious groups, and other community members. These interactions encompass the way children use language within children's ecosocial (physical and social worlds) where development occurs. How these ecosocial worlds support each other or collide will impact children's literacy development.

This unique contribution provides the reader with opportunities to: a) Recognize the importance of literacy practices as cultural and social within the context of the multiple worlds of young children, b) promote a continuity of children's ecosocial worlds into their formal education through concepts of *perezhivanie* and resource-based pedagogies, and c) envision an alternative framework for recognizing children's ecosocial worlds outside of the classroom and integrating aspects of those worlds to involve families in their child's formal education.



Voices of Social Education

A Pedagogy of Change

Bernardo E. 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 \$74.

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 of 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.



What Do Principals Do?

A Study of a Principal's Job and How Long It Takes To Do It

Jonathan Hurst

2021. Paperback 978-1-64802-485-6 \$45.99. Hardcover 978-1-64802-486-3 \$85.99. eBook 978-1-64802-487-0 \$74.

What Do Principals Do? provides a comprehensive and expansive look into a high school principal's job. Rather than a survey asking principals how much time they spend on various tasks, this work provides empirical evidence of exactly what a principal does every day of the year and how much time he spends doing it. Based on the results of a three-year longitudinal study conducted by a California High School Principal of the Year (Association of California School Administrators, 2012), this book reveals precisely what a principal does, when he does it, and how much time he spends doing it. The study identifies 72 discrete tasks performed by principals and examines how much time (disaggregated by day, week, month, and year) they spend on each of those 72 tasks.

The results of the data collection are the foundation of the book. The findings are supplemented with explanations and analyses that reveal the workings of K-12 education and give readers a glimpse of life in a comprehensive high school. This is a must read for everyone considering a life in public school administration. The author, Dr. Jonathan Hurst, the longest running principal in Elsinore High School's 130-year history, provides insightful commentary and relevant anecdotes from a rich and rewarding career served in a large comprehensive high school in Southern California.

This book provides detailed, quantitative evidence and an explanation for just what a principal does and how much time he spends doing it. In the process, it demonstrates the requisite skills for effective school governance, administrative multi-tasking, and productive principal behavior. Data collected covers three years and encompasses over 20,500 tasks and 7,500 hours of work. This is a useful augmentation to existing administrative credential course readings as it provides evidence for what the research and authors are saying and demonstrates those skills, procedures, and operations that are an everyday part of a school administrator's job. But the appeal for What Do Principals Do? goes beyond those seeking knowledge about educational administration. Besides the facts and figures about how a principal spends his time, Dr. Hurst offers explanations for why and how the time is spent, and he provides insight into the educational scene. This book has appeal for students in teacher education programs, because it explains school communities and life in a school system, and that also makes it appealing to the lay person or parent who wants to understand how schools work.



Bloody Mary for the AERA Attendee's Soul

Daniel H. Robinson, University of Texas at Arlington

2022. Paperback 978-1-64802-917-2 \$45.99. Hardcover 978-1-64802-918-9 \$85.99. eBook 978-1-64802-919-6 \$74.

This book is intended to be sort of a Chicken Soup for the educational academic's soul. But, in the spirit of the annual meeting of the American Educational Research Association (AERA), this book is more of a Bloody Mary for the AERA attendee's soul. As you likely know, one of the many suggested cures for a hangover is a Bloody Mary (it may not cure the hangover and could make it worse – but it seems like a good idea). The AERA conference experience for the uninformed amateur is similar to a hangover – symptoms may include confusion, nausea, headache, fatigue, etc., but without the alcohol. This book has two goals. One is to help you to get more out of the annual experience most of us refer to simply as “AERA,” and less of the negative experiences. The second is to help the beginning academic to avoid the pitfalls the author has experienced and hopefully be more successful. To do this, chapters go back and forth between telling an academic story and providing academic advice.



Keeping School Children Safe and Alive

Strategies to Stop Bullying and Prevent Suicide

Phyllis E. Gillians, Bowie State University; Bruce S. Cooper, Fordham University

2022. Paperback 978-1-64802-503-7 \$45.99. Hardcover 978-1-64802-504-4 \$85.99. eBook 978-1-64802-505-1 \$74.

To raise awareness of all members of the community - children, parents and school staff about the harm that bullying causes and how children & young people can be protected, including solutions to the problem of rising incidents of bullying and cyber bullying in connection with the use of social networks.

This book will improve strategies and responses to incidences of bullying that will address the causes and effects of bullying and help avoid any recurrence. This book will provide assistance for the empowerment of all Administrators, school staff and parents as change agents in reducing bullying and in the education of children and young people in peer led strategies. Further cooperation between schools, local school administration and other outside agencies in the reduction of bullying.



Literacy in Teacher Preparation and Practice

Enabling Individuals to Negotiate Meaning

Patrick M. Jenlink, Stephen F. Austin State University

2022. Paperback 978-1-64802-897-7 \$45.99. Hardcover 978-1-64802-898-4 \$85.99. eBook 978-1-64802-899-1 \$74.

Today, the meaning of literacy, what it means to be literate, has shifted dramatically. Literacy involves more than a set of conventions to be learned, either through print or technological formats. Rather, literacy enables people to negotiate meaning. The past decade has witnessed increased attention on multiple literacies and modalities of learning associated with teacher preparation and practice. Research recognizes both the increasing cultural and linguistic diversity in the new globalized society and the new variety of text forms from multiple communicative technologies. There is also the need for new skills to operate successfully in the changing literate and increasingly diversified social environment.

Linguists, anthropologists, educators, and social theorists no longer believe that literacy can be defined as a concrete list of skills that people merely manipulate and use. Rather, they argue that becoming literate is about what people do with literacy—the values people place on various acts and their associated ideologies. In other words, literacy is more than linguistic; it is political and social practice that limits or creates possibilities for who people become as literate beings. Such understandings of literacy have informed and continue to inform our work with teachers who take a sociological or critical perspective toward literacy instruction.

Importantly, as research indicates, the disciplines pose specialized and unique literacy demands. Disciplinary literacy refers to the idea that we should teach the specialized ways of reading, understanding, and thinking used in each academic discipline, such as science, mathematics, engineering, history, or literature. Each field has its own ways of using text to create and communicate meaning. Accordingly, as children advance through school, literacy instruction should shift from general literacy strategies to the more specific or specialized ones from each discipline. Teacher preparation programs emphasizing different disciplinary literacies acknowledge that old approaches to literacy are no longer sufficient.

Literacy in Teacher Preparation and Practice: Enabling Individuals to Negotiate Meaning introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about literacy across disciplines and the preparation of teachers to enter classrooms. Each chapter focuses on teaching guided by literacies across disciplines and the preparation of teachers who will enter classrooms to instruct the next generation of students.



Mathematics as the Science of Patterns

Making the Invisible Visible to Students Through Teaching

Patrick M. Jenlink, Stephen F. Austin State University

2022. Paperback 978-1-64802-744-4 \$45.99. Hardcover 978-1-64802-745-1 \$85.99. eBook 978-1-64802-746-8 \$74.

Mathematics as the Science of Patterns: Making the Invisible Visible to Students through Teaching introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about mathematics, mathematics education, and the preparation of mathematics teachers. Each chapter focuses on mathematics teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in mathematics.

The value of patterns to the teaching and learning of mathematics is well understood, both in terms of research and application. When we involve or appeal to pattern in teaching mathematics, it is usually because we are trying to help students to extract greater meaning, or enjoyment, or both, from the experience of learning environments within which they are occupied, and perhaps also to facilitate remembering. As a general skill it is thought that the ability to discern a pattern is a precursor to the ability to generalize and abstract, a skill essential in the early years of learning and beyond.

Research indicates that the larger problem in teaching mathematics does not lie primarily with students; rather it is with the teachers themselves. In order to make changes for students there first needs to be a process of change for teachers. Understanding the place of patterns in learning mathematics is a predicate to understanding how to teach mathematics and how to use pedagogical reasoning necessary in teaching mathematics. Importantly, the lack of distinction created by the pedagogical use of patterns is not immediately problematic to the student or the teacher. The deep-seated cognitive patterns that both teachers and students bring to the classroom require change.

Chapter 1 opens the book with a focus on mathematics as the science of patterns and the importance of patterns in mathematical problem solving, providing the reader with an introduction. The authors of Chapter 2 revisit the work of Polya and the development and implementation of problem solving in mathematics. In Chapter 3, the authors present an argument for core pedagogical content knowledge in mathematics teacher preparation. The authors of Chapter 4 focus on preservice teachers' patterns of conception as related to understanding number and operation. In Chapter 5 the authors examine the role of visual representation in exploring proportional reasoning, denoting the importance of helping learners make their thinking visible. The authors of Chapter 6 examine patterns and relationships, and the importance of each in assisting students' learning and development in mathematical understanding. The authors of Chapter 7 examine the use of worked examples as a scalable practice, with emphasis on the importance of worked examples in teaching fraction magnitude and computation is discussed. In Chapter 8, the authors expand on the zone of proximal development to investigate the potential of Zankov's Lesson in terms of students analyzing numerical equalities. The authors of Chapter 9 focus on high leverage mathematical practices in elementary pre-service teacher preparation, drawing into specific relief the APEX cycle to develop deep thinking. In Chapter 10, the author focuses on number talks and the engagement of

students in mathematical reasoning, which provides opportunities for students to be sensemakers of mathematics. Chapter 11 presents an epilogue, focusing on the importance of recognizing the special nature of mathematics knowledge for teaching.



Preparing Quality Teachers

Advances in Clinical Practice

Drew Polly, UNC Charlotte; Eva Garin, Bowie State University

2022. Paperback 978-1-64802-868-7 \$89.99. Hardcover 978-1-64802-869-4 \$105.99. eBook 978-1-64802-870-0 \$74.

National and international teacher education organizations and scholars have called for an increased emphasis on clinical practice in educator preparation programs. These recommendations include specific efforts to increase the duration, diversity, and quality of experiences that teacher candidates engage in during their time in P-12 schools while earning their teaching license.

This book includes a robust set of chapters that include conceptual, theoretical, and empirical chapters related to innovative approaches in clinical practice in educator preparation. Authors include teacher educators from around the United States and Canada from a variety of types of higher education institutions. The book provides readers with examples, evidence, and ideas to thoughtfully consider their future direction in examining, planning, and implementing clinical practice experiences for teacher candidates.



Re-Envisioning Education

Affirming Diversity and Advancing Social Justice

Rajni Shankar-Brown, Stetson University

2022. Paperback 978-1-64802-844-1 \$45.99. Hardcover 978-1-64802-845-8 \$85.99. eBook 978-1-64802-846-5 \$74.

With increasing diversity and widening disparities in the United States and globally there are significant challenges and opportunities throughout the educational landscape. Today's educational stakeholders, particularly public school administrators and teachers, must re-envision education and collectively build equity-centered systems, structures, and practices. Confronting systemic inequality in education can be a daunting task, but it is nonetheless imperative. Connecting theory to practice, this book aims to promote inclusive educational excellence, and will offer valuable insights and inspiration to a wide range of educational stakeholders.

Affirming diversity and advancing social justice requires dismantling oppressive customs and structures inside and outside of the classroom, fostering an equitable school culture, building inclusive learning environments, and increasing collective efficacy through best practice. Creating healthier schools and communities requires authentically investing in and supporting historically and socially marginalized students and families. Rooted in social justice and weaving together diverse voices from the field of education, this edited volume will examine equity-focused pre-K–12 pedagogical practices and showcase high-impact initiatives. Educators play a vital role in ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges. Unfortunately, growing challenges are contributing to turnover rates and shortages as well as perpetuating social inequities among pre-K–12 students instead of dismantling them. A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students.

This edited volume will provide educational stakeholders (i.e., school administrators, teachers, service providers, parents/guardians, nonprofit leaders, community members) with a deeper understanding of pedagogical practices that affirm diversity and promote social justice, while offering a current view of educational inequalities juxtaposed with an urgent call to action. School districts across the United States must recognize inequalities and provide increasingly diverse students with needed support and resources, particularly as social disparities continue to widen and adversely impact millions of students. Through a collection of diverse voices from the field of education (university educators; pre-K–12 district leaders, schools administrators and teachers; Nonprofit leaders serving children and youth) this book will illuminate current social inequalities impacting pre-K–16 students, establish the need to affirm diversity and advance social justice, share practical examples of transformative initiatives including mindful school-family-community partnerships, feature evidence-based pedagogical practices, and provide an array of helpful resources for 21st century educational stakeholders.



School Administrator Succession Planning

Identifying High-Impact Practices, Programs, and Frameworks in P-12 Schools

Lou L. Sabina, Stetson University

2022. Paperback 978-1-64802-929-5 \$45.99. Hardcover 978-1-64802-930-1 \$85.99. eBook 978-1-64802-931-8 \$74.

Across the United States and globally, school districts are regularly facing a shortage of both willing and highly qualified candidates to assume positions as school leaders. A number of factors have contributed to this shortage including but not limited to: (1) retiring baby boomers leaving P-12 schools (ex. Aaronson & Meckel, 2009; Carlson, 2004; Parylo & Zepeda, 2015; Wiedmer, 2015), (2) shifting demographics and population changes across the United States workforce and schools (ex. Betts, Urias, & Betts, 2009; Brimley, Garfield, & Versteegen, 2005; Brown, 2016; Miller & Martin, 2015; Mordechay & Orfield, 2017), (3) increasing demands for school administrators making the position less desirable (ex. Grissom, Loeb, & Mitani, 2015; Lortie, 2009; Norton, 2002; Yan, 2019), and (4) the shift of schools to 21st Century Learning centers, which have changed the role of school administrators (ex. Crow, Hausman, & Scribner, 2002; Huber, 2014). According to the National Bureau of Labor Statistics, the current demand for school principals continues to increase (Occupational Outlook Handbook, 2019) and will accelerate in the coming 10-20 years. Because of the high need for school administrators, many schools and school districts are creating unique, targeted, and innovative programs to find principals who can meet the changing needs in our school system.



Teacher Candidate Problem-Solving Engagement Styles

LIBRE Model Self-Management Analysis

Norma S. Guerra, University of Texas at San Antonio

2022. Paperback 978-1-64802-736-9 \$45.99. Hardcover 978-1-64802-737-6 \$85.99. eBook 978-1-64802-738-3 \$74.

Students continue to be bombarded with technology, social media and demands on their attention, this book represents fifteen years of data collection presented within two case studies. Demonstrated is the value of identifying student patterns of attentiveness integrated within the theoretical frameworks of initial and sustained attention to identify theme patterns of attentiveness. Introduced is the LIBRE Model, a strength based problem-solving approach with the ability to assess patterns in attention and manage attention.

This book addresses strategic thinking and engagement style attentiveness within a problem-solving exchange. The importance of examining the cues, self-reported identities, context, and cultural content that are observable in the language problem-solvers share is established. Attention is also revisited to explore what it looks like when examined within a problem-solving context. Building upon theoretical concepts in application to problem solving to provide insight to student attention to self and others. Providing opportunity for educators and professional insight to better connect with students.



Teaching Large Online and Blended Classes

Selma Koc, Cleveland State University; Marius Boboc, Cleveland State University

2022. Paperback 978-1-64802-678-2 \$45.99. Hardcover 978-1-64802-679-9 \$85.99. eBook 978-1-64802-680-5 \$74.

As the demand for online learning grows, designing and managing large classes in online and blended learning environments can be challenging for faculty. This book aims to provide practical assistance to higher education faculty who teach large online or blended classes. The authors who contributed to the book include higher education faculty, instructional designers, facilitators in providing faculty development and researchers with years of experience and understanding as well as interest in improving the effectiveness of large online classes. They share their experiences in designing and delivering active, engaging, collaborative teaching and learning by using innovative technology tools and instructional strategies.

We hope that this book adds to the relevant literature by continuing conversations started before the COVID-19 pandemic but brought to the fore by it. Moving forward, it is our intent to provide readers with examples of how instructors around the world adapted to the new reality of teaching online since early 2020. Distilling what has worked and why from areas that require further analysis would benefit us all by identifying strategies, structures, support services, and policies that could augment online education, with a particular focus on large virtual classes.



Teaching Middle Level Social Studies

A Practical Guide for 4th-8th Grade (3rd Edition)

Scott L. Roberts, Central Michigan University; Benjamin R. Wellenreiter, Illinois State University; Jessica Ferreras-Stone, Western Washington University; Stephanie L. Strachan, Western Washington University; Karrie L. Palmer, Rising Starr Middle School

2022. Paperback 978-1-64802-698-0 \$65.99. Hardcover 978-1-64802-699-7 \$95.99. eBook 978-1-64802-700-0 \$74.

This textbook is a comprehensive and practical guide to teaching middle level social studies. Middle level students are just as capable as high school students at engaging in hands-on, progressive, reflective activities, yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs. This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom. The content of this book consists of conventional chapters such as “What is Social Studies?” and “Unit and Curriculum Planning,” as well as unique chapters such as “The Middle Level Learner”, “Best Practices for Teaching State History” and “Integrating the “Core” Subjects in Middle Level Social Studies”.

In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning.

These features include:

- A list of website resources that provide links to thousands of lesson plans, state and national standards, and other multimedia tools that can be used in the classroom.
- Individual, collaborative, and whole class activities that will help methods students develop a better understanding of the topics, lessons, and strategies discussed.
- High quality lesson ideas and classroom tested teaching strategies embedded throughout the book.
- Images of student work samples that will methods students visualize the finished product that is being discussed.
- An examination of state and national standards that will help guide methods students in their lesson planning



Understanding Belief, Attitude, and Behavior

How to Use Fishbein and Ajzen's Theories in Evaluation and Educational Research

Brandt W. Pryor, Educational Research Associates

2022. Paperback 978-1-64802-614-0 \$45.99. Hardcover 978-1-64802-615-7 \$85.99. eBook 978-1-64802-616-4 \$74.

This book is a step-by-step guide for correctly applying Fishbein and Ajzen's theories which together form “ . . the dominant conceptual framework for predicting, explaining, and changing human social behavior” (Ajzen, 2012). Evaluators and educational researchers, however, have often made less than optimal use of the theory of reasoned action, and the later theory of planned behavior, to understand, measure, and influence beliefs, attitudes, and behavior.

This book is written expressly for investigators who are not trained in attitude theory and measurement. It provides examples from the fields of evaluation and educational research at each step, including many from the author's applications. This book offers clear conceptual and operational definitions of belief, attitude, behavior, and other variables that are components of the theories. Figures illustrate relations among the variables. One chapter critically reviews efforts to apply the theories in evaluation and educational research, using positive and negative examples.

The author has 30 years' experience in evaluation and research, a doctorate in education, and training in attitude theory and measurement with Martin Fishbein. The author's dissertation study was the first successful application of the theory of reasoned action to the issue of participation in adult education, and prompted others in that field to apply the theory.

Praise for Understanding Beliefs, Attitude, and Behavior:

"This book is invaluable for anyone interested in understanding, evaluating, and changing behaviors I in education. It presents the theories of reasoned action and planned behavior in clear and precise terms. It provides educational researchers and evaluators with the tools they need to pursue an understanding and assessment of attitudes, beliefs, and behaviors."

David Fetterman, President and CEO
Fetterman & Associates
San Jose, CA

"Although student and teacher attitudes are an area of intensive study in STEM and other educational fields, many studies lack a rigorous theoretical approach. Pryor's new book offers a lucid account of the theory of reasoned action and its application to studies of attitudes, intentions, and behaviors in educational settings. The ideas have transformed my own approach to studying the impact of our STEM interventions on pre-service teacher attitudes and their future intentions for their own classroom. I think this volume is a 'must-read' or STEM education researchers and practitioners."

Sharon Locke, Director
Center for STEM Research, Education, and Outreach
Southern Illinois University Edwardsville

"Educators are often concerned with the beliefs, attitudes, and behavior of students, teachers, administrators, school board members, policy makers, or even voters. However, most educational researchers, are not trained in attitude theory and measurement. This book is written expressly for these evaluators and researchers to help them properly measure, understand, and influence attitudes. The book guides one, step by step, through Fishbein and Ajzen's theory. With a focus on practitioners, it has many examples and figures to help people understand this theory and apply it to their work."

Joe O'Reilly, Director
Decision Center for Educational Excellence
Arizona State University

BACK LIST

| Title | Year | Paperback | Hardcover |
|---|------|------------------------------|------------------------------|
| (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 <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2020 | \$45.99 978-1-64802-059-9 | \$85.99 978-1-64802-060-5 |
| Algebra for the Middle Grades Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College | 2020 | \$45.99 978-1-64113-845-1 | \$85.99 978-1-64113-846-8 |
| Alleviating the Educational Impact of Adverse Childhood Experiences: School-University-Community Collaboration R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i> | 2020 | \$45.99 978-1-64802-112-1 | \$85.99 978-1-64802-113-8 |
| American Educational History Journal: Volume 47 #1 & 2 Shirley Marie McCarther, University of Missouri-Kansas City <i>Series: American Educational History Journal</i> | 2020 | \$45.99 978-1-64802-268-5 | \$85.99 978-1-64802-269-2 |
| 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 <i>Series: Research on Religion and Education</i> | 2020 | \$45.99 978-1-64802-154-1 | \$85.99 978-1-64802-155-8 |
| Application of Artificial Intelligence to Assessment Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | 2020 | \$45.99 978-1-64113-951-9 | \$85.99 978-1-64113-952-6 |
| Are They Too Hard on Them?: Student Discipline in Charter and Regular Public Schools William Sampson, DePaul University; Nandhini Gulasingam | 2020 | \$45.99 978-1-64802-031-5 | \$85.99 978-1-64802-032-2 |
| Artificial Intelligence and its Impact on Business Wolfgang Amann, HEC Paris; Agata Stachowicz-Stanusch, Canadian University Dubai <i>Series: Contemporary Perspectives in Corporate Social Performance and Policy</i> | 2020 | \$45.99 9781648020735 | \$85.99 9781648020742 |
| 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 <i>Series: Current Issues in Out-of-School Time</i> | 2020 | \$45.99 978-1-64113-975-5 | \$85.99 978-1-64113-976-2 |
| The Blab of the Paved: "Bad Kids" and the School They Called Family Jeff Spanke, Ball State University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2020 | \$45.99 978-1-64113-978-6 | \$85.99 978-1-64113-979-3 |
| Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement Ginnie Logan, University of Colorado-Boulder; Janiece Mackey, University of Denver <i>Series: Adolescence and Education</i> | 2020 | \$45.99 978-1-64802-216-6 | \$85.99 978-1-64802-217-3 |
| Clinically Based Teacher Education in Action: Cases from Professional Development Schools Eva Garin, Bowie State University; Rebecca West Burns, University of North Florida <i>Series: Contemporary Issues in Clinically Based Teacher Education in Action</i> | 2020 | \$45.99 978-1-64802-001-8 | \$85.99 978-1-64802-002-5 |
| Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes Maria G. Dove, Molloy College; Andrea Honigsfeld, Molloy College | 2020 | \$45.99 978-1-64802-225-8 | \$85.99 978-1-64802-226-5 |

| | | | |
|---|------|------------------------------|------------------------------|
| 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 <i>Series: Advances in Teacher Education</i> | 2020 | \$45.99 978-1-64802-207-4 | \$85.99 978-1-64802-208-1 |
| The Concise APA Handbook: APA 7th Edition Paul Chamness Iida; Rachael Ruegg, Victoria University of Wellington; Mark de Boer, Akita International University; Naoko Araki, Akita International University; Mary Frances Agnello, Agnello Enterprises | 2020 | \$21.99 978-1-64802-183-1 | \$32.99 978-1-64802-184-8 |
| CONFLUENCES Intercultural Journeying in Research and Teaching: From Hermeneutics to a Changing World Order David Geoffrey Smith <i>Series: Current Perspectives on Confucianism, Taoism, Buddhism, and Education</i> | 2020 | \$65.99 9781641138246 | \$95.99 9781641138253 |
| Contemporary Perspectives on Research in Educational Assessment Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates | 2020 | \$45.99 9781641139373 | \$85.99 9781641139380 |
| 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 <i>Series: Perspectives on Mentoring</i> | 2020 | \$45.99 978-1-64802-100-8 | \$85.99 978-1-64802-101-5 |
| Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices Ahmad R. Washington, University of Louisville; Ramon B. Goings, University of Maryland, Baltimore County; Malik S. Henfield, Loyola University Chicago | 2020 | \$45.99 978-1-64113-794-2 | \$85.99 978-1-64113-795-9 |
| Creating School Partnerships that Work: A Guide for Practice and Research Frances K. Kochan, Auburn University; Dana M. Griggs, Columbus State University <i>Series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships</i> | 2020 | \$45.99 978-1-64802-119-0 | \$85.99 978-1-64802-120-6 |
| Critical Dialogues in Higher Education Nance T Algert, Texas A&M University; Clare A. Gill, Texas A&M University <i>Series: Contemporary Issues in Conflict Management and Dialogue</i> | 2020 | \$45.99 978-1-64802-062-9 | \$85.99 978-1-64802-063-6 |
| Critical Issues in Early Childhood Teacher Education: Volume 1 - US Perspectives Miranda Lin, Illinois State University; Ithel Jones, Florida State University <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2020 | \$45.99 978-1-64113-722-5 | \$85.99 978-1-64113-723-2 |
| Critical Issues in Early Childhood Teacher Education: Volume 2-International Perspectives Ithel Jones, Florida State University; Miranda Lin, Illinois State University <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2020 | \$45.99 978-1-64113-740-9 | \$85.99 978-1-64113-741-6 |
| Critical Perspectives on Education Policy and Schools, Families, and Communities Sue Winton, York University; Gillian Parekh, York University <i>Series: Family School Community Partnership Issues</i> | 2020 | \$45.99 978-1-64113-879-6 | \$85.99 978-1-64113-880-2 |
| Critical Race Theory in the Academy Vernon Lee Farmer, Grambling State University; Evelyn Shepherd W. Farmer, Grambling State University | 2020 | \$65.99 978-1-64802-131-2 | \$95.99 978-1-64802-132-9 |
| Culturally Competent Engagement: A Mindful Approach Edward J. Brantmeier, James Madison University; Noorie K. Brantmeier, James Madison University | 2020 | \$45.99 978-1-64802-174-9 | \$85.99 978-1-64802-175-6 |

| | | | |
|--|------|------------------------------|------------------------------|
| Culturally Responsive Pedagogy: Promising Practices for African American Male Students Dennisha Murff, Murff Consulting Group <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2020 | \$45.99 978-1-64113-916-8 | \$85.99 978-1-64113-917-5 |
| Curriculum and Teaching Dialogue: Vol. 22 # 1 & 2 Chara Haeussler Bohan, Georgia State University; John L. Pecore, University of West Florida; Franklin S. Allaire, University of Houston-Downtown <i>Series: Curriculum & Teaching Dialogue</i> | 2020 | \$45.99 978-1-64802-186-2 | \$85.99 978-1-64802-187-9 |
| 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 <i>Series: The Handbook of Research in Middle Level Education</i> | 2020 | \$45.99 978-1-64802-028-5 | \$85.99 978-1-64802-029-2 |
| Decolonizing Qualitative Approaches for and by the Caribbean Saran Stewart, University of the West Indies, Mona <i>Series: Innovations in Qualitative Research</i> | 2020 | \$45.99 978-1-64113-731-7 | \$85.99 978-1-64113-732-4 |
| Developing Science Literacy in the 21st Century Keri-Anne Croce, Towson University; Jonah Firestone, Washington State University <i>Series: Science & Engineering Education Sources</i> | 2020 | \$45.99 978-1-64113-981-6 | \$85.99 978-1-64113-982-3 |
| Difficult Discussions: Issues and Ideas for Engaging College Students in Peace and Justice Topics Laura L. Finley, Barry University; Robin Cooper, Nova Southeastern University <i>Series: Peace Education</i> | 2020 | \$45.99 978-1-64802-103-9 | \$85.99 978-1-64802-104-6 |
| 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 <i>Series: Research in Human Resource Management</i> | 2020 | \$45.99 978-1-64802-004-9 | \$85.99 978-1-64802-005-6 |
| 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 <i>Series: Literacy, Language and Learning</i> | 2020 | \$45.99 978-1-64113-876-5 | \$85.99 978-1-64113-877-2 |
| 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 <i>Series: Current Research in Rural and Regional Education</i> | 2020 | \$65.99 978-1-64802-163-3 | \$95.99 978-1-64802-164-0 |
| Exploring Cultural Competence in Professional Development Schools JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Ronald Beebe, University of Houston -Downtown <i>Series: Research in Professional Development Schools</i> | 2020 | \$45.99 978-1-64802-134-3 | \$85.99 978-1-64802-135-0 |
| Gender, Tenure, and the Pursuit of Work-Life-Family Stability Kristen E. Willmott, University of Rochester <i>Series: Work-Life Balance</i> | 2020 | \$45.99 978-1-64802-180-0 | \$85.99 978-1-64802-181-7 |
| 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 <i>Series: Research on Women and Education</i> | 2020 | \$45.99 978-1-64802-091-9 | \$85.99 978-1-64802-092-6 |

| | | | | | | |
|---|--|--|--|------|------------------------------|------------------------------|
| 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 <i>Series: Research on Women and Education</i> | | | | 2020 | \$45.99 978-1-64802-097-1 | \$85.99 978-1-64802-098-8 |
| 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 | \$65.99 978-1-64113-882-6 | \$99.99 978-1-64113-883-3 |
| 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 <i>Series: Research in Educational Productivity</i> | | | | 2020 | \$45.99 978-1-64802-010-0 | \$85.99 978-1-64802-011-7 |
| Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs Gina Ann Garcia, University of Pittsburgh <i>Series: Hispanics in Education and Administration</i> | | | | 2020 | \$45.99 978-1-64802-016-2 | \$85.99 978-1-64802-017-9 |
| 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 | \$45.99 978-1-64802-140-4 | \$85.99 978-1-64802-141-1 |
| 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, New Delhi Institute of Management, India; Natalia Stanusch, John Cabot University <i>Series: Research in Management Education and Development</i> | | | | 2020 | \$45.99 978-1-64113-867-3 | \$85.99 978-1-64113-868-0 |
| Inclusive Education: A Systematic Perspective Aimee Howley, WordFarmers Associates; Cassondra M. Faiella, The University of Cincinnati; Stephen D. Kroeger, The University of Cincinnati; Barbara Hansen, Muskingum University | | | | 2020 | \$65.99 978-1-64113-928-1 | \$95.99 978-1-64113-929-8 |
| Indigenous Postgraduate Education: Intercultural Perspectives Karen Trimmer, University of Southern Queensland; Debra Hoven, Athabasca University; Pigga Keskitalo, University of Lapland <i>Series: Research in Multicultural Education and International Perspectives</i> | | | | 2020 | \$45.99 978-1-64802-109-1 | \$85.99 978-1-64802-110-7 |
| Innovative Psychometric Modeling and Methods Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | | | | 2020 | \$45.99 978-1-64802-222-7 | \$85.99 978-1-64802-223-4 |
| 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 | \$45.99 978-1-64802-201-2 | \$85.99 978-1-64802-202-9 |
| The Investments: An American Conspiracy Clair T. Berube, Virginia Wesleyan University | | | | 2020 | \$45.99 978-1-64113-990-8 | \$85.99 978-1-64113-991-5 |
| 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 <i>Series: Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation</i> | | | | 2020 | \$45.99 978-1-64113-957-1 | \$85.99 978-1-64113-958-8 |
| 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 | \$45.99 978-1-64802-122-0 | \$85.99 978-1-64802-123-7 |

| | | | |
|---|------|------------------------------|-------------------------------|
| 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 <i>Series: Transforming Education Systems</i> | 2020 | \$45.99 978-1-64802-265-4 | \$85.99 978-1-64802-266-1 |
| Love in Education & the Art of Living Becky L. Noël Smith, California State University, Fresno; Randy Hewitt, University of Central Florida <i>Series: Studies in the Philosophy of Education</i> | 2020 | \$45.99 978-1-64113-922-9 | \$85.99 978-1-64113-923-6 |
| 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 <i>Series: Curriculum and Pedagogy</i> | 2020 | \$45.99 978-1-64802-291-3 | \$85.99 978-1-64802-292-0 |
| Marking the "Invisible": Articulating Whiteness in Social Studies Education Andrea M. Hawkman, Utah State University; Sarah B. Shear, University of Washington-Bothell <i>Series: Teaching and Learning Social Studies</i> | 2020 | \$75.99 978-1-64113-993-9 | \$105.99 978-1-64113-994-6 |
| 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 <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i> | 2020 | \$65.99 978-1-64113-931-1 | \$95.99 978-1-64113-932-8 |
| 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 <i>Series: Contemporary Perspectives on the Lives of Teachers</i> | 2020 | \$45.99 978-1-64802-210-4 | \$85.99 978-1-64802-211-1 |
| Moments that Matter in the Learning and Development of Children: Reflections from Educators Kelly Ann Kolodny, Framingham State University <i>Series: Contemporary Research in Education</i> | 2020 | \$45.99 978-1-64802-198-5 | \$85.99 978-1-64802-199-2 |
| 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 <i>Series: Teaching and Learning Social Studies</i> | 2020 | \$45.99 978-1-64802-171-8 | \$85.99 978-1-64802-172-5 |
| Multiculturalism in Higher Education: Increasing Access and Improving Equity in the 21st Century C. Spencer Platt, University of South Carolina; Adriel A. Hilton, Southern University at New Orleans; Christopher Newman, Azusa Pacific University; Brandi Hinnant-Crawford, Western Carolina University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2020 | \$45.99 978-1-64802-007-0 | \$85.99 978-1-64802-008-7 |
| The National Council of Teachers of English and Cold War Education Policies Curtis Mason, University of Illinois at Urbana-Champaign <i>Series: PEA Series</i> | 2020 | \$45.99 978-1-64113-945-8 | \$85.99 978-1-64113-946-5 |
| Navigating the American Education System: Four Latino Success Stories Manuel P. Vargas, California State University, San Marcos | 2020 | \$45.99 978-1-64802-019-3 | \$85.99 978-1-64802-020-9 |

| | | | |
|---|------|------------------------------|------------------------------|
| 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 <i>Series: Research in Professional Development Schools</i> | 2020 | \$45.99 978-1-64113-913-7 | \$85.99 978-1-64113-914-4 |
| 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 | \$65.99 978-1-64113-969-4 | \$95.99 978-1-64113-970-0 |
| Pedagogy into Practice: A Handbook for New Teachers Frances R. Spielhagen, Mount Saint Mary College; Nicole Speranzo, Mount Saint Mary College | 2020 | \$45.99 978-1-64113-797-3 | \$85.99 978-1-64113-798-0 |
| Pedagogy of Vulnerability Edward J. Brantmeier, James Madison University; Maria K. McKenna, University of Notre Dame | 2020 | \$45.99 978-1-64802-025-4 | \$85.99 978-1-64802-026-1 |
| Perspectives on Gender and Work Eden B. King, Rice University; Quinetta M. Roberson, Michigan State University; Mikki R. Hebl, Rice University <i>Series: Research in Social Issues in Management</i> | 2020 | \$45.99 978-1-64802-244-9 | \$85.99 978-1-64802-245-6 |
| Preparing STEM Teachers: The UTeach Replication Model Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University | 2020 | \$65.99 978-1-64802-166-4 | \$95.99 978-1-64802-167-1 |
| Promoting Motivation and Learning in Contexts: Sociocultural Perspectives on Educational Interventions Gregory Arief D. Liem, Nanyang Technological University; Dennis M. McNerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2020 | \$45.99 978-1-64802-160-2 | \$85.99 978-1-64802-161-9 |
| Pushing our Understanding of Diversity in Organizations Eden B. King, Rice University; Quinetta Roberson, Villanova University; Mikki R. Hebl, Rice University <i>Series: Research in Social Issues in Management</i> | 2020 | \$45.99 978-1-64113-942-7 | \$85.99 978-1-64113-943-4 |
| Queer Approaches: Emotion, Expression and Communication in the Classroom Kristin LaFollette, University of Southern Indiana; Nicholas Santavicca, University of Massachusetts Dartmouth | 2020 | \$45.99 978-1-64802-146-6 | \$85.99 978-1-64802-147-3 |
| Queering Public Health and Public Policy in the Deep South Kamden K. Strunk, Auburn University EFLT; Raina Feiszli, Auburn University SERC <i>Series: Research in Queer Studies</i> | 2020 | \$45.99 978-1-64113-966-3 | \$85.99 978-1-64113-967-0 |
| The Red Road (Čhaŋkú Lúta): Linking Diversity and Inclusion Initiatives to Indigenous Worldview Four Arrows, Fielding Graduate University <i>Series: Counter-Hegemonic Democracy and Social Change</i> | 2020 | \$45.99 9781648020797 | \$85.99 9781648020803 |
| Research on Teaching Global Issues: Pedagogy for Global Citizenship Education John P. Myers, Florida State University <i>Series: Research in Social Education</i> | 2020 | \$45.99 978-1-64802-051-3 | \$85.99 978-1-64802-052-0 |
| A Research Perspective: Preparing Pre-Service Teachers for Academic Success across South Carolina Nan Li, Claflin University | 2020 | \$45.99 978-1-64802-192-3 | \$85.99 978-1-64802-193-0 |
| 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 <i>Series: Research in Mathematics Education</i> | 2020 | \$45.99 978-1-64802-137-4 | \$85.99 978-1-64802-138-1 |

| | | | |
|---|------|------------------------------|------------------------------|
| 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 <i>Series: Contemporary Language Education</i> | 2020 | \$45.99 978-1-64802-022-3 | \$85.99 978-1-64802-023-0 |
| 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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i> | 2020 | \$32.5 978-1-64113-870-3 | \$49 978-1-64113-871-0 |
| 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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2020 | \$45.99 978-1-64113-948-9 | \$85.99 978-1-64113-949-6 |
| Service-Learning for Diverse Communities: Critical Pedagogy and Mentoring English Learners (2nd Edition) Kerry L. Purmzensky, University of Central Florida | 2020 | \$45.99 978-1-64802-273-9 | \$85.99 978-1-64802-274-6 |
| Standards for Preparing Teachers of Mathematics: (color version) Association of Mathematics Teacher Educators (AMTE) | 2020 | \$69.99 9781641139991 | \$95.99 9781648020001 |
| Standards for Preparing Teachers of Mathematics: (black + white version) Association of Mathematics Teacher Educators (AMTE) | 2020 | \$59.99 9781641139960 | \$85.99 9781641139977 |
| Taking Play Seriously (2nd Ed.): A Challenge of Learning Ole Fredrik Lillemyr, Queen Maud University College | 2020 | \$45.99 978-1-64802-067-4 | \$85.99 978-1-64802-068-1 |
| Teaching About Diversity: Activities to Start the Conversation Melissa J. Marks, University of Pittsburgh-Greensburg; Scott DeWitt, Knox College <i>Series: Social Issues in Education Series</i> | 2020 | \$45.99 978-1-64802-076-6 | \$85.99 978-1-64802-077-3 |
| Teaching for Citizenship in Urban Schools Antonio J. Castro, University of Missouri; Alexander Cuenca, Indiana University; Jason Williamson, University of Missouri <i>Series: Teaching and Learning Social Studies</i> | 2020 | \$45.99 978-1-64802-034-6 | \$85.99 978-1-64802-035-3 |
| Teaching the Teachers: LGBTQ Issues in Teacher Education Cathy A. R. Brant, University of South Carolina; Lara Willox, University of West Georgia <i>Series: Contemporary Perspectives on LGBTQ Advocacy in Societies</i> | 2020 | \$45.99 978-1-64113-830-7 | \$85.99 978-1-64113-831-4 |
| 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 <i>Series: Marxist, Socialist, and Communist Studies in Education</i> | 2020 | \$45.99 978-1-64113-662-4 | \$85.99 978-1-64113-663-1 |
| Transforming Healthcare with Big Data and AI Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting <i>Series: New Methods in the Era of Big Data and AI</i> | 2020 | \$45.99 978-1-64113-897-0 | \$85.99 978-1-64113-898-7 |
| 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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i> | 2020 | \$45.99 978-1-64113-963-2 | \$85.99 978-1-64113-964-9 |
| The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21st Century Kevin Kester, Keimyung University <i>Series: Peace Education</i> | 2020 | \$45.99 978-1-64802-054-4 | \$85.99 978-1-64802-055-1 |

| | | | |
|---|------|------------------------------|-------------------------------|
| Using and Developing Measurement Instruments in Science Education: A Rasch Modeling Approach 2nd Edition Xiufeng Liu, State University of New York, Buffalo <i>Series: Science & Engineering Education Sources</i> | 2020 | \$45.99 978-1-64113-934-2 | \$85.99 978-1-64113-935-9 |
| Valuing Other Voices: Discourses that Matter in Education, Social Justice, and Multiculturalism Festus E. Obiakor, Sunny Educational Consulting | 2020 | \$45.99 978-1-64113-925-0 | \$85.99 978-1-64113-926-7 |
| Visionary Evaluation for a Sustainable, Equitable Future Beverly Parsons, InSites; Lovely Dhillon, Jodevi Consulting; Matt Keene, The Silwood Group <i>Series: Evaluation and Society</i> | 2020 | \$45.99 978-1-64113-833-8 | \$85.99 978-1-64113-834-5 |
| Vygotsky's Pedology of the School Age René van der Veer, Emeritus Professor of Education <i>Series: Perspectives on Human Development</i> | 2020 | \$45.99 978-1-64802-042-1 | \$85.99 978-1-64802-043-8 |
| The 2017 Hampton Reader: Selected Essays from a Working-class Think Tank Colin Jenkins <i>Series: Critical Constructions: Studies on Education and Society</i> | 2019 | \$65.99 9781641135412 | \$95.99 9781641135429 |
| Advances in Latent Class Analysis: A Festschrift in Honor of C. Mitchell Dayton Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland; George B. Macready, University of Maryland <i>Series: CILVR Series on Latent Variable Methodology</i> | 2019 | \$45.99 9781641135610 | \$85.99 9781641135627 |
| American Educational History Journal: Volume 46 #1 & 2 Shirley Marie McCarther, University of Missouri-Kansas City <i>Series: American Educational History Journal</i> | 2019 | \$45.99 978-1-64113-800-0 | \$85.99 978-1-64113-801-7 |
| 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 <i>Series: History of Education</i> | 2019 | \$45.99 978-1-64113-746-1 | \$85.99 978-1-64113-747-8 |
| 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 <i>Series: Issues in Career Development</i> | 2019 | \$74.99 978-1-64113-734-8 | \$125.99 978-1-64113-735-5 |
| Changemakers!: Practitioners Advance Equity and Access in Out-of-School Time Programs Sara Hill; Femi Vance <i>Series: Current Issues in Out-of-School Time</i> | 2019 | \$35.99 978-1-64113-620-4 | \$69.99 978-1-64113-621-1 |
| Community College Teacher Preparation for Diverse Geographies: Implications for Access and Equity for Preparing a Diverse Teacher Workforce Mark M. D'Amico, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2019 | \$45.99 978-1-64113-647-1 | \$85.99 978-1-64113-648-8 |
| Comprehensive Multicultural Education in the 21st Century: Increasing Access in the Age of Retrenchment Brandi Hinnant-Crawford, Western Carolina University; C. Spencer Platt, University of South Carolina; Christopher Newman, Azusa Pacific University; Adriel A. Hilton, Southern University at New Orleans <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2019 | \$45.99 978-1-64113-629-7 | \$85.99 978-1-64113-630-3 |
| 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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2019 | \$45.99 978-1-64113-743-0 | \$85.99 978-1-64113-744-7 |

| | | | |
|--|------|------------------------------|------------------------------|
| 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 <i>Series: Transforming Education for the Future</i> | 2019 | \$45.99 9781641137805 | \$85.99 9781641137812 |
| Contemporary Perspectives on Research in Motivation in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2019 | \$45.99 978-1-64113-489-7 | \$85.99 978-1-64113-490-3 |
| Contemporary Perspectives on Research on Child Development Laboratory Schools in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2019 | \$45.99 978-1-64113-635-8 | \$85.99 978-1-64113-636-5 |
| Contemporary Perspectives on Social Capital in Educational Contexts RoSusan D. Barteo, University of Central Florida; Phillis George, University of Mississippi <i>Series: Contemporary Perspectives on Capital in Educational Contexts</i> | 2019 | \$45.99 9781641136389 | \$85.99 9781641136396 |
| The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform Meredith Mountford, Florida Atlantic University; Leigh E. Wallace, University of Wisconsin-Milwaukee <i>Series: Research on the Superintendency</i> | 2019 | \$45.99 9781641135245 | \$85.99 9781641135252 |
| Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures Jing Sun, Huazhong University of Science and Technology <i>Series: Landscapes of Education</i> | 2019 | \$45.99 978-1-64113-888-8 | \$85.99 978-1-64113-889-5 |
| 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 <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2019 | \$45.99 9781641136440 | \$85.99 9781641136457 |
| Culturally and Linguistically Diverse Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC | 2019 | \$65.99 9781641136051 | \$95.99 9781641136068 |
| Curriculum and Teaching Dialogue: Vol. 21 # 1 & 2 Chara Haeussler Bohan, Georgia State University; John L. Pecore, University of West Florida; Franklin S. Allaire, University of Houston-Downtown <i>Series: Curriculum & Teaching Dialogue</i> | 2019 | \$45.99 978-1-64113-812-3 | \$85.99 978-1-64113-813-0 |
| 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 <i>Series: Curriculum Windows</i> | 2019 | \$45.99 9781641138185 | \$85.99 9781641138192 |
| Democracy at a Crossroads: Reconceptualizing Socio-Political Issues in Schools and Society Gregory L. Samuels, The University of Montevallo; Amy Samuels, The University of Montevallo <i>Series: Social Science Education Consortium Book Series</i> | 2019 | \$45.99 9781641137164 | \$85.99 9781641137171 |
| 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 | \$45.99 978-1-64113-919-9 | \$85.99 978-1-64113-920-5 |

| | | | |
|--|------|------------------------------|------------------------------|
| Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy | | | |
| Virginia M. Jagla, National Louis University; Kathleen C. Tice, University of Texas at Arlington <i>Series: Advances in Service-Learning Research</i> | 2019 | \$45.99 978-1-64113-323-4 | \$85.99 978-1-64113-324-1 |
| Educating Young Children With and Without Exceptionalities: New Perspectives | | | |
| Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Jessica Graves, College of Coastal Georgia; Anthony F. Rotatori, Saint Xavier University <i>Series: Contemporary Perspectives in Special Education</i> | 2019 | \$45.99 978-1-64113-593-1 | \$85.99 978-1-64113-594-8 |
| Educational Leadership, Culture, and Success in High-Need Schools | | | |
| Elizabeth T. Murakami, University of North Texas; David Gurr, University of Melbourne, Australia; Ross Notman, University of Otago, New Zealand <i>Series: International Research on School Leadership</i> | 2019 | \$45.99 978-1-64113-501-6 | \$85.99 978-1-64113-502-3 |
| EDUCONOMY: Unleashing Wellbeing and Human Centered Sustainable Development | | | |
| Maria-Teresa Lepeley, Global Institute for Quality Education USA <i>Series: Innovation in Human Centered Sustainability</i> | 2019 | \$45.99 978-1-64113-492-7 | \$85.99 978-1-64113-493-4 |
| EDUQUALITY: Human Centered Quality Management in Education. A Model for Deployment, Assessment and Sustainability | | | |
| Maria-Teresa Lepeley, Global Institute for Quality Education USA <i>Series: Innovation in Human Centered Sustainability</i> | 2019 | \$45.99 978-1-64113-486-6 | \$85.99 978-1-64113-487-3 |
| Equity & Cultural Responsiveness in the Middle Grades | | | |
| Kathleen M. Brinegar, Northern Vermont University; Lisa M. Harrison, Ohio University; Ellis Hurd, Illinois State University <i>Series: The Handbook of Research in Middle Level Education</i> | 2019 | \$45.99 978-1-64113-673-0 | \$85.99 978-1-64113-674-7 |
| Equity in Mathematics Education: Addressing a Changing World | | | |
| Constantinos Xenofontos, University of Stirling, UK <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2019 | \$45.99 9781641137287 | \$85.99 9781641137294 |
| Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students | | | |
| Luciana C. de Oliveira, University of Miami; Blaine E. Smith, University of Arizona <i>Series: The University of Miami School of Education and Human Development Series</i> | 2019 | \$45.99 978-1-64113-480-4 | \$85.99 978-1-64113-481-1 |
| Exploring Gender and LGBTQ Issues in K-12 and Teacher Education: A Rainbow Assemblage | | | |
| Adrian D. Martin, New Jersey City University; Kathryn J. Strom, California State University, East Bay <i>Series: Research in Queer Studies</i> | 2019 | \$45.99 978-1-64113-617-4 | \$85.99 978-1-64113-618-1 |
| Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education | | | |
| Janie Hubbard, The University of Alabama <i>Series: Teaching and Learning Social Studies</i> | 2019 | \$45.99 978-1-64113-777-5 | \$85.99 978-1-64113-778-2 |
| Four Chinese ELLs: Their School Experiences and Journeys in Pursuing the American Dream | | | |
| Nan Li, Claflin University; Michael Meng, Claflin University | 2019 | \$45.99 978-1-64113-783-6 | \$85.99 978-1-64113-784-3 |
| 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 <i>Series: Research on African American Education</i> | 2019 | \$45.99 978-1-64113-836-9 | \$85.99 978-1-64113-837-6 |

| | | | |
|--|------|------------------------------|-------------------------------|
| Funding Public Schools in the United States and Indian Country David C. Thompson, Kansas State University; R. Craig Wood, University of Florida; S. Craig Neuenswander, Kansas State Department of Education; John M. Heim, Kansas Association of School Boards; Randy D. Watson, Commissioner of Education, State of Kansas | 2019 | \$74.99 978-1-64113-676-1 | \$125.99 978-1-64113-677-8 |
| Global Perspectives on Issues and Solutions in Urban Education Petra A. Robinson, Louisiana State University; Ayana Allen-Handy, Drexel University; Chance W. Lewis, University of North Carolina at Charlotte; Amber Bryant, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2019 | \$45.99 978-1-64113-538-2 | \$85.99 978-1-64113-539-9 |
| 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 <i>Series: Evaluation and Society</i> | 2019 | \$45.99 9781641137690 | \$85.99 9781641137706 |
| 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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i> | 2019 | \$32.5 978-1-64113-564-1 | \$49 978-1-64113-565-8 |
| 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 <i>Series: Curriculum and Pedagogy</i> | 2019 | \$45.99 978-1-64113-864-2 | \$85.99 978-1-64113-865-9 |
| Identity and Lifelong Learning in Higher Education Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University <i>Series: I Am What I Become: Constructing Identities as Lifelong Learners</i> | 2019 | \$45.99 978-1-64113-885-7 | \$85.99 978-1-64113-886-4 |
| Integrating Digital Technology in Education: School-University-Community Collaboration R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i> | 2019 | \$45.99 978-1-64113-670-9 | \$85.99 978-1-64113-671-6 |
| Leadership for School Improvement: Reflection and Renewal Cherie B. Gaines <i>Series: Leadership for School Improvement</i> | 2019 | \$45.99 978-1-64113-602-0 | \$85.99 978-1-64113-603-7 |
| Leading in Change: Implications of School Diversification for School Leadership Preparation in England and the United States Valerie A. Storey, University of Central Florida | 2019 | \$45.99 978-1-64113-549-8 | \$85.99 978-1-64113-550-4 |
| Learning Mathematics Successfully: Raising Self-Efficacy in Students, Teachers and Parents Clark J Hickman; Helene J. Sherman | 2019 | \$45.99 9781641137379 | \$85.99 9781641137386 |
| Learning with Lenin: Selected Works on Education and Revolution Derek R. Ford, DePauw University; Curry Malott, West Chester University of Pennsylvania <i>Series: Marxist, Socialist, and Communist Studies in Education</i> | 2019 | \$59.99 978-1-64113-515-3 | \$95.99 978-1-64113-516-0 |
| Let's Stop Calling it an Achievement Gap: How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color Autumn A. Arnett <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2019 | \$45.99 978-1-64113-518-4 | \$85.99 978-1-64113-519-1 |

| | | | |
|---|------|------------------------------|------------------------------|
| Liberating Scholarly Writing: The Power of Personal Narrative Robert Nash, The University of Vermont | 2019 | \$45.99 9781641135870 | \$85.99 9781641135887 |
| Manifesto for New Social Movements: Equity, Access, & Empowerment César Augusto Rossatto, The University of Texas at El Paso | 2019 | \$25 978-1-64113-791-1 | \$45 978-1-64113-792-8 |
| The Middle-Level Teacher Technology Guidebook: 20 Questions and 260 Answers Thomas M. Brinthaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University <i>Series: Instructional Technology Guidebooks for Educators and Parents</i> | 2019 | \$45.99 978-1-64113-713-3 | \$85.99 978-1-64113-714-0 |
| Misinformation and Fake News in Education Panayiota Kendeou, University of Minnesota; Daniel H. Robinson, University of Texas at Arlington; Matthew T. McCrudden, Pennsylvania State University <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2019 | \$45.99 978-1-64113-851-2 | \$85.99 978-1-64113-852-9 |
| My Second First Year: Leaving Academia for a High School Classroom Joseph R. Jones, Gordon State College | 2019 | \$45.99 978-1-64113-752-2 | \$85.99 978-1-64113-753-9 |
| Nanoscience Research Modules for Pre-Service STEM Teachers: Core Nanoscience Concepts as a Vehicle in STEM Education Clair T. Berube, Hampton University; Shawn T. Dash, Hampton University; Cindy Thomas-Charles, Hampton University | 2019 | \$45.99 9781641135528 | \$85.99 9781641135535 |
| Negotiating Place and Space through Digital Literacies: Research and Practice Damiana G. Pyles, Appalachian State University; Ryan M. Rish, University at Buffalo; Julie Warner, Independent Researcher <i>Series: Digital Media and Learning</i> | 2019 | \$45.99 9781641134835 | \$85.99 9781641134842 |
| Negotiating Spiritual Violence in the Queer Community Jeff Sapp, California State University Dominguez Hills; Paul Chamness Iida <i>Series: Research in Queer Studies</i> | 2019 | \$45.99 978-1-64113-623-5 | \$85.99 978-1-64113-624-2 |
| 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 <i>Series: Research, Advocacy, Collaboration, and Empowerment Mentoring Series</i> | 2019 | \$30.99 9781641137577 | \$60.99 9781641137584 |
| 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 <i>Series: Research, Advocacy, Collaboration, and Empowerment Mentoring Series</i> | 2019 | \$30.99 9781641137607 | \$60.99 9781641137614 |
| 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 <i>Series: Research, Advocacy, Collaboration, and Empowerment Mentoring Series</i> | 2019 | \$30.99 9781641137638 | \$60.99 9781641137645 |
| Not For Ourselves Alone: The Legacies of Two Pioneers of Black Higher Education in the United States Hakim J. Lucas, Virginia Union University <i>Series: Higher Education Leadership & Study of Historically Black Colleges and Universities</i> | 2019 | \$45.99 978-1-64113-788-1 | \$85.99 978-1-64113-789-8 |
| On Indian Ground: The Northwest Michelle M. Jacob, University of Oregon; Stephany RunningHawk Johnson, University of Oregon <i>Series: On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education</i> | 2019 | \$45.99 978-1-64113-900-7 | \$85.99 978-1-64113-901-4 |

| | | | |
|---|------|------------------------------|------------------------------|
| Opportunities and Challenges in Teacher Recruitment and Retention: Teachers' Voices Across the Pipeline Carol R. Rinke, Marist College; Lynnette Mawhinney, University of Illinois at Chicago <i>Series: Contemporary Perspectives on the Lives of Teachers</i> | 2019 | \$45.99 978-1-64113-659-4 | \$85.99 978-1-64113-660-0 |
| Paradoxes of the Public School: Historical and Contemporary Foundations of American Public Education James E. Schul, Winona State University | 2019 | \$45.99 978-1-64113-650-1 | \$85.99 978-1-64113-651-8 |
| Participatory Methodologies to Elevate Children's Voice and Agency Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida; Colette Gray, Stranmillis University College <i>Series: Research in Global Child Advocacy</i> | 2019 | \$65.99 978-1-64113-546-7 | \$95.99 978-1-64113-547-4 |
| Perspectives of Black Histories in Schools LaGarrett J. King, University of Missouri-Columbia <i>Series: Research in Social Education</i> | 2019 | \$45.99 978-1-64113-842-0 | \$85.99 978-1-64113-843-7 |
| Physics Teaching and Learning: Challenging the Paradigm Dennis W. Sunal, University of Alabama; Jonathan T. Shemwell, University of Alabama; James W. Harrell, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research in Science Education</i> | 2019 | \$45.99 978-1-64113-656-3 | \$85.99 978-1-64113-657-0 |
| A Practical Guide for edTPA Implementation: Lessons From the Field Lisa Barron, Austin Peay State University | 2019 | \$65.99 978-1-64113-815-4 | \$95.99 978-1-64113-816-1 |
| Preparing the Next Generation of Teacher Educators for Clinical Practice Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida, Gainesville; David T. Hoppey, University of North Florida <i>Series: Advances in Teacher Education</i> | 2019 | \$45.99 978-1-64113-614-3 | \$85.99 978-1-64113-615-0 |
| Queen Mothers: Articulating the Spirit of Black Women Teacher-Leaders Rhonda Jeffries, University of South Carolina | 2019 | \$45.99 978-1-64113-725-6 | \$85.99 978-1-64113-726-3 |
| Queering Spirituality and Community in the Deep South Kamden K. Strunk, Auburn University EFLT <i>Series: Research in Queer Studies</i> | 2019 | \$45.99 978-1-64113-573-3 | \$85.99 978-1-64113-574-0 |
| Read Aloud Handbook for Native American Children Lauren Waukau-Villagomez, College of Menominee Nation; Samantha J. Villagomez, Menominee Tribal School, Neopit, Wisconsin <i>Series: Critical Constructions: Studies on Education and Society</i> | 2019 | \$45.99 978-1-64113-590-0 | \$85.99 978-1-64113-591-7 |
| 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 <i>Series: International Research on School Leadership</i> | 2019 | \$45.99 978-1-64113-891-8 | \$85.99 978-1-64113-892-5 |
| School Turnaround in Secondary Schools: Possibilities, Complexities, & Sustainability Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i> | 2019 | \$45.99 978-1-64113-873-4 | \$85.99 978-1-64113-874-1 |
| Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society: Celebrating 50 years (1961-2011) of Vinculum Egan J Chernoff, University of Saskatchewan; Gale L. Russell, University of Regina; Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2019 | \$65.99 9781641135276 | \$95.99 9781641135283 |
| Sensuous Curriculum: Politics and the Senses in Education Walter S. Gershon, Kent State University <i>Series: Landscapes of Education</i> | 2019 | \$45.99 978-1-64113-581-8 | \$85.99 978-1-64113-582-5 |

| | | | |
|---|------|------------------------------|------------------------------|
| Shuttered Schools: Race, Community, and School Closures in American Cities Ebony M. Duncan-Shippy, Washington University in St. Louis <i>Series: Research on African American Education</i> | 2019 | \$45.99 978-1-64113-608-2 | \$85.99 978-1-64113-609-9 |
| The Soul of Higher Education: Contemplative Pedagogy, Research and Institutional Life for the Twenty-first Century Margaret Benefiel, Shalem Institute for Spiritual Formation; Bo Karen Lee, Princeton Theological Seminary <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i> | 2019 | \$30 978-1-64113-696-9 | \$40 978-1-64113-697-6 |
| Standing Still Is Not an Option: School Children Using Art for Social Change Christa Boske, Kent State University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2019 | \$45.99 978-1-64113-839-0 | \$85.99 978-1-64113-840-6 |
| 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 | \$45.99 978-1-64113-584-9 | \$85.99 978-1-64113-585-6 |
| 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 <i>Series: International Education Inquiries: People, Places, and Perspectives of Education 2030</i> | 2019 | \$45.99 978-1-64113-827-7 | \$85.99 978-1-64113-828-4 |
| 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 <i>Series: Social Issues in Education Series</i> | 2019 | \$45.99 978-1-64113-719-5 | \$85.99 978-1-64113-720-1 |
| Teaching and Learning About Genocide and Crimes Against Humanity: Fundamental Issues and Pedagogical Approaches Samuel Totten, University of Arkansas, Fayetteville | 2019 | \$45.99 9781641133524 | \$85.99 9781641133531 |
| Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition Michael Simonson, Nova Southeastern University; Susan M. Zvacek; Sharon Smaldino, Northern Illinois University | 2019 | \$45.99 978-1-64113-626-6 | \$85.99 978-1-64113-627-3 |
| Teaching English Language Learners in Secondary Subject Matter Classes: 2nd Edition Yu Ren Dong, Queens College, CUNY | 2019 | \$45.99 978-1-64113-774-4 | \$85.99 978-1-64113-775-1 |
| Teaching STEM to First Generation College Students: A Guidebook for Faculty & Future Faculty Gail Horowitz, Poly Prep Country Day School | 2019 | \$45.99 978-1-64113-596-2 | \$85.99 978-1-64113-597-9 |
| Teaching Writing as Journey, Not Destination: Essays Exploring What "Teaching Writing" Means P. L. Thomas, Furman University | 2019 | \$45.99 9781641135122 | \$85.99 9781641135139 |
| 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 <i>Series: Contemporary Perspectives on Leadership Learning</i> | 2019 | \$45.99 978-1-64113-821-5 | \$85.99 978-1-64113-822-2 |
| 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 <i>Series: Contemporary Perspectives on Leadership Learning</i> | 2019 | \$45.99 978-1-64113-894-9 | \$85.99 978-1-64113-895-6 |
| Through the Fog: Towards Inclusive Anti-Racist Teaching Tara L. Affolter, Middlebury College <i>Series: Urban Education Studies Series</i> | 2019 | \$34.99 978-1-64113-477-4 | \$49.99 978-1-64113-478-1 |

| | | | |
|--|------|------------------------------|------------------------------|
| Transformative Education for the Second Renaissance John P. W. Hudson, Retired teacher. Richmond SD#38 BC Canada; Nanshan Experimental School, Shenzhen, China | 2019 | \$45.99 978-1-64113-653-2 | \$85.99 978-1-64113-654-9 |
| Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities Teresa J. Carter, Virginia Commonwealth University (Retired); Carrie J. Boden, Texas State University; Kathy Peno, University of Rhode Island <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2019 | \$45.99 978-1-64113-679-2 | \$85.99 978-1-64113-680-8 |
| Transformative Pedagogies for Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida <i>Series: Transformative Pedagogies in Teacher Education</i> | 2019 | \$45.99 978-1-64113-699-0 | \$85.99 978-1-64113-700-3 |
| Transforming Public Education in Africa, the Caribbean, and the Middle East Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2019 | \$45.99 9781641135702 | \$85.99 9781641135719 |
| Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices Mariana Pacheco, University of Wisconsin-Madison; P. Zitlali Morales, University of Illinois at Chicago; Colleen Hamilton, University of Wisconsin-Madison <i>Series: Research in Second Language Learning</i> | 2019 | \$45.99 978-1-64113-507-8 | \$85.99 978-1-64113-508-5 |
| Unfinished Business: Compelling Stories of Adult Student Persistence Matt Bergman, University of Louisville; Joann S. Olson, University of Houston-Victoria <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2019 | \$45.99 978-1-64113-854-3 | \$85.99 978-1-64113-855-0 |
| Who Controls the Preparation of Education Administrators? Arnold B. Danzig, San José State University; William R. Black, University of South Florida <i>Series: Research and Theory in Educational Administration</i> | 2019 | \$65.99 9781641136938 | \$95.99 9781641136945 |
| The Yellow Rose: Racial Stratification in a Mexican American Community Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain <i>Series: The Hispanic Population in the United States</i> | 2019 | \$45.99 9781641136419 | \$85.99 9781641136426 |
| (Re)Imagining Elementary Social Studies: A Controversial Issues Reader Sarah B. Shear, Penn State University-Altoona; Christina M. Tschida, East Carolina University; Elizabeth Bellows, Appalachian State University; Lisa Brown Buchanan, University of North Carolina-Wilmington; Elizabeth E. Saylor, University of Georgia <i>Series: Teaching and Learning Social Studies</i> | 2018 | \$65.99 978-1-64113-073-8 | \$95.99 978-1-64113-074-5 |
| Across the Domains: Examining Best Practices in Mentoring Public School Educators throughout the Professional Journey Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama <i>Series: Perspectives on Mentoring</i> | 2018 | \$45.99 978-1-64113-104-9 | \$85.99 978-1-64113-105-6 |
| Activating the Modern Classroom Julian A. Reed, Furman University | 2018 | \$45.99 978-1-64113-260-2 | \$85.99 978-1-64113-261-9 |
| Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage Kristin E. Reimer, Monash University <i>Series: Educational Leadership for Social Justice</i> | 2018 | \$45.99 978-1-64113-504-7 | \$85.99 978-1-64113-505-4 |
| Advancing Women in Academic STEM Fields through Dual Career Policies and Practices Marci R. McMahon, The University of Texas Rio Grande Valley; Marie T. Mora, The University of Texas Rio Grande Valley; Ala R. Qubbaj, The University of Texas Rio Grande Valley <i>Series: Work-Life Balance</i> | 2018 | \$45.99 978-1-64113-242-8 | \$85.99 978-1-64113-243-5 |

| | | | |
|--|------|------------------------------|------------------------------|
| African Traditional Oral Literature and Visual cultures as Pedagogical Tools in Diverse Classroom Contexts Lewis Asimeng-Boahene, Penn State University-Harrisburg; Michael Baffoe, University of Manitoba | 2018 | \$45.99 978-1-64113-251-0 | \$85.99 978-1-64113-252-7 |
| American Educational History Journal: Volume 45 # 1 & 2 Shirley Marie McCarther, University of Missouri-Kansas City <i>Series: American Educational History Journal</i> | 2018 | \$45.99 978-1-64113-453-8 | \$85.99 978-1-64113-454-5 |
| Asia Pacific Education: Leadership, Governance and Administration Venesser Fernandes, Monash University; Philip Wing Keung Chan, Monash University <i>Series: Leadership, Schools, and Change</i> | 2018 | \$45.99 978-1-64113-521-4 | \$85.99 978-1-64113-522-1 |
| Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research Elizabeth T. Murakami, University of North Texas; Hollie J. Mackey, The University of Oklahoma | 2018 | \$45.99 978-1-64113-216-9 | \$85.99 978-1-64113-217-6 |
| Beyond the Mind: Cultural Dynamics of the Psyche Giuseppina Marsico, University of Salerno <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2018 | \$65.99 978-1-64113-034-9 | \$95.99 978-1-64113-035-6 |
| Big Theories Revisited 2 Gregory Arief D. Liem, Nanyang Technological University; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2018 | \$65.99 978-1-64113-268-8 | \$95.99 978-1-64113-269-5 |
| Career and College Readiness and Success for All Students Becky Smerdon, Quill Research Associates, LLC; Kellie Kim, WestEd; Corinne Alfeld, Institute of Education Sciences <i>Series: Research on High School and Beyond</i> | 2018 | \$45.99 9781641131520 | \$85.99 9781641131537 |
| Changing the Narrative: Socially Just Leadership Education Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, University of Illinois at Urbana-Champaign <i>Series: Contemporary Perspectives on Leadership Learning</i> | 2018 | \$45.99 978-1-64113-335-7 | \$85.99 978-1-64113-336-4 |
| Children, Childhood, and Everyday Life: Children's perspectives, 2nd Edition Mariane Hedegaard, University of Copenhagen; Karin Aronsson, Stockholm University; Charlotte Højholt, Roskilde University; Oddbjørg Skjær Ulvik, Oslo and Akershus University College of Applied Sciences | 2018 | \$45.99 9781641131698 | \$85.99 9781641131704 |
| The Coherence Factor: Linking Emotion and Cognition When Individuals Think as a Group Thomas R. Flanagan, Institute for 21st Century Agoras; Craig H. Lindell, Institute for 21st Century Agoras | 2018 | \$45.99 978-1-64113-456-9 | \$85.99 978-1-64113-457-6 |
| Collaborative Learning in a Global World Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University <i>Series: Literacy, Language and Learning</i> | 2018 | \$45.99 978-1-64113-465-1 | \$85.99 978-1-64113-466-8 |
| The Collegiate Athlete at Risk: Strategies for Academic Support and Success Morris R. Council, University of West Georgia; Samuel R Hodge, The Ohio State University; Robert A. Bennett, Denison University | 2018 | \$45.99 9781641134149 | \$85.99 9781641134156 |
| The Colonial Past in History Textbooks: Historical and Social Psychological Perspectives Karel Van Nieuwenhuysse, University of Leuven; Joaquim Pires Valentim, University of Coimbra <i>Series: International Review of History Education</i> | 2018 | \$45.99 978-1-64113-192-6 | \$85.99 978-1-64113-193-3 |
| Combat Zone: The Continuing War against the Public Schools Arthur Shapiro, University of South Florida | 2018 | \$45.99 978-1-64113-349-4 | \$85.99 978-1-64113-350-0 |
| Competing Frameworks: Global and National in Citizenship Education Anatoli Rapoport, Purdue University | 2018 | \$45.99 9781641134477 | \$85.99 9781641134484 |

| | | | |
|--|------|------------------------------|------------------------------|
| Constructivism and the New Social Studies: A Collection of Classic Inquiry Lessons Geoffrey Scheurman, University of Wisconsin-River Falls; Ronald W. Evans, San Diego State University <i>Series: Studies in the History of Education</i> | 2018 | \$65.99 978-1-64113-294-7 | \$95.99 978-1-64113-295-4 |
| Controversial Issues in Social Studies Education in Turkey: The Contemporary Debates Elvan Gunel, Anadolu University <i>Series: Research in Social Education</i> | 2018 | \$45.99 978-1-64113-305-0 | \$85.99 978-1-64113-306-7 |
| Critical Intersections In Contemporary Curriculum & Pedagogy Laura Jewett, University of Texas Rio Grande Valley; Freyca Calderon-Berumen, Pennsylvania State University; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley <i>Series: Curriculum and Pedagogy</i> | 2018 | \$45.99 978-1-64113-423-1 | \$85.99 978-1-64113-424-8 |
| Crossing the Bridge of the Digital Divide: A Walk with Global Leaders Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2018 | \$45.99 978-1-64113-390-6 | \$85.99 978-1-64113-391-3 |
| Cultural Impact on Conflict Management in Higher Education Nancy T. Watson, Texas A&M University; Lei Xie, Texas A&M University; Matthew J. Etchells, Texas A&M University <i>Series: International Higher Education</i> | 2018 | \$45.99 9781641133722 | \$85.99 9781641133739 |
| Curriculum and Teaching Dialogue: Vol. 20 # 1 & 2 Chara Haeussler Bohan, Georgia State University <i>Series: Curriculum & Teaching Dialogue</i> | 2018 | \$45.99 978-1-64113-381-4 | \$85.99 978-1-64113-382-1 |
| Data Analytics and Psychometrics: Informing Assessment Practices Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland; Anna Van Wie, University of Maryland <i>Series: The MARCES Book Series</i> | 2018 | \$45.99 978-1-64113-326-5 | \$85.99 978-1-64113-327-2 |
| Democracy's Discontent and Civic Learning: Multiple Perspectives Charles S. White, Social Science Education Consortium <i>Series: International Social Studies Forum: The Series</i> | 2018 | \$45.99 978-1-64113-338-8 | \$85.99 978-1-64113-339-5 |
| Dignity of the Calling: Educators Share the Beginnings of Their Journeys Andrew T. Kemp, Augusta University | 2018 | \$65.99 978-1-64113-317-3 | \$95.99 978-1-64113-318-0 |
| Distance Education: Definition and Glossary of Terms, 4th Edition Michael Simonson, Nova Southeastern University; Deborah J. Seepersaud, The University of Mississippi | 2018 | \$45.99 978-1-64113-400-2 | \$85.99 978-1-64113-401-9 |
| Educating a Working Society: Vocationalism, the Smith-Hughes Act, and Modern America Glenn P. Lauzon, Indiana University Northwest <i>Series: History of Education</i> | 2018 | \$45.99 978-1-64113-441-5 | \$85.99 978-1-64113-442-2 |
| Effective Teaching: Educators Perspective of Meaning Making in Higher Education Shelley B. Harris, Texas A&M University | 2018 | \$45.99 978-1-64113-224-4 | \$85.99 978-1-64113-225-1 |
| Engaging African American Males in Community Colleges Ted N. Ingram, Bronx Community College; James Coaxum, Rowan University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2018 | \$45.99 978-1-64113-227-5 | \$85.99 978-1-64113-228-2 |
| Envisioning Scholar-Practitioner Collaborations: Communities of Practice in Education and Sport Derek Van Rhee, University of California Berkeley; Jean Marie DeOrnellas, University of Minnesota <i>Series: Research Focus on Education and Sport</i> | 2018 | \$45.99 978-1-64113-057-8 | \$85.99 978-1-64113-058-5 |

| | | | |
|---|------|------------------------------|------------------------------|
| Evaluation for a Caring Society Merel Visse, the University of Humanistic Studies; Tineke A. Abma, VU University Medical Centre <i>Series: Evaluation and Society</i> | 2018 | \$45.99 9781641131636 | \$85.99 9781641131643 |
| Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning Rose Mary Zbiek, Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University; M. Kathleen Heid, The Pennsylvania State University | 2018 | \$32.99 978-1-64113-079-0 | \$64.99 978-1-64113-080-6 |
| Facing Challenges and Complexities in Retention of Novice Teachers Denise McDonald, University of Houston-Clear Lake <i>Series: Research in Curriculum and Instruction</i> | 2018 | \$45.99 978-1-64113-299-2 | \$85.99 978-1-64113-300-5 |
| Faith and Work: Christian Perspectives, Research and Insights into the Movement Timothy Ewest, Houston Baptist University <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i> | 2018 | \$45.99 978-1-64113-063-9 | \$85.99 978-1-64113-064-6 |
| Federalism and Education: Ongoing Challenges and Policy Strategies in Ten Countries Kenneth K. Wong, Brown University; Felix Knüpling, Forum of Federations; Mario Kölling, Spanish National Distance Education University <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2018 | \$45.99 978-1-64113-172-8 | \$85.99 978-1-64113-173-5 |
| Gender, Sexuality and Peace Education: Issues and Perspectives in Higher Education Laura L. Finley, Barry University; Robin Cooper, Nova Southeastern University <i>Series: Peace Education</i> | 2018 | \$45.99 978-1-64113-113-1 | \$85.99 978-1-64113-114-8 |
| The Global Education Movement: Narratives of Distinguished Global Scholars Toni Fuss Kirkwood-Tucker, Florida State University <i>Series: Teaching and Learning Social Studies</i> | 2018 | \$65.99 978-1-64113-066-0 | \$95.99 978-1-64113-067-7 |
| A Guide to College Success for Post-traditional Students: 2nd Edition Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2018 | \$45.99 978-1-64113-417-0 | \$85.99 978-1-64113-418-7 |
| Hacking Education in a Digital Age: Teacher Education, Curriculum, and Literacies Bryan Smith, James Cook University; Nicholas Ng-A-Fook, University of Ottawa; Linda Radford, University of Ottawa; Sarah Smitherman Pratt, University of North Texas <i>Series: Contemporary Perspectives in Philosophy and Technology</i> | 2018 | \$45.99 978-1-64113-200-8 | \$85.99 978-1-64113-201-5 |
| Hollywood or History: An Inquiry-Based Strategy for Using Film to Teach United States History Scott L. Roberts, Central Michigan University; Charles J. Elfer, Columbus State University | 2018 | \$45.99 978-1-64113-308-1 | \$85.99 978-1-64113-309-8 |
| How Students Think When Doing Algebra Steve Rhine, Pacific University; Rachel Harrington, Western Oregon University; Colin Starr, Willamette University | 2018 | \$45.99 978-1-64113-411-8 | \$85.99 978-1-64113-412-5 |
| Idiographic Approach to Health Raffaele De Luca Picione, University of Naples Federico II; Jensine Nedergaard, Aalborg University; Maria Francesca Freda, University of Naples Federico II; Sergio Salvatore, University of Salento <i>Series: Yearbook of Idiographic Science</i> | 2018 | \$45.99 978-1-64113-426-2 | \$85.99 978-1-64113-427-9 |
| Improving Instruction Through Supervision, Evaluation, and Professional Development: Second Edition Michael DiPaola, The College of William and Mary; Charles A. Wagner, The College of William & Mary | 2018 | \$65.99 9781641131667 | \$95.99 9781641131674 |

| | | | |
|--|------|------------------------------|------------------------------|
| Innovation and Implementation in Rural Places: School-University-Community Collaboration in Education R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i> | 2018 | \$45.99 978-1-64113-213-8 | \$85.99 978-1-64113-214-5 |
| Inquiries Into Literacy Learning and Cultural Competencies in a World of Borders Tonya Huber, Texas A&M International University; Philip S. Roberson, Texas A&M International University <i>Series: Research in Second Language Learning</i> | 2018 | \$45.99 978-1-64113-205-3 | \$85.99 978-1-64113-206-0 |
| International Perspectives on Leading Low-Performing Schools Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i> | 2018 | \$45.99 978-1-64113-343-2 | \$85.99 978-1-64113-344-9 |
| International Perspectives on Mathematics Curriculum Denisse R Thompson, University of South Florida; Mary Ann Huntley, Cornell University; Christine Suurtamm, University of Ottawa <i>Series: Research in Mathematics Education</i> | 2018 | \$45.99 978-1-64113-043-1 | \$85.99 978-1-64113-044-8 |
| It's Being Done in Social Studies: Race, Class, Gender and Sexuality in the Pre/K-12 Curriculum Lara Willox, University of West Georgia; Cathy A. R. Brant, University of South Carolina <i>Series: International Social Studies Forum: The Series</i> | 2018 | \$45.99 978-1-64113-438-5 | \$85.99 978-1-64113-439-2 |
| Latino Educational Leadership: Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline Cristóbal Rodríguez, Howard University; Melissa A Martinez, Texas State University; Fernando Valle, Texas Tech University | 2018 | \$45.99 978-1-64113-355-5 | \$85.99 978-1-64113-356-2 |
| Leading from a Feminist Soul Catherine E. Hackney, Kent State University <i>Series: Research on Women and Education</i> | 2018 | \$45.99 978-1-64113-495-8 | \$85.99 978-1-64113-496-5 |
| Leaps of Faith: Stories from Working-Class Scholars Anne C. Benoit, Curry College; Joann S. Olson, University of Houston-Victoria; Carrie Johnson, Eastern Illinois University (Retired) <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2018 | \$45.99 978-1-64113-462-0 | \$85.99 978-1-64113-463-7 |
| Learning Analytics in Education David Niemi, Kaplan Inc.; Roy D. Pea, Stanford University; Bror Saxberg, Chan Zuckerberg Initiative; Richard E. Clark, University of Southern California | 2018 | \$45.99 9781641133692 | \$85.99 9781641133708 |
| Literature Reviews in Support of the Middle Level Education Research Agenda Steven B. Mertens, Illinois State University; Micki M. Caskey, Portland State University <i>Series: The Handbook of Resources in Middle Level Education</i> | 2018 | \$45.99 978-1-64113-257-2 | \$85.99 978-1-64113-258-9 |
| Making a Positive Impact in Rural Places: Change Agency in the Context of School-University-Community Collaboration in Education R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i> | 2018 | \$45.99 978-1-64113-221-3 | \$85.99 978-1-64113-222-0 |
| Mentoring at Minority Serving Institutions (MSIs): Theory, Design, Practice, and Impact Jeton McClinton, Jackson State University; David S. B. Mitchell, University of West Georgia; Tyrell Carr, Saint Augustine's University; Mark A. Melton, Saint Augustine's University; Gerunda B. Hughes, Howard University <i>Series: Perspectives on Mentoring</i> | 2018 | \$65.99 978-1-64113-277-0 | \$95.99 978-1-64113-278-7 |

| | | | |
|--|------|------------------------------|------------------------------|
| Mobile Learning: Perspectives on Practice and Policy Danielle Herro, Clemson University; Sousan Arafeh, Southern Connecticut State University; Richard Ling, Nanyang Technological University; Chris Holden, University of New Mexico <i>Series: Digital Media and Learning</i> | 2018 | \$45.99 9781641131223 | \$85.99 9781641131230 |
| Models of Success: How Historically Black Colleges and Universities Survive the Economic Recession Shametrice Davis, California State University, Long Beach; Walter M. Kimbrough, Dillard University <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i> | 2018 | \$45.99 9781681239910 | \$85.99 9781681239927 |
| More Like Life Itself: Simulations as Powerful and Purposeful Social Studies Cory Wright-Maley, St. Mary's University <i>Series: Teaching and Learning Social Studies</i> | 2018 | \$45.99 978-1-64113-320-3 | \$85.99 978-1-64113-321-0 |
| More Than a Mentoring Program: Attacking Institutional Racism Graig R. Meyer, The Equity Collaborative; George W. Noblit, University of North Carolina at Chapel Hill <i>Series: Perspectives on Mentoring</i> | 2018 | \$45.99 978-1-64113-248-0 | \$85.99 978-1-64113-249-7 |
| More Women on Boards: An International Perspective Lynne E. Devnew, University of Phoenix; Marlene Janzen Le Ber, Brescia University College; Mariateresa Torchia, International University of Monaco; Ronald J. Burke, York University <i>Series: Women and Leadership</i> | 2018 | \$45.99 978-1-64113-405-7 | \$85.99 978-1-64113-406-4 |
| Muslim Educators in American Communities Charles L. Glenn, Boston University | 2018 | \$45.99 978-1-64113-361-6 | \$85.99 978-1-64113-362-3 |
| Navigating the Volatility of Higher Education: Anthropological and Policy Perspectives Brian L. Foster, University of Missouri, Columbia; Steven W. Graham, University of Missouri System; Joe F. Donaldson, University of Missouri-Columbia <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2018 | \$45.99 978-1-64113-143-8 | \$85.99 978-1-64113-144-5 |
| No Reluctant Citizens: Teaching Civics in K-12 Classrooms Jeremiah Clabough, University of Alabama at Birmingham; Timothy Lintner, University of South Carolina Aiken <i>Series: Teaching and Learning Social Studies</i> | 2018 | \$45.99 978-1-64113-265-7 | \$85.99 978-1-64113-266-4 |
| The Online Classroom: Resources for Effective Middle Level Virtual Education Brooke B. Eisenbach, Lesley University; Paula Greathouse, Tennessee Tech University <i>Series: The Handbook of Resources in Middle Level Education</i> | 2018 | \$45.99 978-1-64113-459-0 | \$85.99 978-1-64113-460-6 |
| Outcome Harvesting: Principles, Steps, and Evaluation Applications Ricardo Wilson-Grau <i>Series: Evaluation and Society</i> | 2018 | \$45.99 978-1-64113-389-0 | \$85.99 978-1-64113-393-7 |
| Outcomes of High-Quality Clinical Practice in Teacher Education Diane Yendol-Hoppey, University of North Florida; David T. Hoppey, University of North Florida <i>Series: Advances in Teacher Education</i> | 2018 | \$45.99 978-1-64113-375-3 | \$85.99 978-1-64113-376-0 |
| Power, Equity and (Re)Design: Bridging Learning and Critical Theories in Learning Ecologies for Youth Elizabeth Mendoza, University of California, Irvine; Ben Kirshner, University of Colorado School of Education; Kris D. Gutiérrez, University of California, Berkeley <i>Series: Adolescence and Education</i> | 2018 | \$45.99 9781641131780 | \$85.99 9781641131797 |
| Preparing Middle Level Educators for 21st Century Schools: Enduring Beliefs, Changing Times, Evolving Practices Penny B. Howell, University of Louisville; Shawn A. Faulkner, Northern Kentucky University; Jeanneine Jones, University of North Carolina at Charlotte; Jan Carpenter, Maryhurst University <i>Series: The Handbook of Research in Middle Level Education</i> | 2018 | \$65.99 9781641133142 | \$95.99 9781641133159 |

| | | | |
|---|------|------------------------------|------------------------------|
| Problems in Algebra for Teachers Alexander Karp, Teachers College, Columbia University; Julia Viro, Stony Brook University | 2018 | \$45.99 9781641133951 | \$85.99 9781641133968 |
| Promising Practices for Engaging Families in STEM Learning Margaret Caspe, Global Family Research Project; Taniesha Woods, Independent Consultant; Joy Lorenzo Kennedy, Databrary <i>Series: Family School Community Partnership Issues</i> | 2018 | \$45.99 978-1-64113-280-0 | \$85.99 978-1-64113-281-7 |
| Queering Education in the Deep South Kamden K. Strunk, Auburn University EFLT <i>Series: Research in Queer Studies</i> | 2018 | \$45.99 978-1-64113-245-9 | \$85.99 978-1-64113-246-6 |
| A Quiet Revolution: One District's Story of Radical Curricular Change in High School Mathematics Michael D. Steele, University of Wisconsin-Milwaukee; Craig Huhn, Holt (MI) High School | 2018 | \$45.99 9781641131810 | \$85.99 9781641131827 |
| Recruiting, Retaining, and Engaging African-American Males at Selective Public Research Universities: Challenges and Opportunities in Academics and Sports Louis A. Castenel, University of Georgia; Tarek C. Grantham, University of Georgia; Billy J. Hawkins, University of Houston <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2018 | \$45.99 978-1-64113-271-8 | \$85.99 978-1-64113-272-5 |
| Reflections of a Rookie Dean: Lessons from the First Year Prentice T. Chandler, Austin Peay State University | 2018 | \$45.99 978-1-64113-498-9 | \$85.99 978-1-64113-499-6 |
| Research-based Instructional Practices of Effective Principals C. Steven Bingham, Gardner-Webb University; Paula Egelson, Southern Regional Education Board; Karen L. Sanzo, Old Dominion University | 2018 | \$45.99 978-1-64113-329-6 | \$85.99 978-1-64113-330-2 |
| Researching edTPA Promises and Problems: Perspectives from English as an Additional Language, English Language Arts, and World Language Teacher Education Peter B. Swanson, Georgia State University; Susan A. Hildebrandt, Illinois State University <i>Series: Contemporary Language Education</i> | 2018 | \$45.99 978-1-64113-234-3 | \$85.99 978-1-64113-235-0 |
| Responding to Learner Diversity and Learning Difficulties Dennis Conrad, SUNY Potsdam; Stacey Blackman, University of the West Indies <i>Series: Caribbean Discourse in Inclusive Education</i> | 2018 | \$65.99 9781641133326 | \$95.99 9781641133333 |
| Responding to the Call for Educational Justice: Transformative Catholic-Led Initiatives in Urban Education L. Mickey Fenzel, Loyola University Maryland; Melodie Wyttenbach, University of Notre Dame <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2018 | \$45.99 978-1-64113-429-3 | \$85.99 978-1-64113-430-9 |
| The Rise of the Human Digital Brain: How Multidirectional Thinking is Changing the Way We Learn Beatriz Pacheco, Spalding University | 2018 | \$45.99 978-1-64113-274-9 | \$85.99 978-1-64113-275-6 |
| The Role of Leadership Educators: Transforming Learning Kathy L. Guthrie, Florida State University; Daniel M. Jenkins, University of Southern Maine <i>Series: Contemporary Perspectives on Leadership Learning</i> | 2018 | \$45.99 9781641130981 | \$85.99 9781641130998 |
| Rural Turnaround Leadership Development: The Power of Partnerships Ellen H. Reames, Auburn University <i>Series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships</i> | 2018 | \$45.99 978-1-64113-291-6 | \$85.99 978-1-64113-292-3 |
| Service-Learning to Advance Access & Success: Bridging Institutional and Community Capacity Travis T. York, Association of Public & Land-grant Universities; Alan S. Tinkler, University of Vermont; Barri E. Tinkler, University of Vermont <i>Series: Advances in Service-Learning Research</i> | 2018 | \$45.99 978-1-64113-474-3 | \$85.99 978-1-64113-475-0 |

| | | | |
|--|------|------------------------------|------------------------------|
| Social and Emotional Learning in Out-Of-School Time: Foundations and Futures Elizabeth Devaney, Children's Institute, University of Rochester; Deborah A. Moroney, American Institutes for Research <i>Series: Current Issues in Out-of-School Time</i> | 2018 | \$45.99 978-1-64113-384-5 | \$85.99 978-1-64113-385-2 |
| Stress and Coping of English Learners Teresa Rishel, Ball State University; Paul Chamness Iida <i>Series: Research on Stress and Coping in Education</i> | 2018 | \$45.99 9781641131490 | \$85.99 9781641131506 |
| Teaching Outside the Box: Beyond the Deficit Driven School Reforms Mai Abdul Rahman, Howard University and American Palestinian Women's Association | 2018 | \$45.99 978-1-64113-378-4 | \$85.99 978-1-64113-379-1 |
| Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an Era of Change Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida <i>Series: Transformative Pedagogies in Teacher Education</i> | 2018 | \$45.99 978-1-64113-107-0 | \$85.99 978-1-64113-108-7 |
| Untold Narratives: African Americans Who Received Special Education Services and Succeeded Beyond Expectations Shawn Anthony Robinson, Wisconsin's Equity and Inclusion Laboratory, University of Wisconsin-Madison | 2018 | \$45.99 9781641131841 | \$85.99 9781641131858 |
| Using Classification and Regression Trees: A Practical Primer Xin Ma, University of Kentucky | 2018 | \$45.99 978-1-64113-237-4 | \$85.99 978-1-64113-238-1 |
| Visions from Professional Development School Partners: Connecting Professional Development and Clinical Practice Merilyn Buchanan, California State University Channel Islands; Michael Cosenza, California Lutheran University <i>Series: Research in Professional Development Schools</i> | 2018 | \$45.99 978-1-64113-037-0 | \$85.99 978-1-64113-038-7 |
| Voices of Asian Americans in Higher Education: Unheard Stories Festus E. Obiakor, Sunny Educational Consulting; Ying Hui-Michael, Rhode Island College | 2018 | \$45.99 978-1-64113-432-3 | \$85.99 978-1-64113-433-0 |
| Write On! Math: Note Taking Strategies That Increase Understanding and Achievement 3rd Edition Robert Gerver | 2018 | \$45.99 978-1-64113-197-1 | \$85.99 978-1-64113-198-8 |
| (Un)Learning to Teach Through Intercultural Professional Development Candace Schlein, University of Missouri-Kansas City <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2017 | \$45.99 9781641131315 | \$85.99 9781641131322 |
| Advancing Equity and Diversity in Student Affairs: A Festschrift in Honor of Melvin C. Terrell Jerlando F. L. Jackson, University of Wisconsin-Madison; LaVar J. Charleston, University of Wisconsin-Madison; Cornelius Gilbert, Northern Illinois University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2017 | \$65.99 9781681237640 | \$95.99 9781681237657 |
| American Educational History Journal: Volume 44 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i> | 2017 | \$45.99 978-1-64113-040-0 | \$85.99 978-1-64113-041-7 |
| Apocalyptic Leadership in Education: Facing an Unsustainable World from Where We Stand Vachel W. Miller, Appalachian State University <i>Series: Transforming Education for the Future</i> | 2017 | \$45.99 9781681238340 | \$85.99 9781681238357 |
| Audio Visual: Materials and Techniques James S. Kinder <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239729 | |
| Audio Visual Materials: Their Nature and Use <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239705 | |

| | | | |
|--|------|------------------------------|------------------------------|
| Audio-Visual Paths to Learning Walter Arno Wittich; John Guy Fowlkes <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239781 | |
| Best Practices in Social Studies Assessment Mark Percy, Rider University <i>Series: International Social Studies Forum: The Series</i> | 2017 | \$45.99 9781681237619 | \$85.99 9781681237626 |
| Better Teachers, Better Schools: What Star Teachers Know, Believe, and Do Valerie Hill-Jackson, Texas A&M University; Delia Stafford, Haberman Educational Foundation <i>Series: Urban Education Studies Series</i> | 2017 | \$34.99 9781681237152 | \$49.99 9781681237169 |
| Building Support for Scholarly Practices in Mathematics Methods Signe E. Kastberg, Purdue University; Andrew M. Tyminski, Clemson University; Alyson E. Lischka, Middle Tennessee State University; Wendy B. Sanchez, Kennesaw State University <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i> | 2017 | \$45.99 978-1-64113-025-7 | \$85.99 978-1-64113-026-4 |
| Caribbean Discourse in Inclusive Education: Historical and Contemporary Issues Stacey Blackman, University of the West Indies; Dennis Conrad, SUNY Potsdam <i>Series: Caribbean Discourse in Inclusive Education</i> | 2017 | \$45.99 9781681237978 | \$85.99 9781681237985 |
| Charting a New Course: Reinventing High School Classes for the New Millennium Eric E. Castro, St Ignatius College Preparatory; Paul Totah, St Ignatius College Preparatory | 2017 | \$45.99 9781681238968 | \$85.99 9781681238975 |
| Cinematic Social Studies: A Resource for Teaching and Learning Social Studies With Film William B. Russell, University of Central Florida; Stewart Waters, The University of Tennessee <i>Series: Teaching and Learning Social Studies</i> | 2017 | \$65.99 9781681237336 | \$95.99 9781681237343 |
| Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor Kevin J. Pugh, University of Northern Colorado | 2017 | \$45.99 9781681237763 | \$85.99 9781681237770 |
| The Concise APA Handbook Paul Chamness Iida; Rachael Ruegg, Akita International University; Naoko Araki, Akita International University; Mary Frances Agnello, Akita International University; Mark de Boer, Akita International University | 2017 | \$21.99 9781681237732 | \$32.99 9781681237749 |
| Conflict Management and Dialogue in Higher Education: A Global Perspective (2nd Edition) Nancy T. Watson, Texas A&M University; Karan L. Watson, Texas A&M University; Christine A. Stanley, Texas A&M University <i>Series: International Higher Education</i> | 2017 | \$45.99 9781641130936 | \$85.99 9781641130943 |
| Contemporary Perspectives in Data Mining: Volume 3 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i> | 2017 | \$45.99 978-1-64113-054-7 | \$85.99 978-1-64113-055-4 |
| Control is Not a Four-Letter Word!: Establishing Positive Classroom Behavior for the Year in the First Five Days Sarah Clancy-Ballard | 2017 | \$45.99 9781681239262 | \$85.99 9781681239279 |
| Creativity and Spirituality: A Multidisciplinary Perspective Maureen Miner, Excelsia College; Martin Dowson, Excelsia College | 2017 | \$45.99 9781681236636 | \$85.99 9781681236643 |
| Curriculum and Teaching Dialogue: Vol. 19 # 1 & 2 Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum & Teaching Dialogue</i> | 2017 | \$45.99 9781641130318 | \$85.99 9781641130325 |

| | | | |
|---|------|--------------------------|--------------------------|
| Curriculum Windows: What Curriculum Theorists of the 1990s Can Teach Us About Schools And Society Today Thomas S. Poetter, Miami University; Kelly Waldrop, Miami University; Tasneem Amatullah, Miami University, Oxford, Ohio; Cleighton Weiland, Miami University, Oxford, Ohio; Jody Googins, Miami University, Oxford, Ohio; Vanessa Winn, Miami University, Oxford, Ohio <i>Series: Curriculum Windows</i> | 2017 | \$45.99 9781681237855 | \$85.99 9781681237862 |
| Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way William DeJean, Inspiration Unleashed; Jeff Sapp, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2017 | \$45.99 9781681237827 | \$85.99 9781681237534 |
| Democratic Evaluation and Democracy: Exploring the Reality Donna Podems, University of Johannesburg <i>Series: Evaluation and Society</i> | 2017 | \$45.99 9781681237886 | \$85.99 9781681237893 |
| Digging Deeper: Activities for Enriching and Expanding Social Studies Instruction K-12 M. Gail Hickey, Indiana University-Purdue University Fort Wayne; Jeremiah Clabough, University of Alabama at Birmingham <i>Series: Teaching and Learning Social Studies</i> | 2017 | \$45.99 9781681238616 | \$85.99 9781681238623 |
| Doing PDS: Stories and Strategies from Successful Clinically Rich Practice Keli Garas-York, SUNY Buffalo State; Pixita del Prado Hill, SUNY Buffalo State; Leslie K. Day, SUNY Buffalo State; Kim Truesdell, SUNY Buffalo State; Susan Keller-Mathers, SUNY Buffalo State <i>Series: Research in Professional Development Schools</i> | 2017 | \$45.99 9781641130882 | \$85.99 9781641130899 |
| Educational Leadership and Music: Lessons for Tomorrow's School Leaders Terri N. Watson, The City College of New York; Jeffrey S. Brooks, RMIT University; Floyd D. Beachum, Lehigh University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2017 | \$45.99 9781681238555 | \$85.99 9781681238562 |
| Elementary Mathematics Specialists: Developing, Refining, and Examining Programs That Support Mathematics Teaching and Learning Maggie B. McGatha, University of Louisville; Nicole R. Rigelman, Portland State University <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i> | 2017 | \$45.99 9781681238227 | \$85.99 9781681238234 |
| Enduring Myths That Inhibit School Turnaround Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i> | 2017 | \$45.99 9781681238876 | \$85.99 9781681238883 |
| Expanding Opportunities to Link Research and Clinical Practice: A Volume in Research in Professional Development Schools JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am; Ronald Beebe, University of Houston -Downtown <i>Series: Research in Professional Development Schools</i> | 2017 | \$45.99 9781681238036 | \$85.99 9781681238043 |
| Exploding the Castle: Rethinking How Video Games & Game Mechanics Can Shape the Future of Education Michael F. Young, University of Connecticut; Stephen T. Slota, University of Connecticut <i>Series: Psychological Perspectives on Contemporary Educational Issues</i> | 2017 | \$45.99 9781681239354 | \$85.99 9781681239361 |
| Exploring the Community Impact of Research-Practice Partnerships in Education R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i> | 2017 | \$45.99 9781681238289 | \$85.99 9781681238296 |

| | | | |
|---|------|------------------------------|------------------------------|
| Exploring the Impact of the Dissertation in Practice Valerie A. Storey, University of Central Florida | 2017 | \$45.99 9781681238999 | \$85.99 9781681239002 |
| Family Involvement in Faith-Based Schools Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2017 | \$45.99 9781681239200 | \$85.99 9781681239217 |
| The First 100 Days in the Main Office: Transforming A School Culture Alan Jones | 2017 | \$45.99 978-1-64113-146-9 | \$85.99 978-1-64113-147-6 |
| Foundations for Teacher Education in Audio-Visual Instruction Elizabeth Goudy Noel; J. Paul Leonard <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239620 | |
| Gender and Sexuality in the Migration Trajectories: Studies between the Northern and Southern Mediterranean Shores Emiliana Mangone, University of Salerno; Giuseppe Masullo, University of Salerno; Mar Gallego, Universidad de Huelva <i>Series: Innovations in Qualitative Research</i> | 2017 | \$45.99 9781641131285 | \$85.99 9781641131292 |
| Gender, Communication, and the Leadership Gap Carolyn M. Cunningham, Gonzaga University; Heather M. Crandall, Gonzaga University; Alexa M. Dare, University of Portland <i>Series: Women and Leadership</i> | 2017 | \$45.99 9781681239941 | \$85.99 9781681239958 |
| A Global Perspective of Social Justice Leadership for School Principals Pamela S. Angelle, The University of Tennessee | 2017 | \$45.99 9781681238739 | \$85.99 9781681238746 |
| Global Perspectives on Gender and Sexuality in Education: Raising Awareness, Fostering Equity, Advancing Justice Elinor L. Brown, University of Kentucky; Guichun Zong, Kennesaw State University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2017 | \$45.99 9781681237947 | \$85.99 9781681237954 |
| The Growing Out-of-School Time Field: Past, Present, and Future Helen Janc Malone, Institute for Educational Leadership; Tara Donahue <i>Series: Current Issues in Out-of-School Time</i> | 2017 | \$45.99 9781641130288 | \$85.99 9781641130295 |
| A Guide to College Success for Post-traditional Students Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2017 | \$45.99 978-1-68123-917-0 | \$85.99 978-1-68123-918-7 |
| Holistic Education and Embodied Learning John P. Miller, University of Toronto; Kelli Nigh, University of Toronto <i>Series: Current Perspectives in Holistic Education</i> | 2017 | \$45.99 9781681238401 | \$85.99 9781681238418 |
| Imagine a Place: Stories from Middle Grades Educators Jan Carpenter, Maryhurst University; Amy Lutz, Pacific University, George Fox University; Linda Samek, George Fox University; Micki M. Caskey, Portland State University; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University; Jay Casbon, Oregon State University; Maureen Musser, Educational Consultant <i>Series: The Handbook of Resources in Middle Level Education</i> | 2017 | \$45.99 9781681239408 | \$85.99 9781681239415 |
| Imagining Education: Beyond the Logic Of Global Neoliberal Capitalism Arturo Rodriguez, Boise State University; Kevin R. Magill, The University of Texas at Austin <i>Series: Critical Constructions: Studies on Education and Society</i> | 2017 | \$45.99 9781681237466 | \$85.99 9781681237473 |
| Implementing and Analyzing Performance Assessments in Teacher Education Joyce E. Many, Georgia State University; Ruchi Bhatnagar, Georgia State University <i>Series: Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation</i> | 2017 | \$45.99 978-1-64113-119-3 | \$85.99 978-1-64113-120-9 |

| | | | |
|--|------|------------------------------|------------------------------|
| Inclusive Physical Activities: International Perspectives Alexandre J. S. Morin, Concordia University; Christophe Maïano, Université du Québec en Outaouais; Danielle Tracey, University of Western Sydney; Rhonda G. Craven, Australian Catholic University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2017 | \$45.99 9781681238524 | \$85.99 9781681238531 |
| The Instructional Design Process Jerrold E. Kemp <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239767 | |
| Is That Your Mom?: Voices of Cross Racially Raised Adults of The African Diaspora Cyndy R. Snyder, University of Washington <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i> | 2017 | \$45.99 9781681238494 | \$85.99 9781681238500 |
| It Can Be Done in Government: An Approach for Improving Efficiency in the Public Sector Stanford E. Ford; Deborah A. Martel; Thomas W. Olliff; Dianne A. Wright | 2017 | \$45.99 9781681237824 | \$85.99 9781681237831 |
| Leadership for Learning: The New Challenge in Early Childhood Education and Care Per Tore Granrusten, Queen Maud University College; Kjell-Åge Gotvassli, Queen Maud University College and Nord University; Ole Fredrik Lillemyr, Queen Maud University College; Kari Hoås Moen, Queen Maud University College | 2017 | \$45.99 9781641131605 | \$85.99 9781641131612 |
| Leadership Matters in the Education of Students with Special Needs in the 21st Century Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Anthony F. Rotatori, Saint Xavier University; Cheryl Utley, Chicago State University <i>Series: Contemporary Perspectives in Special Education</i> | 2017 | \$45.99 978-1-64113-008-0 | \$85.99 978-1-64113-009-7 |
| Leading Diversity in the 21st Century Terri A. Scandura, University of Miami; Edwin Mouriño, Rollins College | 2017 | \$45.99 9781681238760 | \$85.99 9781681238777 |
| Living the Questions: Dispatches From a Life Already in Progress Wade Tillett, University of Wisconsin <i>Series: Landscapes of Education</i> | 2017 | \$45.99 9781681238463 | \$85.99 9781681238470 |
| The Luso-Anarchist Reader: The Origins of Anarchism in Portugal and Brazil Plínio de Góes, University of Massachusetts, Lowell <i>Series: Critical Constructions: Studies on Education and Society</i> | 2017 | \$45.99 9781681237183 | \$85.99 9781681237190 |
| Maribel's First Day Irma L. Almager | 2017 | \$25.99 9781681239859 | \$37.5 9781681239866 |
| Memory Practices and Learning: Interactional, Institutional and Sociocultural Perspectives Åsa Mäkitalo, University of Gothenburg; Per Linell, University of Linköping, Sweden; Roger Säljö, University of Gothenburg <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2017 | \$65.99 9781681236193 | \$95.99 9781681236209 |
| Mending Walls: Historical, Socio-Political, Economic, and Geographical Perspectives Richard A. Diem, University of Texas - San Antonio; Michael J. Berson, University of South Florida <i>Series: International Social Studies Forum: The Series</i> | 2017 | \$45.99 9781681238319 | \$85.99 9781681238326 |
| Metacognitive Knowledge: Development, Application, and Improvement Joke van Velzen | 2017 | \$45.99 978-1-64113-022-6 | \$85.99 978-1-64113-023-3 |
| Model Science Teacher Preparation Programs: An International Comparison of What Works Jon Pedersen, University of South Carolina; Tetsuo Isozaki, Hiroshima University; Toshihde Hirano, Aichi University of Education | 2017 | \$45.99 9781681238005 | \$85.99 9781681238012 |

| | | | |
|--|------|------------------------------|------------------------------|
| Multiculturalism, Dialectical Thought, and Social Justice Pedagogy: A Study from the Borderlands Daniel Ian Rubin, Jacksonville State University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2017 | \$45.99 9781681238098 | \$85.99 9781681238104 |
| National Society for the Study of Education Forty-Eighth Yearbook, Part I: Audio-Visual Materials of Instruction <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239606 | |
| Navigating Assessment with Linguistically Diverse Learners Keri-Anne Croce, Towson University | 2017 | \$45.99 9781681238258 | \$85.99 9781681238265 |
| On Indian Ground: California Joely Proudfit, California State University San Marcos ; Nicole Quinderro Myers-Lim <i>Series: On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education</i> | 2017 | \$45.99 9781681239125 | \$85.99 9781681239132 |
| Out-of-School-Time STEM Programs for Females: Implications for Research and Practice Volume I: Longer-Term Programs Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i> | 2017 | \$45.99 9781681238432 | \$85.99 9781681238449 |
| Phronesis in Business Schools: Reflections on Teaching and Learning Jenson Goh, National University of Singapore; Wolfgang Amann, HEC Paris <i>Series: Research in Management Education and Development</i> | 2017 | \$45.99 978-1-64113-140-7 | \$85.99 978-1-64113-141-4 |
| Planning Schools for Use of Audio-Visual Materials NO. 1: Classrooms <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239644 | |
| Planning Schools for Use of Audio-Visual Materials NO. 2: Auditoriums <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239668 | |
| Planning Schools for Use of Audio-Visual Materials NO. 3: AV Instructional Materials Center <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239682 | |
| Powerful Multicultural Essays For Innovative Educators And Leaders: Optimizing 'Hearty' Conversations Festus E. Obiakor, Sunny Educational Consulting | 2017 | \$45.99 978-1-64113-085-1 | \$85.99 978-1-64113-086-8 |
| Queer People of Color in Higher Education Joshua Moon Johnson, American River College; Gabriel Javier, University of Wisconsin-Madison <i>Series: Contemporary Perspectives on LGBTQ Advocacy in Societies</i> | 2017 | \$45.99 9781681238814 | \$85.99 9781681238821 |
| Queer Voices from the Locker Room Cuhullan Tsuyoshi McGivern; Paul Chamness Iida <i>Series: Research in Queer Studies</i> | 2017 | \$45.99 9781681239095 | \$85.99 9781681239101 |
| Race Lessons: Using Inquiry to Teach About Race in Social Studies Prentice T. Chandler, Austin Peay State University; Todd S. Hawley, Kent State University <i>Series: Teaching and Learning Social Studies</i> | 2017 | \$65.99 9781681238906 | \$95.99 9781681238913 |
| Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education Mathew D. Felton-Koestler, Ohio University; Ksenija Simic-Muller, Pacific Lutheran University; José María Menéndez, Pima Community College | 2017 | \$45.99 9781681237671 | \$85.99 9781681237688 |

| | | | |
|--|------|------------------------------|------------------------------|
| Restorative Practice Meets Social Justice: Un-Silencing the Voices of "At-Promise" Student Populations Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2017 | \$45.99 9781681237275 | \$85.99 9781681237282 |
| Rethinking Social Studies: Critical Pedagogy in Pursuit of Dangerous Citizenship E. Wayne Ross, University of British Columbia <i>Series: Critical Constructions: Studies on Education and Society</i> | 2017 | \$45.99 9781681237558 | \$85.99 9781681237565 |
| Second Language Testing for Student Evaluation and Classroom Research Greta Gorsuch, Texas Tech University; Dale Griffiee | 2017 | \$45.99 9781641130110 | \$85.99 9781641130127 |
| Second Language Testing for Student Evaluation and Classroom Research: Student Workbook Greta Gorsuch, Texas Tech University; Dale Griffiee | 2017 | \$25.99 9781641130172 | |
| SELF - Driving Positive Psychology and Wellbeing Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University <i>Series: International Advances in Self Research</i> | 2017 | \$45.99 9781641130028 | \$85.99 9781641130035 |
| Silent Partners in Multicultural Education Tuija Itkonen, University of Helsinki, Finland; Fred Dervin, University of Helsinki, Finland <i>Series: Research in Multicultural Education and International Perspectives</i> | 2017 | \$45.99 9781681237213 | \$85.99 9781681237220 |
| Social Studies Teacher Education: Critical Issues and Current Perspectives Christopher C. Martell, Boston University <i>Series: Research in Social Education</i> | 2017 | \$45.99 978-1-64113-046-2 | \$85.99 978-1-64113-047-9 |
| Sports and Understanding Organizations Daniel J. Svyantek, Auburn University <i>Series: Research in Organizational Science</i> | 2017 | \$45.99 9781681237916 | \$85.99 9781681237923 |
| Successful Science and Engineering Teaching in Colleges and Universities, 2nd Edition Calvin S. Kalman, Concordia University <i>Series: Science & Engineering Education Sources</i> | 2017 | \$45.99 9781681239576 | \$85.99 9781681239583 |
| Sustainable Peace in the Twenty-First Century: Bridging the Gap from Theory to Practice Dilip Vasudeo Kulkarni <i>Series: Peace Education</i> | 2017 | \$45.99 9781681237497 | \$85.99 9781681237503 |
| Talent Development and the Global Economy: Perspectives from Special Interest Groups Fredrick. M. Nafukho, Texas A&M University; Khali Dirani, Texas A&M University; Beverly Irby, Texas A&M University <i>Series: International Higher Education</i> | 2017 | \$45.99 9781681239972 | \$85.99 9781681239989 |
| Teachers' Personal Epistemologies: Evolving Models for Informing Practice Gregory Schraw, University of Nevada - Las Vegas; Jo Lunn Brownlee; Lori Olafson, University of Nevada, Las Vegas; Michelle Vander Veldt Brye <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2017 | \$65.99 9781681239484 | \$95.99 9781681239491 |
| Teaching Social Studies: A Methods Book for Methods Teachers S. G. Grant, Binghamton University; John Lee, North Carolina State University; Kathy Swan, University of Kentucky | 2017 | \$45.99 9781681238845 | \$85.99 9781681238852 |
| Technology Enhanced Innovative Assessment: Development, Modeling, and Scoring From an Interdisciplinary Perspective Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | 2017 | \$45.99 9781681239293 | \$85.99 9781681239309 |
| Telling Our Stories: Culturally Different Adults Reflect on Growing Up in Single-Parent Families Donna Y. Ford, Vanderbilt University | 2017 | \$45.99 9781681238371 | \$85.99 9781681238388 |

| | | | |
|--|------|------------------------------|------------------------------|
| Test Fairness in the New Generation of Large-Scale Assessment Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | 2017 | \$45.99 9781681238937 | \$85.99 9781681238944 |
| Theorizing Women & Leadership: New Insights & Contributions from Multiple Perspectives Julia Storberg-Walker, George Washington University; Paige Haber-Curran, Texas State University <i>Series: Women and Leadership</i> | 2017 | \$45.99 9781681236827 | \$85.99 9781681236834 |
| Views from Inside: Languages, Cultures, and Schooling for K-12 Educators Joy Egbert, Washington State University; Gisela Ernst-Slavit, Washington State University <i>Series: Literacy, Language and Learning</i> | 2017 | \$65.99 978-1-64113-019-6 | \$95.99 978-1-64113-020-2 |
| Visual Aids G. G. Weaver; E. W. Bollinger <i>Series: Classics in Distance Learning</i> | 2017 | \$25 9781681239743 | |
| Where's the Wisdom in Service-Learning? Robert Shumer, Metropolitan State University and University of Minnesota | 2017 | \$45.99 9781681238647 | \$85.99 9781681238654 |
| Within Reach: Providing Universal Access to the Four Pillars of Literacy Hoaihuong Nguyen, California State University; Jeanne Sesky, California State University <i>Series: Educational Leadership for Social Justice</i> | 2017 | \$45.99 9781681238197 | \$85.99 9781681238203 |
| Working Together: Enhancing Urban Educator Quality Through School-University Partnerships Diane Yendol-Hoppey, University of North Florida; Deborah Shanley, Brooklyn College – CUNY; Darby C. Delane, Alachua County Public Schools; David T. Hoppey, University of North Florida <i>Series: Advances in Teacher Education</i> | 2017 | \$45.99 9781681237305 | \$85.99 9781681237312 |
| Writing Math Research Papers - 5th Ed.: A Guide for High School Students and Instructors Robert Gerver | 2017 | \$45.99 978-1-64113-110-0 | \$85.99 978-1-64113-111-7 |
| 10 Dilemmas in Teaching with Discussion: Managing Integral Instruction Jody S. Piro, Western Connecticut State University | 2016 | \$45.99 9781681235158 | \$85.99 9781681235165 |
| 2016 BPOL (Best Practices in Online Learning) Forum Proceedings: FREE DOWNLOAD Michael Simonson, Nova Southeastern University | 2016 | | |
| Advanced Management for Deans Terri Friel, Venture Connects | 2016 | \$45.99 9781681234700 | \$85.99 9781681234717 |
| American Educational History Journal: Volume 43 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i> | 2016 | \$45.99 9781681236070 | \$85.99 9781681236087 |
| Amerindian Paths: Guiding Dialogues With Psychology Danilo Silva Guimarães, University of São Paulo <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2016 | \$45.99 9781681233451 | \$85.99 9781681233468 |
| Applied Psychometrics using SPSS and AMOS Holmes Finch, Ball State University; Brian F. French, Washington State University; Jason C. Immekus, University of Louisville | 2016 | \$45.99 9781681235264 | \$85.99 9781681235271 |
| Are You Mixed?: A War Bride's Granddaughter's Narrative of Lives In-Between Contested Race, Gender, Class, and, Power Sonia E. Janis, University of Georgia <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2016 | \$45.99 9781681233871 | \$85.99 9781681233888 |

| | | | |
|---|------|--------------------------|--------------------------|
| Beyond Retention: Cultivating Spaces of Equity, Justice, and Fairness for Women of Color in U.S. Higher Education Brenda L. H. Marina, Baltimore City Community College; Sabrina N. Ross, Georgia Southern University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2016 | \$45.99 9781681234144 | \$85.99 9781681234151 |
| Beyond the Online Course: Leadership Perspectives on e-Learning Anthony A. Pina, Sullivan University System; Jason B. Huett, University of West Georgia <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2016 | \$65.99 9781681235097 | \$95.99 9781681235103 |
| Brown-Eyed Leaders of the Sun: A Portrait of Latina/o Educational Leaders Frank Hernandez, University of Texas of the Permian Basin; Elizabeth T. Murakami, Texas A&M University-San Antonio | 2016 | \$45.99 9781681234496 | \$85.99 9781681234502 |
| Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations Judith J. Slater, Florida International University; Ruth Ravid, National Louis University; R. Martin Reardon, East Carolina University | 2016 | \$45.99 9781681234670 | \$85.99 9781681234687 |
| Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms Dorothy Y. White, University of Georgia; Sandra Crespo, Michigan State University; Marta Civil, The University of Arizona <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i> | 2016 | \$65.99 9781681236254 | \$95.99 9781681236261 |
| Catholic School Leadership Anthony J. Dosen, DePaul University, Chicago; Barbara S. Rieckhoff, DePaul University <i>Series: Research on Religion and Education</i> | 2016 | \$45.99 9781681232713 | \$85.99 9781681232720 |
| Challenges and Innovations in Educational Psychology Teaching and Learning M Cecil Smith, West Virginia University; Nancy DeFrates-Densch, Northern Illinois University | 2016 | \$65.99 9781681233963 | \$95.99 9781681233970 |
| The Changing Landscape of Youth Work: Theory and Practice for an Evolving Field Kristen M. Pozzoboni, San Francisco State University; Ben Kirshner, University of Colorado School of Education <i>Series: Adolescence and Education</i> | 2016 | \$45.99 9781681235639 | \$85.99 9781681235646 |
| Charter School Report Card Shawgi Tell <i>Series: Critical Constructions: Studies on Education and Society</i> | 2016 | \$65.99 9781681232959 | \$95.99 9781681232966 |
| Chicago Charter Schools: The Hype and the Reality William Sampson, DePaul University | 2016 | \$45.99 9781681234342 | \$85.99 9781681234359 |
| Class Size and Pupil-Teacher Ratios: Where Education and Economics Collide Chris Peers, Monash University | 2016 | \$45.99 9781681235608 | \$85.99 9781681235615 |
| The Classroom Teacher's Behavior Management Toolbox Roger Pierangelo, Long Island University; George Giuliani, Hofstra University | 2016 | \$37.5 9781681234755 | \$67.5 9781681234762 |
| Clinical Preparation at the Middle Level: Practices and Possibilities Penny B. Howell, University of Louisville; Jan Carpenter, Maryhurst University; Jeanneine Jones, University of North Carolina at Charlotte <i>Series: The Handbook of Resources in Middle Level Education</i> | 2016 | \$45.99 9781681233932 | \$85.99 9781681233949 |
| Colluding, Colliding, and Contending with Norms of Whiteness Jennifer L. S. Chandler, Arizona State University <i>Series: Urban Education Studies Series</i> | 2016 | \$45.99 9781681236919 | \$85.99 9781681236926 |
| Contemporary Perspectives on Research on Bullying and Victimization in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2016 | \$45.99 9781681235967 | \$85.99 9781681235974 |

| | | | |
|--|------|------------------------------|------------------------------|
| Counseling African American Males: Effective Therapeutic Interventions and Approaches Dr. William Ross, Prairie View A&M University <i>Series: African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling</i> | 2016 | \$45.99 9781681235493 | \$85.99 9781681235509 |
| Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools Azadeh F. Osanloo, New Mexico State University; Cindy Reed, Northern Kentucky University; Jonathan P. Schwartz, University of Houston <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2016 | \$65.99 9781681237244 | \$95.99 9781681237251 |
| Critical Mathematics Education: Theory, Praxis and Reality Paul Ernest, University of Exeter, UK; Bharath Sriraman, University of Montana; Nuala Ernest <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2016 | \$45.99 978-1-68123-259-1 | \$85.99 978-1-68123-260-7 |
| Critical Views on Teaching and Learning English Around the Globe: Qualitative Research Approaches José Aldemar Álvarez V., Universidad del Valle, Colombia; Cathy Amanti, Georgia State University; Shireen Keyl, Utah State University; Erin Mackinney, Roosevelt University <i>Series: Research in Second Language Learning</i> | 2016 | \$45.99 9781681233420 | \$85.99 9781681233437 |
| Crossover Pedagogy: A Rationale for a New Teaching Partnership Between Faculty and Student Affairs Leaders on College Campuses Robert Nash, The University of Vermont; Jennifer J. J. Jang, Champlain College; Patricia C. Nguyen, University of California, Los Angeles | 2016 | \$45.99 9781681235844 | \$85.99 9781681235851 |
| The Cruciform Faculty: The Making of a Christian Professor Mark H. Heinemann, Dallas Theological Seminary; James R. Estep, Lincoln Christian University; Mark A. Maddix, Point Loma Nazarene University; Octavio J. Esqueda, Biola University | 2016 | \$19.99 9781681236797 | \$49.99 9781681236803 |
| Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings: Implications for Access, Equity and Achievement Dr. Patricia J. Larke, Texas A&M University; Dr. Gwendolyn Webb-Hasan, Texas A&M University; Dr. Jemimah L. Young, University of North Texas <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2016 | \$45.99 9781681235066 | \$85.99 9781681235073 |
| Cultural Psychology of Musical Experience Sven Hroar Klempe, Norwegian University of Science and Technology <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2016 | \$45.99 9781681234847 | \$85.99 9781681234854 |
| Curriculum and Teaching Dialogue: Vol. 18 # 1 & 2 David J. Flinders, Indiana University; Christy M. Moroye, Regis University <i>Series: Curriculum & Teaching Dialogue</i> | 2016 | \$45.99 9781681236537 | \$85.99 9781681236667 |
| Curriculum Windows: What Curriculum Theorists of the 1980s Can Teach Us About Schools And Society Today Thomas S. Poetter, Miami University; Kelly Waldrop, Miami University; Vicka Bell-Robinson; Chloé Bolyard <i>Series: Curriculum Windows</i> | 2016 | \$45.99 9781681233703 | \$85.99 9781681233710 |
| Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning Mark J. Lattery, University of Wisconsin Oshkosh <i>Series: Science & Engineering Education Sources</i> | 2016 | \$45.99 9781681236285 | \$85.99 9781681236292 |
| Democracy and Decency: What Does Education Have to Do With It? Paul R. Carr, Université du Québec en Outaouais; P. L. Thomas, Furman University; Brad J. Porfilio, Seattle University; Julie A. Gorlewski, SUNY New Paltz <i>Series: Critical Constructions: Studies on Education and Society</i> | 2016 | \$45.99 9781681233246 | \$85.99 9781681233253 |

| | | | |
|---|------|--------------------------|--------------------------|
| Digital Curricula in School Mathematics Meg Bates, The University of Chicago; Zalman Usiskin, The University of Chicago <i>Series: Research in Mathematics Education</i> | 2016 | \$45.99 9781681234113 | \$85.99 9781681234120 |
| Distance Education: Statewide, Institutional, and International Applications of Distance Education, 2nd Edition Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2016 | \$45.99 9781681236414 | \$85.99 9781681236421 |
| DIY Punk as Education: From Mis-education to Educative Healing Rebekah Cordova, University of Florida <i>Series: Critical Constructions: Studies on Education and Society</i> | 2016 | \$45.99 9781681235752 | \$85.99 9781681235769 |
| E-Learning and Social Media: Education and Citizenship for the Digital 21st Century Elinor L. Brown, University of Kentucky; Anna Krasteva, New Bulgarian University; Maria Ranieri, University of Florence <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2016 | \$45.99 9781681234281 | \$85.99 9781681234298 |
| The EdD and the Scholarly Practitioner Jill Alexa Perry, University of Pittsburgh; and the Carnegie Project on the Education Doctorate (CPED) | 2016 | \$45.99 9781681235417 | \$85.99 9781681235424 |
| Educational Policies and Youth in the 21st Century: Problems, Potential, and Progress Sharon L. Nichols, University of Texas at San Antonio | 2016 | \$45.99 9781681235295 | \$85.99 9781681235301 |
| The Encyclopedia of Middle Grades Education (2nd ed.) Steven B. Mertens, Illinois State University; Micki M. Caskey, Portland State University; Nancy Flowers, CPRD / University of Illinois <i>Series: The Handbook of Resources in Middle Level Education</i> | 2016 | \$60 9781681235691 | \$90 9781681235707 |
| Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University <i>Series: Educational Leadership for Social Justice</i> | 2016 | \$45.99 9781681234083 | \$85.99 9781681234090 |
| Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico <i>Series: Educational Leadership for Social Justice</i> | 2016 | \$45.99 9781681234052 | \$85.99 9781681234069 |
| Evaluating Second Language Courses Dale Griffie; Greta Gorsuch, Texas Tech University | 2016 | \$45.99 9781681235936 | \$85.99 9781681235943 |
| Evaluation for an Equitable Society Stewart I. Donaldson, Claremont Graduate University; Robert Picciotto, International Development Institute, Kings College London <i>Series: Evaluation and Society</i> | 2016 | \$45.99 9781681234434 | \$85.99 9781681234441 |
| Evaluative Research Methods: Managing the Complexities of Judgment in the Field Saville Kushner <i>Series: Evaluation and Society</i> | 2016 | \$45.99 9781681236889 | \$85.99 9781681236896 |
| Focusing on the Underserved: Immigrant, Refugee, and Indigenous Asian American and Pacific Islanders in Higher Education Sam D. Museus, University of California, San Diego; Amefil Agbayani, University of Hawai'i at Mānoa; Doris M. Ching, University of Hawai'i | 2016 | \$45.99 9781681236162 | \$85.99 9781681236179 |
| From a Gadfly to a Hornet: Academic Freedom, Humane Education, and the Intellectual Life of Joseph Kinmont Hart Deron Boyles, Georgia State University; Kenneth J. Potts, California State University, Stanislaus <i>Series: Readings in Educational Thought</i> | 2016 | \$45.99 9781681234786 | \$85.99 9781681234793 |

| | | | |
|--|------|--------------------------|--------------------------|
| From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility Ronald Swartz, Oakland University, Professor Emeritus <i>Series: Landscapes of Education</i> | 2016 | \$65.99 9781681235523 | \$95.99 9781681235530 |
| Gender, Media, and Organization: Challenging Mis(s)Representations of Women Leaders and Managers Carole Elliott, University of Roehampton; Valerie Stead, Lancaster University, UK; Sharon Mavin, University of Roehampton; Jannine Williams, University of Bradford, UK <i>Series: Women and Leadership</i> | 2016 | \$45.99 9781681235325 | \$85.99 9781681235332 |
| Great Expectations: What Kids Want From Our Urban Public Schools Loyce Caruthers, University of Missouri – Kansas City; Jennifer Friend, University of Missouri - Kansas City | 2016 | \$45.99 9781681234403 | \$85.99 9781681234410 |
| Gumbo for the Soul: Liberating Memoirs and Stories to Inspire Females of Color Donna Y. Ford, Vanderbilt University; Joy Lawson Davis, Virginia Union University; Michelle Trotman Scott, University of West Georgia; Yolanda Sealey-Ruiz, Teachers College, Columbia University <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i> | 2016 | \$32.5 9781681236971 | \$49 9781681236988 |
| Handbook on Comparative and International Studies in Education Donald K. Sharpes, Arizona State University <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2016 | \$60 9781681236766 | \$90 9781681236773 |
| Handbook on Personalized Learning for States, Districts, and Schools Marilyn Murphy, Temple University; Sam Redding, Academic Development Institute; Janet Twyman, University of Massachusetts | 2016 | \$45.99 9781681235875 | \$85.99 9781681235882 |
| Helping Parents Understand Schools: A Different Perspective on Education and Schooling in America Lyndon G. Furst, Andrews University | 2016 | \$24.99 9781681236858 | \$39.99 9781681236865 |
| Homeschooling in New View Bruce S. Cooper, Fordham University; Frances R. Spielhagen, Mount Saint Mary College; Carlo Ricci, Nipissing University | 2016 | \$45.99 9781681233505 | \$85.99 9781681233512 |
| Identity Intersectionalities, Mentoring, and Work–Life (Im)Balance: Educators (Re)Negotiate the Personal, Professional, and Political Katherine Cumings Mansfield, Virginia Commonwealth University; Anjalé D. Welton, University of Illinois at Urbana-Champaign; Pei-Ling Lee, The University of Texas at Austin <i>Series: Work-Life Balance</i> | 2016 | \$45.99 9781681235554 | \$85.99 9781681235561 |
| In Praise of Radiant Beings: A Retrospective Path Through Education, Buddhism and Ecology David W. Jardine, University of Calgary (Retired) <i>Series: Current Perspectives on Confucianism, Taoism, Buddhism, and Education</i> | 2016 | \$45.99 9781681236049 | \$85.99 9781681236056 |
| Intercultural Competence in Instructed Language Learning: Bridging Theory and Practice Paula Garrett-Rucks, Georgia State University <i>Series: Contemporary Language Education</i> | 2016 | \$45.99 9781681234175 | \$85.99 9781681234182 |
| Internationalizing Teaching and Teacher Education for Equity: Engaging Alternative Knowledges Across Ideological Borders Jubin Rahatzad, Purdue University; Hannah Dockrill, Purdue University; Suniti Sharma, Saint Joseph's University; JoAnn Phillion, Purdue University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2016 | \$45.99 9781681236605 | \$85.99 9781681236612 |
| Leadership: Learning, Teaching, and Practice Autumn Cypres, St. John's University, New York City <i>Series: Leadership, Schools, and Change</i> | 2016 | \$45.99 9781681237121 | \$85.99 9781681237138 |

| | | | |
|---|------|--------------------------|---------------------------|
| Leading Schools in Challenging Times: Eye to the Future Bruce Anthony Jones, University of Houston; Anthony Rolle, University of Houston <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2016 | \$45.99 9781681233673 | \$85.99 9781681233680 |
| Learning from the Federal Market-Based Reforms: Lessons for ESSA William J. Mathis, University of Colorado, Boulder; Tina M. Trujillo, University of California, Berkeley | 2016 | \$75.99 9781681235035 | \$125.99 9781681235042 |
| Listening to the Voices of Boys: Exploring the Motivation of Primary Boys to Engage in Reading Krista Griffin, Metropolitan State University of Denver <i>Series: Literacy, Language and Learning</i> | 2016 | \$45.99 9781681234588 | \$85.99 9781681234595 |
| Making of The Future: The Trajectory Equifinality Approach in Cultural Psychology Tatsuya Sato, Ritsumeikan University; Naohisa Mori, Sapporo Gakuin University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2016 | \$45.99 9781681235462 | \$85.99 9781681235479 |
| The Mathematics Education of Elementary Teachers: Issues and Strategies for Content Courses Lynn C. Hart, Georgia State University, USA; Susan Oesterle, Douglas College, Canada; Susan Swars Auslander, Georgia State University, USA; Ann Kajander, Lakehead University, Canada | 2016 | \$45.99 9781681235721 | \$85.99 9781681235738 |
| Mentoring in Formal and Informal Contexts Kathy Peno, University of Rhode Island; Elaine M. Silva Mangiante, Salve Regina University; Rita A. Kenahan, DePuy Synthes Institute <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2016 | \$45.99 9781681234618 | \$85.99 9781681234625 |
| National Identity: Theory and Research Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain; Andrew Milne, Sciences Po Toulouse, France <i>Series: Cross National Research</i> | 2016 | \$45.99 9781681235233 | \$85.99 9781681235240 |
| Never Give Up: An Experienced Teacher Overcomes Obstacles to Change Sharon A. Schwille, Michigan State University, Emeritus | 2016 | \$45.99 9781681234816 | \$85.99 9781681234823 |
| News Media and the Neoliberal Privatization of Education Zane C. Wubbena, Texas State University; Derek R. Ford, DePauw University; Brad J. Porfilio, Seattle University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2016 | \$45.99 9781681233994 | \$85.99 9781681234007 |
| Organization and Administration of Adult Education Programs: A Guide for Practitioners Steven W. Schmidt, East Carolina University; Susan M. Yelich Binniecki, Kansas State University <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2016 | \$45.99 9781681236353 | \$85.99 9781681236360 |
| Peace Jobs: A Student's Guide to Starting a Career Working for Peace David J. Smith, George Mason University <i>Series: Peace Education</i> | 2016 | \$39.99 9781681233307 | \$85.99 9781681233314 |
| Point of Departure: Returning to Our More Authentic Worldview for Education and Survival Four Arrows, Fielding Graduate University | 2016 | \$24.99 9781681235905 | \$49.99 9781681235912 |
| Portraying Lives: Headmistresses and Women Professors 1880s-1940s Tanya Fitzgerald, La Trobe Univ; Josephine May, University of Newcastle | 2016 | \$45.99 9781681234465 | \$85.99 9781681234472 |
| Pyrrhic Victory: The Cost of Integration Daniel F. Upchurch, The University of Louisiana, Monroe | 2016 | \$45.99 9781681233819 | \$85.99 9781681233826 |
| Queering Classrooms: Personal Narratives and Educational Practices to Support LGBTQ Youth in Schools Erin A. Mikulec; Paul Chamness Iida <i>Series: Research in Queer Studies</i> | 2016 | \$45.99 9781681236506 | \$85.99 9781681236513 |

| | | | |
|--|------|--------------------------|--------------------------|
| R.A.C.E. Mentoring Through Social Media: Black and Hispanic Scholars Share Their Journey in the Academy Donna Y. Ford, Vanderbilt University; Michelle Trotman Scott, University of West Georgia; Ramon B. Goings, University of Maryland, Baltimore County; Tuwana T. Wingfield, Illinois State University; Malik S. Henfield, Loyola University Chicago <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2016 | \$45.99 9781681237039 | \$85.99 9781681237046 |
| Re-envisioning Education & Democracy: 2nd Edition Ruthanne Kurth-Schai, Macalester College; Charles R. Green, Macalester College | 2016 | \$45.99 9781681234236 | \$85.99 9781681234243 |
| A Reader of Narrative and Critical Lenses on Intercultural Teaching and Learning Candace Schlein, University of Missouri-Kansas City; Barbara Garii, St. Joseph's College Brooklyn <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2016 | \$45.99 9781681236674 | \$85.99 9781681236681 |
| Reclaiming Communist Philosophy: Marx, Lenin, Mao, and the Dialectics of Nature Wilson W. S. Au <i>Series: Marxist, Socialist, and Communist Studies in Education</i> | 2016 | \$45.99 9781681237435 | \$85.99 9781681237442 |
| Repensar la Educación para un Mundo Global y Transcultural Encarna Soriano, Universidad de Almería <i>Series: Research in Social Education</i> | 2016 | \$45.99 9781681233161 | \$85.99 9781681233178 |
| Rethinking Social Studies and History Education: Social Education through Alternative Texts Cameron White, University of Houston | 2016 | \$45.99 9781681234977 | \$85.99 9781681234984 |
| Science and Service Learning Jane L. Newman, University of Alabama; Dennis W. Sunal, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research in Science Education</i> | 2016 | \$45.99 9781681237367 | \$85.99 9781681237374 |
| Selected writings from the Journal of the British Columbia Association of Mathematics Teachers: Celebrating 50 years of Vector Egan J Chernoff, University of Saskatchewan; Peter Liljedahl, Simon Fraser University; Sean Chorney, Simon Fraser University <i>Series: The Montana Mathematics Enthusiast</i> | 2016 | \$65.99 9781681233017 | \$95.99 9781681233024 |
| Teach & Thrive: Wisdom from an Urban Teacher's Career Narrative Kristina Valtierra, Colorado College <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2016 | \$45.99 9781681235813 | \$85.99 9781681235820 |
| Teacher Education for the 21st Century: Creativity, Aesthetics and Ethics in Preparing Teachers for Our Future Donald S. Blumenfeld-Jones | 2016 | \$45.99 9781681235660 | \$85.99 9781681235677 |
| Teaching ELLs Across Content Areas: Issues and Strategies Nan Li, Claflin University | 2016 | \$45.99 9781681234878 | \$85.99 9781681234885 |
| Technology For Transformation: Perspectives of Hope in the Digital Age Libbi R. Miller, California State University, Fresno; Daniel Becker, Lakehead University; Katherine Becker, Lakehead University, Orillia | 2016 | \$45.99 9781681234373 | \$85.99 9781681234380 |
| Techwise Infant and Toddler Teachers: Making Sense of Screen Media for Children Under 3 Patricia A. Cantor, Plymouth State University; Mary M. Cornish, Plymouth State University | 2016 | \$45.99 9781681236704 | \$85.99 9781681236711 |
| This Fist Called My Heart: The Peter McLaren Reader, Volume I Marc Pruyn, Monash University; Luis Huerta-Charles, New Mexico State University <i>Series: Marxist, Socialist, and Communist Studies in Education</i> | 2016 | \$45.99 9781681234526 | \$85.99 9781681234533 |

| | | | |
|---|------|------------------------------|------------------------------|
| Toward a Spiritual Research Paradigm: Exploring New Ways of Knowing, Researching and Being Jing Lin, University of Maryland; Rebecca L. Oxford, University of Maryland; Tom E. Culham, University of British Columbia, Vancouver, Canada <i>Series: Transforming Education for the Future</i> | 2016 | \$45.99 9781681234946 | \$85.99 9781681234953 |
| Understanding the World Language edTPA: Research-Based Policy and Practice Susan A. Hildebrandt, Illinois State University; Peter B. Swanson, Georgia State University <i>Series: Contemporary Language Education</i> | 2016 | \$45.99 9781681235783 | \$85.99 9781681235790 |
| Virtual Teams in Higher Education: A Handbook for Students and Teachers Madelyn Flammia, University of Central Florida; Yvonne Cleary, University of Limerick; Darina M. Slattery, University of Limerick | 2016 | \$45.99 978-1-68123-262-1 | \$85.99 978-1-68123-263-8 |
| What Would Christ Do? William Jeynes, California State-Long Beach | 2016 | \$45.99 9781681234021 | \$85.99 9781681234038 |
| White Women's Work: Examining the Intersectionality of Teaching, Identity, and Race Stephen Hancock, University of North Carolina at Charlotte; Chezare A. Warren, Michigan State University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2016 | \$45.99 9781681236476 | \$85.99 9781681236483 |
| Women of Color in STEM: Navigating the Workforce Julia Ballenger, Texas A&M University, Commerce; Barbara Polnick, Sam Houston State University; Beverly Irby, Texas A&M University <i>Series: Research on Women and Education</i> | 2016 | \$45.99 9781681237060 | \$85.99 9781681237077 |
| Working (With/out) the System: Educational Leadership, Micropolitics and Social Justice James Ryan, Ontario Institute for Studies in Education; Denise E. Armstrong, Brock University <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2016 | \$45.99 9781681232249 | \$85.99 9781681232256 |
| "The Brain Controls Everything": Children's Ideas About the Body Gunnhildur Óskarsdóttir, University of Iceland <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2015 | \$45.99 9781681233789 | \$85.99 9781681233796 |
| Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds): Latinas/os Finding Work-Life Balance in Academia Frank Hernandez, University of Texas of the Permian Basin; Elizabeth Murakami-Ramallo, University of Texas at San Antonio; Gloria M. Rodriguez, UC Davis <i>Series: Work-Life Balance</i> | 2015 | \$45.99 978-1-68123-064-1 | \$85.99 978-1-68123-065-8 |
| Advances in Multilevel Modeling for Educational Research: Addressing Practical Issues Found in Real-World Applications Jeffrey R. Harring, University of Maryland; Laura M. Stapleton, University of Maryland; S. Natasha Beretvas, The University of Texas at Austin <i>Series: CILVR Series on Latent Variable Methodology</i> | 2015 | \$45.99 9781681233277 | \$85.99 9781681233284 |
| American Educational History Journal: Volume 42 # 1-2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i> | 2015 | \$45.99 9781681232652 | \$85.99 9781681232669 |
| Analyzing Influences: Research on Decision Making and the Music Education Curriculum Mark Robin Campbell, SUNY at Potsdam; Linda K. Thompson, Lee University <i>Series: Advances in Music Education Research</i> | 2015 | \$45.99 978-1-68123-137-2 | \$85.99 978-1-68123-138-9 |
| Application of Visual Data in K-16 Science Classrooms Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina | 2015 | \$45.99 978-1-68123-047-4 | \$85.99 978-1-68123-048-1 |
| Assessment in Online and Blended Learning Environments Selma Koç, Cleveland State University; Xiongyi Liu, Cleveland State University; Patrick Wachira, Cleveland State University | 2015 | \$45.99 978-1-68123-044-3 | \$85.99 978-1-68123-045-0 |

| | | | |
|---|------|------------------------------|------------------------------|
| Attitude Measurements in Science Education: Classic and Contemporary Approaches Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates | 2015 | \$45.99 978-1-68123-084-9 | \$85.99 978-1-68123-085-6 |
| Autoethnography as a Lighthouse: Illuminating Race, Research, and the Politics of Schooling Stephen Hancock, University of North Carolina at Charlotte; Ayana Allen, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2015 | \$45.99 9781623968229 | \$85.99 9781623968236 |
| Best Practices in Mentoring for Teacher and Leader Development Linda J. Searby, Auburn University; Susan K. Brondyk, Hope College <i>Series: Perspectives on Mentoring</i> | 2015 | \$45.99 9781681232980 | \$85.99 9781681232997 |
| Better Principals, Better Schools: What Star Principals Know, Believe, and Do Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University <i>Series: Urban Education Studies Series</i> | 2015 | \$34.99 9781681233642 | \$74.99 9781681233659 |
| Beyond Methodology: English Language Learners K-12 Johanne Myles, Queen's University, Kingston, Canada | 2015 | \$45.99 978-1-68123-073-3 | \$85.99 978-1-68123-074-0 |
| Blame Teachers: The Emotional Reasons for Educational Reform Steven P. Jones, Missouri State University <i>Series: Studies in the Philosophy of Education</i> | 2015 | \$45.99 978-1-68123-218-8 | \$85.99 978-1-68123-219-5 |
| A Book For Every Teacher: Teaching English Language Learners Nan Li, Claflin University | 2015 | \$45.99 978-1-68123-050-4 | \$85.99 978-1-68123-051-1 |
| Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching Margaret S. Smith; Susan N. Friel <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969479 | |
| Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Wisconsin-Milwaukee; Bruce G. Barnett, University of Texas at San Antonio <i>Series: International Research on School Leadership</i> | 2015 | \$45.99 978-1-68123-274-4 | \$85.99 978-1-68123-275-1 |
| Child Advocacy and Early Childhood Education Policies in the Caribbean Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida <i>Series: Research in Global Child Advocacy</i> | 2015 | \$45.99 978-1-68123-254-6 | \$85.99 978-1-68123-255-3 |
| Chinese Education from the Perspectives of American Educators Chuang Wang, University of North Carolina at Charlotte; Wen Ma, Le Moyne College; Christie L. Martin, University of South Carolina <i>Series: Literacy, Language and Learning</i> | 2015 | \$45.99 9781681231822 | \$85.99 9781681231839 |
| Collaborative Evaluations in Practice: Insights from Business, Nonprofit, and Education Sectors Liliana Rodríguez-Campos, University of South Florida | 2015 | \$45.99 9781623969882 | \$85.99 9781623969899 |
| Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries Gaétane Jean-Marie, University of Louisville; Steve Sider, Wilfrid Laurier University; Charlene Desir, Nova Southeastern University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2015 | \$45.99 9781681232065 | \$85.99 9781681232072 |
| The Construction, Negotiation, and Representation of Immigrant Student Identities in South African schools Saloshna Vandeyar, University of Pretoria; Thirusellvan Vandeyar, University of Pretoria <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2015 | \$45.99 9781623968861 | \$85.99 9781623968878 |

| | | | |
|---|------|------------------------------|-------------------------------|
| Contemporary Perspectives in Data Mining, Volume 2 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i> | 2015 | \$45.99 978-1-68123-087-0 | \$85.99 978-1-68123-088-7 |
| Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2015 | \$75.99 978-1-68123-152-5 | \$125.99 978-1-68123-153-2 |
| Contemporary Pioneers in Teaching and Learning Héfer Bembenuddy, Queens College of The City University of New York <i>Series: Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications</i> | 2015 | \$45.99 978-1-68123-221-8 | \$85.99 978-1-68123-222-5 |
| The Course Reflection Project: Faculty Reflections on Teaching Service-Learning Nicole Schonemann, Indiana University; Emily Metzgar, Indiana University; Andrew Libby, Indiana University | 2015 | \$45.99 978-1-68123-010-8 | \$85.99 978-1-68123-011-5 |
| Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom: Interdisciplinary Perspectives Festus E. Obiakor, Sunny Educational Consulting; Alicja Rieger, Valdosta State University; Anthony F. Rotatori, Saint Xavier University <i>Series: Contemporary Perspectives in Special Education</i> | 2015 | \$45.99 978-1-68123-056-6 | \$85.99 978-1-68123-057-3 |
| Critical Qualitative Research in Social Education Cameron White, University of Houston | 2015 | \$45.99 978-1-68123-035-1 | \$85.99 978-1-68123-036-8 |
| Cultural Psychology of Recursive Processes Zachary Beckstead, Grand Valley State University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2015 | \$45.99 978-1-68123-018-4 | \$85.99 978-1-68123-019-1 |
| Curriculum and Teaching Dialogue: Vol. 17 # 1 & 2 David J. Flinders, Indiana University; Christy M. Moroye, Regis University <i>Series: Curriculum & Teaching Dialogue</i> | 2015 | \$45.99 9781681232270 | \$85.99 9781681232287 |
| Curriculum Windows: What Curriculum Theorists of the 1970s Can Teach Us about Schools and Society Today Thomas S. Poetter, Miami University <i>Series: Curriculum Windows</i> | 2015 | \$45.99 9781623969189 | \$85.99 9781623969196 |
| Developing a Critical Border Dialogism: Learning from Fellow Educators in Malaysia, Mexico, Canada, and the United States Timothy G. Cashman, University of Texas at El Paso | 2015 | \$45.99 978-1-68123-059-7 | \$85.99 978-1-68123-060-3 |
| Doing Race in Social Studies: Critical Perspectives Prentice T. Chandler, University of Cincinnati <i>Series: Teaching and Learning Social Studies</i> | 2015 | \$45.99 978-1-68123-090-0 | \$85.99 978-1-68123-091-7 |
| Educational Opportunity in Rural Contexts: The Politics of Place Sheneka M. Williams, The University of Georgia; Ain A. Grooms, Southern Regional Education Board <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2015 | \$45.99 9781681232485 | \$85.99 9781681232492 |
| Elements of Discussion David I. Backer, Cleveland State University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2015 | \$45.99 9781681232805 | \$85.99 9781681232812 |
| Emerging Web 3.0/Semantic Web Applications in Higher Education: Growing Personalization and Wider Interconnections in Learning Charles Wankel, St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland <i>Series: Research in Management Education and Development</i> | 2015 | \$45.99 978-1-68123-146-4 | \$85.99 978-1-68123-147-1 |
| Enhancing Writing Skills Oluwakemi J. Elufiede, The Carnegie Writers, Inc.; Carrie J. Boden, Texas State University; Tina Murray, The Carnegie Writers, Inc. <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2015 | \$45.99 9781681233567 | \$85.99 9781681233574 |

| | | | |
|--|------|------------------------------|------------------------------|
| Evaluation Use and Decision-Making in Society: A Tribute to Marvin C. Alkin Christina A. Christie, University of California, Los Angeles; Anne Vo, University of California, Los Angeles <i>Series: Evaluation and Society</i> | 2015 | \$45.99 978-1-68123-004-7 | \$85.99 978-1-68123-005-4 |
| Exploring Issues of Diversity within HBCUs Ted N. Ingram, Bronx Community College; Derek Greenfield; Joelle D. Carter, Arkansas Tech University; Adriel A. Hilton, Western Carolina University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2015 | \$45.99 978-1-68123-098-6 | \$85.99 978-1-68123-099-3 |
| The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes: China, Korea, Singapore, Japan, Malaysia and India Bharath Sriraman, University of Montana; Jinfa Cai, University of Delaware; Kyeonghwa Lee, Seoul National University; Lianghuo Fan, University of Southampton (UK); Yoshinori Shimizu, University of Tsukuba; Chap Sam Lim, Universiti Sains Malaysia; K. Subramaniam, Tata Institute of Fundamental Research <i>Series: International Sourcebooks in Mathematics and Science Education</i> | 2015 | \$300 9781681232775 | \$400 9781681232782 |
| Getting to Know Ourselves and Others Through the ABCs: A Journey Toward Intercultural Understanding Claudia Finkbeiner, Universitaet Kassel; Althier Lazar, St. Joseph's University <i>Series: Literacy, Language and Learning</i> | 2015 | \$45.99 9781623967680 | \$85.99 9781623967697 |
| Getting to the Common Core: Using Research-based Strategies that Empower Students to Own Their Own Achievement Sharon L. Spencer, North Carolina Central University; Sandra Vavra, North Carolina Central University <i>Series: Literacy, Language and Learning</i> | 2015 | \$65.99 9781623969707 | \$95.99 9781623969714 |
| Gifted Education in Asia: Problems and Prospects David Yun Dai, SUNY– Albany; Ching Chih Kuo, National Taiwan Normal University <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2015 | \$45.99 978-1-68123-209-6 | \$85.99 978-1-68123-210-2 |
| Going Back to Our Future II: Carrying Forward the Spirit of Pioneers of Science Education Jon Pedersen, University of South Carolina; Kevin D. Finson, Bradley University; Barbara S. Spector, University of South Florida <i>Series: Pioneers of Science Education</i> | 2015 | \$45.99 9781681231914 | \$85.99 9781681231921 |
| A Guide to Data-Driven Leadership in Modern Schools Leslie Jones, Nicholls State University; Eugene Kennedy, Louisiana State University | 2015 | \$45.99 9781623969851 | \$85.99 9781623969868 |
| Higher Education Administration: 50 Case-Based Vignettes Scott Newman | 2015 | \$45.99 9781623968489 | \$85.99 9781623968496 |
| Immigration and Schooling: Redefining the 21st Century America Touorizou Hervé Somé, Ripon College; Pierre W. Orelus, New Mexico State University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2015 | \$45.99 9781623968922 | \$85.99 9781623968939 |
| Implementing a Comprehensive Research Compliance Program: A Handbook for Research Officers Aurali Dade, George Mason University; Lori Olafson, University of Nevada, Las Vegas; Suzan M. DiBella, University of Nevada, Las Vegas | 2015 | \$65.99 978-1-68123-131-0 | \$95.99 978-1-68123-132-7 |
| Inclusive Education for Students with Intellectual Disabilities Rhonda G. Craven, Australian Catholic University; Alexandre J. S. Morin, Australian Catholic University; Danielle Tracey, University of Western Sydney; Philip D. Parker, Australian Catholic University; Hua Flora Zhong, Australian Catholic University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2015 | \$45.99 9781623969981 | \$85.99 9781623969998 |

| | | | |
|--|------|------------------------------|------------------------------|
| Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative M.C. Kate Esposito, California State University Dominguez Hills; Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2015 | \$45.99 978-1-68123-107-5 | \$85.99 978-1-68123-108-2 |
| Indigenous Spiritualities at Work: Transforming the Spirit of Enterprise Chellie Spiller, University of Auckland; Rachel Wolfgramm, University of Auckland <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i> | 2015 | \$45.99 978-1-68123-155-6 | \$85.99 978-1-68123-156-3 |
| Inquiry into Mathematics Teacher Education Fran Arbaugh; P. Mark Taylor <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969493 | |
| Instructional Guidance: A Cognitive Load Perspective Slava Kalyuga, University of New South Wales | 2015 | \$45.99 978-1-68123-134-1 | \$85.99 978-1-68123-135-8 |
| Insurrection: A Teacher Revolution in Defense of Children Keith David Reeves | 2015 | \$65.99 9781681233130 | \$95.99 9781681233147 |
| Integrating Experiences: Body and Mind Moving Between Contexts Brady Wagoner, Aalborg University; Nandita Chaudhary, University of Delhi; Pernille Hviid, University of Copenhagen <i>Series: Niels Bohr Professorship Lectures in Cultural Psychology</i> | 2015 | \$45.99 978-1-68123-007-8 | \$85.99 978-1-68123-008-5 |
| Joined-up History: New Directions in History Education Research Arthur Chapman, University College London; Arie Wilschut, Amsterdam University of Professional Education <i>Series: International Review of History Education</i> | 2015 | \$45.99 978-1-68123-032-0 | \$85.99 978-1-68123-033-7 |
| Killing the Model Minority Stereotype: Asian American Counterstories and Complicity Nicholas Daniel Hartlep, Illinois State University; Brad J. Porfilio, Seattle University | 2015 | \$65.99 978-1-68123-110-5 | \$95.99 978-1-68123-111-2 |
| Law & Education Inequality: Removing Barriers to Educational Opportunities Susan C. Bon, University of South Carolina; Jeffrey C. Sun, University of Louisville <i>Series: Law & Educational Inequality</i> | 2015 | \$45.99 978-1-68123-173-0 | \$85.99 978-1-68123-174-7 |
| Leadership and School Quality Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University <i>Series: Research and Theory in Educational Administration</i> | 2015 | \$45.99 978-1-68123-038-2 | \$85.99 978-1-68123-039-9 |
| Leading with Character - 2nd Edition: Stories of Valor and Virtue and the Principles They Teach John J. Sosik, Pennsylvania State University | 2015 | \$45.99 978-1-68123-013-9 | \$85.99 978-1-68123-014-6 |
| Learning the Left: Popular Culture, Liberal Politics, and Informal Education from 1900 to the Present Paul J. Ramsey, Eastern Michigan University | 2015 | \$45.99 978-1-68123-053-5 | \$85.99 978-1-68123-054-2 |
| Literacy as Gendered Discourse: Engaging the Voices of Women in Global Societies Daphne W. Ntiri, Wayne State University <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2015 | \$45.99 9781623969035 | \$85.99 9781623969042 |
| Machines Abraham P. DeLeon, The University of Texas at San Antonio <i>Series: International Social Studies Forum: The Series</i> | 2015 | \$45.99 9781623968809 | \$85.99 9781623968816 |
| Making Meaning, Making Motherhood Kenneth R. Cabell, Clark University; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Carlos Cornejo, Pontificia Universidad Católica de Chile <i>Series: Annals of Cultural Psychology</i> | 2015 | \$65.99 978-1-68123-140-2 | \$95.99 978-1-68123-141-9 |

| | | | |
|--|------|------------------------------|------------------------------|
| Making the Connection: Data-Informed Practices in Academic Support Centers for College Athletes Eddie Comeaux, University of California, Riverside | 2015 | \$29.99 978-1-68123-024-5 | \$59.99 978-1-68123-025-2 |
| Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations M. Kathleen Heid, The Pennsylvania State University; Patricia S. Wilson, University of Georgia; Glendon W. Blume, The Pennsylvania State University | 2015 | \$59.99 978-1-68123-113-6 | \$89.99 978-1-68123-114-3 |
| Mathematics Teaching: Putting Research into Practice at All Levels Johnny W. Lott; Jennifer Luebeck <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969530 | |
| Middle Math: Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics Mary B. Eron; Sidney L. Rachlin <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969431 | |
| Mindfulness for Educational Practice: A Path to Resilience for Challenging Work Gordon S. Gates, Washington State University <i>Series: Research on Stress and Coping in Education</i> | 2015 | \$45.99 9781623968151 | \$85.99 9781623968168 |
| Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity Boris Handal, The University of Notre Dame, Australia <i>Series: Current Perspectives on Applied Information Technologies</i> | 2015 | \$45.99 9781681232836 | \$85.99 9781681232843 |
| New Directions in Technological Pedagogical Content Knowledge Research: Multiple Perspectives Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates | 2015 | \$45.99 978-1-68123-104-4 | \$85.99 978-1-68123-105-1 |
| The Next Generation of Testing: Common Core Standards, Smarter-Balanced, PARCC, and the Nationwide Testing Movement Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | 2015 | \$45.99 9781681233079 | \$85.99 9781681233086 |
| On the High Wire: Education Professors Walk Between Work and Parenting George Theoharis, Syracuse University; Sharon Dotger, Syracuse University <i>Series: Work-Life Balance</i> | 2015 | \$45.99 9781623969271 | \$85.99 9781623969288 |
| Pathfinders in International Psychology Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College <i>Series: International Psychology</i> | 2015 | \$45.99 978-1-68123-143-3 | \$85.99 978-1-68123-144-0 |
| Peace Education Evaluation: Learning from Experience and Exploring Prospects Celina Del Felice, Open University of Catalonia (Spain); Aaron Karako; Andria Wisler <i>Series: Peace Education</i> | 2015 | \$45.99 9781623969738 | \$85.99 9781623969745 |
| The Phenomenon of Obama and the Agenda for Education - 2nd Edition: Can Hope (Still) Audaciously Trump Neoliberalism? Paul R. Carr, Université du Québec en Outaouais; Brad J. Porfilio, Seattle University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2015 | \$65.99 9781623968328 | \$95.99 9781623968335 |
| Philosophy as Disability & Exclusion Simon Hayhoe, Canterbury Christ Church University / London School of Economics | 2015 | \$45.99 9781681232331 | \$85.99 9781681232348 |
| Polling Students for School Improvement and Reform Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2015 | \$45.99 9781681233536 | \$85.99 9781681233543 |
| The Power of Community Engagement for Educational Change Michael P. Evans, Miami University; Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2015 | \$45.99 9781681231884 | \$85.99 9781681231891 |

| | | | |
|--|------|------------------------------|------------------------------|
| Preparing Teachers to Work with English Language Learners in Mainstream Classrooms Luciana C. de Oliveira, University of Miami; Mike Yough, Oklahoma State University | 2015 | \$45.99 9781623969240 | \$85.99 9781623969257 |
| Priorities of the Professoriate: Engaging Multiple Forms of Scholarship Across Rural and Urban Institutions Fred A. Bonner, Prairie View A&M University; Rosa M. Banda, Rutgers; Petra A. Robinson, Louisiana State University; Chance W. Lewis, University of North Carolina at Charlotte; Barbara Lofton, University of Arkansas-Fayetteville <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2015 | \$45.99 978-1-68123-070-2 | \$85.99 978-1-68123-071-9 |
| Project Based Literacy: Fun Literacy Projects for Powerful Common Core Learning Mark Gura, Fordham University; Rose Reissman | 2015 | \$45.99 9781681232928 | \$85.99 9781681232935 |
| Reaching the Mountaintop of the Academy: Personal Narratives, Advice and Strategies From Black Distinguished and Endowed Professors Gail L. Thompson, Fayetteville State University; Fred A. Bonner, Prairie View A&M University; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2015 | \$45.99 9781681233192 | \$85.99 9781681233208 |
| Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism: 2nd Edition Patricia Ruggiano Schmidt, Le Moyne College; Althier Lazar, St. Joseph's University <i>Series: Literacy, Language and Learning</i> | 2015 | \$65.99 978-1-68123-239-3 | \$95.99 978-1-68123-240-9 |
| Refractions of Mathematics Education: Festschrift for Eva Jablonka Christer Bergsten, Linköpings Universitet, Sweden; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2015 | \$45.99 978-1-68123-029-0 | \$85.99 978-1-68123-030-6 |
| Research in Global Citizenship Education Jason Harshman, University of Iowa; Tami Augustine, The Ohio State University; Merry M. Merryfield, The Ohio State University <i>Series: Research in Social Education</i> | 2015 | \$45.99 978-1-68123-067-2 | \$85.99 978-1-68123-068-9 |
| Research on Teaching and Learning with the Literacies of Young Adolescents Kathleen F. Malu, William Paterson University; Mary Beth Schaefer, St. John's University <i>Series: The Handbook of Research in Middle Level Education</i> | 2015 | \$45.99 9781623968540 | \$85.99 9781623968557 |
| Resisting Reform: Reclaiming Public Education through Grassroots Activism Kjersti VanSlyke-Briggs, State University of New York–Oneonta; Elizabeth Bloom, Hartwick College; Danielle Boudet, Oneonta Area for Public Education | 2015 | \$24.99 978-1-68123-081-8 | \$49.99 978-1-68123-082-5 |
| Rethinking Education for a Global, Transcultural World Encarna Soriano, Universidad de Almería <i>Series: Research in Social Education</i> | 2015 | \$45.99 978-1-68123-001-6 | \$85.99 978-1-68123-002-3 |
| Revisiting Education in the New Latino Diaspora Edmund Hamann, University of Nebraska-Lincoln; Stanton Wortham, University of Pennsylvania; Enrique G. Murillo, California State University-San Bernardino <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2015 | \$45.99 9781623969936 | \$85.99 9781623969943 |
| Rubric Nation: Critical Inquiries on the Impact of Rubrics in Education Michelle Tenam-Zemach, Nova Southeastern University; Joseph E. Flynn, Northern Illinois University | 2015 | \$45.99 9781623969615 | \$85.99 9781623969622 |
| Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers Denise S. Mewborn, University of Georgia; Hollylynne S. Lee <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969516 | |

| | | | |
|---|------|------------------------------|------------------------------|
| School Counseling for Black Male Student Success in 21st Century Urban Schools | | | |
| Malik S. Henfield, Loyola University Chicago; Ahmad R. Washington, University of Louisville <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2015 | \$45.99 978-1-68123-194-5 | \$85.99 978-1-68123-195-2 |
| Self-Concept, Motivation and Identity: Underpinning Success with Research and Practice | | | |
| Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University <i>Series: International Advances in Self Research</i> | 2015 | \$45.99 978-1-68123-167-9 | \$85.99 978-1-68123-168-6 |
| Service-Learning Pedagogy: How Does It Measure Up? | | | |
| Virginia M. Jagla, National Louis University; Andrew Furco, University of Minnesota; Jean R. Strait, Hamline University <i>Series: Advances in Service-Learning Research</i> | 2015 | \$65.99 9781623969554 | \$95.99 9781623969561 |
| Service-Learning to Advance Social Justice in a Time of Radical Inequality | | | |
| Alan S. Tinkler, University of Vermont; Barri E. Tinkler, University of Vermont; Virginia M. Jagla, National Louis University; Jean R. Strait, Hamline University <i>Series: Advances in Service-Learning Research</i> | 2015 | \$65.99 9781681233734 | \$95.99 9781681233741 |
| Social Justice Education, Globalization, and Teacher Education | | | |
| Lydia Nganga, University of Wyoming at Casper; John Kambutu, University of Wyoming at <i>Series: Teaching and Learning Social Studies</i> | 2015 | \$45.99 9781681232898 | \$85.99 9781681232904 |
| Social Justice, the Common Core, and Closing the Instructional Gap: Empowering Diverse Learners and Their Teachers | | | |
| Janet C. Richards, University of South Florida; Kristien Zenkov, George Mason University | 2015 | \$45.99 9781681232300 | \$85.99 9781681232317 |
| Teaching Peace Through Popular Culture | | | |
| Laura L. Finley, Barry University; Joanie Connors, Western New Mexico University; Barbara Wien, American University <i>Series: Peace Education</i> | 2015 | \$45.99 9781623969769 | \$85.99 9781623969776 |
| Understanding Neoliberal Rule in Higher Education: Educational Fronts for Local and Global Justice | | | |
| Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2015 | \$45.99 978-1-68123-125-9 | \$85.99 978-1-68123-126-6 |
| Understanding Neoliberal Rule in K-12 Schools: Educational Fronts for Local and Global Justice | | | |
| Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2015 | \$65.99 978-1-68123-122-8 | \$95.99 978-1-68123-123-5 |
| Unpuzzling History with Primary Sources | | | |
| Jeremiah Clabough, University of Alabama at Birmingham; Thomas N. Turner, University of Tennessee; William B. Russell, University of Central Florida; Stewart Waters, The University of Tennessee <i>Series: Teaching and Learning Social Studies</i> | 2015 | \$45.99 9781681232867 | \$85.99 9781681232874 |
| Urban Educational Leadership for Social Justice: International Perspectives | | | |
| Jeffrey S. Brooks, RMIT University; Melanie C. Brooks, Monash University <i>Series: Educational Leadership for Social Justice</i> | 2015 | \$45.99 978-1-68123-176-1 | \$85.99 978-1-68123-177-8 |
| Use of Visual Displays in Research and Testing: Coding, Interpreting, and Reporting Data | | | |
| Matthew T. McCrudden, Victoria University of Wellington; Gregory Schraw, University of Nevada - Las Vegas; Chad Buckendahl, Alpine Testing <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2015 | \$45.99 978-1-68123-101-3 | \$85.99 978-1-68123-102-0 |

| | | | |
|---|------|------------------------------|------------------------------|
| Using Past as Prologue: Contemporary Perspectives on African American Educational History Dionne Danna, Indiana University; Michelle A. Purdy, Washington University in St. Louis; Christopher M. Span, University of Illinois at Urbana-Champaign <i>Series: Research on African American Education</i> | 2015 | \$45.99 978-1-68123-170-9 | \$85.99 978-1-68123-171-6 |
| What Mathematics Do Students Know and How is that Knowledge Changing?: Evidence from the National Assessment of Educational Progress Peter Kloosterman, Indiana University; Doris Mohr, University of Southern Indiana; Crystal Walcott, Indiana University Purdue University Columbus | 2015 | \$45.99 978-1-68123-200-3 | \$85.99 978-1-68123-201-0 |
| Women and Leadership around the World Susan R. Madsen, Utah Valley University; Faith Wambura Ngunjiri, Concordia College, MN; Karen A. Longman, Azusa Pacific University; Cynthia Cherrey, International Leadership Association <i>Series: Women and Leadership</i> | 2015 | \$45.99 978-1-68123-149-5 | \$85.99 978-1-68123-150-1 |
| Women as Global Leaders Faith Wambura Ngunjiri, Concordia College, MN; Susan R. Madsen, Utah Valley University <i>Series: Women and Leadership</i> | 2015 | \$45.99 9781623969646 | \$85.99 9781623969653 |
| The Work of Mathematics Teacher Educators: Exchanging Ideas for Effective Practice Kathleen Lynch-Davis; Robin L. Rider <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969417 | |
| The Work of Mathematics Teacher Educators: Continuing the Conversation - 2006 Kathleen Lynch-Davis; Robin L. Rider <i>Series: The AMTE Monograph Series</i> | 2015 | \$45.99 9781623969455 | |
| #youthaction: Becoming Political in the Digital Age Ben Kirshner, University of Colorado School of Education; Ellen Middaugh, Mills College <i>Series: Adolescence and Education</i> | 2014 | \$45.99 9781623967956 | \$85.99 9781623967963 |
| Action Research: Models, Methods, and Examples Jerry W. Willis, St. John Fisher College; Claudia Edwards, St. John Fisher College <i>Series: Applied Research in Education and the Social Sciences</i> | 2014 | \$45.99 9781623966553 | \$85.99 9781623966560 |
| An Activist Handbook for the Education Revolution: United Opt Out's Test of Courage Morna M. McDermott, United Opt Out National; Peggy Robertson, United Opt Out National; Rosemarie Jensen, United Opt Out National; Ceresta Smith, United Opt Out National | 2014 | \$25.99 9781623969325 | \$59.99 9781623969332 |
| Adolescents In The Internet Age, 2nd Edition: Teaching And Learning From Them Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2014 | \$65.99 9781623967628 | \$95.99 9781623967635 |
| Advancing Methodologies to Support Both Summative and Formative Assessments Ying Cheng, University of Notre Dame; Hua-Hua Chang, University of Illinois at Urbana-Champaign <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2014 | \$45.99 9781623965952 | \$85.99 9781623965969 |
| American Educational History Journal: Volume 41 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i> | 2014 | \$65.99 9781623967895 | \$95.99 9781623967901 |
| Applied Psychometrics using SAS Holmes Finch, Ball State University; Brian F. French, Washington State University; Jason C. Immekus, University of Louisville | 2014 | \$45.99 9781623966942 | \$85.99 9781623966959 |

| | | | |
|---|------|------------------------------|------------------------------|
| Beyond Tears, Tirades, and Tantrums: Clinical Simulations for School Leader Development Benjamin H. Dotger, Syracuse University's School of Education | 2014 | \$45.99 9781623965716 | \$85.99 9781623965723 |
| Beyond The Pride and The Privilege: The Stories of Doctoral Students and Work-Life Balance Agustina Purnamasari, Iowa State University; Genise Henry, University of Texas at Austin; Chinasa Ordu, Kent State University; Edna Martinez, California State University, San Bernardino <i>Series: Work-Life Balance</i> | 2014 | \$45.99 9781623969066 | \$85.99 9781623969073 |
| Biographical Ruptures and Their Repair: Cultural Transitions in Development Amrei C. Joerchel, Sigmund Freud Privatuniversität; Gerhard Benetka, Sigmund Freud Privatuniversität <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2014 | \$45.99 9781623968380 | \$85.99 9781623968397 |
| Building Sustainable Futures for Adult Learners Jennifer K. Holtz, University of Arkansas at Little Rock; Stephen B. Springer, Texas State University; Carrie J. Boden, Texas State University <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i> | 2014 | \$65.99 9781623968717 | \$95.99 9781623968724 |
| Caring Leadership in Turbulent Times: Tackling Neoliberal Education Reform Mary G. Green, Acadia University <i>Series: Educational Leadership for Social Justice</i> | 2014 | \$45.99 9781623967291 | \$85.99 9781623967307 |
| Case Studies for the New Professor: Surviving the Jungle of the Academy Thomas D. Cox, University of Central Florida <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i> | 2014 | \$45.99 9781623967598 | \$85.99 9781623967604 |
| Catholic Schools in the Public Interest: Past, Present, and Future Directions Patricia A. Bauch, The University of Alabama <i>Series: Research on Religion and Education</i> | 2014 | \$65.99 9781623964399 | \$95.99 9781623964405 |
| A Chronicle of Echoes: Who's Who in the Implosion of American Public Education Mercedes K. Schneider | 2014 | \$25 9781623966737 | \$50 9781623966744 |
| Clinical Simulations for School Leader Development: A Companion Manual for School Leaders Benjamin H. Dotger, Syracuse University's School of Education | 2014 | \$19.99 9781623965747 | \$39.99 9781623965754 |
| Collective Unravelings of the Hegemonic Web Becky L. Noël Smith, University of Alabama; Katherine Becker, Lakehead University, Orillia; Libbi R. Miller, California State University, Fresno; Natasha S. Reid, University of Arizona; Michele D. Sorensen, University of Regina <i>Series: Curriculum and Pedagogy</i> | 2014 | \$45.99 9781623967772 | \$85.99 9781623967789 |
| Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2014 | \$65.99 9781623965112 | \$95.99 9781623965129 |
| Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice Stafford Hood, University of Illinois at Urbana-Champaign; Rodney Hopson, George Mason University; Henry Frierson, University of Florida <i>Series: Evaluation and Society</i> | 2014 | \$65.99 9781623969356 | \$95.99 9781623969363 |
| Continuing to Disrupt the Status Quo?: New and Young Women Professors of Educational Leadership Whitney Sherman Newcomb, Virginia Commonwealth University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2014 | \$45.99 978-1-62396-640-9 | \$85.99 978-1-62396-641-6 |

| | | | |
|--|------|--------------------------|--------------------------|
| Creating Visions for University- School Partnerships JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am <i>Series: Research in Professional Development Schools</i> | 2014 | \$45.99 9781623967710 | \$85.99 9781623967727 |
| Critical Perspectives on Black Education: Spirituality, Religion and Social Justice Noelle Witherspoon-Arnold, University of Missouri-Columbia; Melanie C. Brooks, Monash University; Bruce Makoto Arnold, Louisiana State University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i> | 2014 | \$45.99 9781623967475 | \$85.99 9781623967482 |
| Critique as Uncertainty Ole Skovsmose <i>Series: The Montana Mathematics Enthusiast</i> | 2014 | \$45.99 9781623967536 | \$85.99 9781623967543 |
| Culture and Political Psychology: A Societal Perspective Thalia Magioglou, EPoPS, FMSH/Centre Edgar Morin, EHESS, France <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2014 | \$65.99 9781623963675 | \$95.99 9781623963682 |
| Curriculum and Teaching Dialogue: Vol. 16 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum & Teaching Dialogue</i> | 2014 | \$45.99 9781623968069 | \$85.99 9781623968076 |
| The Duality of Women Scholars of Color: Transforming and Being Transformed in the Academy Gaëtane Jean-Marie, University of Oklahoma; Cosette M. Grant, University of Cincinnati; Beverly Irby, Texas A&M University <i>Series: Research on Women and Education</i> | 2014 | \$45.99 9781623965020 | \$85.99 9781623965037 |
| Dynamics of Social Class: Race, and Place in Rural Education Craig B Howley, Ohio University; Aimee Howley, Ohio University; Jerry D Johnson, University Of North Florida | 2014 | \$45.99 9781623965624 | \$85.99 9781623965631 |
| Educating About Social Issues in the 20th and 21st Centuries - Vol 4: Critical Pedagogues and Their Pedagogical Theories Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2014 | \$65.99 9781623966287 | \$95.99 9781623966294 |
| Educating About Social Issues in the 20th and 21st Centuries Vol. 3: A Critical Annotated Bibliography Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2014 | \$65.99 9781623965235 | \$95.99 9781623965242 |
| Educational Leadership for Ethics and Social Justice: Views from the Social Sciences Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, University of Idaho <i>Series: Educational Leadership for Social Justice</i> | 2014 | \$45.99 9781623965358 | \$85.99 9781623965365 |
| Educational Reform in Europe: History, Culture, and Ideology Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain | 2014 | \$45.99 9781623966799 | \$85.99 9781623966805 |
| Effective Educational Programs, Practices, and Policies for English Learners Liliana Minaya-Rowe, University of Connecticut <i>Series: Research in Bilingual Education</i> | 2014 | \$45.99 9781623968571 | \$85.99 9781623968588 |
| Emerging Perspectives on Gesture and Embodiment in Mathematics Laurie D. Edwards, St. Mary's College of California; Francesca Ferrara, Università di Torino, Italy; Deborah Moore-Russo, SUNY, University at Buffalo <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2014 | \$45.99 9781623965532 | \$85.99 9781623965549 |

| | | | |
|--|------|--------------------------|--------------------------|
| Enacted Mathematics Curriculum: A Conceptual Framework and Research Needs Denisse R Thompson, University of South Florida; Zalman Usiskin, The University of Chicago | 2014 | \$45.99 9781623965839 | \$85.99 9781623965846 |
| End of Academic Freedom: The Coming Obliteration of the Core Purpose of the University William M. Bowen, Cleveland State University; Michael Schwartz, Cleveland State University; Lisa Camp, Case School of Engineering | 2014 | \$45.99 9781623966584 | \$85.99 9781623966591 |
| Ethical Leadership and the Community College: Paradigms, Decision-Making, and Praxis J. Luke Wood, San Diego State University; Carlos Nevarez, California State University, Sacramento <i>Series: Transformative Leadership in Postsecondary Education</i> | 2014 | \$45.99 9781623968090 | \$85.99 9781623968106 |
| Evaluating: Values, Biases, and Practical Wisdom Ernest R. House, University of Colorado <i>Series: Evaluation and Society</i> | 2014 | \$45.99 9781623969158 | \$85.99 9781623969165 |
| Evaluating The Undergraduate Research Experience: A Guide for Program Directors and Principal Investigators Gabriel M. Della-Piana, University of Utah; Connie Kubo Della-Piana; Michael K. Gardner, University of Utah | 2014 | \$45.99 9781623965419 | \$85.99 9781623965426 |
| Exemplary Elementary Social Studies: Case Studies in Practice Andrea S. Libresco, Hofstra University; Janet Alleman, Michigan State University; Sherry L. Field, University of Texas at Austin; Jeff Passe, The College of New Jersey <i>Series: Research in Curriculum and Instruction</i> | 2014 | \$45.99 9781623965983 | \$85.99 9781623965990 |
| Ferocious Resolve: Politics, Courage, and What it's Like to be a Professor Autumn Cypres, St. John's University, New York City | 2014 | \$45.99 9781623969219 | \$85.99 9781623969226 |
| Fieldbook of ibstpi Evaluator Competencies Darlene F. Russ-Eft, Oregon State University; Marcie J. Bober-Michel, San Diego State University; Tiffany A. Koszalka, Syracuse University; Catherine M. Sleezer, Training and Performance Improvement Specialists <i>Series: The Ibstpi Book Series</i> | 2014 | \$45.99 9781623964429 | \$85.99 9781623964436 |
| Fooling Around: Creative Learning Pathways Lene Tanggaard, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2014 | \$45.99 9781623965921 | \$49.99 9781623965938 |
| From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development Karen L. Sanzo, Old Dominion University <i>Series: UCEA Leadership Series</i> | 2014 | \$45.99 9781623967833 | \$85.99 9781623967840 |
| Getting at the Core of the Common Core with Social Studies Thomas N. Turner, University of Tennessee; Jeremiah Clabough, University of Alabama at Birmingham; William Cole, Sequoyah High School in Madisonville, Tennessee <i>Series: Teaching and Learning Social Studies</i> | 2014 | \$45.99 9781623968748 | \$85.99 9781623968755 |
| Girls and Women in STEM: A Never Ending Story Janice Koch, Hofstra University; Barbara Polnick, Sam Houston State University; Beverly Irby, Texas A&M University <i>Series: Research on Women and Education</i> | 2014 | \$45.99 9781623965563 | \$85.99 9781623965570 |
| Globalizing Minds: Rhetoric And Realities In International Schools Daphne P. Hobson, Global Teaching Consultants, LLC; Iveta Silova, College of Education, Lehigh University | 2014 | \$45.99 9781623965860 | \$85.99 9781623965877 |

| | | | |
|--|------|--------------------------|---------------------------|
| Governance and Transformations of Universities in Africa: A Global Perspective Fredrick. M. Nafukho, Texas A&M University; Helen M. A. Muyia, Texas A&M University; Beverly Irby, Texas A&M University <i>Series: International Higher Education</i> | 2014 | \$45.99 9781623967413 | \$85.99 9781623967420 |
| Growing Up Between Two Cultures: Issues and problems of Muslim children Farideh Salili, The University of Hong Kong; Rumjahn Hoosain, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2014 | \$45.99 9781623966195 | \$85.99 9781623966201 |
| Handbook of Research Methods in Early Childhood Education - Volume 2: Review of Research Methodologies Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2014 | \$75.99 9781623966133 | \$125.99 9781623966140 |
| Handbook of Research Methods in Early Childhood Education - Volume I: Research Methodologies Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2014 | \$75.99 9781623966102 | \$125.99 9781623966119 |
| The Handbook on Innovations in Learning Marilyn Murphy, Temple University; Sam Redding, Academic Development Institute; Janet Twyman, University of Massachusetts | 2014 | \$45.99 9781623966072 | \$85.99 9781623966089 |
| Hearts and Minds Without Fear: Unmasking the Sacred in Teacher Preparation Barbara A. Clark, Central Connecticut State University; James Joss French, Central Connecticut State University <i>Series: The Center for PAInT Series on Arts-integrated Education</i> | 2014 | \$45.99 9781623967260 | \$85.99 9781623967277 |
| Higher Education Finance Research: Policy, Politics, and Practice Mary P. McKeown-Moak, Moak, Casey & Associates; Christopher M. Mullin, Board of Governors of the State University System of Florida <i>Series: Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives</i> | 2014 | \$45.99 9781623964931 | \$85.99 9781623964948 |
| Historically Black College Leadership & Social Transformation: How Past Practices Inform the Present and Future Vickie L. Suggs, University of North Carolina at Chapel Hill | 2014 | \$45.99 9781623964573 | \$85.99 9781623964580 |
| In the Beginning: Biblical Sparks for a Child's Week Vered Hankin, Northwestern University; Kalman J. Kaplan, University of Illinois at Chicago; Amiram Raviv, Tel Aviv University <i>Series: The University of Miami School of Education and Human Development Series</i> | 2014 | \$29.99 9781623964368 | \$59.99 9781623964375 |
| In the Service of Learning and Empowerment: Service-Learning, Critical Pedagogy, and the Problem-Solution Project Vera L. Stenhouse, Georgia State University; Olga S. Jarrett, Georgia State University; Rhina M. Fernandes Williams, Georgia State University; E. Namisi Chilungu, Georgia State University | 2014 | \$45.99 9781623965440 | \$85.99 9781623965457 |
| International Collaborations in Literacy Research and Practice Cynthia B. Leung, University of South Florida St. Petersburg; Janet C. Richards, University of South Florida; Cynthia A. Lassonde, SUNY College at Oneonta <i>Series: Literacy, Language and Learning</i> | 2014 | \$45.99 9781623965655 | \$85.99 9781623965662 |
| Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice Suniti Sharma, Saint Joseph's University; JoAnn Phillion, Purdue University; Jubin Rahatzad, Purdue University; Hannah L. Sasser, Purdue University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2014 | \$45.99 9781623966041 | \$85.99 9781623966058 |
| Intersectionality and Urban Education: Identities, Policies, Spaces & Power Carl A. Grant, University of Wisconsin–Madison; Elisabeth Zwier, Universidad Pedagógica Nacional Francisco Morazan <i>Series: Urban Education Studies Series</i> | 2014 | \$45.99 9781623967321 | \$85.99 9781623967338 |

| | | | |
|---|------|--------------------------|--------------------------|
| It Takes Team Effort: Men and Women Working Together to Enhance Children's Lives Lemuel W. Watson, Indiana University School of Education | 2014 | \$45.99 9781623965594 | \$85.99 9781623965600 |
| Knowing What's Local: Ethnographic Inquiry, Education and Democracy David Landis, KIMEP University; Sapargul Mirseitova, Kazakhstan Reading Association | 2014 | \$45.99 9781623968441 | \$85.99 9781623968458 |
| Learner's Privilege and Responsibility: A Critical Examination of the Experiences and Perspectives of Learners from Chinese Backgrounds in the United States Wen Ma, Le Moyne College; Chuang Wang, University of North Carolina at Charlotte <i>Series: Literacy, Language and Learning</i> | 2014 | \$45.99 9781623965891 | \$85.99 9781623965907 |
| Learning Over Time: Learning Trajectories in Mathematics Education Alan P. Maloney, North Carolina State University; Jere Confrey, North Carolina State University; Kenny H. Nguyen, Catlin Gabel School | 2014 | \$45.99 9781623965686 | \$85.99 9781623965693 |
| Mathematics in Middle and Secondary School: A Problem Solving Approach Alexander Karp, Teachers College, Columbia University; Nicholas Wasserman, Teachers College, Columbia University | 2014 | \$65.99 9781623968120 | \$95.99 9781623968137 |
| Mentoring African American Males: A Research Design Comparison Perspective Dr. William Ross, Prairie View A&M University <i>Series: African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling</i> | 2014 | \$45.99 9781623968014 | \$85.99 9781623968021 |
| Mentoring for the Professions: Orienting Toward the Future Aimee Howley, Ohio University; Mary Barbara Trube, Ohio University <i>Series: Perspectives on Mentoring</i> | 2014 | \$45.99 9781623968359 | \$85.99 9781623968366 |
| The Miseducation of English Learners: A Tale of Three States and Lessons to be Learned Grace P. McField, California State University, San Marcos | 2014 | \$45.99 9781623964542 | \$85.99 9781623964559 |
| Multicentric Identities in a Globalizing World Sergio Salvatore, University of Salento; Alessandro Gennaro, University of Salento; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Yearbook of Idiographic Science</i> | 2014 | \$65.99 9781623967178 | \$95.99 9781623967185 |
| Multicultural Education for Learners with Special Needs in the Twenty-First Century Festus E. Obiakor, Sunny Educational Consulting; Anthony F. Rotatori, Saint Xavier University <i>Series: Contemporary Perspectives in Special Education</i> | 2014 | \$45.99 9781623965808 | \$85.99 9781623965815 |
| No Small Lives: Handbook of North American Early Women Adult Educators, 1925-1950 Susan Imel, The Ohio State University; Gretchen T. Bersch, University of Alaska Anchorage | 2014 | \$45.99 9781623968830 | \$85.99 9781623968847 |
| Normalites: The First Professionally Prepared Teachers in the United States Kelly Ann Kolodny, Framingham State University <i>Series: Contemporary Research in Education</i> | 2014 | \$45.99 9781623966881 | \$85.99 9781623966898 |
| Paul Diederich and the Progressive American High School Robert L. Hampel, University of Delaware <i>Series: Readings in Educational Thought</i> | 2014 | \$45.99 9781623965778 | \$85.99 9781623965785 |
| Peace and Conflict Studies Research: A Qualitative Perspective Robin Cooper, Nova Southeastern University; Laura L. Finley, Barry University <i>Series: Peace Education</i> | 2014 | \$45.99 9781623966911 | \$85.99 9781623966928 |
| Perspectives and Provocations in Early Childhood Education Volume 3 Carol Branigan Felderman, American University; Brian Kissel, University of North Carolina, Charlotte; Kindel Nash, University of Missouri, Kansas City <i>Series: Early Childhood Education Assembly</i> | 2014 | \$45.99 9781623968984 | \$85.99 9781623968991 |

| | | | |
|---|------|--------------------------|--------------------------|
| Pólvora, sangre y sexo: dialogismos contemporáneos entre la literatura y el cine en América Latina Assen Kokalov, Purdue University North Central <i>Series: Research in Queer Studies</i> | 2014 | \$45.99 9781623966430 | \$85.99 9781623966447 |
| Poverty, Class, and Schooling: Global Perspectives on Economic Justice and Educational Equity Elinor L. Brown, University of Kentucky; Paul C. Gorski, George Mason University; Gabriella Lazaridis, University of Leicester <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2014 | \$45.99 9781623967659 | \$85.99 9781623967666 |
| Promising Practices To Empower Culturally And Linguistically Diverse Families Of Children With Disabilities Lusa Lo, University of Massachusetts-Boston; Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2014 | \$45.99 9781623966317 | \$85.99 9781623966324 |
| Real-Life Distance Education: Case Studies in Practice Anthony A. Pina, Sullivan University System; Al. P. Mizell, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2014 | \$65.99 9781623965266 | \$95.99 9781623965273 |
| Rebel Music: Resistance through Hip Hop and Punk Priya Parmar, Brooklyn College – CUNY; Anthony J. Nocella, Hamline University; Scott Robertson, University of California, Los Angeles; Martha Diaz, New York University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2014 | \$45.99 9781623969097 | \$85.99 9781623969103 |
| Research Based Undergraduate Science Teaching Dennis W. Sunal, University of Alabama; Cynthia S Sunal, University of Alabama; Emmett L. Wright, Kansas State University; Cheryl L. Mason, San Diego State University; Dean Zollman, Kansas State University <i>Series: Research in Science Education</i> | 2014 | \$65.99 9781623967505 | \$95.99 9781623967512 |
| Research in Learning and Teaching in Educational Leadership Liz Hollingworth, University of Iowa; Arnold B. Danzig, San José State University <i>Series: UCEA Leadership Series</i> | 2014 | \$45.99 9781623965082 | \$85.99 9781623965099 |
| Research on Course Management Systems in Higher Education Angela D. Benson, University of Alabama; Andrew Whitworth, Manchester University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2014 | \$45.99 9781623966010 | \$85.99 9781623966027 |
| Research on Technology Use in Multicultural Settings Tirupalavanam Ganesh, Arizona State University; Anna W. Boriack, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University; Trina J. Davis, Texas A&M University; Hersch C. Waxman, Texas A&M University <i>Series: Research in Educational Diversity and Excellence</i> | 2014 | \$45.99 9781623968250 | \$85.99 9781623968267 |
| Researching Race in Education: Policy, Practice and Qualitative Research Adrienne D. Dixon <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2014 | \$45.99 9781623966768 | \$85.99 9781623966775 |
| Rethinking Science Education: Philosophical Perspectives Roland M. Schulz <i>Series: Science & Engineering Education Sources</i> | 2014 | \$45.99 9781623967147 | \$85.99 9781623967154 |
| The Role of Values in Careers Mark Pope, University of Missouri - Saint Louis; Lisa Y. Flores, University of Missouri - Columbia; Patrick J. Rottinghaus, Southern Illinois University Carbondale | 2014 | \$45.99 9781623966461 | \$85.99 9781623966478 |
| School Leadership in a Diverse Society: Helping Schools Prepare All Students for Success Carlos R. McCray, Fordham University; Floyd D. Beachum, Lehigh University <i>Series: Educational Leadership for Social Justice</i> | 2014 | \$45.99 9781623965297 | \$85.99 9781623965303 |

Selected writings from the Journal of the Mathematics Council of the Alberta

Teachers' Association: Celebrating 50 years (1962-2012) of delta-K

Egan J Chernoff, University of Saskatchewan; Gladys Sterenberg, Mount Royal University

Series: The Montana Mathematics Enthusiast

2014 \$65.99 \$95.99
9781623967000 9781623967017

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

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

2014 \$45.99 \$85.99
9781623964993 9781623965006

Share, Don't Take the Lead

Craig L. Pearce, Deloitte Leadership Institute, Ozyegin University; Charles C. Manz, University of Massachusetts-Amherst; Henry P. Sims, University of Maryland-College Park

2014 \$24.99 \$49.99
9781623964757 9781623964764

Shifting to Fit: The Politics of Black and White Identity in School Leadership

Carol A. Mullen, Virginia Tech; Kim Robertson

Series: Educational Leadership for Social Justice

2014 \$45.99 \$85.99
9781623966614 9781623966621

The State Role in School Turnaround: Emerging Best Practices

Lauren Morando Rhim, LMR Consulting; Sam Redding, Academic Development Institute

2014 \$45.99 \$85.99
9781623966706 9781623966713

STEM and the City: A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube, Hampton University

2014 \$45.99 \$85.99
9781623966379 9781623966386

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

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

Series: Contemporary Perspectives in Race and Ethnic Relations

2014 \$45.99 \$85.99
9781623964818 9781623964825

StreetWays: Chronicling the Homeless in Miami

Eugene F. Provenzo, University of Miami; Edward Ameen; Alain Bengochea; Kristen Doorn; Ryan W. Pontier; Sabrina F. Sembiente

Series: The University of Miami School of Education and Human Development Series

2014 \$39.99 \$59.99
9781623967567 9781623967574

Student Writing: Give it a Generous Reading

Lucy K. Spence, University of South Carolina

2014 \$45.99 \$85.99
9781623966522 9781623966539

Teacher Education and Black Communities: Implications for Access, Equity and Achievement

Yolanda Sealey-Ruiz, Teachers College, Columbia University; Chance W. Lewis, University of North Carolina at Charlotte; Ivory Toldson, Howard University

Series: Contemporary Perspectives on Access, Equity, and Achievement

2014 \$45.99 \$85.99
9781623966973 9781623966980

Teaching and Learning at a Distance: Foundations of Distance Education, 6th Edition

Michael Simonson, Nova Southeastern University; Sharon Smaldino, Northern Illinois University; Susan M. Zvacek

2014 \$59.99 \$85.99
9781623967987 9781623967994

Teaching from the Thinking Heart: The Practice of Holistic Education

John P. Miller, University of Toronto; Michele Irwin, University of Toronto; Kelli Nigh, University of Toronto

Series: Current Perspectives in Holistic Education

2014 \$45.99 \$85.99
9781623967239 9781623967246

Technologies of Government: Politics and Power in the "Information Age"

Benjamin Baez, Florida International University

Series: Studies in the Philosophy of Education

2014 \$45.99 \$85.99
9781623967925 9781623967932

Uncovering the Cultural Dynamics in Mentoring Programs and

Relationships: Enhancing Practice and Research

Frances K. Kochan, Auburn University; Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama

Series: Perspectives on Mentoring

2014 \$45.99 \$85.99
9781623968519 9781623968526

| | | | |
|---|------|------------------------------|------------------------------|
| Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages: International Perspectives Kevin Kien Hoa Chung, The Hong Kong Institute of Education; Kevin Chi Pun Yuen, The Hong Kong Institute of Education; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2014 | \$45.99 9781623966645 | \$85.99 9781623966652 |
| Understanding Peace Cultures Rebecca L. Oxford, University of Maryland <i>Series: Peace Education</i> | 2014 | \$45.99 9781623965051 | \$85.99 9781623965068 |
| Unnormalizing Education: Addressing Homophobia in Higher Education and K-12 Schools Joseph R. Jones, Mercer University | 2014 | \$29.99 9781623967062 | \$49.99 9781623967079 |
| Using Data in Schools to Inform Leadership and Decision Making Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio <i>Series: International Research on School Leadership</i> | 2014 | \$45.99 9781623967864 | \$85.99 9781623967871 |
| Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness Robert W. Lissitz, University of Maryland; Hong Jiao, University of Maryland <i>Series: The MARCES Book Series</i> | 2014 | \$45.99 9781623967741 | \$85.99 9781623967758 |
| Violence At Work: What Everyone Should Know Ella W. Van Fleet, Professional Business Associates; David D. Van Fleet, Arizona State University | 2014 | \$45.99 9781623966850 | \$85.99 9781623966867 |
| Women and Leadership in Higher Education Karen A. Longman, Azusa Pacific University; Susan R. Madsen, Utah Valley University <i>Series: Women and Leadership</i> | 2014 | \$35.29 9781623968199 | \$65.99 9781623968205 |
| Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice Whitney Sherman Newcomb, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University <i>Series: Educational Leadership for Social Justice</i> | 2014 | \$45.99 9781623967031 | \$85.99 9781623967048 |
| Writing Math Research Papers - 4th Edition: A Guide for High School Students and Instructors Robert Gerver | 2014 | \$45.99 9781623968632 | \$69.99 9781623968649 |
| Abstracts of The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India Bharath Sriraman, University of Montana; Jinfa Cai, University of Delaware; Kyeonghwa Lee, Seoul National University; Lianghuo Fan, University of Southampton (UK); Yoshinori Shimizu, University of Tsukuba; Chap Sam Lim, Universiti Sains Malaysia; K. Subramaniam, Tata Institute of Fundamental Research <i>Series: International Sourcebooks in Mathematics and Science Education</i> | 2013 | \$29.99 978-1-61735-825-8 | \$39.99 978-1-61735-826-5 |
| Academic Language In Second Language Learning M. Beatriz Arias, Arizona State University; Christian J. Faltis, University of California, Davis <i>Series: Research in Second Language Learning</i> | 2013 | \$45.99 9781623961145 | \$85.99 9781623961152 |
| Action Research in the World Language Classroom Mary Lynn Redmond, Wake Forest University | 2013 | \$45.99 9781623962012 | \$85.99 9781623962029 |
| Adolescence in the 21st Century: Constants and Challenges Frances R. Spielhagen, Mount Saint Mary College; Paul D. Schwartz, Mount Saint Mary College | 2013 | \$45.99 9781623964962 | \$85.99 9781623964979 |
| Advances in Help-Seeking Research and Applications: The Role of Emerging Technologies Stuart A. Karabenick, University of Michigan; Minna Puustinen, INS HEA | 2013 | \$45.99 9781623963347 | \$85.99 9781623963354 |

| | | | |
|--|------|------------------------------|------------------------------|
| Advancing Cross-Cultural Perspectives on Educational Psychology: A Festschrift for Dennis McInerney Gregory Arief D. Liem, University of Sydney; Allan B. I. Bernardo, University of Macau | 2013 | \$45.99 978-1-62396-385-9 | \$85.99 978-1-62396-386-6 |
| African Traditional And Oral Literature As Pedagogical Tools In Content Area Classrooms: K-12 Lewis Asimeng-Boahene, Penn State University-Harrisburg; Michael Baffoe, University of Manitoba | 2013 | \$45.99 9781623965389 | \$85.99 9781623965396 |
| American Educational History Journal: Volume 40 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i> | 2013 | \$65.99 978-1-62396-421-4 | \$95.99 978-1-62396-422-1 |
| Anti-Racist School Leadership: Toward Equity in Education for America's Students Introduction Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia <i>Series: Educational Leadership for Social Justice</i> | 2013 | \$45.99 9781623962210 | \$85.99 9781623962227 |
| Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman Héfer Bembenutty, Queens College of The City University of New York; Timothy J. Cleary, Rutgers University; Anastasia Kitsantas, George Mason University | 2013 | \$65.99 9781623961329 | \$95.99 9781623961336 |
| Authentic Leadership: An Engaged Discussion of LGBTQ Work as Culturally Relevant Lemuel W. Watson, Indiana University School of Education; Joshua Moon Johnson, University of California at Santa Barbara | 2013 | \$45.99 9781623962593 | \$85.99 9781623962609 |
| Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2013 | \$45.99 9781623961534 | \$85.99 9781623961541 |
| Beyond Academics: Supporting the Mental, Emotional, and Behavioral Health of Students in Catholic Schools James M. Frabutt, University of Notre Dame | 2013 | \$45.99 9781623962869 | \$85.99 9781623962876 |
| Beyond the Campus: Building a Sustainable University - Community Partnership Debra Harkins | 2013 | \$45.99 9781623962418 | \$85.99 9781623962425 |
| The Brilliance of Black Children in Mathematics Jacqueline Leonard, University of Wyoming; Danny B. Martin, University of Illinois at Chicago | 2013 | \$45.99 9781623960797 | \$85.99 9781623960803 |
| Brown Skin, White Minds: Filipino -/ American Postcolonial Psychology E. J. R. David, University of Alaska Anchorage | 2013 | \$29.99 9781623962074 | \$49.99 9781623962081 |
| Casebook of Exemplary Evidence-Informed Programs that Foster Community Participation After Acquired Brain Injury Richard Volpe, University of Toronto | 2013 | \$45.99 9781623962890 | \$85.99 9781623962906 |
| Challenging Status Quo Retrenchment: New Directions in Critical Research Tricia M. Kress, The University of Massachusetts Boston; Curry Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL <i>Series: Critical Constructions: Studies on Education and Society</i> | 2013 | \$45.99 9781623960490 | \$85.99 9781623960506 |
| Charting Reform, Achieving Equity in a Diverse Nation Gail L. Sunderman <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2013 | \$45.99 9781623962715 | \$85.99 9781623962722 |
| Clinical Simulations for Teacher Development: A Companion Manual for Teachers Benjamin H. Dotger, Syracuse University's School of Education | 2013 | \$19.99 9781623961985 | \$29.99 9781623961992 |

| | | | |
|---|------|------------------------------|------------------------------|
| Common Planning Time in Middle Level Schools: Research Studies from the MLER SIG's National Project Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Micki M. Caskey, Portland State University; Nancy Flowers, CPRD / University of Illinois <i>Series: The Handbook of Research in Middle Level Education</i> | 2013 | \$45.99 9781623961022 | \$85.99 9781623961039 |
| Communication and Language: Surmounting the Barriers to Cross-cultural Understanding Alexander S. Yeung, University of Western Sydney; Elinor L. Brown, University of Kentucky; Cynthia Lee, Hong Kong Baptist University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2013 | \$65.99 978-1-61735-944-6 | \$95.99 978-1-61735-945-3 |
| Comparative Studies in Educational Policy Analysis Timothy Reagan, University of Maine and University of the Free State <i>Series: Contemporary Research in Education</i> | 2013 | \$45.99 978-1-61735-816-6 | \$85.99 978-1-61735-817-3 |
| Confronting Racism in Higher Education: Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia <i>Series: Educational Leadership for Social Justice</i> | 2013 | \$45.99 9781623961565 | \$85.99 9781623961572 |
| Contemporary Perspectives in Data Mining, Volume 1 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i> | 2013 | \$45.99 9781623960551 | \$85.99 9781623960568 |
| Contemporary Uses of Technology in K-12 Physical Education: Policy, Practice, and Advocacy Steve Sanders, University of South Florida; Lisa Witherspoon, University of South Florida <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2013 | \$45.99 978-1-61735-959-0 | \$85.99 978-1-61735-960-6 |
| Courageous Pedagogy: Enacting Critical Science Education Andrew Gilbert, Royal Melbourne Institute of Technology <i>Series: Critical Constructions: Studies on Education and Society</i> | 2013 | \$45.99 9781623960674 | \$85.99 9781623960681 |
| Crises Of Identifying: Negotiating And Mediating Race, Gender, And Disability Within Family And Schools Dymaneke D. Mitchell, National Louis University <i>Series: Educational Leadership for Social Justice</i> | 2013 | \$45.99 9781623960919 | \$85.99 9781623960926 |
| Crossing Boundaries: Intercontextual Dynamics Between Family And School Giuseppina Marsico, University of Salerno; Koji Komatsu, Osaka Kyoiku University; Antonio Iannaccone, University of Neuchâtel <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2013 | \$65.99 9781623963941 | \$95.99 9781623963958 |
| Cultural Competence in America's Schools: Leadership, Engagement and Understanding Bruce Anthony Jones, University of South Florida; Edwin J. Nichols, Nicolas & Associates, Inc. <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2013 | \$45.99 9781623961749 | \$85.99 9781623961756 |
| Curriculum and Teaching Dialogue: Vol. 14 #1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver <i>Series: Curriculum & Teaching Dialogue</i> | 2013 | \$45.99 9781623960223 | \$85.99 9781623960230 |
| Curriculum and Teaching Dialogue: Vol. 15 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum & Teaching Dialogue</i> | 2013 | \$45.99 9781623964306 | \$85.99 9781623964313 |

| | | | |
|--|------|------------------------------|------------------------------|
| A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire Robert Lake, Georgia Southern University <i>Series: Landscapes of Education</i> | 2013 | \$45.99 9781623962654 | \$85.99 9781623962661 |
| Curriculum Windows: What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today Thomas S. Poetter, Miami University <i>Series: Curriculum Windows</i> | 2013 | \$45.99 978-1-62396-388-0 | \$85.99 978-1-62396-389-7 |
| Dangerous Counterstories in The Corporate Academy: Narrating for understanding, solidarity, resistance, and community in the age of Neoliberalism Emily A. Daniels, SUNY Plattsburgh; Brad J. Porfilio, Lewis University in Romeoville, IL <i>Series: Critical Constructions: Studies on Education and Society</i> | 2013 | \$45.99 9781623961237 | \$85.99 9781623961244 |
| Demystifying Career Paths after Graduate School: A Guide for Second Language Professionals in Higher Education Ryuko Kubota, University of British Columbia; Yilin Sun, South Seattle Community College <i>Series: Contemporary Language Education</i> | 2013 | \$45.99 9781623960346 | \$85.99 9781623960353 |
| Developing and Sustaining Adult Learners Carrie J. Boden, Texas State University; Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2013 | \$65.99 9781623965143 | \$95.99 9781623965150 |
| The Development of Teaching Expertise from an International Perspective Su Liang, California State University - San Bernardino <i>Series: The Montana Mathematics Enthusiast</i> | 2013 | \$45.99 9781623963767 | \$85.99 9781623963774 |
| Dialogic Formations: Investigations into the Origins and Development of the Dialogical Self Marie-Cécile Bertau, Ludwig Maximilians-University; Miguel M. Gonçalves, University of Minho; Peter T. F. Raggatt, James Cook University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2013 | \$45.99 9781623960377 | \$85.99 9781623960384 |
| Dialogical Approaches to Trust in Communication Per Linell, University of Linköping, Sweden; Ivana Markova, University of Stirling, Scotland <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2013 | \$45.99 9781623964481 | \$85.99 9781623964498 |
| Digital Social Studies William B. Russell, University of Central Florida <i>Series: Teaching and Learning Social Studies</i> | 2013 | \$65.99 9781623965204 | \$95.99 9781623965211 |
| Distance Education: Statewide, Institutional, and International Applications of Distance Education Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2013 | \$45.99 9781623962746 | \$85.99 9781623962753 |
| Dystopia & Education: Insights into Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong Jessica A. Heybach, Aurora University; Eric C. Sheffield, Missouri State University <i>Series: Studies in the Philosophy of Education</i> | 2013 | \$45.99 9781623962838 | \$85.99 9781623962845 |
| The Economic Status of the Hispanic Population: Selected Essays Marie T. Mora, The University of Texas - Pan American; Alberto Dávila, The University of Texas - Pan American <i>Series: The Hispanic Population in the United States</i> | 2013 | \$45.99 9781623961862 | \$85.99 9781623961879 |
| Educating About Social Issues in the 20th and 21st Centuries Vol. 2: A Critical Annotated Bibliography Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2013 | \$45.99 9781623961626 | \$85.99 9781623961633 |

| | | | |
|---|------|------------------------------|------------------------------|
| Educating Asian Americans: Achievement, Schooling, and Identities Russell Endo, University of Colorado; Xue Lan Rong, University of North Carolina - Chapel Hill <i>Series: Research on the Education of Asian Pacific Americans</i> | 2013 | \$45.99 9781623962135 | \$85.99 9781623962142 |
| Education Reform: Confronting the Secular Ideal Craig S. Engelhardt, SACE | 2013 | \$45.99 9781623963224 | \$85.99 9781623963231 |
| Educational Leadership: Building Bridges Among Ideas, Schools, And Nations Christa Boske, Kent State University <i>Series: Educational Leadership for Social Justice</i> | 2013 | \$65.99 978-1-61735-989-7 | \$95.99 978-1-61735-990-3 |
| Elementary Mathematics in Context Charlene Sheets | 2013 | \$45.99 9781623963798 | \$85.99 9781623963804 |
| Emerging Practices in International Development Evaluation Stewart I. Donaldson, Claremont Graduate University; Tarek Azzam, Claremont Graduate University; Ross F. Conner, University of California Irvine <i>Series: Evaluation and Society</i> | 2013 | \$45.99 978-1-62396-183-1 | \$85.99 978-1-62396-184-8 |
| English Learner Instruction through Collaboration and Inquiry in Teacher Education James F. Nagle, Saint Michael's College | 2013 | \$45.99 9781623964849 | \$85.99 9781623964856 |
| Ethics Education of Business Leaders: Emotional Intelligence, Virtues, and Contemplative Learning Tom E. Culham, University of British Columbia, Vancouver, Canada <i>Series: Transforming Education for the Future</i> | 2013 | \$45.99 978-1-62396-346-0 | \$85.99 978-1-62396-347-7 |
| Exploring the School Choice Universe: Evidence and Recommendations Gary Miron, Western Michigan University; Kevin G. Welner, University of Colorado - Boulder; Patricia H. Hinchey, Pennsylvania State University; William J. Mathis, University of Colorado, Boulder <i>Series: The National Education Policy Center Series</i> | 2013 | \$39.99 9781623960438 | \$85.99 9781623960445 |
| A Feast of Learning: International Perspectives on Adult Learning and Change Roger Hiemstra; Philippe Carré <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2013 | \$45.99 978-1-62396-373-6 | \$85.99 978-1-62396-374-3 |
| Finding John Galt: People, Politics, and Practice in Gifted Education Elizabeth Romey, Columbus State University <i>Series: Studies in the History of Education</i> | 2013 | \$45.99 978-1-62396-370-5 | \$85.99 978-1-62396-371-2 |
| The Future of Evaluation in Society: A Tribute to Michael Scriven Stewart I. Donaldson, Claremont Graduate University <i>Series: Evaluation and Society</i> | 2013 | \$45.99 9781623964511 | \$85.99 9781623964528 |
| Going Back for Our Future: Carrying Forward the Spirit of Pioneers of Science Education Jon Pedersen, University of South Carolina; Kevin D. Finson, Bradley University; Barbara S. Spector, University of South Florida; Paul Jablon, Lesley University <i>Series: Pioneers of Science Education</i> | 2013 | \$65.99 9781623962531 | \$95.99 9781623962548 |
| Great Leaders Equal Great Schools: Alliances and Discourse for Educational Reform Autumn Cypres, University of Tennessee <i>Series: Leadership, Schools, and Change</i> | 2013 | \$45.99 9781623960131 | \$85.99 9781623960148 |
| Guide to Transforming Teaching Through Self-Inquiry James Pelech, Benedictine University | 2013 | \$45.99 9781623961596 | \$85.99 9781623961602 |
| Handbook of Educational Theories Beverly Irby, Texas A&M University; Genevieve H. Brown, Sam Houston State University; Rafael Lara-Alecio; Dr. Shirley A. Jackson, Sam Houston State University | 2013 | \$100 978-1-61735-865-4 | \$200 978-1-61735-866-1 |

| | | | |
|---|------|------------------------------|------------------------------|
| Hispanics in the US Labor Market: Selected Research Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain <i>Series: The Hispanic Population in the United States</i> | 2013 | \$45.99 9781623963613 | \$85.99 9781623963620 |
| History Education and the Construction of National Identities Mario Carretero, Universidad Autónoma de Madrid; Mikel Asensio, Universidad Autónoma de Madrid; María Rodríguez-Moneo, Universidad Autónoma de Madrid <i>Series: International Review of History Education</i> | 2013 | \$45.95 978-1-61735-935-4 | \$85.95 978-1-61735-936-1 |
| I Had No Idea: Clinical Simulations for Teacher Development Benjamin H. Dotger, Syracuse University's School of Education | 2013 | \$45.99 9781623961954 | \$85.99 9781623961961 |
| Identifying and Recruiting Language Teachers: A Research-Based Approach Peter B. Swanson, Georgia State University <i>Series: Contemporary Language Education</i> | 2013 | \$45.99 978-1-61735-856-2 | \$85.99 978-1-61735-857-9 |
| Improving Instruction Through Supervision, Evaluation, and Professional Development Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University | 2013 | \$45.99 9781623964788 | \$85.99 9781623964795 |
| Improving Urban Schools: Equity and Access in K-16 STEM Education Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2013 | \$45.99 9781623962302 | \$85.99 9781623962319 |
| In Their Own Words: A Journey to the Stewardship of the Practice in Education Jill Alexa Perry, Duquesne University; David Lee Carlson, Arizona State University | 2013 | \$45.99 9781623962562 | \$85.99 9781623962579 |
| Indigenous Peoples: Education and Equity Rhonda G. Craven, University of Western Sydney; Gawaian Bodkin-Andrews, University of Western Sydney; Janet Mooney, University of Sydney <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2013 | \$45.99 978-1-61735-962-0 | \$85.99 978-1-61735-963-7 |
| Informing the Practice of Teaching Using Formative and Interim Assessment: A Systems Approach Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i> | 2013 | \$45.99 9781623961114 | \$85.99 9781623961121 |
| Inheriting As People Think It Should Be: From Money To Mementos Jacqueline J. Goodnow, Emeritus Professor; Jeanette A. Lawrence, The University of Melbourne | 2013 | \$45.99 9781623962951 | \$85.99 9781623962968 |
| Instructional Designer Competencies: The Standards (Fourth Edition) Tiffany A. Koszalka, Syracuse University; Darlene F. Russ-Eft, Oregon State University; Robert Reiser, Florida State University <i>Series: The Ibstpi Book Series</i> | 2013 | \$45.99 978-1-62396-403-0 | \$85.99 978-1-62396-404-7 |
| Integrating Play Techniques in Comprehensive School Counseling Programs Jennifer Curry, Louisiana State University; Laura Fazio-Griffith, Southeastern Louisiana University | 2013 | \$65.99 9781623963040 | \$95.99 9781623963057 |
| Integrative Strategies for the K-12 Social Studies Classroom Timothy Lintner, University of South Carolina Aiken <i>Series: Teaching and Learning Social Studies</i> | 2013 | \$45.99 9781623960827 | \$85.99 9781623960834 |
| The Interdependence of Teaching and Learning Bryant Griffith; Douglas J. Loveless, James Madison University | 2013 | \$45.99 9781623961411 | \$85.99 9781623961428 |
| Interplays Between Dialogical Learning and Dialogical Self M. Beatrice Ligorio, Università degli Studi di Bari; Margarida César, Universidade de Lisboa, Instituto de Educação <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2013 | \$65.99 9781623960643 | \$95.99 9781623960650 |
| Intersection of Service and Learning: Research and Practice in the Second Language Classroom Gregory Thompson, University of Central Florida | 2013 | \$45.99 978-1-61735-892-0 | \$85.99 978-1-61735-893-7 |

| | | | |
|--|------|------------------------------|------------------------------|
| Killing ideas softly?: The promise and perils of creativity in the classroom Ronald A. Beghetto, University of Oregon | 2013 | \$24.99 9781623963644 | \$49.99 9781623963651 |
| The Language of Peace: Communicating to Create Harmony Rebecca L. Oxford, University of Maryland <i>Series: Peace Education</i> | 2013 | \$45.99 9781623960940 | \$85.99 9781623960957 |
| Leadership Learning for the Future Klaus Scala, University of Graz, Austria; Ralph Grossmann, University of Klagenfurt, Austria; Marlies Lenglachner, Corporate Development Lenglachner & Partner, Vienna; Kurt Mayer, REFLACT - Sustainable Organization Development <i>Series: Research in Management Education and Development</i> | 2013 | \$45.99 9781623964603 | \$85.99 9781623964610 |
| A Learner Centered Approach To Online Education Lisa Harrell, Instructional Designer and Online Course Instructor | 2013 | \$45.99 9781623962920 | \$85.99 9781623962937 |
| Learning from the Boys: Looking Inside the Reading Lives of Three Adolescent Boys Valarie G. Lee, Rowan University <i>Series: Literacy, Language and Learning</i> | 2013 | \$45.99 978-1-61735-977-4 | \$85.99 978-1-61735-978-1 |
| Learning Through Visual Displays Gregory Schraw, University of Nevada - Las Vegas; Matthew T. McCrudden, Victoria University of Wellington; Daniel Robinson, Colorado State University <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2013 | \$65.99 9781623962333 | \$95.99 9781623962340 |
| Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success (Chinese Edition) Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University | 2013 | \$45.99 9781623962241 | \$85.99 9781623962258 |
| Left Behind in the Race to the Top: Realities of School Reform Julie A. Gorlewski, SUNY New Paltz; Brad J. Porfilio, Lewis University in Romeoville, IL | 2013 | \$27.5 9781623963286 | \$59.99 9781623963293 |
| The Left Handed Curriculum: Creative Experiences for Empowering Teachers Morna M. McDermott, Towson University | 2013 | \$45.99 9781623961770 | \$85.99 9781623961787 |
| Life Stories: Exploring Issues in Educational History Through Biography Linda C. Morice, Southern Illinois University Edwardsville; Laurel Puchner, Southern Illinois University Edwardsville | 2013 | \$45.99 9781623964900 | \$85.99 9781623964917 |
| Liminal Spaces and Call for Praxis(ing) Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University <i>Series: Curriculum and Pedagogy</i> | 2013 | \$45.99 9781623964245 | \$85.99 9781623964252 |
| Living at the Intersections: Social Identities and Black Collegians Terrell Strayhorn, Ohio State University <i>Series: Research on African American Education</i> | 2013 | \$45.99 9781623961473 | \$85.99 9781623961480 |
| Making Sense of Infinite Uniqueness: The Emerging System of Idiographic Science Sergio Salvatore, University of Salento; Alessandro Gennaro, University of Salento; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Yearbook of Idiographic Science</i> | 2013 | \$45.99 9781623960254 | \$85.99 9781623960261 |
| Management for Deans: What to Know for Your Administrative Promotion Terri Friel, Venture Connects | 2013 | \$45.99 9781623963439 | \$85.99 9781623963446 |
| Mathematics Teacher Education in the Public Interest: Equity and Social Justice Laura J. Jacobsen, Radford University; Jean Mistele, Radford University; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2013 | \$45.99 9781617359682 | \$85.99 9781617359699 |
| Membership and Moral Formation: Shame as an Educational and Social Emotion John F. Covalleskie, University of Oklahoma | 2013 | \$45.99 978-1-62396-192-3 | \$85.99 978-1-62396-193-0 |

| | | | |
|---|------|------------------------------|------------------------------|
| The Memory Hole: The U.S. History Curriculum Under Siege Fritz Fischer, University of Northern Colorado | 2013 | \$32.99 9781623965327 | \$49.99 9781623965334 |
| Middle Grades Curriculum: Voices and Visions of the Self-Enhancing School Kathleen Roney, University of North Carolina Wilmington; Richard P. Lipka, St. Bonaventure University <i>Series: Middle Level Education and the Self-Enhancing School</i> | 2013 | \$45.99 9781623962272 | \$85.99 9781623962289 |
| Migrants and Refugees: Equitable Education for Displaced Populations Elinor L. Brown, University of Kentucky; Anna Krasteva, New Bulgarian University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2013 | \$45.99 9781623964665 | \$85.99 9781623964672 |
| The Mismeasure of Education Jim Horn; Denise Wilburn | 2013 | \$27.5 9781623963910 | \$49.99 9781623963927 |
| The Model Minority Stereotype: Demystifying Asian American Success Nicholas Daniel Hartlep, Illinois State University | 2013 | \$45.99 9781623963583 | \$85.99 9781623963590 |
| More than a Curriculum: Education for Peace and Development Johan Galtung, Founder, TRANSCEND: A Peace Development Environment Network; S. P. Udayakumar, Founder: South Asian Community Center for Education and Research <i>Series: Peace Education</i> | 2013 | \$45.99 978-1-61735-547-9 | \$85.99 978-1-61735-548-6 |
| Navigating the Academic Career: Common Issues and Uncommon Strategies Victor N. Shaw, California State University–Northridge | 2013 | \$45.99 9781623961176 | \$85.99 9781623961183 |
| Necessary Spaces: Exploring the Richness of African American Childhood in the South Saundra Murray Nettles, University of Illinois at Urbana-Champaign <i>Series: Landscapes of Education</i> | 2013 | \$45.99 978-1-62396-331-6 | \$85.99 978-1-62396-332-3 |
| New Directions in Social Education Research: The Influence of Technology and Globalization on the Lives of Students Brad M. Maguth, The University of Akron <i>Series: Research in Social Education</i> | 2013 | \$45.99 9781623960018 | \$85.99 9781623960025 |
| Nicholas Murray Butler's The International Mind: An Argument for the Judicial Settlement of International Disputes with a New Introduction by Charles F. Howlett Charles F. Howlett, Molloy College | 2013 | \$45.99 9781623961381 | \$85.99 9781623961398 |
| On the Move: Mobile Learning for Development Wanjira Kinuthia, Georgia State University; Stewart Marshall, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i> | 2013 | \$45.99 9781623963071 | \$85.99 9781623963088 |
| Online Learner Competencies: Knowledge, Skills, and Attitudes for Successful Learning in Online Settings Michael Beaudoin, University of New England; Gila Kurtz, College for Academic Studies; Insung Jung, International Christian University; Katsuaki Suzuki, Kumamoto University; Barbara L. Grabowski, Pennsylvania State University <i>Series: The Ibstpi Book Series</i> | 2013 | \$45.99 978-1-62396-400-9 | \$85.99 978-1-62396-401-6 |
| Peace Education from the Grassroots Ian Harris, University of Wisconsin - Milwaukee <i>Series: Peace Education</i> | 2013 | \$45.99 978-1-62396-349-1 | \$85.99 978-1-62396-350-7 |
| Perspectives and Provocations in Early Childhood Education Vivian Vasquez, American University; Jeffrey Wood, Laurentian University <i>Series: Early Childhood Education Assembly</i> | 2013 | \$45.99 978-1-61735-965-1 | \$85.99 978-1-61735-966-8 |
| Perspectives and Provocations in Early Childhood Education Volume 2 Vivian Vasquez, American University; Jeffrey Wood, Laurentian University; Carol Branigan Felderman, American University <i>Series: Early Childhood Education Assembly</i> | 2013 | \$45.99 9781623963378 | \$85.99 9781623963385 |

| | | | |
|--|------|------------------------------|------------------------------|
| Principal 2.0: Technology and Educational Leadership Matthew Militello, North Carolina State University; Jennifer Friend, University of Missouri - Kansas City | 2013 | \$45.99 978-1-62396-301-9 | \$85.99 978-1-62396-302-6 |
| Principals Improving Instruction: Supervision, Evaluation, and Professional Development Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University | 2013 | \$29 9781623960971 | |
| Promising Practices for Engaging Families in Literacy Holly Kreider, The Heising-Simons Foundation; Margaret Caspe, Global Family Research Project; Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2013 | \$45.99 9781623962982 | \$85.99 9781623962999 |
| Promising Practices for Fathers' Involvement in Children's Education Hsiu-Zu Ho, University of California, Santa Barbara; Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2013 | \$45.99 978-1-61735-950-7 | \$85.99 978-1-61735-951-4 |
| Queer South Rising: Voices of a Contested Place Reta Ugena Whitlock, Kennesaw State University <i>Series: Landscapes of Education</i> | 2013 | \$65.99 9781623961688 | \$95.99 9781623961695 |
| Queer Voices from the Classroom Hidehiro Endo, Akita International University; Paul Chamness Iida <i>Series: Research in Queer Studies</i> | 2013 | \$45.99 9781623964726 | \$85.99 9781623964733 |
| The Race Talk Pierre W. Orelus, New Mexico State University | 2013 | \$45.99 978-1-61735-912-5 | \$85.99 978-1-61735-913-2 |
| Re-Envisioning Higher Education: Embodied Pathways to Wisdom and Social Transformation Jing Lin, University of Maryland; Rebecca L. Oxford, University of Maryland; Edward J. Brantmeier, James Madison University <i>Series: Transforming Education for the Future</i> | 2013 | \$45.99 9781623963972 | \$85.99 9781623963989 |
| Reflection and the College Teacher: A Solution for Higher Education Rachel Wlodarsky, Ashland University; Howard Walters, Ashland University <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i> | 2013 | \$45.99 9781623964696 | \$85.99 9781623964702 |
| Reflections From The Field: How Coaching Made Us Better Teachers Eric J. DeMeulenaere, Clark University; Colette N. Cann, Vassar College; James E. McDermott, Clark University; Chad R. Malone, Premier Elite Athlete's Collegiate | 2013 | \$24.99 9781623962685 | \$49.99 9781623962692 |
| Research on Technology in English Education Carl A. Young, North Carolina State University; Sara Kajder, Shady Side Academy <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2013 | \$45.99 9781623960858 | \$85.99 9781623960865 |
| Research on the Influences of Educational Policy on Teaching and Learning Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2013 | \$45.99 9781623962500 | \$85.99 9781623962517 |
| School and District Leadership in an Era of Accountability Bruce G. Barnett, University of Texas at San Antonio; Alan R. Shoho, University of Texas at San Antonio; Alex J. Bowers, University of Texas at San Antonio <i>Series: International Research on School Leadership</i> | 2013 | \$45.99 9781623963828 | \$85.99 9781623963835 |
| Schooling for Tomorrow's America Marcella L. Kysilka, University of Central Florida; O. L. Davis, University of Texas - Austin <i>Series: Research in Curriculum and Instruction</i> | 2013 | \$45.99 9781623963552 | \$85.99 9781623963569 |
| Seeking the Common Dreams between the Worlds: Stories of Chinese Immigrant Faculty in North American Higher Education Yan Wang, University of Macau; Yali Zhao, Georgia State University | 2013 | \$45.99 9781623963521 | \$85.99 9781623963538 |

| | | | |
|---|------|------------------------------|------------------------------|
| Situating Inquiry: Expanded Venues for Music Education Research Linda K. Thompson, Lee University; Mark Robin Campbell, SUNY at Potsdam <i>Series: Advances in Music Education Research</i> | 2013 | \$45.99 978-1-61735-895-1 | \$85.99 978-1-61735-896-8 |
| The Status of Social Studies: Views from the Field Jeff Passe, The College of New Jersey; Paul G. Fitchett, University of North Carolina at Charlotte <i>Series: International Social Studies Forum: The Series</i> | 2013 | \$45.99 9781623964122 | \$85.99 9781623964139 |
| Storybridge to Second Language Literacy: The theory, research and practice of teaching English with children's literature Irma-Kaarina Ghosn, Lebanese American University | 2013 | \$45.99 9781623962777 | \$85.99 9781623962784 |
| Structural Equation Modeling: A Second Course (2nd ed.) Gregory R. Hancock, University of Maryland; Ralph O. Mueller, University of Hartford <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i> | 2013 | \$75.99 9781623962449 | \$125.99 9781623962456 |
| Struggling Readers Can Succeed: Teaching Solutions Based on Real Kids in Classrooms and Communities Nina L. Nilsson, Saint Joseph's University; Sandra E. Gandy, Governors State University <i>Series: Literacy, Language and Learning</i> | 2013 | \$45.99 9781623961800 | \$85.99 9781623961817 |
| Studies and Global Perspectives of Second Language Teaching and Learning John W. Schwieter, Wilfrid Laurier University <i>Series: Research in Second Language Learning</i> | 2013 | \$45.99 9781623962104 | \$85.99 9781623962111 |
| Sustainability, Growth, and Globalization: A Social Science Perspective James E. Davis, Executive Director of the Social Science Education Consortium; Richard A. Diem, University of Texas - San Antonio <i>Series: International Social Studies Forum: The Series</i> | 2013 | \$45.99 9781623962470 | \$85.99 9781623962487 |
| Teacher Education for Social Justice: Perspectives and Lessons Learned Luciana C. de Oliveira, Purdue University | 2013 | \$45.99 9781623961084 | \$85.99 9781623961091 |
| Teaching Marx: The Socialist Challenge Curry Malott, West Chester University of Pennsylvania; John M. Elmore, West Chester University of Pennsylvania; Mike Cole, Bishop Grosseteste University College Lincoln <i>Series: Critical Constructions: Studies on Education and Society</i> | 2013 | \$45.99 9781623961206 | \$85.99 9781623961213 |
| Theory Driving Research:: New Wave Perspectives On Self-Processes And Human Development Dennis M. McInerney, The Education University of Hong Kong; Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Frédéric Guay, Université Laval Québec <i>Series: International Advances in Self Research</i> | 2013 | \$45.99 9781623962364 | \$85.99 9781623962371 |
| Theory Into Practice: Unlocking the Power and the Potential of Reflective Journals Timothy S. O'Connell, Brock University; Janet E. Dymont, University of Tasmania | 2013 | \$45.99 9781623961503 | \$85.99 9781623961510 |
| Thinking in Childhood and Adolescence Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2013 | \$45.99 978-1-62396-433-7 | \$85.99 978-1-62396-434-4 |
| Timeless Teachers and Ethical Visions K. K. Kuriakose | 2013 | \$45.99 9781623961299 | \$85.99 9781623961305 |
| Transforming Schools: Alternative Perspectives on School Reform D. G. Mulcahy, Central Connecticut State University <i>Series: Contemporary Research in Education</i> | 2013 | \$45.99 9781623961442 | \$85.99 9781623961459 |
| Transforming Teacher Education through Service-Learning Virginia M. Jagla, National Louis University; Joseph A. Erickson, Augsburg College; Alan S. Tinkler, University of Vermont <i>Series: Advances in Service-Learning Research</i> | 2013 | \$45.99 9781623964184 | \$85.99 9781623964191 |

| | | | |
|---|------|------------------------------|------------------------------|
| Trust and Governance Institutions: Asian Experiences Yilin Sun, South Seattle Community College; Clay Wescott; Lawrence R. Jones, Naval Postgraduate School <i>Series: Research in Public Management</i> | 2013 | \$45.99 9781617359477 | \$85.99 9781617359484 |
| Varied Perspectives on Play and Learning: Theory and Research on Early Years Education Ole Fredrik Lillemyr, Queen Maud University College; Sue Dockett, Charles Sturt University; Bob Perry, Charles Sturt University | 2013 | \$45.99 978-1-62396-415-3 | \$85.99 978-1-62396-416-0 |
| Visual Data and Their Use in Science Education Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina | 2013 | \$45.99 9781623962043 | \$85.99 9781623962050 |
| Why Public Schools?: Voices from the U.S. and Canada Jenice L. View, George Mason University; Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley, George Mason University | 2013 | \$45.99 9781623961053 | \$85.99 9781623961060 |
| WRITE ON! MATH: Taking Better Notes in Math Class Robert Gerver | 2013 | \$29.99 978-1-62396-406-1 | \$49.99 978-1-62396-407-8 |
| Writing Math Research Papers: A Guide for Students and Instructors Robert Gerver | 2013 | \$45.99 9781623962395 | |
| Writing Visions of Hope: Teaching Twentieth-Century American Literature and Research Richard C. Raymond | 2013 | \$45.99 9781623962623 | \$85.99 9781623962630 |
| The 'Other' Students: Filipino Americans, Education, and Power Dina C. Maramba, SUNY Binghamton; Rick Bonus, University of Washington | 2012 | \$45.99 9781623960735 | \$85.99 9781623960742 |
| 10 Great Curricula: Lived Conversations of Progressive, Democratic Curricula in School and Society Thomas S. Poetter, Miami University | 2012 | \$45.99 978-1-61735-611-7 | \$85.99 978-1-61735-612-4 |
| The 21st Century Parent: Multicultural Parent Engagement Leadership Strategies Handbook Mary Johnson, Pepperdine University | 2012 | \$45.99 978-1-61735-853-1 | \$85.99 978-1-61735-854-8 |
| Advances in Longitudinal Methods in the Social and Behavioral Sciences Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland <i>Series: CILVR Series on Latent Variable Methodology</i> | 2012 | \$45.99 978-1-61735-889-0 | \$85.99 978-1-61735-890-6 |
| Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East Kagendo Mutua, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2012 | \$45.99 978-1-61735-771-8 | \$85.99 978-1-61735-772-5 |
| African American Males and Education: Researching the Convergence of Race and Identity T. Elon Dancy II, University of Oklahoma; M. Christopher Brown, Kentucky State University <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i> | 2012 | \$45.99 978-1-61735-941-5 | \$85.99 978-1-61735-942-2 |
| American Educational History Journal: Volume 39 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i> | 2012 | \$65.99 9781623960070 | \$95.99 9781623960087 |
| ANTI-History: Theorizing the Past, History, and Historiography in Management and Organization Studies Gabrielle A. T. Durepos, St. Francis Xavier University; Albert J. Mills, Saint Mary's University | 2012 | \$45.99 978-1-61735-748-0 | \$85.99 978-1-61735-749-7 |
| Approaches to Studying the Enacted Mathematics Curriculum Dan Heck, Horizon Research, Inc.; Kathryn Chval, University of Missouri; Iris Weiss, Horizon Research, Inc.; Steven W. Ziebarth, Western Michigan University <i>Series: Research in Mathematics Education</i> | 2012 | \$45.99 978-1-61735-877-7 | \$85.99 978-1-61735-878-4 |

| | | | |
|--|------|------------------------------|------------------------------|
| Autism Spectrum Disorders: Inclusive Community for the 21st Century Julie A. Deisinger, Saint Xavier University; Sandra Burkhardt, Saint Xavier University; Timothy J. Wahlberg, Wahlberg and Associates; Anthony F. Rotatori, Saint Xavier University; Festus E. Obiakor, Sunny Educational Consulting <i>Series: Contemporary Perspectives in Special Education</i> | 2012 | \$45.99 978-1-61735-780-0 | \$85.99 978-1-61735-781-7 |
| Best Practices of Online Education: A Guide for Christian Higher Education Mark A. Maddix, Northwest Nazarene University; James R. Estep, Lincoln Christian University; Mary E. Lowe, Erskine Theological Seminary | 2012 | \$29.99 978-1-61735-768-8 | \$69.99 978-1-61735-769-5 |
| Beyond Well-Being: Spirituality and Human Flourishing Maureen Miner, University of Western Sydney; Martin Dowson, Australian College of Ministries; Stuart Devenish, Booth College | 2012 | \$45.99 978-1-61735-804-3 | \$85.99 978-1-61735-805-0 |
| The Bilingual School in the United States: A Documentary History Paul J. Ramsey, Eastern Michigan University <i>Series: Research in Bilingual Education</i> | 2012 | \$45.99 978-1-61735-798-5 | \$85.99 978-1-61735-799-2 |
| Black Graduate Education at Historically Black Colleges and Universities Robert T. Palmer, SUNY Binghamton; Adriel A. Hilton, Upper Iowa University; Tiffany Patrice Fountaine, Morgan State University | 2012 | \$45.99 978-1-61735-850-0 | \$85.99 978-1-61735-851-7 |
| Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts Adriel A. Hilton, Upper Iowa University; J. Luke Wood, San Diego State University; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2012 | \$45.99 978-1-61735-932-3 | \$85.99 978-1-61735-933-0 |
| The Brother Code: Manhood and Masculinity among African American Men in College T. Elon Dancy II, University of Oklahoma <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i> | 2012 | \$45.99 978-1-61735-760-2 | \$85.99 978-1-61735-761-9 |
| Can Educators Make a Difference?: Experimenting with, and Experiencing, Democracy in Education Paul R. Carr, Université du Québec en Outaouais; David Zyngier, Monash University; Marc Pruyn, Monash University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2012 | \$45.99 978-1-61735-813-5 | \$85.99 978-1-61735-814-2 |
| Canaries Reflect on the Mine: Dropouts' Stories of Schooling Jeanne Cameron, Tompkins Cortland Community College <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2012 | \$29.99 978-1-61735-998-9 | \$59.99 978-1-61735-999-6 |
| The Changing Nature of Instructional Leadership in the 21st Century Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University <i>Series: International Research on School Leadership</i> | 2012 | \$45.99 978-1-61735-938-5 | \$85.99 978-1-61735-939-2 |
| Children, Childhood and Everyday Life: Children's Perspectives Mariane Hedegaard, University of Copenhagen; Karin Aronsson, Stockholm University; Charlotte Højholt, Roskilde University; Oddbjørg Skjær Ulvik, Oslo and Akershus University College of Applied Sciences | 2012 | \$45.99 978-1-61735-734-3 | \$85.99 978-1-61735-735-0 |
| Classical Social Theory in Use: Interpretation and Application for Educators and Other Non-Specialists Robert Bickel, Marshall University | 2012 | \$45.99 9781623960704 | \$85.99 9781623960711 |
| Co-Teaching and Other Collaborative Practices in The EFL/ESL Classroom: Rationale, Research, Reflections, And Recommendations Andrea Honigsfeld, Molloy College; Maria G. Dove, Molloy College | 2012 | \$45.99 978-1-61735-686-5 | \$85.99 978-1-61735-687-2 |
| Computers and Their Impact on State Assessments: Recent History and Predictions for the Future Robert W. Lissitz, University of Maryland; Hong Jiao, University of Maryland <i>Series: The MARCES Book Series</i> | 2012 | \$45.99 978-1-61735-725-1 | \$85.99 978-1-61735-726-8 |
| Consilio et Animis: Tracing a Path to Social Justice through the Classics Antoinette M. Ryan <i>Series: Contemporary Language Education</i> | 2012 | \$45.99 978-1-61735-883-8 | \$85.99 978-1-61735-884-5 |

| | | | |
|---|------|------------------------------|------------------------------|
| Contemporary Challenges Confronting School Leaders Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma <i>Series: Research and Theory in Educational Administration</i> | 2012 | \$45.99 978-1-61735-927-9 | \$85.99 978-1-61735-928-6 |
| Contemporary Perspectives on Research in Creativity in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2012 | \$65.99 978-1-61735-740-4 | \$95.99 978-1-61735-741-1 |
| Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science Dr. Funda Ornek, Bahrain Teachers College, University of Bahrain; Dr. Issa M. Saleh, Bahrain Teachers College in University of Bahrain | 2012 | \$45.99 978-1-61735-608-7 | \$85.99 978-1-61735-609-4 |
| Contemporary Social Studies: An Essential Reader William B. Russell, University of Central Florida <i>Series: Teaching and Learning Social Studies</i> | 2012 | \$65.99 978-1-61735-671-1 | \$95.99 978-1-61735-672-8 |
| Contemporary Voices From The Margin: African Educators on African and American Education Omiunota N. Ukpokodu, University of Missouri-Kansas City; Peter Ukpokodu | 2012 | \$45.99 978-1-61735-795-4 | \$85.99 978-1-61735-796-1 |
| Conversations about Adult Learning in Our Complex World Carrie J. Boden, Texas State University; Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2012 | \$45.99 9781623960766 | \$85.99 9781623960773 |
| Creating Socially Responsible Citizens: Cases from the Asia-Pacific Region John J. Cogan, University of Minnesota, Twin Cities; David L. Grossman, The East-West Center <i>Series: Research in Social Education</i> | 2012 | \$45.99 978-1-61735-953-8 | \$85.99 978-1-61735-954-5 |
| Critical Small Schools: Beyond Privatization in New York City Urban Educational Reform Maria Hantzopoulos, Vassar College; Alia R. Tyner-Mullings, The New Community College at CUNY | 2012 | \$45.99 978-1-61735-683-4 | \$85.99 978-1-61735-684-1 |
| Crossroads in the History of Mathematics and Mathematics Education Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2012 | \$45.99 978-1-61735-704-6 | \$85.99 978-1-61735-705-3 |
| Cultural Dynamics of Women's Lives Ana Clara S. Bastos; Kristiina Uriko, Tallinn University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2012 | \$65.99 978-1-61735-560-8 | \$95.99 978-1-61735-561-5 |
| Cultural Psychology of Human Values Angela Uchoa Branco, University of Brasilia; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2012 | \$45.99 978-1-61735-822-7 | \$85.99 978-1-61735-823-4 |
| Culture and Social Change: Transforming Society through the Power of Ideas Brady Wagoner, Aalborg University; Eric Jensen, University of Warwick; Julian A. Oldmeadow, University of York <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2012 | \$45.99 978-1-61735-757-2 | \$85.99 978-1-61735-758-9 |
| Curriculum and Teaching Dialogue: Vol. 13 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver <i>Series: Curriculum & Teaching Dialogue</i> | 2012 | \$45.99 978-1-61735-605-6 | \$85.99 978-1-61735-606-3 |
| Designing Problem-Driven Instruction with Online Social Media Kay Kyeong-Ju Seo, University of Cincinnati; Debra A. Pellegrino, University of Scranton; Chalee Engelhard, University of Cincinnati | 2012 | \$45.99 978-1-61735-644-5 | \$85.99 978-1-61735-645-2 |
| Dialogue and Difference in a Teacher Education Program: A 16-Year Sociocultural Study of a Professional Development School Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign | 2012 | \$45.99 978-1-61735-765-7 | \$85.99 978-1-61735-766-4 |

| | | | |
|--|------|------------------------------|------------------------------|
| Educated for Change?: Muslim Refugee Women in the West Patricia Buck, Bates College and Matawi, Inc.; Rachel Silver, Matawi, Inc. <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2012 | \$45.99 978-1-61735-620-9 | \$85.99 978-1-61735-621-6 |
| Educating About Social Issues in the 20th and 21st Centuries Vol 1: A Critical Annotated Bibliography Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2012 | \$65.99 978-1-61735-572-1 | \$95.99 978-1-61735-573-8 |
| Educating the Scholar Practitioner in Organization Development Deborah A. Colwill <i>Series: Contemporary Trends in Organization Development and Change</i> | 2012 | \$45.99 978-1-61735-665-0 | \$85.99 978-1-61735-666-7 |
| The Education of the Hispanic Population: Selected Essays Billie Gastic, Beam Youth Collaborative; Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain <i>Series: The Hispanic Population in the United States</i> | 2012 | \$45.99 978-1-61735-956-9 | \$85.99 978-1-61735-957-6 |
| Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool Brian D. Fitch, Los Angeles County Sheriff's Department; Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2012 | \$45.99 978-1-61735-710-7 | \$85.99 978-1-61735-711-4 |
| Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Anita McCoskey Pankake, The University of Texas – Pan American <i>Series: Educational Leadership for Social Justice</i> | 2012 | \$45.99 978-1-61735-623-0 | \$85.99 978-1-61735-624-7 |
| The Educator's Guide to Linguistics: A Textbook for Language Teachers Tatiana Gordon, Hofstra University | 2012 | \$45.99 978-1-61735-880-7 | \$85.99 978-1-61735-881-4 |
| Encouraging a Continuing Personal Investment in Learning: Motivation as an Instructional Outcome Martin L. Maehr, The University of Michigan | 2012 | \$45.99 978-1-61735-713-8 | \$85.99 978-1-61735-714-5 |
| Encyclopedia of Sports & Recreation for People with Visual Impairments Andrew Leibs <i>Series: Critical Concerns in Blindness</i> | 2012 | \$45.99 9781623960407 | \$85.99 9781623960414 |
| Esperanza School: A Grassroots Community School in Honduras Eloisa Rodriguez, Universidad Pedagogica Nacional Francisco Morazan <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2012 | \$45.99 978-1-61735-689-6 | \$85.99 978-1-61735-690-2 |
| Ethics and International Curriculum Work: The Challenges of Culture and Context Terrence C. Mason, Indiana University – Bloomington; Robert J. Helfenbein, Indiana University | 2012 | \$45.99 978-1-61735-844-9 | \$85.99 978-1-61735-845-6 |
| Excursions and Recursions: Through Power, Privilege, and Praxis Brandon Sams, University of North Carolina; Jennifer Job, University of North Carolina; James C. Jupp, Georgis Southern University <i>Series: Curriculum and Pedagogy</i> | 2012 | \$45.99 978-1-61735-980-4 | \$85.99 978-1-61735-981-1 |
| Fostering Global Citizenship: Through Faculty-Led International Programs Jo Beth Mullens, Keene State College; Pru Cuper, Keene State College | 2012 | \$45.99 978-1-61735-831-9 | \$85.99 978-1-61735-832-6 |
| Higher Education in The Caribbean: Research, Challenges And Prospects Austin Ezenne, University of the West Indies, Kingston, Jamaica | 2012 | \$65.99 978-1-61735-556-1 | |
| History Wars and The Classroom: Global Perspectives Tony Taylor, Monash University; Robert Guyver, University College Plymouth St Mark and St John <i>Series: Studies in the History of Education</i> | 2012 | \$45.99 978-1-61735-526-4 | \$85.99 978-1-61735-527-1 |
| Ignoring Poverty in the U.S.: The Corporate Takeover of Public Education P. L. Thomas, Furman University | 2012 | \$45.99 978-1-61735-783-1 | \$85.99 978-1-61735-784-8 |

| | | | |
|---|------|------------------------------|------------------------------|
| Images of Time: The Role of an Historical Consciousness of Time in Learning History Arie Wilschut, Amsterdam University of Professional Education | 2012 | \$45.99 978-1-61735-906-4 | \$85.99 978-1-61735-907-1 |
| Impacts of Teacher Evaluation and Professional Development on Student Outcomes Edward Crowe, The Bench Group; Rena F. Subotnik, American Psychological Association <i>Series: Levers of Change</i> | 2012 | \$45.99 978-1-61735-862-3 | \$85.99 978-1-61735-863-0 |
| Inner Peace - Global Impact: Tibetan Buddhism, Leadership, and Work Kathryn Goldman Schuyler, Coherent Change <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i> | 2012 | \$45.99 978-1-61735-918-7 | \$85.99 978-1-61735-919-4 |
| Instructional Strategies for Improving Students' Learning: Focus on Early Reading and Mathematics Jerry Carlson, University of California - Riverside; Joel R. Levin, University of Arizona <i>Series: Psychological Perspectives on Contemporary Educational Issues</i> | 2012 | \$45.99 978-1-61735-629-2 | \$85.99 978-1-61735-630-8 |
| Instructional Technology: The Definition and Domains of the Field Barbara B. Seels, University of Pittsburgh; Rita C. Richey, Wayne State University | 2012 | \$25.99 978-1-61735-904-0 | |
| International Perspectives on Teacher Stress Christopher McCarthy, University of Texas at Austin; Richard Lambert, University of North Carolina at Charlotte; Annette Ullrich, Baden-Württemberg Cooperative State University <i>Series: Research on Stress and Coping in Education</i> | 2012 | \$45.99 978-1-61735-915-6 | \$85.99 978-1-61735-916-3 |
| John Dewey and the Dawn of Social Studies: Unraveling Conflicting Interpretations of the 1916 Report C. Gregg Jorgensen, Western Illinois University <i>Series: Studies in the History of Education</i> | 2012 | \$45.99 978-1-61735-716-9 | \$85.99 978-1-61735-717-6 |
| Juggling Flaming Chain Saws: Academics in Educational Leadership Try to Balance Work and Family Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, University of Idaho; Kathleen M. Brown, University of North Carolina at Chapel Hill; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement; Bonnie Fusarelli, North Carolina State University; Mark A. Gooden, The University of Texas-Austin; Catherine A. Lugg, Rutgers University; Latish C. Reed, University of Wisconsin Milwaukee; George Theoharis, Syracuse University <i>Series: Work-Life Balance</i> | 2012 | \$65.99 978-1-61735-909-5 | \$95.99 978-1-61735-910-1 |
| Leadership from the Ground Up: Effective Schooling in Traditionally Low Performing Schools Michele A. Acker-Hocevar, Washington State University; Marta I. Cruz-Janzen, Florida Atlantic University; Cynthia L. Wilson, Florida Atlantic University <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2012 | \$45.99 978-1-61735-650-6 | \$85.99 978-1-61735-651-3 |
| Learning From Media 2nd Ed.: Arguments, Analysis, and Evidence Richard E. Clark, University of Southern California <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2012 | \$45.99 978-1-61735-810-4 | \$85.99 978-1-61735-811-1 |
| Learning Throughout Life: An Intergenerational Perspective Robert D. Strom, Arizona State University; Paris S. Strom, Auburn University <i>Series: Lifespan Learning</i> | 2012 | \$65.99 9781623960469 | \$95.99 9781623960476 |
| Let the Music Play!: Harnessing the Power of Music for History and Social Studies Classrooms Anthony M. Pellegrino, George Mason University; Christopher Dean Lee, University of Michigan <i>Series: Teaching and Learning Social Studies</i> | 2012 | \$45.99 978-1-61735-792-3 | \$85.99 978-1-61735-793-0 |
| Living Faithfully: The Transformation of Washington School Frances Schoonmaker, Professor Emeritus Teachers College, Columbia University | 2012 | \$45.99 978-1-61735-707-7 | \$85.99 978-1-61735-708-4 |

| | | | |
|--|------|------------------------------|------------------------------|
| Moving Images: Effective Teaching with Film and Television in Management Jon Billsberry, Deakin University; Pauline Leonard, University of Southampton | 2012 | \$45.99 978-1-61735-874-6 | \$85.99 978-1-61735-875-3 |
| Musical Childhoods of Asia and the Pacific Chee-Hoo Lum, Nanyang Technological University; Peter Whiteman, Macquarie University <i>Series: Advances in Music Education Research</i> | 2012 | \$45.99 978-1-61735-774-9 | \$85.99 978-1-61735-775-6 |
| Operation Pied Piper: The Wartime Evacuation of Schoolchildren from London and Berlin 1938-46 Niko Gärtner | 2012 | \$19.99 978-1-61735-901-9 | \$30 978-1-61735-902-6 |
| Participatory Evaluation Up Close: An Integration of Research-Based Knowledge J. Bradley Cousins, University of Ottawa; Jill Anne Chouinard, University of Ottawa <i>Series: Evaluation and Society</i> | 2012 | \$45.99 978-1-61735-801-2 | \$85.99 978-1-61735-802-9 |
| Pathways to Transformation: Learning in Relationship Carrie J. Boden, Texas State University; Sola M. Kippers, Capella University <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i> | 2012 | \$65.99 978-1-61735-837-1 | \$95.99 978-1-61735-838-8 |
| Pedagogies of Deveiling: Muslim Girls and the Hijab Discourse Manal Hamzeh, New Mexico State University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2012 | \$45.99 978-1-61735-722-0 | \$85.99 978-1-61735-723-7 |
| Peer Relationships and Adjustment at School Allison M. Ryan, University of Michigan, Ann Arbor; Gary W. Ladd, Arizona State University <i>Series: Adolescence and Education</i> | 2012 | \$45.99 978-1-61735-807-4 | \$85.99 978-1-61735-808-1 |
| Placing Practitioner Knowledge at the Center of Teacher Education: Rethinking the Policies and Practices of the Education Doctorate Margaret Macintyre Latta, University of Nebraska-Lincoln; Susan Wunder, University of Nebraska-Lincoln <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2012 | \$45.99 978-1-61735-737-4 | \$85.99 978-1-61735-738-1 |
| Pressing Forward: Increasing and Expanding Rigor and Relevance in America's High Schools Becky Smerdon, Quill Research Associates, LLC; Kathryn M. Borman, University of South Florida <i>Series: Research on High School and Beyond</i> | 2012 | \$45.99 978-1-61735-596-7 | \$85.99 978-1-61735-597-4 |
| Putting it into Practice: Developing Student Critical Thinking Skills in Teacher Education – the Models, Methods, Experiences and Results Paula Jones, Eastern Kentucky University; Debbie Haydon, Eastern Kentucky University | 2012 | \$45.99 978-1-61735-674-2 | \$85.99 978-1-61735-675-9 |
| Reforming Legal Education: Law Schools at the Crossroads David M. Moss, University of Connecticut; Debra Moss Curtis, Nova Southeastern University | 2012 | \$45.99 978-1-61735-859-3 | \$85.99 978-1-61735-860-9 |
| Reframing Financial Literacy: Exploring the Value of Social Currency Thomas A. Lucey, Illinois State University; James D. Laney, University of North Texas | 2012 | \$45.99 978-1-61735-719-0 | \$85.99 978-1-61735-720-6 |
| Refugee and Immigrant Students: Achieving Equity in Education Florence E. McCarthy, University of Western Sydney, Australia; Margaret H. Vickers, University of Western Sydney, Australia <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2012 | \$45.99 978-1-61735-840-1 | \$85.99 978-1-61735-841-8 |
| Researcher Race: Social Constructions in the Research Process Lauren Mizock; Debra Harkins <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2012 | \$45.99 978-1-61735-698-8 | \$85.99 978-1-61735-699-5 |
| Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina | 2012 | \$45.99 978-1-61735-746-6 | |

| | | | |
|--|------|------------------------------|------------------------------|
| The Skinny on Teaching: What You Don't Learn in Graduate School J. M. Anderson, Illinois Valley Community College | 2012 | \$29.99 978-1-61735-602-5 | \$49.99 978-1-61735-603-2 |
| Snapshots of School Leadership in the 21st Century: Perils and Promises of Leading for Social Justice, School Improvement, and Democratic Community Michele A. Acker-Hocevar, Washington State University; Julia Ballenger, Ph.D., Texas Wesleyan University; A. William Place, University of Dayton; Gary Ivory, New Mexico State University <i>Series: UCEA Leadership Series</i> | 2012 | \$45.99 978-1-61735-898-2 | \$85.99 978-1-61735-899-9 |
| Social Justice Leadership for a Global World Cynthia Gerstl-Pepin, University of Vermont; Judith A. Aiken, University of Vermont <i>Series: Educational Leadership for Social Justice</i> | 2012 | \$65.99 978-1-61735-924-8 | \$95.99 978-1-61735-925-5 |
| Striving for Balance, Steadfast in Faith: The Notre Dame Study of U.S. Catholic Elementary School Principals Ronald J. Nuzzi, University of Notre Dame; Anthony C. Holter, University of Notre Dame; James M. Frabutt, University of Notre Dame | 2012 | \$29.99 9781623960889 | \$39.99 9781623960896 |
| Struggling for Inclusion: Educational Leadership in a Neo-Liberal World James Ryan, Ontario Institute for Studies in Education <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2012 | \$45.99 978-1-61735-626-1 | \$85.99 978-1-61735-627-8 |
| Student Engagement in Urban Schools: Beyond Neoliberal Discourses Brenda J. McMahon, The University of North Carolina at Charlotte; John P. Portelli, Ontario Institute for Studies in Education <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2012 | \$45.99 978-1-61735-731-2 | \$85.99 978-1-61735-732-9 |
| Supplemental Readings for Educators Tom Scheft, North Carolina Central University | 2012 | \$19.99 978-1-61735-930-9 | |
| Taking on a Learning Disability: At the Crossroads of Special Education and Adolescent Literacy Learning Erin McCloskey, Vassar College | 2012 | \$45.99 978-1-61735-786-2 | \$85.99 978-1-61735-787-9 |
| Taking Your Course Online: An Interdisciplinary Journey Kathleen M. Torrens, University of Rhode Island; José A. Amador, University of Rhode Island | 2012 | \$45.99 978-1-61735-593-6 | \$85.99 978-1-61735-594-3 |
| Teacher Certification and the Professional Status of Teaching in North America: The New Battleground for Public Education Peter P. Grimmett, University of British Columbia; Jon C. Young, University of Manitoba; Claude Lessard, University of Montreal | 2012 | \$45.99 978-1-61735-575-2 | \$85.99 978-1-61735-576-9 |
| Teachers Sourcebook for Extensive Reading George Jacobs, James Cook University (Singapore); Thomas S.C. Farrell, Brock University | 2012 | \$45.99 978-1-61735-777-0 | \$85.99 978-1-61735-778-7 |
| Teachers' Roles in Second Language Learning: Classroom Applications of Sociocultural Theory Bogum Yoon, State University of New York at Binghamton; Hoe Kyeong Kim, Cleveland State University <i>Series: Research in Second Language Learning</i> | 2012 | \$45.99 978-1-61735-847-0 | \$85.99 978-1-61735-848-7 |
| Teaching Again: A Professor's Tale of Returning to a Ninth Grade Classroom Thomas S. Poetter, Miami University | 2012 | \$45.99 978-1-61735-871-5 | \$85.99 978-1-61735-872-2 |
| Technology-Based Assessments for 21st Century Skills: Theoretical and Practical Implications from Modern Research Michael C. Mayrath, Harvard University; Jody Clarke-Midura, Harvard University; Daniel H. Robinson, University of Texas at Arlington; Gregory Schraw, University of Nevada - Las Vegas <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2012 | \$45.99 978-1-61735-632-2 | \$85.99 978-1-61735-633-9 |
| Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody and Thoreau John P. Miller, University of Toronto <i>Series: Current Perspectives in Holistic Education</i> | 2012 | \$30 978-1-61735-584-4 | \$55 978-1-61735-585-1 |

| | | | |
|--|------|------------------------------|------------------------------|
| Trends and Issues in Distance Education 2nd Edition: International Perspectives Lya Visser, Learning Development Institute; Yusra Laila Visser, Florida Atlantic University; Ray Amirault, Florida Atlantic University; Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2012 | \$45.99 978-1-61735-828-9 | \$85.99 978-1-61735-829-6 |
| Understanding Service-Learning and Community Engagement: Crossing Boundaries through Research Julie A. Hatcher, Indiana University-Purdue University Indianapolis; Robert G. Bringle, Indiana University-Purdue University Indianapolis <i>Series: Advances in Service-Learning Research</i> | 2012 | \$39.99 978-1-61735-656-8 | \$85.99 978-1-61735-657-5 |
| Women Leaders: Advancing Careers Genevieve H. Brown, Sam Houston State University; Beverly Irby, Sam Houston State University; Dr. Shirley A. Jackson, Sam Houston State University <i>Series: Research on Women and Education</i> | 2012 | \$45.99 978-1-61735-641-4 | \$85.99 978-1-61735-642-1 |
| Young Children and the Arts: Nurturing Imagination and Creativity Carol Korn-Bursztyn, Brooklyn College | 2012 | \$45.99 978-1-61735-743-5 | \$85.99 978-1-61735-744-2 |
| Adult Learning and Relationships Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2011 | \$45.99 978-1-61735-387-1 | \$85.99 978-1-61735-388-8 |
| American Educational History Journal: Volume 38 #1 & 2 J. Wesley Null, Baylor University <i>Series: American Educational History Journal</i> | 2011 | \$65.99 978-1-61735-511-0 | \$95.99 978-1-61735-512-7 |
| Apprentice in a Changing Trade Jean-François Perret; Anne-Nelly Perret-Clermont; Danièle Golay Schilter; Claude Kaiser; Luc-Olivier Pochon <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2011 | \$45.99 978-1-61735-411-3 | \$85.99 978-1-61735-412-0 |
| Asian American Education: Identities, Racial Issues, and Languages Xue Lan Rong, University of North Carolina - Chapel Hill; Russell Endo, University of Colorado <i>Series: Research on the Education of Asian Pacific Americans</i> | 2011 | \$45.99 978-1-61735-461-8 | \$85.99 978-1-61735-462-5 |
| Assessing Students in the Margin: Challenges, Strategies, and Techniques Maureen Kavanaugh, Boston College; Michael Russell, Boston College | 2011 | \$65.99 978-1-61735-314-7 | \$95.99 978-1-61735-315-4 |
| Assessment of Higher Order Thinking Skills Gregory Schraw, University of Nevada - Las Vegas; Daniel H. Robinson, University of Texas at Arlington <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2011 | \$65.99 978-1-61735-505-9 | \$95.99 978-1-61735-506-6 |
| At a Crossroads: The Educational Leadership Professoriate in the 21st Century Donald G. Hackmann, University of Illinois at Urbana-Champaign; Martha M. McCarthy, Indiana University <i>Series: UCEA Leadership Series</i> | 2011 | \$45.99 978-1-61735-478-6 | \$85.99 978-1-61735-479-3 |
| Attitude Research in Science Education: Classic and Contemporary Measurements Dr. Issa M. Saleh, Bahrain Teachers College in University of Bahrain; Dr. Myint Swe Khine, Bahrain Teachers College in University of Bahrain | 2011 | \$45.99 978-1-61735-324-6 | \$85.99 978-1-61735-325-3 |
| Biometric and Auditing Issues Addressed in a Throughput Model Waymond Rodgers, University of California, Riverside | 2011 | \$45.99 978-1-61735-653-7 | \$85.99 978-1-61735-654-4 |
| Building a Peaceful Society: Creative Integration of Peace Education Laura L. Finley, Barry University <i>Series: Peace Education</i> | 2011 | \$45.99 978-1-61735-456-4 | \$85.99 978-1-61735-457-1 |
| Career Development in Higher Education Jeff L. Samide, California University of Pennsylvania; Grafton T. Eliason, California University of Pennsylvania; John Patrick, California University of Pennsylvania <i>Series: Issues in Career Development</i> | 2011 | \$65.99 978-1-61735-508-0 | \$95.99 978-1-61735-509-7 |

| | | | |
|--|------|------------------------------|------------------------------|
| Case Writing For Executive Education: A Survival Guide Gordon Adler; Wolfgang Amann, HEC Paris | 2011 | \$45.99 978-1-61735-360-4 | \$85.99 978-1-61735-361-1 |
| A Century of Leadership: Biographies of Kappa Delta Pi Presidents O. L. Davis, University of Texas - Austin; Mindy Spearman, Clemson University <i>Series: Research in Curriculum and Instruction</i> | 2011 | \$45.99 978-1-61735-647-6 | \$85.99 978-1-61735-648-3 |
| CLASH!: Superheroic Yet Sensible Strategies for Teaching the New Literacies Despite the Status Quo Sandra Vavra, North Carolina Central University; Sharon L. Spencer, North Carolina Central University | 2011 | \$45.99 978-1-61735-517-2 | \$85.99 978-1-61735-518-9 |
| Clinical Teacher Education: Reflections From an Urban Professional Development School Network Chara Haeussler Bohan, Georgia State University; Joyce E. Many, Georgia State University <i>Series: Readings in Educational Thought</i> | 2011 | \$45.99 978-1-61735-423-6 | \$85.99 978-1-61735-424-3 |
| Constructing Patriotism: Teaching History and Memories in Global Worlds Mario Carretero, Universidad Autónoma de Madrid <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2011 | \$45.99 978-1-61735-339-0 | \$85.99 978-1-61735-340-6 |
| The Cost-Effectiveness of 22 Approaches for Raising Student Achievement Stuart S. Yeh, University of Minnesota | 2011 | \$45.99 978-1-61735-402-1 | \$85.99 978-1-61735-403-8 |
| Creating Connections in Teaching and Learning Lindy Abawi, University of Southern Queensland; Joan Conway, University of Southern Queensland; Robyn Henderson, University of Southern Queensland <i>Series: Research on Teaching and Learning</i> | 2011 | \$45.99 978-1-61735-550-9 | \$85.99 978-1-61735-551-6 |
| Critical Pedagogy in the Twenty-First Century: A New Generation of Scholars Curry Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL <i>Series: Critical Constructions: Studies on Education and Society</i> | 2011 | \$65.99 978-1-61735-330-7 | \$95.99 978-1-61735-331-4 |
| Critical Qualitative Research in Second Language Studies: Agency and Advocacy Kathryn A. Davis, University of Hawaii at Manoa <i>Series: Contemporary Language Education</i> | 2011 | \$65.99 978-1-61735-384-0 | \$95.99 978-1-61735-385-7 |
| Critical Service-Learning as a Revolutionary Pedagogy: An International Project of Student Agency in Action Brad J. Porfilio, Lewis University in Romeoville, IL; Heather Hickman, Lewis University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2011 | \$45.99 978-1-61735-432-8 | \$85.99 978-1-61735-433-5 |
| Critical Times in Curriculum Thought: People, Politics, and Perspectives Marcella L. Kysilka, University of Central Florida <i>Series: Studies in the History of Education</i> | 2011 | \$45.99 978-1-61735-227-0 | \$85.99 978-1-61735-228-7 |
| The Education of Children in Geographically Remote Regions Through Distance Education Elaine Lopes, The University of Western Australia; Tom O'Donoghue, The University of Western Australia; Marnie O'Neill, The University of Western Australia | 2011 | \$45.99 978-1-61735-453-3 | \$85.99 978-1-61735-454-0 |
| Ekirch Festschrift Kevin M. Shanley, University at Albany; Charles F. Howlett, Molloy College | 2011 | \$45.99 9781617354670 | |
| Epistemologies of Ignorance in Education Erik Malewski, Purdue University; Nathalia Jaramillo, Purdue University | 2011 | \$45.99 978-1-61735-345-1 | \$85.99 978-1-61735-346-8 |
| Ethnicity and Race: Creating Educational Opportunities Around the Globe Elinor L. Brown, University of Kentucky; Pamela E. Gibbons, Charles Sturt University <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2011 | \$45.99 978-1-61735-566-0 | \$85.99 978-1-61735-567-7 |

| | | | |
|---|------|------------------------------|------------------------------|
| Examining the Assistant Principalship: New Puzzles and Perennial Challenges for the 21st Century Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University <i>Series: International Research on School Leadership</i> | 2011 | \$45.99 978-1-61735-617-9 | \$85.99 978-1-61735-618-6 |
| Exploring Cultural Dynamics and Tensions Within Service-Learning Trae Stewart, University of Central Florida; Nicole Webster, Pennsylvania State University | 2011 | \$45.99 978-1-61735-464-9 | \$85.99 978-1-61735-465-6 |
| Filling in The Blanks: Standardized Testing and the Black-White Achievement Gap Keena Arbuthnot, Louisiana State University <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i> | 2011 | \$45.99 978-1-61735-441-0 | \$85.99 978-1-61735-442-7 |
| Gender and Early Learning Environments Beverly Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University <i>Series: Research on Women and Education</i> | 2011 | \$45.99 978-1-61735-327-7 | \$85.99 978-1-61735-328-4 |
| Getting It in Writing: The Quest to Become Outstanding and Effective Teachers of Writing Deborah M. Stankevich, University of Arkansas | 2011 | \$45.99 978-1-61735-481-6 | \$85.99 978-1-61735-482-3 |
| Globalization on the Margins: Education and Post-Socialist Transformations in Central Asia Iveta Silova, College of Education, Lehigh University | 2011 | \$45.99 978-1-61735-200-3 | \$85.99 978-1-61735-201-0 |
| Handbook on Family and Community Engagement Sam Redding, Academic Development Institute; Marilyn Murphy, Temple University; Pam Sheley, Academic Development Institute | 2011 | \$45.99 978-1-61735-668-1 | \$85.99 978-1-61735-669-8 |
| Higher Education in Development: Lessons from Sub Saharan Africa Kate Ashcroft, Emeritus Professor of the University of Wales Institute; Philip Rayner, Co-director Ashcroft and Rayner Consulting Ltd | 2011 | \$45.99 978-1-61735-541-7 | \$85.99 978-1-61735-542-4 |
| Including Families and Communities in Urban Education Catherine Hands, University of San Diego; Lea Hubbard, University of San Diego <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2011 | \$45.99 978-1-61735-399-4 | \$85.99 978-1-61735-400-7 |
| Internationalisation in Secondary Education in Europe: A European and International Orientation in Schools Policies, Theories and Research Henk Oonk, University of Groningen, The Netherlands; Ralf Maslowski, University of Groningen, The Netherlands; Greetje van der Werf, University of Groningen, The Netherlands | 2011 | \$65.99 978-1-61735-484-7 | \$95.99 978-1-61735-485-4 |
| Investigating University-School Partnerships Janice L. Nath, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am; John Ramsey, University of Houston | 2011 | \$65.99 978-1-61735-372-7 | \$95.99 978-1-61735-373-4 |
| John Dewey's Great Debates - Reconstructed Shane Ralston, Pennsylvania State University Hazleton | 2011 | \$45.99 978-1-61735-535-6 | \$85.99 978-1-61735-536-3 |
| Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations Luciana C. de Oliveira, Purdue University | 2011 | \$45.99 978-1-61735-336-9 | \$85.99 978-1-61735-337-6 |
| Latinos/as and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities Kip Téllez, University of California, Santa Cruz; Judit N. Moschkovich, University of California at Santa Cruz; Marta Civil, The University of Arizona <i>Series: Research in Educational Diversity and Excellence</i> | 2011 | \$45.99 978-1-61735-420-5 | \$85.99 978-1-61735-421-2 |
| Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma <i>Series: Research and Theory in Educational Administration</i> | 2011 | \$45.99 978-1-61735-444-1 | \$85.99 978-1-61735-445-8 |

| | | | |
|---|------|------------------------------|------------------------------|
| The Legacy of Middle School Leaders: In Their Own Words Tracy W. Smith, Appalachian State University; C. Kenneth McEwin, Professor Emeritus Appalachian State University <i>Series: The Handbook of Resources in Middle Level Education</i> | 2011 | \$65.99 978-1-61735-472-4 | \$95.99 978-1-61735-473-1 |
| Listening to and Learning from Students: Possibilities for Teaching, Learning, and Curriculum Brian D. Schultz, Northeastern Illinois University <i>Series: Landscapes of Education</i> | 2011 | \$45.99 978-1-61735-171-6 | \$85.99 978-1-61735-172-3 |
| Lost in Transition: Redefining Students and Universities in the Contemporary Kyrgyz Republic Alan J. DeYoung, University of Kentucky <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2011 | \$45.99 978-1-61735-230-0 | \$85.99 978-1-61735-231-7 |
| Me-Search and Re-Search: A Guide for Writing Scholarly Personal Narrative Manuscripts Robert Nash, The University of Vermont; DeMethra LaSha Bradley, Macalester College | 2011 | \$45.99 978-1-61735-393-2 | \$85.99 978-1-61735-394-9 |
| Messengers of Music: The Legacy of Julia E. Crane Caron L. Collins, State University of New York | 2011 | \$45.99 978-1-61735-563-9 | \$85.99 978-1-61735-564-6 |
| Multiliteracies: Beyond Text and the Written Word Eugene F. Provenzo, University of Miami; Amanda Goodwin, Vanderbilt University; Miriam Lipsky, University of Miami; Sheree Sharpe, University of Miami <i>Series: Landscapes of Education</i> | 2011 | \$45.99 978-1-61735-342-0 | \$85.99 978-1-61735-343-7 |
| Our Stories, Ourselves: The Embodiment of Women's Learning in Literacy Mev Miller, WE LEARN; Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2011 | \$39.99 978-1-61735-638-4 | \$85.99 978-1-61735-639-1 |
| Personality, Stress, and Coping: Implications for Education Gretchen M. Reeve, California State University, East Bay; Erica Frydenberg, University of Melbourne, Australia <i>Series: Research on Stress and Coping in Education</i> | 2011 | \$45.99 978-1-61735-523-3 | \$85.99 978-1-61735-524-0 |
| The Phenomenon of Obama and the Agenda for Education: Can Hope Audaciously Trump Neoliberalism? Paul R. Carr, Université du Québec en Outaouais; Brad J. Porfilio, Lewis University in Romeoville, IL <i>Series: Critical Constructions: Studies on Education and Society</i> | 2011 | \$39.99 978-1-61735-450-2 | \$85.99 978-1-61735-451-9 |
| Power, Resistance, and Literacy: Writing for Social Justice Julie A. Gorlewski, SUNY New Paltz <i>Series: Critical Constructions: Studies on Education and Society</i> | 2011 | \$45.99 978-1-61735-405-2 | \$85.99 978-1-61735-406-9 |
| Practical Strategies for Teaching K-12 Social Studies in Inclusive Classrooms Timothy Lintner, University of South Carolina Aiken; Windy Schweder, University of South Carolina Aiken <i>Series: International Social Studies Forum: The Series</i> | 2011 | \$45.99 978-1-61735-587-5 | \$85.99 978-1-61735-588-2 |
| Preserving History: The Construction of History in the K-16 Classroom Scott Monroe Waring, University of Central Florida | 2011 | \$34.99 978-1-61735-381-9 | \$69.99 978-1-61735-382-6 |
| The Professor's Guide to Taming Technology: Leveraging Digital Media, Web 2.0 and More for Learning Kathleen P. King, University of Central Florida; Thomas D. Cox, University of Houston-Victoria <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i> | 2011 | \$45.99 978-1-61735-333-8 | \$85.99 978-1-61735-334-5 |
| Promising Practices for Family Engagement in Out-of-School Time Holly Kreider, The Heising-Simons Foundation; Helen Westmoreland, The Flamboyant Foundation <i>Series: Family School Community Partnership Issues</i> | 2011 | \$45.99 978-1-61735-447-2 | \$85.99 978-1-61735-448-9 |

| | | | |
|---|------|------------------------------|------------------------------|
| Reflections on Teaching Literacy: Selected Speeches of Margaret J. Early Willa Wolcott, University of Florida (retired) | 2011 | \$45.99 978-1-61735-544-8 | \$85.99 978-1-61735-545-5 |
| Relearning Mathematics: A Challenge for Prospective Elementary School Teachers Rina Zazkis, Simon Fraser University | 2011 | \$45.99 978-1-61735-487-8 | \$85.99 978-1-61735-488-5 |
| Religious Diversity and Children's Literature Connie R. Green; Sandra Brenneman Oldendorf, Appalachian State University <i>Series: International Social Studies Forum: The Series</i> | 2011 | \$45.99 978-1-61735-396-3 | \$85.99 978-1-61735-397-0 |
| Research Informing Practice - Practice Informing Research: Innovative Teaching Methodologies for World Language Teachers David Schwarzer, Montclair State University; Mary Petrón, Sam Houston State University; Christopher Luke, Ball State University <i>Series: Research in Second Language Learning</i> | 2011 | \$45.99 978-1-61735-390-1 | \$85.99 978-1-61735-391-8 |
| The Role of Public Policy in K-12 Science Education George E. DeBoer, AAAS Project 2061 <i>Series: Research in Science Education</i> | 2011 | \$85.99 978-1-61735-224-9 | \$95.99 978-1-61735-225-6 |
| Schools as Radical Sanctuaries: Decolonizing Urban Education through the Eyes of Youth of Color René Antrop-González, University of Wisconsin–Milwaukee <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2011 | \$45.99 978-1-61735-590-5 | \$85.99 978-1-61735-591-2 |
| Six Degrees of School Improvement: Empowering a New Profession of Teaching Ted Purinton, National-Louis University | 2011 | \$45.99 978-1-61735-366-6 | \$85.99 978-1-61735-367-3 |
| Sociocultural Theories of Learning and Motivation: Looking Back, Looking Forward Dennis M. McInerney, The Education University of Hong Kong; Richard A. Walker, The University of Sydney; Gregory Arief D. Liem, University of Sydney <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2011 | \$45.99 978-1-61735-438-0 | \$85.99 978-1-61735-439-7 |
| Staff Governance and Institutional Policy Formation John W. Murray, University of Arkansas; Michael T. Miller, University of Arkansas <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2011 | \$45.99 978-1-61735-599-8 | \$85.99 978-1-61735-600-1 |
| Students as Designers of Their Own Life Curricula: The Reconstruction of Experience in Education Vincent Iziegbu, Wells Preparatory Academy Chicago, Illinois | 2011 | \$45.99 978-1-61735-348-2 | \$85.99 978-1-61735-349-9 |
| Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy Cole Reilly, Towson University; Victoria Russell, Towson University; Laurel K. Chehayl, Monmouth University; Morna M. McDermott, Towson University <i>Series: Curriculum and Pedagogy</i> | 2011 | \$45.99 978-1-61735-520-2 | \$85.99 978-1-61735-521-9 |
| Teaching and Studying Social Issues: Major Programs and Approaches Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2011 | \$45.99 978-1-61735-044-3 | \$85.99 978-1-61735-045-0 |
| Teaching for Global Community: Overcoming the Divide and Conquer Strategies César Augusto Rossatto, The University of Texas at El Paso | 2011 | \$45.99 978-1-61735-357-4 | \$85.99 978-1-61735-358-1 |
| Telling Stories in Two Languages: Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives Masahiko Minami, San Francisco State University | 2011 | \$45.99 978-1-61735-354-3 | \$85.99 978-1-61735-355-0 |
| Text Relevance and Learning from Text Matthew T. McCrudden, Victoria University of Wellington; Joseph P. Magliano, Northern Illinois University; Gregory Schraw, University of Nevada - Las Vegas | 2011 | \$65.99 978-1-61735-529-5 | \$95.99 978-1-61735-530-1 |
| Think, Care, Act: Teaching for a Peaceful Future Susan Gelber Cannon, Episcopal Academy <i>Series: Peace Education</i> | 2011 | \$45.99 978-1-61735-426-7 | \$85.99 978-1-61735-427-4 |

| | | | |
|---|------|------------------------------|------------------------------|
| Transformative Eco-Education for Human and Planetary Survival Jing Lin, University of Maryland; Rebecca L. Oxford, University of Maryland <i>Series: Transforming Education for the Future</i> | 2011 | \$65.99 978-1-61735-502-8 | \$95.99 978-1-61735-503-5 |
| Two Nobodies Speak Out: Our 150 Year Journey and Perspectives on Education Sheldon Marcus, Fordham University; Philip D. Vairo, President (Retired), Worcester State University | 2011 | \$45.99 978-1-61735-532-5 | \$85.99 978-1-61735-533-2 |
| Ubiquitous Learning: Strategies for Pedagogy, Course Design and Technology Terry T. Kidd, Texas A&M University; Irene Chen, University of Houston-Downtown | 2011 | \$45.99 978-1-61735-435-9 | \$85.99 978-1-61735-436-6 |
| Voices of Pineland: Eugenics, Social Reform, and the Legacy of Stephen T. Murphy, University of Southern Maine | 2011 | \$45.99 978-1-61735-414-4 | \$85.99 978-1-61735-415-1 |
| Yes We Can!: Improving Urban Schools through Innovative Educational Reform Leanne L. Howell, Baylor University; Chance W. Lewis, University of North Carolina at Charlotte; Norvella Carter, Texas A&M <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i> | 2011 | \$45.99 978-1-61735-635-3 | \$85.99 978-1-61735-636-0 |
| American Educational History: Volume 37 #1 & 2 J. Wesley Null, Baylor University <i>Series: American Educational History Journal</i> | 2010 | \$65.99 978-1-61735-101-3 | \$95.99 978-1-61735-102-0 |
| American Educational Thought - 2nd Ed.: Essays from 1640-1940 Andrew J. Milson, University of North Texas; Chara Haeussler Bohan, Georgia State University; Perry L. Glanzer, Baylor University; J. Wesley Null, Baylor University <i>Series: Readings in Educational Thought</i> | 2010 | \$65.99 978-1-60752-364-2 | \$95.99 978-1-60752-365-9 |
| Analyzing School Contexts: Influences of Principals and Teachers in the Service of Students Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary <i>Series: Research and Theory in Educational Administration</i> | 2010 | \$45.99 978-1-61735-014-6 | \$85.99 978-1-61735-015-3 |
| An Awkward Echo: Matthew Arnold and John Dewey Mark David Dietz, Independent Scholar, Austin, Texas <i>Series: Research in Curriculum and Instruction</i> | 2010 | \$45.99 978-1-60752-398-7 | \$85.99 978-1-60752-399-4 |
| Blurring The Lines: Charter, Public, Private and Religious Schools Come Together Janet D. Mulvey; Bruce S. Cooper, Fordham University; Arthur T. Maloney <i>Series: Politics of Education Book Series</i> | 2010 | \$45.99 978-1-61735-144-0 | \$85.99 978-1-61735-145-7 |
| Books, Not Bombs: Teaching Peace Since the Dawn of the Republic Charles F. Howlett, Molloy College; Ian Harris, University of Wisconsin - Milwaukee <i>Series: Peace Education</i> | 2010 | \$45.99 978-1-61735-156-3 | \$85.99 978-1-61735-157-0 |
| Bridge Leadership: Connecting Educational Leadership and Social Justice to Improve Schools Autumn K. Tooms, Kent State University; Christa Boske, Kent State University <i>Series: Educational Leadership for Social Justice</i> | 2010 | \$45.99 978-1-60752-349-9 | \$85.99 978-1-60752-350-5 |
| Case Studies and Activities in Adult Education and Human Resource Development Steven W. Schmidt, East Carolina University; Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2010 | \$45.99 978-1-61735-073-3 | \$85.99 978-1-61735-074-0 |
| Cases 'n' Places: Global Cases in Educational and Performance Technology Stewart Marshall, The University of the West Indies; Wanjira Kinuthia, Georgia State University <i>Series: Educational Design and Technology in the Knowledge Society</i> | 2010 | \$45.99 978-1-60752-314-7 | \$85.99 978-1-60752-315-4 |
| The Challenges for New Principals in the 21st Century Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University <i>Series: International Research on School Leadership</i> | 2010 | \$45.99 978-1-61735-092-4 | \$85.99 978-1-61735-093-1 |

| | | | |
|---|------|------------------------------|------------------------------|
| Citizenship Education and Social Development in Zambia Ali A. Abdi; Edward Shizha, Wilfrid Laurier University; Lee Ellis, University of Alberta, Edmonton | 2010 | \$45.99 978-1-60752-392-5 | \$85.99 978-1-60752-393-2 |
| Civic Learning through Agricultural Improvement: Bringing the Loom and the Anvil into Proximity with the Plow Glenn P. Lauzon, Indiana University Northwest <i>Series: Studies in the History of Education</i> | 2010 | \$45.99 978-1-61735-147-1 | \$85.99 978-1-61735-148-8 |
| Completing a Professional Practice Dissertation: A Guide for Doctoral Students and Faculty Jerry W. Willis, Manhattanville College; Deborah Inman, Manhattanville College; Ron Valenti, College of New Rochelle | 2010 | \$65.99 978-1-60752-439-7 | \$95.99 978-1-60752-440-3 |
| The Comprehensive Handbook of Constructivist Teaching: From Theory to Practice James Pelech, Benedictine University | 2010 | \$45.99 978-1-60752-374-1 | \$85.99 978-1-60752-375-8 |
| Conflict and Resolution: Progressive Educators and the Question of Religion Jared R. Stallones, University of Kentucky <i>Series: Studies in the History of Education</i> | 2010 | \$45.99 978-1-61735-150-1 | \$85.99 978-1-61735-151-8 |
| Contemporary Perspectives on Language and Cultural Diversity in Early Childhood Education Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2010 | \$45.99 978-1-60752-416-8 | \$85.99 978-1-60752-417-5 |
| Contemporary Public Debates Over History Education Irene Nakou, University of Thessaly, Greece; Isabel Barca, University of Minho, Portugal <i>Series: International Review of History Education</i> | 2010 | \$45.99 978-1-61735-107-5 | \$85.99 978-1-61735-108-2 |
| Critical Global Perspectives: Rethinking Knowledge about Global Societies Binaya Subedi, The Ohio State University <i>Series: Research in Social Education</i> | 2010 | \$45.99 978-1-60752-386-4 | \$85.99 978-1-60752-387-1 |
| Curriculum and Teaching Dialogue: Vol. 12 # 1 & 2 David J. Flinders, Indiana University <i>Series: Curriculum & Teaching Dialogue</i> | 2010 | \$45.99 978-1-61735-135-8 | \$85.99 978-1-61735-136-5 |
| Deepening Literacy Learning: Art and Literature Engagements in K-8 Classrooms Mary Ann Reilly; Jane M. Gangi; Rob Cohen <i>Series: Teaching~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i> | 2010 | \$65.99 978-1-60752-457-1 | \$95.99 978-1-60752-458-8 |
| Democracy and Multicultural Education Farideh Salili, The University of Hong Kong; Rumjahn Hoosain, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2010 | \$45.99 978-1-60752-422-9 | \$85.99 978-1-60752-423-6 |
| Dewey and Eros: Wisdom and Desire in the Art of Teaching Jim Garrison, Virginia Tech | 2010 | \$45.99 978-1-61735-052-8 | |
| Discrete Mathematics For Teachers Ed Wheeler, Gordon College; Jim Brawner, Armstrong Atlantic State University | 2010 | \$50 978-1-61735-026-9 | |
| Education Redux: How to Make Schools Relevant to Our Children and Our Future Eli Fishman, Lightning Smart | 2010 | \$19.99 978-1-60752-404-5 | \$49.99 978-1-60752-405-2 |
| Educational Technology in Practice: Research and Practical Case Studies from the Field Wanjira Kinuthia, Georgia State University; Stewart Marshall, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i> | 2010 | \$45.99 978-1-60752-451-9 | \$85.99 978-1-60752-452-6 |
| Embodied Wisdom: Meditations on Memoir and Education Alison Pryer, University of British Columbia | 2010 | \$45.99 978-1-61735-221-8 | \$85.99 978-1-61735-222-5 |

| | | | |
|---|------|-------------------------------|-------------------------------|
| The Emperor Has No Clothes: Teaching About Race And Racism To People Who Don't Want To Know Tema Okun, National-Louis University <i>Series: Educational Leadership for Social Justice</i> | 2010 | \$45.99 978-1-61735-104-4 | \$85.99 978-1-61735-105-1 |
| The Equitable Cultural Tourism Handbook Dr. Alf H. Walle, Erskine College | 2010 | \$45.99 978-1-60752-358-1 | \$85.99 978-1-60752-359-8 |
| ESL, EFL and Bilingual Education: Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations Lynn W. Zimmerman, Purdue University Calumet <i>Series: Research in Bilingual Education</i> | 2010 | \$45.99 978-1-61735-031-3 | \$85.99 978-1-61735-032-0 |
| Evaluating Technology in Teacher Education: Lessons From the Preparing Tomorrow's Teachers for Technology (PT3) Program Walt Heinecke, University of Virginia; Pete Adamy, University of Rhode Island <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2010 | \$45.99 978-1-60752-134-1 | \$85.99 978-1-60752-135-8 |
| Evaluating with Validity Ernest R. House, University of Colorado | 2010 | \$34.99 978-1-61735-131-0 | |
| The Field Trip Book: Study Travel Experiences in Social Studies Ronald V. Morris, Ball State University | 2010 | \$45.99 978-1-61735-076-4 | \$85.99 978-1-61735-077-1 |
| The First Sourcebook on Nordic Research in Mathematics Education: Norway, Sweden, Iceland, Denmark and contributions from Finland Bharath Sriraman, University of Montana; Christer Bergsten, Linköping University, Sweden; Simon Goodchild, University of Agder, Norway; Gudbjorg Palsdottir, University of Iceland; Bettina Dahl Søndergaard, Aarhus University, Denmark; Lenni Haapasalo, University of Eastern Finland <i>Series: International Sourcebooks in Mathematics and Science Education</i> | 2010 | \$299.99 978-1-61735-098-6 | \$399.99 978-1-61735-099-3 |
| A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum Harold Schoen; Steven W. Ziebarth, Western Michigan University; Christian R. Hirsch, Western Michigan University; Allison BrckaLorenz <i>Series: Research in Mathematics Education</i> | 2010 | \$65.99 978-1-60752-413-7 | \$95.99 978-1-60752-414-4 |
| Fluency In Distance Learning Celeste Fenton; Brenda Watkins | 2010 | \$45.99 978-1-61735-000-9 | \$85.99 978-1-61735-001-6 |
| Future Curricular Trends in School Algebra And Geometry: Proceedings of A Conference Zalman Usiskin, The University of Chicago; Kathleen Andersen; Nicole Zotto <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-006-1 | \$85.99 978-1-61735-007-8 |
| Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/Visually Impaired Child Carol Castellano <i>Series: Critical Concerns in Blindness</i> | 2010 | \$24.99 978-1-61735-070-2 | \$85.99 978-1-61735-071-9 |
| Handbook on Developing Curriculum Materials for Teachers: Lessons From Museum Education Partnerships Gerald Bailey; Tara Baillargeon; Cara D. Barragree, Kansas State University; Ann Elliott, Auburn Washburn Unified School District, Topeka, Kansas; Raymond Doswell, Negro Leagues Baseball Museum | 2010 | \$65.99 978-1-60752-323-9 | \$95.99 978-1-60752-324-6 |
| Handbook on International Studies in Education Donald K. Sharpes, Arizona State University | 2010 | \$45.99 978-1-60752-383-3 | \$85.99 978-1-60752-384-0 |
| High-Tech Tots: Childhood in a Digital World Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida <i>Series: Research in Global Child Advocacy</i> | 2010 | \$45.99 978-1-61735-009-2 | \$85.99 978-1-61735-010-8 |
| Improving Student Learning: Action Principles for Families, Schools, Districts and States Herbert J. Walberg, University of Illinois - Chicago | 2010 | \$45.99 978-1-61735-212-6 | \$85.99 978-1-61735-213-3 |

| | | | |
|---|------|------------------------------|------------------------------|
| Improving Writing and Thinking Through Assessment Teresa L. Flateby, University of South Florida | 2010 | \$45.99 978-1-60752-407-6 | \$85.99 978-1-60752-408-3 |
| Interdisciplinarity for the 21st Century: Proceedings of the 3rd International Symposium on Mathematics and its connections to the Arts and Sciences, Moncton 2009 Bharath Sriraman, University of Montana; Viktor Freiman, University of Moncton <i>Series: The Montana Mathematics Enthusiast</i> | 2010 | \$65.99 978-1-61735-218-8 | \$95.99 978-1-61735-219-5 |
| International Perspectives on Bilingual Education: Policy, Practice, and Controversy John E. Petrovic, The University of Alabama <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2010 | \$45.99 978-1-60752-329-1 | \$85.99 978-1-60752-330-7 |
| International Perspectives on Gender and Mathematics Education Helen J. Forgasz, Monash University; Joanne Rossi Becker, San Jose State University; Kyeonghwa Lee, Seoul National University; Olof Steinthorsdottir, University of North Carolina- Chapel Hill <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2010 | \$65.99 978-1-61735-041-2 | \$95.99 978-1-61735-042-9 |
| Issues of Identity in Music Education: Narratives and Practices Linda K. Thompson, Lee University; Mark Robin Campbell, SUNY at Potsdam <i>Series: Advances in Music Education Research</i> | 2010 | \$45.99 978-1-61735-017-7 | \$85.99 978-1-61735-018-4 |
| Language and Mathematics Education: Multiple Perspectives and Directions for Research Judit N. Moschkovich, University of California at Santa Cruz <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-159-4 | \$85.99 978-1-61735-160-0 |
| Leadership for School Improvement in the Caribbean Austin Ezenne, University of the West Indies, Kingston, Jamaica | 2010 | \$45.99 978-1-60752-370-3 | |
| Leading Schools of Excellence and Equity: Closing Achievement Gaps Via Academic Optimism Kathleen M. Brown, University of North Carolina at Chapel Hill; Jennifer L. Benkovitz, University of North Carolina at Chapel Hill; Anthony J. Mutillo, University of North Carolina at Chapel Hill; Thad Urban, University of North Carolina at Chapel Hill | 2010 | \$45.99 978-1-61735-119-8 | \$85.99 978-1-61735-120-4 |
| Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan Charles A. Wedemeyer | 2010 | \$45.99 978-1-60752-372-7 | |
| Learning for Economic Self-Sufficiency: Constructing Pedagogies of Hope Among Low-Income, Low-Literate Adults Mary V. Alfred, Texas A&M University <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2010 | \$45.99 978-1-61735-110-5 | \$85.99 978-1-61735-111-2 |
| Learning on Other People's Kids: Becoming a Teach For America Teacher Barbara Torre Veltri, Northern Arizona University | 2010 | \$29.99 978-1-60752-442-7 | \$69.99 978-1-60752-443-4 |
| Learning Solutions: What To Do If Your Child Has Trouble With Schoolwork Nathan Naparstek, Schenectady City School District | 2010 | \$45.99 978-1-60752-320-8 | \$85.99 978-1-60752-321-5 |
| Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University | 2010 | \$45.99 978-1-60752-302-4 | \$85.99 978-1-60752-303-1 |
| Linguistic Perspectives on English Grammar: A Guide for EFL Teachers Martin J. Endley, Hanyang University | 2010 | \$65.99 978-1-61735-168-6 | \$95.99 978-1-61735-169-3 |
| Literature Reviews Made Easy: A Quick Guide to Success Paula Dawidowicz, Walden University | 2010 | \$45.99 978-1-61735-191-4 | \$85.99 978-1-61735-192-1 |
| Living in Poverty: Developmental Poetics of Cultural Realities Ana Clara S. Bastos; Elaine P. Rabinovich <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2010 | \$65.99 978-1-60752-317-8 | \$95.99 978-1-60752-318-5 |

| | | | |
|---|------|------------------------------|------------------------------|
| Love, Justice, and Education: John Dewey and the Utopians William H. Schubert, University of Illinois at Chicago <i>Series: Landscapes of Education</i> | 2010 | \$45.99 978-1-607522386 | \$85.99 978-1-607522393 |
| Marginalized Literacies: Critical Literacy in the Language Arts Classroom Cara M Mulcahy, Central Connecticut State University <i>Series: Contemporary Research in Education</i> | 2010 | \$45.99 978-1-60752-454-0 | \$85.99 978-1-60752-455-7 |
| Mentoring Magic: Pick The Card For Your Success Shellie Hipsky, Robert Morris University; Claudia Armani-Bavaro | 2010 | \$25.99 978-1-61735-174-7 | \$49.99 978-1-61735-175-4 |
| Methodological Thinking in Psychology: 60 Years Gone Astray? Aaro Toomela, Tallinn University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2010 | \$45.99 978-1-60752-430-4 | \$85.99 978-1-60752-431-1 |
| The Obama Education Blueprint: Researchers Examine the Evidence William J. Mathis, University of Colorado, Boulder; Kevin G. Welner, University of Colorado - Boulder <i>Series: The National Education Policy Center Series</i> | 2010 | \$19.99 978-1-61735-183-9 | \$35.99 978-1-61735-184-6 |
| Online Conferences: Professional Development for a Networked Era Lynn Anderson; Terry Anderson, Athabasca University | 2010 | \$45.99 978-1-61735-138-9 | \$85.99 978-1-61735-139-6 |
| Parental Choice?: A Critical Reconsideration of Choice and the Debate about Choice P. L. Thomas, Furman University <i>Series: Critical Constructions: Studies on Education and Society</i> | 2010 | \$45.99 978-1-61735-089-4 | \$85.99 978-1-61735-090-0 |
| Parenting Young Children: Exploring the Internet, Television, Play, and Reading Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2010 | \$45.99 978-1-60752-326-0 | \$85.99 978-1-60752-327-7 |
| The Power of Learning from Inquiry: Teacher Research as a Professional Development Tool in Multilingual Schools Aida A Nevárez-La Torre, TESOL Program, Fordham University <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2010 | \$45.99 978-1-60752-280-5 | \$85.99 978-1-60752-281-2 |
| The Power of We: The Ohio Study Group Experience Julie K. Biddle; Barbara White | 2010 | \$45.99 978-1-61735-028-3 | \$85.99 978-1-61735-029-0 |
| Prairie Power: Voices of 1960s Midwestern Student Protest Robbie Lieberman, Southern Illinois University | 2010 | \$45.99 978-1-61735-056-6 | |
| Problematizing Service-Learning: Critical Reflections for Development and Action Trae Stewart, University of Central Florida; Nicole Webster, Pennsylvania State University | 2010 | \$45.99 978-1-61735-209-6 | \$85.99 978-1-61735-210-2 |
| Promising Practices to Support Family Involvement in Schools Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2010 | \$45.99 978-1-61735-023-8 | \$85.99 978-1-61735-024-5 |
| Publish Don't Perish: 100 Tips that Improve Your Ability to get Published Robert N. Lussier, Springfield College | 2010 | \$29.99 978-1-61735-113-6 | \$49.99 978-1-61735-114-3 |
| Readings in Writing Courses: Re-placing Literature in Composition Richard C. Raymond | 2010 | \$45.99 978-1-61735-141-9 | \$85.99 978-1-61735-142-6 |
| Reel Character Education: A Cinematic Approach to Character Development William B. Russell, University of Central Florida; Stewart Waters, University of Central Florida | 2010 | \$45.99 978-1-61735-125-9 | \$85.99 978-1-61735-126-6 |
| Religion and Spirituality Martin Dowson, Australian College of Ministries; Stuart Devenish, Booth College <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i> | 2010 | \$45.99 978-1-60752-448-9 | \$85.99 978-1-60752-449-6 |

| | | | |
|--|------|------------------------------|------------------------------|
| Religiosity, Cultural Capital, and Parochial Schooling: Psychological Empirical Research Chang-Ho C. Ji, La Sierra University <i>Series: Research on Religion and Education</i> | 2010 | \$45.99 978-1-60752-380-2 | \$85.99 978-1-60752-381-9 |
| Research for What?: Making Engaged Scholarship Matter Jeff Keshen, University of Ottawa; Barbara E. Moely, Tulane University, New Orleans; Barbara A. Holland, Service-Learning Clearing House <i>Series: Advances in Service-Learning Research</i> | 2010 | \$45.99 978-1-61735-165-5 | \$85.99 978-1-61735-166-2 |
| Research in Urban Educational Settings: Lessons Learned and Implications for Future Practice Kimberly A. Scott, Arizona State University; Wanda J. Blanchett, University of Missouri | 2010 | \$45.99 978-1-61735-206-5 | \$85.99 978-1-61735-207-2 |
| Research on Urban Teacher Learning: Examining Contextual Factors Over Time Andrea J. Stairs, University of Southern Maine; Kelly A. Donnell, Roger Williams University | 2010 | \$45.99 978-1-60752-401-4 | \$85.99 978-1-60752-402-1 |
| Research Supporting Middle Grades Practice David L. Hough, Missouri State University | 2010 | \$45.99 978-1-61735-079-5 | \$85.99 978-1-61735-080-1 |
| The Role of Mathematics Discourse in Producing Leaders of Discourse Libby Knott, Washington State University <i>Series: The Montana Mathematics Enthusiast</i> | 2010 | \$45.99 978-1-60752-282-9 | \$85.99 978-1-60752-283-6 |
| The Secure Child: Timeless Lessons in Parenting Richard Volpe, University of Toronto | 2010 | \$45.99 978-1-60752-389-5 | \$85.99 978-1-60752-390-1 |
| Spirituality, Religion, and Peace Education Edward J. Brantmeier, James Madison University; Jing Lin, University of Maryland; John P. Miller, University of Toronto <i>Series: Peace Education</i> | 2010 | \$45.99 978-1-61735-058-0 | \$85.99 978-1-61735-059-7 |
| Storied Inquiries in International Landscapes: An Anthology of Educational Research Tonya Huber, St. Cloud State University <i>Series: Teaching<~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i> | 2010 | \$69.99 978-1-60752-395-6 | \$99.99 978-1-60752-396-3 |
| The Strangest Dream: Communism, Anti-Communism, and the U.S. Peace Movement, 1945-1963 Robbie Lieberman, Southern Illinois University | 2010 | \$45.99 978-1-61735-054-2 | |
| Teaching and Learning Chinese: Issues and Perspectives Jianguo Chen, University of Delaware; Chuang Wang, University of North Carolina at Charlotte; Jinfa Cai, University of Delaware <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2010 | \$45.99 978-1-61735-064-1 | \$85.99 978-1-61735-065-8 |
| Teaching Inclusively in Higher Education Moirra A. Fallon, SUNY – College at Brockport; Susan C. Brown | 2010 | \$45.99 978-1-60752-445-8 | \$85.99 978-1-60752-446-5 |
| Teaching Science with Hispanic ELLs in K-16 Classrooms Dennis W. Sunal, University of Alabama; Cynthia S Sunal, University of Alabama; Emmett L. Wright, Kansas State University <i>Series: Research in Science Education</i> | 2010 | \$45.99 978-1-61735-047-4 | \$85.99 978-1-61735-048-1 |
| Technology in Retrospect: Social Studies in the Information Age, 1984-2009 Richard A. Diem, University of Texas - San Antonio; Michael J. Berson, University of South Florida <i>Series: International Social Studies Forum: The Series</i> | 2010 | \$45.99 978-1-61735-038-2 | \$85.99 978-1-61735-039-9 |
| Think Tank Research Quality: Lessons for Policy Makers, the Media, and the Public Kevin G. Welner, University of Colorado - Boulder; Patricia H. Hinchey, Pennsylvania State University; Alex Molnar, Arizona State University; Don Weitzman, Independent Researcher | 2010 | \$45.99 978-1-61735-020-7 | \$85.99 978-1-61735-021-4 |

| | | | |
|---|------|------------------------------|------------------------------|
| Topics in Mathematics for Elementary Teachers: A Technology-Enhanced Experiential Approach Sergei Abramovich, State University of New York at Potsdam | 2010 | \$45.99 978-1-60752-460-1 | \$85.99 978-1-60752-461-8 |
| Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches Kathleen M. T. Collins, University of Arkansas at Fayetteville; Anthony J. Onwuegbuzie, Sam Houston State University; Qun G. Jiao, Baruch College, CUNY <i>Series: Research on Stress and Coping in Education</i> | 2010 | \$65.99 978-1-59311-720-7 | \$95.99 978-1-59311-721-4 |
| Unpacking Pedagogy: New Perspectives for Mathematics Margaret Walshaw, Massey University, New Zealand <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2010 | \$45.99 978-1-60752-427-4 | \$85.99 978-1-60752-428-1 |
| Using and Developing Measurement Instruments in Science Education: A Rasch Modeling Approach Xiufeng Liu, State University of New York, Buffalo <i>Series: Science & Engineering Education Sources</i> | 2010 | \$45.99 978-1-61735-003-0 | \$85.99 978-1-61735-004-7 |
| Utilize Motivation to Fulfill Potentials: Tips for Teaching and Learning Dennis M. McInerney, The Education University of Hong Kong; Rebecca Wing-yi Cheng, Hong Kong Institute of Education; Miranda Po-yin Lai, Hong Kong Institute of Education | 2010 | \$19.99 978-1-60752-425-0 | |
| Variability is the Rule: A Companion Analysis of K-8 State Mathematics Standards John P. Smith, Michigan State University <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-197-6 | \$85.99 978-1-61735-198-3 |
| Voices from the Middle: Narrative Inquiry By, For and About the Middle Level Community Kathleen F. Malu, William Paterson University <i>Series: The Handbook of Research in Middle Level Education</i> | 2010 | \$65.99 978-1-61735-177-8 | \$95.99 978-1-61735-178-5 |
| What About Us?: Standards-Based Education and the Dilemma of Student Subjectivity Edgar D. Johnson, Augusta State University | 2010 | \$45.99 978-1-61735-188-4 | \$85.99 978-1-61735-189-1 |
| World Language Teacher Education: Transitions and Challenges in the 21st Century Jacqueline F. Davis, Queens College <i>Series: Contemporary Language Education</i> | 2010 | \$45.99 978-1-60752-463-2 | \$85.99 978-1-60752-464-9 |
| The X Factor: Personality Traits of Exceptional Science Teachers Clair T. Berube, Hampton University | 2010 | \$45.99 978-1-61735-035-1 | \$85.99 978-1-61735-036-8 |
| Adolescents in the Internet Age Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i> | 2009 | \$65.99 978-1-60752-118-1 | \$95.99 978-1-60752-119-8 |
| American Educational History Journal: Volume 36 #1 & 2 J. Wesley Null, Baylor University <i>Series: American Educational History Journal</i> | 2009 | \$65.99 978-1-60752-225-6 | \$95.99 978-1-60752-226-3 |
| Bridging the Knowledge Divide: Educational Technology for Development Stewart Marshall, The University of the West Indies; Wanjira Kinuthia, Georgia State University; Wallace Taylor, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i> | 2009 | \$65.99 978-1-60752-109-9 | \$95.99 978-1-60752-110-5 |
| Catholic Higher Education in the 1960s: Issues of Identity, Issues of Governance Anthony J. Dosen, DePaul University, Chicago <i>Series: Research on Religion and Education</i> | 2009 | \$45.99 1-931576-30-0 | \$85.99 1-931576-31-9 |
| Changing Problem Behavior in Schools Alex Molnar, Arizona State University; Barbara Lindquist | 2009 | \$45.99 978-1-60752-113-6 | |

| | | | |
|---|------|------------------------------|-------------------------------|
| College Student-Athletes: Challenges, Opportunities, and Policy Implications Daniel B. Kissinger, University of Arkansas; Michael T. Miller, University of Arkansas <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2009 | \$45.99 978-1-60752-140-2 | \$85.99 978-1-60752-141-9 |
| College Teaching and the Development of Reasoning Robert G. Fuller, University of Nebraska Lincoln; Thomas C. Campbell, Illinois Central College; Dewey I. Dykstra, Boise State University; Scott M. Stevens, Carnegie Mellon University <i>Series: Science & Engineering Education Sources</i> | 2009 | \$45.99 978-1-60752-236-2 | \$85.99 978-1-60752-237-9 |
| The Concept of Validity: Revisions, New Directions and Applications Robert W. Lissitz, University of Maryland | 2009 | \$45.99 978-1-60752-227-0 | \$85.99 978-1-60752-228-7 |
| Conflicts, Disputes, and Tensions Between Identity Groups: What Modern School Leaders Should Know Josué M. González | 2009 | \$45.99 978-1-60752-242-3 | \$85.99 978-1-60752-243-0 |
| Connected Minds, Emerging Cultures: Cybercultures in Online Learning Steve Wheeler, University of Plymouth <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2009 | \$45.99 978-1-60752-015-3 | \$85.99 978-1-60752-016-0 |
| Constructivist Instructional Design (C-ID): Foundations, Models, and Examples Jerry W. Willis, Manhattanville College <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2009 | \$65.99 978-1-930608-60-3 | \$95.99 978-1-930608-61-0 |
| Creating Our Identities in Service-Learning and Community Engagement Barbara E. Moely, Tulane University, New Orleans; Shelley H. Billig, RMC Research Corp., Denver; Barbara A. Holland, Service-Learning Clearing House <i>Series: Advances in Service-Learning Research</i> | 2009 | \$45.99 978-1-60752-288-1 | \$85.99 978-1-60752-289-8 |
| Critical Issues in Mathematics Education Paul Ernest, University of Exeter, UK; Brian Greer, Portland State University; Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2009 | \$65.99 978-1-60752-039-9 | \$95.99 978-1-60752-040-5 |
| Cross-National Information and Communication Technology Policies and Practices in Education: (Revised Second Edition) Tjeerd Plomp, University of Twente; Ronald E. Anderson, University of Minnesota; Nancy Law, University of Hong Kong; Andreas Quale, University of Oslo, Norway <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2009 | \$75.99 978-1-60752-043-6 | \$125.99 978-1-60752-044-3 |
| Crossing Languages and Research Methods: Analyses of Adult Foreign Language Reading Cindy Brantmeier, Washington University in St. Louis <i>Series: Research in Second Language Learning</i> | 2009 | \$45.99 978-1-60752-285-0 | \$85.99 978-1-60752-286-7 |
| Culture, Self, and, Motivation: Essays in Honor of Martin L. Maehr Avi Kaplan, Ben Gurion University of the Negev; Stuart A. Karabenick, University of Michigan; Elisabeth De Groot, University of Michigan | 2009 | \$45.99 978-1-60752-107-5 | \$85.99 978-1-60752-108-2 |
| Curriculum and Teaching Dialogue: Vol. 11 # 1 & 2 Barbara Slater Stern, James Madison University <i>Series: Curriculum & Teaching Dialogue</i> | 2009 | \$45.99 978-1-60752-295-9 | \$85.99 978-1-60752-296-6 |
| Distance Education 3rd Edition: Definition and Glossary of Terms Lee Ayers Schlosser, Southern Oregon University; Michael Simonson, Nova Southeastern University | 2009 | \$45.99 978-1-60752-138-9 | \$85.99 978-1-60752-139-6 |
| Dreams Deferred: Dropping Out and Struggling Forward Chris Liska Carger, Northern Illinois University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2009 | \$45.99 978-1-60752-132-7 | \$85.99 978-1-60752-133-4 |
| Education of Students with an Intellectual Disability: Research and Practice Phil Foreman | 2009 | \$45.99 978-1-60752-214-0 | \$85.99 978-1-60752-215-7 |

| | | | |
|---|------|------------------------------|------------------------------|
| Empowering Women Through Literacy: Views from Experience Mev Miller, WE LEARN; Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2009 | \$45.99 978-1-60752-083-2 | \$85.99 978-1-60752-084-9 |
| English Language Learners and Math: Discourse, Participation, and Community in Reform-Oriented, Middle School Mathematics Classes Holly Hansen-Thomas, Texas Woman's University | 2009 | \$45.99 978-1-60752-148-8 | \$85.99 978-1-60752-149-5 |
| Equality of Educational Opportunity and Knowledgeable Human Capital: From the Cold War and Sputnik to The Global Economy and No Child Left Behind Erwin V. Johanningmeier, University of South Florida | 2009 | \$45.99 978-1-60752-231-7 | \$85.99 978-1-60752-232-4 |
| Evaluating Electronic Portfolios in Teacher Education Pete Adamy, University of Rhode Island; Natalie B. Milman, The George Washington University <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2009 | \$45.99 978-1-60752-031-3 | \$85.99 978-1-60752-032-0 |
| Finding Meaning in Civically Engaged Scholarship: Personal Journeys, Professional Experiences Marissa L. Diener, University of Utah; Hank Liese, University of Utah | 2009 | \$45.99 978-1-60752-111-2 | \$85.99 978-1-60752-112-9 |
| For the People: A Documentary History of The Struggle for Peace and Justice in the United States Charles F. Howlett, Molloy College; Robbie Lieberman, Southern Illinois University <i>Series: Peace Education</i> | 2009 | \$45.99 978-1-60752-305-5 | \$85.99 978-1-60752-306-2 |
| Getting Closer to God William Jeynes, California State-Long Beach | 2009 | \$45.99 978-1-60752-146-4 | \$85.99 978-1-60752-147-1 |
| The Handbook of the Evolving Research of Transformative Learning: Based on the Learning Activities Survey (10th Anniversary Edition) Kathleen P. King, University of Central Florida <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i> | 2009 | \$45.99 978-1-60752-085-6 | \$85.99 978-1-60752-086-3 |
| High Stakes Accountability: Implications for Resources and Capacity Jennifer King Rice, University of Maryland; Christopher Roellke, Stetson University <i>Series: Research in Education Fiscal Policy and Practice</i> | 2009 | \$45.99 978-1-59311-690-3 | \$85.99 978-1-59311-691-0 |
| Hopes in Friction: Schooling, Health and Everyday Life in Uganda Lotte Meinert, Aarhus University <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2009 | \$45.99 978-1-60752-004-7 | \$85.99 978-1-60752-005-4 |
| ICT for Education, Development, and Social Justice Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology; Michalinos Zembylas, Intercollege, Cyprus and Michigan State University; Gene V Glass, Arizona State University <i>Series: Current Perspectives on Applied Information Technologies</i> | 2009 | \$45.99 978-1-60752-021-4 | \$85.99 978-1-60752-022-1 |
| Innovative Strategy Making in Higher Education Mario Martinez, University of Nevada, Las Vegas; Mimi Wolverton | 2009 | \$45.99 978-1-60752-049-8 | \$85.99 978-1-60752-050-4 |
| Inspiring Student Writers: Strategies and Examples for Teachers Tom Scheft, North Carolina Central University <i>Series: Literacy, Language and Learning</i> | 2009 | \$45.99 978-1-60752-037-5 | \$85.99 978-1-60752-038-2 |
| Interdisciplinarity, Creativity, and Learning: Mathematics with Literature, Paradoxes, History, Technology, and Modeling Bharath Sriraman, University of Montana; Viktor Freiman, University of Moncton; Nicole Lirette-Pitre, University of Moncton <i>Series: The Montana Mathematics Enthusiast</i> | 2009 | \$45.99 978-1-60752-101-3 | \$85.99 978-1-60752-102-0 |
| An International Look at Educating Young Adolescents Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Kathleen Roney, University of North Carolina Wilmington <i>Series: The Handbook of Research in Middle Level Education</i> | 2009 | \$65.99 978-1-60752-041-2 | \$95.99 978-1-60752-042-9 |

| | | | |
|--|------|------------------------------|------------------------------|
| Language Matters: Reflections on Educational Linguistics Timothy Reagan, University of Maine and University of the Free State <i>Series: Contemporary Language Education</i> | 2009 | \$45.99 978-1-60752-060-3 | \$85.99 978-1-60752-061-0 |
| Leadership and Intercultural Dynamics John Collard, University of Canberra; Anthony H. Normore, California State University Dominguez Hills | 2009 | \$45.99 978-1-60752-006-1 | \$85.99 978-1-60752-007-8 |
| Leadership and Learning: Matters of Social Justice Marlene Morrison <i>Series: International Perspectives on Curriculum</i> | 2009 | \$45.99 978-1-60752-128-0 | \$85.99 978-1-60752-129-7 |
| Learning to Work Safely: A Guide for Managers and Educators John Lewko, Laurentian University; Richard Volpe, University of Toronto | 2009 | \$45.99 978-1-60752-081-8 | \$85.99 978-1-60752-082-5 |
| Mathematical Representation at the Interface of Body and Culture Wolff-Michael Roth, University of Victoria, Canada <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2009 | \$45.99 978-1-60752-130-3 | \$85.99 978-1-60752-131-0 |
| Measuring History: Cases of State-Level Testing Across the United States S. G. Grant, SUNY Buffalo <i>Series: Research in Curriculum and Instruction</i> | 2009 | \$45.99 1-59311-479-6 | \$85.99 1-59311-480-X |
| Middle Grades Research: Exemplary Studies Linking Theory to Practice David L. Hough, Missouri State University | 2009 | \$45.99 978-1-60752-244-7 | \$85.99 978-1-60752-245-4 |
| Multicultural Families, Home Literacies, and Mainstream Schooling Guofang Li, Michigan State University <i>Series: Literacy, Language and Learning</i> | 2009 | \$45.99 978-1-60752-035-1 | \$85.99 978-1-60752-036-8 |
| Narrowing the Achievement Gap in a (Re) Segregated Urban School District: Research, Policy and Practice Vivian W. Ikpa; C. Kent McGuire <i>Series: The Achievement Gap, Research, Practice, and Policy</i> | 2009 | \$45.99 978-1-60752-221-8 | \$85.99 978-1-60752-222-5 |
| National History Standards: The Problem of the Canon and the Future of Teaching History Linda Symcox, California State University, Long Beach; Arie Wilschut, Amsterdam University of Professional Education <i>Series: International Review of History Education</i> | 2009 | \$45.99 978-1-59311-668-2 | \$85.99 978-1-59311-669-9 |
| New Perspectives on Asian American Parents, Students and Teacher Recruitment Clara C. Park, California State University, Northridge; Russell Endo, University of Colorado; Xue Lan Rong, University of North Carolina - Chapel Hill <i>Series: Research on the Education of Asian Pacific Americans</i> | 2009 | \$45.99 978-1-60752-091-7 | \$85.99 978-1-60752-092-4 |
| The New Social Studies: People, Projects and Perspectives Barbara Slater Stern, James Madison University <i>Series: Studies in the History of Education</i> | 2009 | \$65.99 978-1-60752-219-5 | \$95.99 978-1-60752-220-1 |
| The Paradoxes of High Stakes Testing: How They Affect Students, Their Parents, Teachers, Principals, Schools, and Society George Madaus, Boston College; Michael Russell, Boston College; Jennifer Higgins | 2009 | \$24.99 978-1-60752-027-6 | \$85.99 978-1-60752-028-3 |
| Partnering for Progress: Boston University, the Chelsea Public Schools, and Twenty Years of Urban Education Reform Cara Stillings Candal, Boston University <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2009 | \$45.99 978-1-60752-122-8 | \$85.99 978-1-60752-123-5 |
| Pathways: Between Eastern and Western Education John P. W. Hudson, Retired teacher. Richmond SD#38 BC Canada; Nanshan Experimental School, Shenzhen, China | 2009 | \$45.99 978-1-60752-126-6 | \$85.99 978-1-60752-127-3 |

| | | | |
|---|------|------------------------------|------------------------------|
| The Perfect Norm: How to Teach Differentially, Assess Effectively, and Manage a Classroom Ethically in Ways That Are Sharon L. Spencer, North Carolina Central University; Sandra Vavra, North Carolina Central University <i>Series: Literacy, Language and Learning</i> | 2009 | \$45.99 978-1-60752-033-7 | \$85.99 978-1-60752-034-4 |
| The Perfect Online Course: Best Practices for Designing and Teaching Anymir Orellana, Nova Southeastern University; Terry L. Hudgins, Nova Southeastern University; Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2009 | \$65.99 978-1-60752-120-4 | \$82.5 978-1-60752-121-1 |
| The Principal's Challenge: Learning from Gay and Lesbian Students Nicholas. J. Pace, University of Northern Iowa | 2009 | \$45.99 978-1-60752-291-1 | \$85.99 978-1-60752-292-8 |
| Promising Practices for Family and Community Involvement during High School Lee Shumow, Northern Illinois University <i>Series: Family School Community Partnership Issues</i> | 2009 | \$45.99 978-1-60752-124-2 | \$85.99 978-1-60752-125-9 |
| The Public Administration (P. A.) Genome Project: Capturing, Mapping, and Deploying the "Genes" of P. A. John W. Dickey, Virginia Tech | 2009 | \$45.99 978-1-60752-212-6 | \$85.99 978-1-60752-213-3 |
| Reforming Teaching Globally Maria Teresa Tatto | 2009 | \$45.99 978-1-60752-262-1 | |
| Relating to Environments: A New Look at Umwelt Rosemarie Sokol Chang <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2009 | \$45.99 978-1-60752-136-5 | \$85.99 978-1-60752-137-2 |
| Relatively and Philosophically E^arne^st: Festschrift in honor of Paul Ernest's 65th Birthday Bharath Sriraman, University of Montana; Simon Goodchild, University of Agder, Norway <i>Series: The Montana Mathematics Enthusiast</i> | 2009 | \$45.99 978-1-60752-240-9 | \$85.99 978-1-60752-241-6 |
| Research on Education in Africa, the Caribbean, and the Middle East: An Historic Overview Kagendo Mutua, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2009 | \$45.99 1-59311-047-2 | \$85.99 1-59311-046-4 |
| Research on Technology in Social Studies Education John Lee, North Carolina State University; Adam M. Friedman, Wake Forest University <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2009 | \$45.99 978-1-60752-278-2 | \$85.99 978-1-60752-279-9 |
| Research Perspectives: Thought and Practice in Music Education Linda K. Thompson, Lee University; Mark Robin Campbell, SUNY at Potsdam <i>Series: Advances in Music Education Research</i> | 2009 | \$45.99 978-1-60752-089-4 | \$85.99 978-1-60752-090-0 |
| Rethinking Language, Mind, and World Dialogically Per Linell, University of Linköping, Sweden <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2009 | \$65.99 978-1-59311-995-9 | \$95.99 978-1-59311-996-6 |
| Service-Learning for Diverse Communities: Critical Pedagogy and Mentoring English Language Learners Kerry L. Purmenschky, University of Central Florida | 2009 | \$45.99 978-1-60752-054-2 | \$85.99 978-1-60752-055-9 |
| Social Issues and Service at the Middle Level Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina | 2009 | \$45.99 978-1-60752-098-6 | |
| Spark the Brain, Ignite the Pen (SECOND EDITION): Quick Writes for Kindergarten Through High School Teachers and Beyond Samuel Totten, University of Arkansas, Fayetteville; Helen Eaton, Holcomb Elementary; Shelley Dirst, Arkansas Department of Education; Clare Lesieur, Skyline Heights Elementary School | 2009 | \$45.99 978-1-60752-087-0 | \$85.99 978-1-60752-088-7 |

| | | | |
|---|------|------------------------------|------------------------------|
| Student Perspectives on Assessment: What Students Can Tell Us About Assessment for Learning Dennis M. McInerney, The Education University of Hong Kong; Gavin T. L. Brown, The Hong Kong Institute of Education; Gregory Arief D. Liem, University of Sydney <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2009 | \$45.99 978-1-60752-352-9 | \$85.99 978-1-60752-353-6 |
| Studies in School Improvement Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary <i>Series: Research and Theory in Educational Administration</i> | 2009 | \$45.99 978-1-60752-093-1 | \$85.99 978-1-60752-094-8 |
| Taking Play Seriously: Children and Play in Early Childhood Education – an Exciting Challenge Ole Fredrik Lillemyr, Queen Maud University College | 2009 | \$45.99 978-1-60752-114-3 | \$85.99 978-1-60752-115-0 |
| Teaching Adolescents Religious Literacy in a Post-9/11 World Robert Nash, The University of Vermont; Penny A. Bishop, The University of Vermont | 2009 | \$45.99 978-1-60752-311-6 | \$85.99 978-1-60752-312-3 |
| Teaching and Studying the Holocaust Samuel Totten, University of Arkansas, Fayetteville; Stephen Feinberg | 2009 | \$45.99 978-1-60752-300-0 | |
| Teaching Social Issues with Film William B. Russell, University of Central Florida | 2009 | \$45.99 978-1-60752-116-7 | \$85.99 978-1-60752-117-4 |
| Towards a Brighter Tomorrow: The College Barriers, Hopes and Plans of Black, Latino/a and Asian American Students in California Walter R. Allen, University of California, Los Angeles; Erin Kimura-Walsh, University of California, Los Angeles; Kimberly A. Griffin, University of California, Los Angeles <i>Series: Research on African American Education</i> | 2009 | \$45.99 978-1-60752-142-6 | \$85.99 978-1-60752-143-3 |
| Tradition and Culture in the Millennium: Tribal Colleges and Universities Linda Sue Warner, Haskell Indian National University; Gerald E. Gipp, American Indian Higher Education Consortium <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2009 | \$45.99 978-1-60752-000-9 | \$85.99 978-1-60752-001-6 |
| The Varieties of Leadership at Novarum Pharmaceuticals: A Novel Robert Pernick, Johns Hopkins University; Floyd Kemske | 2009 | \$45.95 978-1-60752-223-2 | \$85.99 978-1-60752-224-9 |
| War or Common Cause?: A Critical Ethnography of Language Education Policy, Race, and Cultural Citizenship Kimberly Anderson <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2009 | \$45.99 978-1-59311-985-0 | \$85.99 978-1-59311-986-7 |
| Wired for Learning: An Educators Guide to Web 2.0 Terry T. Kidd, Texas A&M University; Irene Chen, University of Houston-Downtown | 2009 | \$45.99 978-1-60752-096-2 | \$85.99 978-1-60752-097-9 |
| Writing for Educators: Personal Essays and Practical Advice Karen Bromley, Binghamton University | 2009 | \$45.99 978-1-60752-103-7 | \$85.99 978-1-60752-104-4 |
| Advancing Democracy Through Education?: U.S. Influence Abroad and Domestic Practices Doyle Stevick, University of South Carolina; Bradley A. U. Levinson, Indiana University <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2008 | \$45.99 978-1-59311-654-5 | \$85.99 978-1-59311-655-2 |
| American Educational History Journal: Volume 35 #1 & 2 J. Wesley Null, Baylor University <i>Series: American Educational History Journal</i> | 2008 | \$65.99 978-1-59311-948-5 | \$95.99 978-1-59311-949-2 |
| Bhutan: Ways of Knowing Frank Rennie, University of the Highlands; Robin Mason, The Open University | 2008 | \$45.99 978-1-59311-734-4 | \$85.99 978-1-59311-735-1 |

| | | | |
|---|------|------------------------------|-------------------------------|
| The Broken Cisterns of African American Education: Academic Performance and Achievement in the Post-Brown Era M. Christopher Brown, Kentucky State University; RoSusan D. Barte, University of Central Florida <i>Series: Research on African American Education</i> | 2008 | \$45.99 1-59311-042-1 | \$85.99 1-59311-043-X |
| Building the Successful Online Course Ken Haley, Paris Junior College; Karen Heise, Paris Junior College | 2008 | \$25.99 978-1-59311-932-4 | \$59.99 978-1-59311-933-1 |
| Career Development in the Schools Grafton T. Eliason, California University of Pennsylvania; John Patrick, California University of Pennsylvania <i>Series: Issues in Career Development</i> | 2008 | \$45.99 978-1-59311-533-3 | \$85.99 978-1-59311-534-0 |
| The Challenge of School Reform: Implementation, Impact, and Sustainability Citadelle Priagula, The Milken Family Foundation; Kimberly Firetag Agam, The Milken Family Foundation; Lewis C. Solmon, The Milken Family Foundation <i>Series: The Milken Family Foundation Series on Education Policy</i> | 2008 | \$45.99 1-59311-519-9 | \$85.99 1-59311-520-2 |
| Civil Sociality: Children, Sport, and Cultural Policy in Denmark Sally Anderson, University of Aarhus <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2008 | \$45.99 978-1-59311-876-1 | \$85.99 978-1-59311-877-8 |
| The Classification of Quadrilaterals: A Study in Definition Zalman Usiskin, The University of Chicago <i>Series: Research in Mathematics Education</i> | 2008 | \$45.99 978-1-59311-694-1 | \$85.99 978-1-59311-695-8 |
| Communities of Practice - Vol. 1: Creating Learning Environments for Educators Chris Kimble, University of York, United Kingdom; Paul Hildreth, K-Now International, York, United Kingdom | 2008 | \$65.99 978-1-59311-862-4 | |
| Communities of Practice - Vol. 2: Creating Learning Environments for Educators Chris Kimble, University of York, United Kingdom; Paul Hildreth, K-Now International, York, United Kingdom | 2008 | \$65.99 978-1-59311-864-8 | |
| Communities of Practice - Volumes 1&2: Creating Learning Environments for Educators Chris Kimble, University of York, United Kingdom; Paul Hildreth, K-Now International, York, United Kingdom; Isabelle Bourdon, Montpellier University of Sciences, France | 2008 | \$79.98 978-1-59311-866-2 | \$147.98 978-1-59311-867-9 |
| Contemporary Perspectives on Mathematics in Early Childhood Education Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2008 | \$45.99 978-1-59311-637-8 | \$85.99 978-1-59311-638-5 |
| Contemporary Perspectives on Science and Technology in Early Childhood Education Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2008 | \$45.99 978-1-59311-635-4 | \$85.99 978-1-59311-636-1 |
| Creativity, Giftedness, and Talent Development in Mathematics Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2008 | \$45.99 978-1-59311-977-5 | \$85.99 978-1-59311-978-2 |
| Current Issues in Educational Policy and the Law Kevin G. Welner, University of Colorado - Boulder; Wendy C. Chi, University of Colorado - Boulder <i>Series: Educational Policy and Law</i> | 2008 | \$25.99 978-1-59311-656-9 | \$59.99 978-1-59311-657-6 |
| Curriculum and Teaching Dialogue: Vol. 10 # 1 & 2 Barbara Slater Stern, James Madison University <i>Series: Curriculum & Teaching Dialogue</i> | 2008 | \$45.99 978-1-59311-989-8 | \$85.99 978-1-59311-990-4 |
| A Decade of Middle School Mathematics Curriculum Implementation: Lessons Learned from the Show-Me Project Margaret R. Meyer, University of Wisconsin-Madison; Cynthia W. Langrall, Illinois State University <i>Series: Research in Mathematics Education</i> | 2008 | \$45.99 978-1-60752-012-2 | \$85.99 978-1-60752-013-9 |

| | | | |
|---|------|------------------------------|------------------------------|
| Deep Listening: Hidden Meanings in Everyday Conversation Robert E. Haskell, University of New England | 2008 | \$45.99 978-1-59311-917-1 | |
| Digital Geography: Geospatial Technologies in the Social Studies Classroom Andrew J. Milson, University of North Texas; Marsha Alibrandi, Fairfield University <i>Series: International Social Studies Forum: The Series</i> | 2008 | \$45.99 978-1-59311-672-9 | \$85.99 978-1-59311-673-6 |
| Diverse Methodologies in the Study of Music Teaching and Learning Linda K. Thompson, Lee University; Mark Robin Campbell, SUNY at Potsdam <i>Series: Advances in Music Education Research</i> | 2008 | \$45.99 978-1-59311-629-3 | \$85.99 978-1-59311-630-9 |
| Education Reform in the American States Jerry McBeath, University of Alaska Fairbanks; Maria Elena Reyes, University of Texas Pan American; Mary Ehrlander, University of Alaska Fairbanks | 2008 | \$45.99 978-1-59311-775-7 | \$85.99 978-1-59311-776-4 |
| Educational Research, The National Agenda, and Educational Reform: A History Erwin V. Johanningmeier, University of South Florida; Theresa R. Richardson, Ball State University <i>Series: Studies in the History of Education</i> | 2008 | \$65.99 978-1-59311-730-6 | \$95.99 978-1-59311-731-3 |
| Encyclopedia of Peace Education Monisha Bajaj, Teachers College, Columbia University <i>Series: Peace Education</i> | 2008 | \$45.99 978-1-59311-898-3 | \$85.99 978-1-59311-899-0 |
| Exile from Argentina: A Jewish Family and the Military Dictatorship (1976-1983) Eduardo D. Faingold, University of Tulsa | 2008 | \$45.99 978-1-59311-994-2 | |
| Exploring Values Through Literature, Multimedia, and Literacy Events: Making Connections Patricia Ruggiano Schmidt, Le Moyne College; Ann Watts Pailliotet, Whitman College | 2008 | \$45.99 978-1-59311-945-4 | |
| Faith Formation of the Laity in Catholic Schools: The Influence of Virtue and Spirituality Seminars Sister Patricia Helene Earl, Marymount University <i>Series: Research on Religion and Education</i> | 2008 | \$45.99 978-1-59311-714-6 | \$85.99 978-1-59311-715-3 |
| Fertilizers, Pills & Magnetic Strips: The Fate of Public Education in America Gene V Glass, Arizona State University | 2008 | \$24.99 978-1-59311-892-1 | \$85.99 978-1-59311-893-8 |
| Framing Research on Technology and Student Learning in the Content Areas: Implications for Educators Lynn Bell, University of Virginia; Lynne Schrum, George Mason University; Ann D. Thompson <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2008 | \$45.99 978-1-59311-706-1 | \$85.99 978-1-59311-707-8 |
| From Experience to Relationships: Reconstructing Ourselves in Education and Healthcare Jasna K. Schwind, Ryerson University; Gail M. Lindsay, University of Ontario Institute of Technology | 2008 | \$25.99 978-1-59311-894-5 | \$59.99 978-1-59311-895-2 |
| God, Money, and Politics: English Attitudes to Blindness and Touch, from the Enlightenment to Integration Simon Hayhoe, Canterbury Christ Church University / London School of Economics | 2008 | \$45.99 978-1-59311-913-3 | \$85.99 978-1-59311-914-0 |
| Growing a Soul for Social Change: Building the Knowledge Base for Social Justice Tonya Huber-Warring, St. Cloud State University <i>Series: Teaching~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i> | 2008 | \$65.99 978-1-59311-887-7 | \$95.99 978-1-59311-888-4 |
| Handbook on Statewide Systems of Support Sam Redding, Academic Development Institute; Herbert J. Walberg, University of Illinois - Chicago | 2008 | \$45.99 978-1-59311-882-2 | \$85.99 978-1-59311-883-9 |
| History Education 101: The Past, Present, and Future of Teacher Preparation Wilson J. Warren, Western Michigan University; D. Antonio Cantu, Indiana University Kokomo | 2008 | \$45.99 978-1-59311-860-0 | \$85.99 978-1-59311-861-7 |

| | | | |
|--|------|------------------------------|------------------------------|
| The History of the Geometry Curriculum in the United States Nathalie Sinclair, Michigan State University <i>Series: Research in Mathematics Education</i> | 2008 | \$45.99 978-1-59311-696-5 | \$85.99 978-1-59311-697-2 |
| Immigrant Youth Who Excel: Globalization's Uncelebrated Heroes Rivka A Eisikovits, University of Haifa <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2008 | \$45.99 978-1-59311-971-3 | \$85.99 978-1-59311-972-0 |
| The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal, University of Alabama; Emmett L. Wright, Kansas State University; Cheryl Sundberg, University of Alabama <i>Series: Research in Science Education</i> | 2008 | \$45.99 978-1-59311-744-3 | \$85.99 978-1-59311-745-0 |
| Improving Schools: Studies in Leadership and Culture Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary <i>Series: Research and Theory in Educational Administration</i> | 2008 | \$45.99 978-1-59311-911-9 | \$85.99 978-1-59311-912-6 |
| In View of Academic Careers and Career-Making Scholars: Innovative Ideas for Institutional Reform Victor N. Shaw, California State University–Northridge | 2008 | \$45.99 978-1-59311-885-3 | \$85.99 978-1-59311-886-0 |
| Innovating Genesis: Microgenesis and the Constructive Mind in Action Emily Abbey, College of the Holy Cross; Rainer Diriwächter, California Lutheran University, USA <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2008 | \$45.99 978-1-59311-909-6 | \$85.99 978-1-59311-910-2 |
| Interdisciplinary Educational Research In Mathematics and Its Connections to The Arts and Sciences Bharath Sriraman, University of Montana; Claus Michelsen, University of Southern Denmark; Astrid Beckmann, University of Education- Schwäbisch Gmünd, Germany; Viktor Freiman, University of Moncton <i>Series: The Montana Mathematics Enthusiast</i> | 2008 | \$45.99 978-1-59311-983-6 | \$85.99 978-1-59311-984-3 |
| Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i> | 2008 | \$45.99 978-1-59311-997-3 | \$85.99 978-1-59311-998-0 |
| Let's Grandparent: Activity Guide for Young Grandchildren JoAn Vaughan | 2008 | \$19.99 978-1-60752-025-2 | \$49.99 978-1-60752-026-9 |
| Mathematics Curriculum in Pacific Rim Countries - China, Japan, Korea, and Singapore: Proceedings of a Conference Zalman Usiskin, The University of Chicago; Edwin Willmore, The University of Chicago <i>Series: Research in Mathematics Education</i> | 2008 | \$45.99 978-1-59311-953-9 | \$85.99 978-1-59311-954-6 |
| Mathematics Education and the Legacy of Zoltan Paul Dienes Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2008 | \$45.99 978-1-59311-896-9 | \$85.99 978-1-59311-897-6 |
| Model Minority Myth Revisited: An Interdisciplinary Approach to Demystifying Asian American Educational Experiences Guofang Li, Michigan State University; Lihshing Wang, University of Cincinnati <i>Series: Chinese American Educational Research and Development Association Book Series</i> | 2008 | \$45.99 978-1-59311-950-8 | \$85.99 978-1-59311-951-5 |
| Multilevel Modeling of Educational Data Ann A. O'Connell, Ohio State University; D. Betsy McCoach, University of Connecticut <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i> | 2008 | \$65.99 978-1-59311-684-2 | \$95.99 978-1-59311-685-9 |
| New Knowledge Creation Through ICT Dynamic Capability: Creating Knowledge Communities Using Broadband Mitsuru Kodama | 2008 | \$45.99 978-1-59311-874-7 | \$85.99 978-1-59311-875-4 |

| | | | |
|---|------|------------------------------|------------------------------|
| The Ones We Remember: Scholars Reflect on Teachers Who Made a Difference Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i> | 2008 | \$19.99 978-1-59311-943-0 | \$59.99 978-1-59311-944-7 |
| Paradigm and Ideology in Educational Research: Social Functions of the Intellectual Tom Popkewitz, University of Wisconsin Madison | 2008 | \$45.99 9781593119522 | |
| Peace Education: Exploring Ethical and Philosophical Foundations James Page <i>Series: Peace Education</i> | 2008 | \$45.99 9781593118891 | \$85.99 9781593118907 |
| Personal ~ Passionate ~ Participatory: Inquiry into Social Justice in Education Ming Fang He, Georgia Southern University; JoAnn Phillion, Purdue University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i> | 2008 | \$45.99 978-1-59311-975-1 | \$85.99 978-1-59311-976-8 |
| A Place For Teacher Renewal: Challenging the Intellect, Creating Educational Reform Anthony G. Rud; Walter P. Oldendorf | 2008 | \$45.99 978-1-59311-902-7 | |
| Podcasting for Teachers Revised 2nd Edition: Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Emerging Technologies for Evolving Learners</i> | 2008 | \$45.99 978-1-60752-023-8 | \$85.99 978-1-60752-024-5 |
| Policy, Leadership, and Student Achievement: Implications for Urban Communities C. Kent McGuire; Vivian W. Ikpa <i>Series: The Achievement Gap, Research, Practice, and Policy</i> | 2008 | \$45.99 978-1-59311-973-7 | \$85.99 978-1-59311-974-4 |
| Promising Practices for Partnering with Families in the Early Years Mary M. Cornish, Plymouth State University <i>Series: Family School Community Partnership Issues</i> | 2008 | \$45.99 978-1-59311-946-1 | \$85.99 978-1-59311-947-8 |
| Qualitative Research Methods in Education and Educational Technology Jerry W. Willis, Manhattanville College <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2008 | \$45.99 1-930608-54-3 | \$85.99 1-930608-55-1 |
| Reading the Signs: Using Case Studies to Discuss Student Life Issues at Catholic Colleges and Universities in the United States Sandra M. Estanek; Robert S. Meyer; Laura A. Wankel; Edward P. Wright | 2008 | \$45.99 978-1-59311-918-8 | \$85.99 978-1-59311-919-5 |
| Recent Innovations in Educational Technology that Facilitate Student Learning Daniel H. Robinson, University of Texas at Arlington; Gregory Schraw, University of Nevada - Las Vegas <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2008 | \$45.99 978-1-59311-652-1 | \$85.99 978-1-59311-653-8 |
| Recovery the Native Way: A Therapist's Manual Dr. Alf H. Walle, Erskine College | 2008 | \$45.99 978-1-59311-833-4 | |
| Recovery the Native Way: A Client Reader Dr. Alf H. Walle, Erskine College | 2008 | \$45.99 978-1-60752-014-6 | |
| Recovery the Native Way - Workbook Dr. Alf H. Walle, Erskine College | 2008 | \$45.99 978-1-59311-891-4 | |
| Relational Discipline: Strategies for In-Your-Face Kids (Revised 2nd Edition) William N. Bender | 2008 | \$45.99 978-1-59311-859-4 | |
| Scholarship for Sustaining Service-Learning and Civic Engagement Melody A. Bowdon, University of Central Florida, Orlando; Shelley H. Billig, RMC Research Corp., Denver; Barbara A. Holland, Service-Learning Clearing House <i>Series: Advances in Service-Learning Research</i> | 2008 | \$45.99 978-1-60752-002-3 | \$85.99 978-1-60752-003-0 |
| Self-Processes, Learning and Enabling Human Potential: Dynamic New Approaches Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Dennis M. McInerney, The Education University of Hong Kong <i>Series: International Advances in Self Research</i> | 2008 | \$65.99 978-1-59311-903-4 | \$95.99 978-1-59311-904-1 |

| | | | |
|--|------|------------------------------|------------------------------|
| Service-eLearning: Educating for Citizenship Amber Dailey-Hebert; Emily Donnelly Sallee; Laurie N. DiPadova-Stocks | 2008 | \$45.99 978-1-59311-920-1 | \$85.99 978-1-59311-921-8 |
| Statistical Theories of Mental Test Scores Frederic M. Lord; Melvin R. Novick | 2008 | \$59.99 978-1-59311-934-8 | |
| Success for All: A Comprehensive Educational Reform for Improving At-Risk Students in an Urban School in China Yanyu Zhou | 2008 | \$45.99 978-1-59311-939-3 | \$85.99 978-1-59311-940-9 |
| Teacher Education in the English-Speaking World Tom O'Donoghue, The University of Western Australia; Clive Whitehead | 2008 | \$45.99 978-1-59311-900-3 | \$85.99 978-1-59311-901-0 |
| Teaching and Learning: International Best Practice Dennis M. McInerney, The Education University of Hong Kong; Gregory Arief D. Liem, University of Sydney <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2008 | \$65.99 978-1-59311-937-9 | \$95.99 978-1-59311-938-6 |
| Teaching, Curriculum, and Community Involvement Diana Hiatt-Michael, Pepperdine University | 2008 | \$45.99 978-1-60752-019-1 | \$85.99 978-1-60752-020-7 |
| Third Place Learning: Reflective Inquiry into Intercultural and Global Cate Painting Glyn M. Rimmington, Wichita State University; Mara Alagic, Wichita State University <i>Series: Teaching<~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i> | 2008 | \$45.99 978-1-59311-926-3 | \$85.99 978-1-59311-927-0 |
| Transforming Education for Peace Jing Lin, University of Maryland; Edward J. Brantmeier, James Madison University; Christa Bruhn, University of Wisconsin <i>Series: Peace Education</i> | 2008 | \$45.99 978-1-59311-905-8 | \$85.99 978-1-59311-906-5 |
| Turning Research Into Results: A Guide to Selecting the Right Performance Solutions Richard E. Clark, University of Southern California; Fred Estes | 2008 | \$45.99 978-1-59311-991-1 | |
| Undertaking Educational Challenges in the 21st Century: Research from the Field Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2008 | \$45.99 978-1-59311-969-0 | \$85.99 978-1-59311-970-6 |
| The Unfinished Quest: The Plight of Progressive Science Education Clair T. Berube, Hampton University | 2008 | \$45.99 978-1-59311-928-7 | \$85.99 978-1-59311-929-4 |
| University and School Connections: Research Studies in Professional Development Schools Irma N. Guadarrama, University of Texas - Pan Am; John Ramsey, University of Houston; Janice L. Nath, University of Houston <i>Series: Research in Professional Development Schools</i> | 2008 | \$65.99 978-1-59311-700-9 | \$95.99 978-1-59311-701-6 |
| Unsettling Beliefs: Teaching Theory To Teachers Josh Diem, University of Miami; Robert J. Helfenbein, Indiana University <i>Series: International Social Studies Forum: The Series</i> | 2008 | \$45.99 978-1-59311-670-5 | \$85.99 978-1-59311-671-2 |
| Volume 1: Research Syntheses M. Kathleen Heid, The Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University <i>Series: Research on Technology and the Teaching and Learning of Mathematics: Syntheses, Cases, and Perspectives</i> | 2008 | \$65.99 978-1-931576-18-5 | \$95.99 978-1-931576-19-2 |
| Volume 2: Cases and Perspectives M. Kathleen Heid, The Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University <i>Series: Research on Technology and the Teaching and Learning of Mathematics: Syntheses, Cases, and Perspectives</i> | 2008 | \$65.99 978-1-931576-20-8 | \$95.99 978-1-931576-21-5 |

| | | | |
|--|------|------------------------------|------------------------------|
| Western Structures Meet Native Traditions: The Interfaces of Educational Cultures Cheryl Woolsey Des Jarlais | 2008 | \$45.99 978-1-59311-930-0 | \$85.99 978-1-59311-931-7 |
| What the West Can Learn From the East: Asian Perspectives on the Psychology of Learning and Motivation Oon Seng Tan, National Institute of Education, Nanyang Technological University Singapore; Dennis M. McInerney, The Education University of Hong Kong; Gregory Arief D. Liem, University of Sydney; Ai-Girl Tan, National Institute of Education, Nanyang Technological University Singapore <i>Series: Research in Multicultural Education and International Perspectives</i> | 2008 | \$45.99 978-1-59311-987-4 | \$85.99 978-1-59311-988-1 |
| What Works in Distance Learning: Sample Lessons Based on Guidelines Harold F. O'Neil, University of Southern California/CRESST | 2008 | \$45.99 978-1-59311-884-6 | |
| Who does This Language Belong To?: Personal Narratives of Language Claim and Identity Avital Feuer | 2008 | \$45.99 978-1-59311-837-2 | \$85.99 978-1-59311-838-9 |
| Accessible Education for Blind Learners: Kindergarten through Post-Secondary Shelley Kinash; Ania Paszuk, University of Calgary, Canada <i>Series: Critical Concerns in Blindness</i> | 2007 | \$25 978-1-59311-649-1 | |
| Accountability Frankenstein: Understanding and Taming the Monster Sherman Dorn, University of South Florida | 2007 | \$45.99 978-1-59311-623-1 | \$85.99 978-1-59311-624-8 |
| Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina <i>Series: Research in Curriculum and Instruction</i> | 2007 | \$45.99 978-1-59311-566-1 | \$85.99 978-1-59311-567-8 |
| Advances in Latent Variable Mixture Models Gregory R. Hancock, University of Maryland; Karen M. Samuelsen, University of Georgia | 2007 | \$45.99 978-1-59311-847-1 | \$85.99 978-1-59311-848-8 |
| Advances in the Psychology of Justice and Affect David DeCremer, Erasmus University | 2007 | \$45.99 978-1-59311-773-3 | \$85.99 978-1-59311-774-0 |
| African-American Middle-Income Parents: How Are They Involved in Their Children's Literacy Development? Ethel Swindell Robinson, Swindell Associates <i>Series: Literacy, Language and Learning</i> | 2007 | \$45.99 978-1-59311-829-7 | \$85.99 978-1-59311-830-3 |
| American Educational History Journal: Volume 34 #1 & 2 J. Wesley Null, Baylor University <i>Series: American Educational History Journal</i> | 2007 | \$65.99 978-1-59311-767-2 | \$95.99 978-1-59311-768-9 |
| Asian American Education: Acculturation, Literacy Development, and Learning Clara C. Park, California State University, Northridge; Russell Endo, University of Colorado; Stacey J. Lee, City University of New York; Xue Lan Rong, University of North Carolina - Chapel Hill <i>Series: Research on the Education of Asian Pacific Americans</i> | 2007 | \$45.99 978-1-59311-722-1 | \$85.99 978-1-59311-723-8 |
| Beliefs and Mathematics: Festschrift in honor of Guenter Toerner's 60th Birthday Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2007 | \$45.99 978-1-59311-868-6 | \$85.99 978-1-59311-869-3 |
| The Blind Need Not Apply: A History of Overcoming Prejudice in the Orientation and Mobility Profession Ronald J. Ferguson, Louisiana Tech University <i>Series: Critical Concerns in Blindness</i> | 2007 | \$45.99 978-1-59311-574-6 | \$85.99 978-1-59311-575-3 |
| Christianity, Education and Modern Society William Jeynes, California State-Long Beach; Enedina Martinez, Point Loma Nazarene University | 2007 | \$45.99 978-1-59311-736-8 | \$85.99 978-1-59311-737-5 |

| | | | |
|--|------|------------------------------|------------------------------|
| Classroom Robotics: Case Stories of 21st Century Instruction for Millennial Students Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Instructional Innovations in Teaching and Learning</i> | 2007 | \$45.99 978-1-59311-601-9 | \$85.99 978-1-59311-602-6 |
| Closing the Gap: English Educators Address the Tensions Between Teacher Preparation and Teaching Writing in Secondary Schools Karen Keaton Jackson, North Carolina Central University; Sandra Vavra, North Carolina Central University <i>Series: Literacy, Language and Learning</i> | 2007 | \$45.99 978-1-59311-781-8 | \$85.99 978-1-59311-782-5 |
| Complexity Leadership: Part 1: Conceptual Foundations Mary Uhl-Bien, University of Nebraska; Russ Marion, Clemson University <i>Series: Leadership Horizons</i> | 2007 | \$65.99 978-1-59311-795-5 | \$95.99 978-1-59311-796-2 |
| Contemporary Perspectives on Social Learning in Early Childhood Education Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2007 | \$45.99 978-1-59311-742-9 | \$85.99 978-159311-743-6 |
| Contemporary Perspectives on Socialization and Social Development in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2007 | \$45.99 978-1-59311-633-0 | \$85.99 978-1-59311-634-7 |
| Culture, Motivation and Learning: A Multicultural Perspective Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2007 | \$65.99 978-1-59311-698-9 | \$95.99 978-1-59311-699-6 |
| Curriculum and Teaching Dialogue: Vol. 9 # 1 & 2 Barbara Slater Stern, James Madison University <i>Series: Curriculum & Teaching Dialogue</i> | 2007 | \$45.99 978-1-59311-625-5 | \$85.99 978-1-59311-626-2 |
| Discovering Cultural Psychology: A Profile and Selected Readings of Ernest E. Boesch Walter J. Lonner, Western Washington University; Susanna A. Hayes, Western Washington University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2007 | \$65.99 978-1-59311-746-7 | \$95.99 978-1-59311-747-4 |
| Dispositions in Teacher Education Mary Diez, Alverno College; James Rath, University of Delaware <i>Series: Advances in Teacher Education</i> | 2007 | \$45.99 978-1-59311-631-6 | \$85.99 978-1-59311-632-3 |
| Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology Joel R. Levin, University of Arizona; Jerry Carlson, University of California - Riverside <i>Series: Psychological Perspectives on Contemporary Educational Issues</i> | 2007 | \$45.99 978-1-59311-611-8 | \$85.99 978-1-59311-612-5 |
| Emerging Thought and Research on Student, Teacher, and Administrator Stress and Coping Gordon S. Gates, Washington State University; Mimi Wolverton; Walter H. Gmelch, University of San Francisco <i>Series: Research on Stress and Coping in Education</i> | 2007 | \$45.99 978-1-59311-718-4 | \$85.99 978-1-59311-719-1 |
| The Enterprise of Education Kagendo Mutua, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2007 | \$45.99 978-1-59311-710-8 | \$85.99 978-1-59311-711-5 |
| Essential Ideas For The Reform of American Schools Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University <i>Series: Research and Theory in Educational Administration</i> | 2007 | \$65.99 978-1-59311-686-6 | \$95.99 978-1-59311-687-3 |
| Faculty Development by Design: Integrating Technology in Higher Education Yong Zhao, Michigan State University; Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2007 | \$45.99 978-1-59311-582-1 | \$85.99 978-1-59311-583-8 |

| | | | |
|---|------|------------------------------|------------------------------|
| Faculty Mentoring: The Power of Students in Developing Technology Expertise Ismail Sahin; Hsueh-Hua Chuang; Ann D. Thompson <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2007 | \$45.99 978-1-59311-570-8 | \$85.99 978-1-59311-571-5 |
| From Passion to Objectivity: International and Cross-Disciplinary Perspectives on Service-Learning Research Sherril B. Gelmon; Shelley H. Billig, RMC Research Corp., Denver <i>Series: Advances in Service-Learning Research</i> | 2007 | \$45.99 978-1-59311-845-7 | \$85.99 978-1-59311-846-4 |
| Handbook on Restructuring and Substantial School Improvement Herbert J. Walberg, University of Illinois - Chicago | 2007 | \$45.99 978-1-59311-763-4 | \$85.99 978-1-59311-764-1 |
| Handbook on Teaching Social Issues: NCSS Bulletin No. 93 Ronald W. Evans, San Diego State University; David W. Saxe | 2007 | \$65.99 9780879860714 | |
| Hitler's Ideology: Embodied Metaphor, Fantasy and History Richard A. Koenigsberg | 2007 | \$45.99 978-1-59311-856-3 | |
| How Stakeholders Can Support Teacher Quality Citadelle Priagula, The Milken Family Foundation; Kimberly Firetag Agam, The Milken Family Foundation; Lewis C. Solmon, The Milken Family Foundation <i>Series: The Milken Family Foundation Series on Education Policy</i> | 2007 | \$45.99 978-1-59311-674-3 | \$85.99 978-1-59311-675-0 |
| Independent Movement and Travel in Blind Children: A Promotion Model Joseph Cutter <i>Series: Critical Concerns in Blindness</i> | 2007 | \$45.99 978-1-59311-603-3 | \$85.99 978-1-59311-604-0 |
| Inquiry in the Classroom: Realities and Opportunities Eleanor Abrams; Sherry Southerland; Peggy Silva <i>Series: Contemporary Research in Education</i> | 2007 | \$45.99 978-1-59311-834-1 | \$85.99 978-1-59311-835-8 |
| International Perspectives on Social Justice in Mathematics Education Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i> | 2007 | \$45.99 978-1-59311-880-8 | \$85.99 978-1-59311-881-5 |
| Language of the Land: Policy, Politics, Identity David Witkosky, Auburn University-Montgomery; Katherine Schuster, Oakton Community College <i>Series: Studies in the History of Education</i> | 2007 | \$45.99 978-1-59311-617-0 | \$85.99 978-1-59311-618-7 |
| Mindworks: Becoming More Conscious in an Unconscious World Alexander W. Astin, UCLA | 2007 | \$24.99 978-1-59311-738-2 | \$59.99 978-1-59311-739-9 |
| The Nation: A Study in Ideology and Fantasy Richard A. Koenigsberg | 2007 | \$45.99 978-1-59311-857-0 | |
| Negotiating Social Contexts: Identities of Biracial College Women Andra M. Basu, Albright College <i>Series: Research in Bilingual Education</i> | 2007 | \$45.99 978-1-59311-596-8 | |
| Otherness in Question: Development of the Self Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Livia Mathias Simão, University of Sao Paulo <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2007 | \$65.99 1-59311-232-7 | \$95.99 1-59311-233-5 |
| Podcasting for Teachers: Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Emerging Technologies for Evolving Learners</i> | 2007 | \$45.99 978-1-59311-658-3 | \$85.99 978-1-59311-659-0 |
| Promising Practices for Teachers to Engage with Families of English Language Learners Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2007 | \$45.99 978-1-59311-660-6 | \$85.99 978-1-59311-661-3 |
| Pruning The Ivy: The Overdue Reformation of Higher Education Milton Leontiades | 2007 | \$45.99 978-1-59311-740-5 | \$85.99 978-1-59311-741-2 |
| Reading: Policy, Politics, and Processes Mengli Song, American Institutes for Research; Tamara V. Young, North Carolina State University | 2007 | \$45.99 978-1-59311-853-2 | \$85.99 978-1-59311-854-9 |

| | | | |
|---|------|------------------------------|------------------------------|
| Reading Across International Boundaries: History, Policy and Politics Janet Soler, The Open University; Roger Openshaw, Massey University <i>Series: International Perspectives on Curriculum</i> | 2007 | \$45.99 978-1-59311-664-4 | \$85.99 978-1-59311-665-1 |
| Real Data Analysis Shlomo S. Sawilowsky, Wayne State University <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i> | 2007 | \$65.99 978-1-59311-564-7 | \$95.99 978-1-59311-565-4 |
| A Recipe For Success: What YOU can Learn About Coping in a Food-Bombarded World From People With Prader-Willi Syndrome, an Extreme Eating Disorder Shelley Kinash | 2007 | \$45.99 978-1-59311-843-3 | \$85.99 978-1-59311-844-0 |
| Religious Charter Schools: Legalities and Practicalities Lawrence D. Weinberg | 2007 | \$45.99 978-1-59311-758-0 | \$85.99 978-1-59311-759-7 |
| Resiliency Reconsidered: Policy Implications of the Resiliency Movement Donna M. Davis, University of Missouri - Kansas City <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2007 | \$45.99 978-1-59311-754-2 | \$85.99 978-1-59311-755-9 |
| Second Handbook of Research on Mathematics Teaching and Learning: A Project of the National Council of Teachers of Mathematics Frank K. Lester | 2007 | \$250 978-1-59311-176-2 | \$350 978-1-59311-177-9 |
| Semiotic Rotations: Modes of Meanings in Cultural Worlds SunHee Kim Gertz, Clark University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Jean-Paul Breaux, Clark University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2007 | \$45.99 978-1-59311-609-5 | \$85.99 978-1-59311-610-1 |
| Social Education in Asia: Critical Issues and Multiple Perspectives David L. Grossman, The East-West Center; Joe Tin-Yau Lo, The Hong Kong Institute of Education <i>Series: Research in Social Education</i> | 2007 | \$45.99 978-1-59311-702-3 | \$85.99 978-1-59311-703-0 |
| Spirituality, Social Justice and Language Learning Terry Osborn, University of South Florida; David I. Smith, Calvin College <i>Series: Contemporary Language Education</i> | 2007 | \$45.99 978-1-59311-599-9 | \$85.99 978-1-59311-600-2 |
| Standards in Education Dennis M. McInerney, The Education University of Hong Kong; Shawn Van Etten, SUNY Cortland; Martin Dowson, Australian College of Ministries <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2007 | \$45.99 978-1-59311-779-5 | \$85.99 978-1-59311-780-1 |
| Success Stories From a Failing School: Teachers Living Under the Shadow of NCLB Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign; Melissa Wilson, The Ohio State University; Jeff Bernardi; Martha Bowling; Marilyn Karl; Elizabeth Lloyd; Melanie McCualsky; Gerrie McManamon; Andrew Nash; Robert Owens; Steve Schack | 2007 | \$45.99 978-1-59311-777-1 | \$85.99 978-1-59311-778-8 |
| Talent Knows No Color: The History of an Arts Magnet High School Elaine Clift Gore, Mitchell College <i>Series: Research in Curriculum and Instruction</i> | 2007 | \$45.99 978-1-59311-761-0 | \$85.99 978-1-59311-762-7 |
| The Testing Gap: Scientific Trials of Test-Driven School Accountability Systems for Excellence and Equity Jaekyung Lee, SUNY Buffalo <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2007 | \$45.99 978-1-59311-748-1 | \$85.99 978-1-59311-749-8 |
| This Happened in America: Harold Rugg and the Censure of Social Studies Ronald W. Evans, San Diego State University <i>Series: Studies in the History of Education</i> | 2007 | \$45.99 978-1-59311-765-8 | \$85.99 978-1-59311-766-5 |
| Throwing Voices: Five Autoethnographies on Postradical Education and Fine Art of Misdirection Guy B. Senese | 2007 | \$45.99 978-1-59311-827-3 | \$85.99 978-1-59311-828-0 |

| | | | |
|---|------|------------------------------|------------------------------|
| Training Higher Education Policy Makers and Leaders: A Graduate Program Perspective Diane Wright, Florida Atlantic University; Michael T. Miller, University of Arkansas <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2007 | \$45.99 978-1-59311-756-6 | \$85.99 978-1-59311-757-3 |
| Trust and Distrust: Sociocultural perspectives Ivana Markova, University of Stirling, Scotland; Alex Gillespie, University of Stirling <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2007 | \$45.99 978-1-59311-841-9 | \$85.99 978-1-59311-842-6 |
| War, Nation, Memory: International Perspectives on World War II in School History Textbooks Keith A. Crawford, Newcastle University, Australia; Stuart J. Foster, University of London <i>Series: Research in Curriculum and Instruction</i> | 2007 | \$45.99 978-1-59311-851-8 | \$85.99 978-1-59311-852-5 |
| The Young Adolescent and the Middle School Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Micki M. Caskey, Portland State University <i>Series: The Handbook of Research in Middle Level Education</i> | 2007 | \$65.99 978-1-59311-662-0 | \$95.99 978-1-59311-663-7 |
| ABC's of Cultural Understanding and Communication: National and International Adaptations Claudia Finkbeiner, Universitaet Kassel; Patricia Ruggiano Schmidt, Le Moyne College <i>Series: Literacy, Language and Learning</i> | 2006 | \$45.99 978-1-59311-463-3 | \$85.99 978-1-59311-464-0 |
| Advancing Education Productivity: Policy Implications from National Databases Herbert J. Walberg, University of Illinois - Chicago <i>Series: Research in Educational Productivity</i> | 2006 | \$45.99 1-59311-112-6 | \$85.99 1-59311-113-4 |
| Advancing Knowledge in Service-Learning: Research to Transform the Field Karen McKnight Casey, Michigan State University; Georgia Davidson, Michigan State University; Shelley H. Billig, RMC Research Corp., Denver; Nicole C. Springer, Michigan State University <i>Series: Advances in Service-Learning Research</i> | 2006 | \$45.99 978-1-59311-568-5 | \$85.99 978-1-59311-569-2 |
| American Evangelicals and Religious Diversity: Subcultural Education, Theological Boundaries, and the Relativization of Tradition Kevin M. Taylor, Trinity Academy <i>Series: Research on Religion and Education</i> | 2006 | \$45.99 1-59311-517-2 | \$85.99 1-59311-518-0 |
| Avoiding School Facility Issues: A Consultant's Guidance to School Superintendents G. Kent Stewart, Kansas State University, Manhattan | 2006 | \$45.99 978-1-59311-592-0 | \$85.99 978-1-59311-593-7 |
| Becoming Other: From Social Interaction to Self-Reflection Alex Gillespie, University of Stirling <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2006 | \$45.99 978-1-59311-230-1 | \$85.99 978-1-59311-231-8 |
| The Blindness Revolution: Jernigan in His Own Words James H. Omvig, Institute on Blindness - Louisiana Tech University <i>Series: Critical Concerns in Blindness</i> | 2006 | \$65.99 1-59311-330-7 | \$95.99 1-59311-331-5 |
| Breaking Out of the Box: Interdisciplinary Collaboration and Faculty Work Dennis F. Brown, Michigan State University; Marilyn J. Amey, Michigan State University | 2006 | \$45.99 1-59311-132-0 | \$85.99 1-59311-133-9 |
| Can Unlike Students Learn Together? Margaret C. Wang, Temple University; Arthur J. Reynolds, University of Wisconsin-Madison; Herbert J. Walberg, University of Illinois - Chicago <i>Series: Research in Educational Productivity</i> | 2006 | \$45.99 1-59311-114-2 | \$85.99 1-59311-115-0 |
| The Case of the No Child Left Behind Legislation: Educational Research and Federal Funding Joel R. Levin, University of Arizona; Jerry Carlson, University of California - Riverside <i>Series: Psychological Perspectives on Contemporary Educational Issues</i> | 2006 | \$45.99 1-59311-187-8 | \$85.99 1-59311-188-6 |

| | | | |
|--|------|------------------------------|------------------------------|
| Celluloid Blackboard: Teaching History with Film Alan S. Marcus, University of Connecticut <i>Series: Contemporary Research in Education</i> | 2006 | \$45.99 978-1-59311-572-2 | \$85.99 978-1-59311-573-9 |
| The Challenges of Education in Central Asia Alan J. De Young, University of Kentucky; Stephen P. Heyneman, Vanderbilt University <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2006 | \$65.99 1-931576-48-3 | \$95.99 1-931576-49-1 |
| Challenging Perspectives on Mathematics Classroom Communication Iben Maj Christiansen, University of Kwas-Zulu-Natal; Anna Chronaki, University of Thessaly <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2006 | \$45.99 1-59311-151-7 | \$85.99 1-59311-152-5 |
| Challenging the System?: A Dramatic Tale of Neoliberal Reform in an Australian High School Martin Forsey, University of Western Australia <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2006 | \$45.99 978-1-59311-578-4 | \$85.99 978-1-59311-579-1 |
| The Cognitive Revolution on Educational Psychology James M. Royer, University of Massachusetts <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2006 | \$45.99 1-59311-162-2 | \$85.99 1-59311-163-0 |
| Communication and Metacommunication in Human Development Angela Uchoa Branco, University of Brasilia; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University | 2006 | \$45.99 1-59311-254-8 | \$85.99 1-59311-256-4 |
| Contemporary Issues in Educational Policy and School Outcomes Cecil Miskel, University of Michigan; Wayne K. Hoy, The Ohio State University <i>Series: Research and Theory in Educational Administration</i> | 2006 | \$45.99 1-59311-477-X | \$85.99 1-59311-478-8 |
| Contemporary Perspectives on Families, Communities and Schools for Young Children Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2006 | \$45.99 1-59311-185-1 | \$85.99 1-59311-186-X |
| Contemporary Perspectives on Language Policy and Literacy Instruction in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2006 | \$45.99 1-59311-120-7 | \$85.99 1-59311-121-5 |
| Critical Issues in Social Studies Teacher Education Susan Adler, University of Missouri - Kansas City <i>Series: Research in Social Education</i> | 2006 | \$45.99 1-59311-094-4 | \$85.99 1-59311-095-2 |
| Crosscurrents and Crosscutting Themes Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2006 | \$45.99 1-59311-467-2 | \$85.99 1-59311-468-0 |
| Culture and Learning: Access and Opportunity in the Classroom Mark Olssen, University of Surrey, England <i>Series: International Perspectives on Curriculum</i> | 2006 | \$65.99 1-59311-178-9 | \$95.99 1-59311-179-7 |
| Curriculum and Teaching Dialogue: Vol. 8 # 1 & 2 Barbara Slater Stern, James Madison University <i>Series: Curriculum & Teaching Dialogue</i> | 2006 | \$45.99 978-1-59311-576-0 | \$85.99 978-1-59311-577-7 |
| Democratic Education for Social Studies: An Issues-Centered Decision Making Curriculum Anna S. Ochoa-Becker <i>Series: International Social Studies Forum: The Series</i> | 2006 | \$45.99 978-1-59311-590-6 | \$85.99 978-1-59311-591-3 |
| Distance Education: Definition and Glossary of Terms (Second Edition) Michael Simonson, Nova Southeastern University; Charles Schlosser, Nova Southeastern University | 2006 | \$45.99 1-59311-515-6 | \$85.99 1-59311-516-4 |

| | | | |
|---|------|------------------------------|------------------------------|
| Early Language Learning: A Model for Success Marcia A. Spielberger, Fulton County Schools; Carol M. Saunders Semonsky, Georgia State University <i>Series: Contemporary Language Education</i> | 2006 | \$45.99 1-59311-082-0 | \$85.99 1-59311-083-9 |
| Educating Toward a Culture of Peace Yaacov Iram, Bar Ilan University, Israel <i>Series: Peace Education</i> | 2006 | \$45.99 9781593114831 | \$85.99 9781593114848 |
| Educational Resiliency: Student, Teacher, and School Perspectives Jon P. Gray, University of Houston; Yolanda N. Padron, University of Houston; Hersch C. Waxman, University of Houston <i>Series: Research in Educational Diversity and Excellence</i> | 2006 | \$45.99 1-931576-08-4 | \$85.99 1-931576-09-2 |
| Educational Restructuring: International Perspectives on Traveling Policies Tom Popkewitz, University of Wisconsin Madison; Sverker Lindblad, Uppsala University <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2006 | \$45.99 1-59311-180-0 | \$85.99 1-59311-181-9 |
| Effective Schools Shawn Van Etten, SUNY Cortland; Martin Dowson, Australian College of Ministries; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2006 | \$45.99 1-59311-491-5 | \$85.99 1-59311-492-3 |
| Exposing a Culture of Neglect: Herschek T. Manuel and Mexican American Schooling Matthew D. Davis, Rowan University <i>Series: Research in Curriculum and Instruction</i> | 2006 | \$45.99 1-59311-314-5 | \$85.99 1-59311-315-3 |
| Forgotten Heroes of American Education: The Great Tradition of Teaching Teachers Diane Ravitch, New York University; J. Wesley Null, Baylor University <i>Series: Readings in Educational Thought</i> | 2006 | \$65.99 1-59311-447-8 | \$95.99 1-59311-448-6 |
| From Sites of Occupation to Symbols of Multiculturalism: Re-Conceptualizing Minority Education in Post-Soviet Latvia Iveta Silova, College of Education, Lehigh University <i>Series: Research in Multicultural Education and International Perspectives</i> | 2006 | \$45.99 1-59311-461-3 | \$85.99 1-59311-462-1 |
| Handbook of Research on Mathematics Teaching and Learning: (A Project of the National Council of Teachers of Mathematics) Douglas Grouws, Indiana University | 2006 | \$75 978-1-59311-598-2 | |
| Helping Kids Achieve Their Best: Understanding and Using Motivation in the Classroom (revised edition) Dennis M. McInerney, The Education University of Hong Kong | 2006 | \$45.99 1-59311-340-4 | |
| Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contexts Miguel Mantero, The University of Alabama <i>Series: Contemporary Language Education</i> | 2006 | \$65.99 978-1-59311-539-5 | \$95.99 978-1-59311-540-1 |
| The Impact of State and National Standards on K-12 Science Teaching Emmett L. Wright, Kansas State University; Dennis W. Sunal, University of Alabama <i>Series: Research in Science Education</i> | 2006 | \$65.99 1-59311-364-1 | \$95.99 1-59311-365-X |
| Improving Student Achievement: Reforms that Work Tamara W. Schiff, The Milken Family Foundation; Kimberly Firetag Agam, The Milken Family Foundation; Lewis C. Solmon, The Milken Family Foundation <i>Series: The Milken Family Foundation Series on Education Policy</i> | 2006 | \$45.99 1-59311-352-8 | \$85.99 1-59311-353-6 |
| Inclusion in Urban Educational Environments: Addressing Issues of Diversity, Equity, and Social Justice Brenda J. McMahon, The University of North Carolina at Charlotte; Denise E. Armstrong, Brock University <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i> | 2006 | \$45.99 1-59311-493-1 | \$85.99 1-59311-494-X |

| | | | |
|--|------|--------------------------|--------------------------|
| The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards: Consensus or Confusion? Barbara Reys, University of Missouri-Columbia <i>Series: Research in Mathematics Education</i> | 2006 | \$45.99 1-930608-52-7 | \$85.99 1-930608-53-5 |
| The Last Silver Bullet?: Technology for America's Schools Lewis C. Solmon, The Milken Family Foundation | 2006 | \$45.99 1-59311-246-7 | |
| Making a Difference: Action Research in Middle Level Education Micki M. Caskey, Portland State University <i>Series: The Handbook of Research in Middle Level Education</i> | 2006 | \$45.99 1-59311-356-0 | \$85.99 1-59311-357-9 |
| Making It Work: Educating the Blind/Visually Impaired Student in the Regular School Carol Castellano <i>Series: Critical Concerns in Blindness</i> | 2006 | \$45.99 1-59311-418-4 | \$85.99 1-59311-423-0 |
| Multilingualism from Infancy to Adolescence Eduardo D. Faingold, University of Tulsa | 2006 | \$45.99 1-59311-090-1 | \$85.99 1-59311-091-X |
| Naturally Small: Teaching and Learning in the Last One-Room Schools Stephen A. Swidler, University of Nebraska-Lincoln | 2006 | \$45.99 1-59311-122-3 | \$85.99 1-59311-123-1 |
| New Frontiers for Self Research Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney <i>Series: International Advances in Self Research</i> | 2006 | \$65.99 1-59311-155-X | \$95.99 1-59311-156-8 |
| New Perspectives in Service Learning: Research to Advance the Field Shelley H. Billig, RMC Research Corp., Denver; Andrew Furco, University of California-Berkeley <i>Series: Advances in Service-Learning Research</i> | 2006 | \$45.99 1-59311-157-6 | \$85.99 1-59311-158-4 |
| Nordic Childhoods and Early Education: Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway, and Sweden John A. Wagner, Michigan State University; Johanna Einarsdottir, Iceland University of Education <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2006 | \$45.99 1-59311-350-1 | \$85.99 1-59311-351-X |
| Online Professional Development for Teachers Gene V Glass, Arizona State University; Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology <i>Series: Current Perspectives on Applied Information Technologies</i> | 2006 | \$45.99 1-59311-203-3 | \$85.99 1-59311-159-2 |
| Optimizing Student Success in School with the Other Three Rs: Reasoning, Resilience, and Responsibility Rena F. Subotnik, American Psychological Association; Robert J. Sternberg, Yale University <i>Series: Research in Educational Productivity</i> | 2006 | \$45.99 1-59311-430-3 | \$85.99 1-59311-431-1 |
| Overcoming AIDS: Lessons Learned from Uganda Steven J. Hite, Brigham Young University; Yusuf K. Nsubuga, Uganda Ministry of Education and Sports; W. James Jacob, University of California, Los Angeles; Donald E. Morisky, University of California, Los Angeles <i>Series: Research in Global Child Advocacy</i> | 2006 | \$45.99 1-59311-471-0 | \$85.99 1-59311-472-9 |
| Policy and University Faculty Governance Michael T. Miller, University of Arkansas; Julie A. Caplow, University of Missouri <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2006 | \$45.99 1-59311-072-3 | \$85.99 1-59311-073-1 |
| Preparing Educators to Communicate and Connect with Families and Communities Patricia Ruggiano Schmidt, Le Moyne College <i>Series: Literacy, Language and Learning</i> | 2006 | \$45.99 1-59311-324-2 | \$85.99 1-59311-325-0 |
| Private Higher Education: An International Bibliography Philip G. Altbach; Daniel C. Levy; Hong Zhu; Yingxia Cao; Alma Maldonado-Maldonado | 2006 | \$45.99 1-59311-206-8 | \$85.99 1-59311-211-4 |

| | | | |
|--|------|------------------------------|------------------------------|
| Project-Based Second and Foreign Language Education: Past, Present, and Future Gulbahar H. Beckett, Iowa State University; Paul Chamness Iida <i>Series: Research in Second Language Learning</i> | 2006 | \$45.99 1-59311-505-9 | \$85.99 1-59311-506-7 |
| The Pursuit of Curriculum: Schooling and the Public Interest J. Wesley Null, Baylor University; William A. Reid <i>Series: Research in Curriculum and Instruction</i> | 2006 | \$45.99 1-59311-507-5 | \$85.99 1-59311-508-3 |
| Re-Envisioning Education and Democracy Charles R. Green, Macalester College; Ruthanne Kurth-Schai, Macalester College | 2006 | \$45.99 978-1-59311-562-3 | \$85.99 978-1-59311-563-0 |
| Recapturing the Personal: Essays on Education and Embodied Knowledge in Comparative Perspective Irving Epstein, Illinois Wesleyan University | 2006 | \$45.99 978-1-59311-584-5 | \$85.99 978-1-59311-585-2 |
| Reform in Undergraduate Science Teaching for the 21st Century Jeanelle Bland, Eastern Connecticut State University; Emmett L. Wright, Kansas State University; Dennis W. Sunal, University of Alabama <i>Series: Research in Science Education</i> | 2006 | \$65.99 1-930608-84-5 | \$95.99 1-930608-85-3 |
| Religion in Multicultural Education Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2006 | \$45.99 1-59311-489-3 | \$85.99 1-59311-490-7 |
| Research and Reflection: Teachers Take Action for Literacy Development Andrea Izzo, Gallaudet University <i>Series: Literacy, Language and Learning</i> | 2006 | \$45.99 978-1-59311-537-1 | \$85.99 978-1-59311-538-8 |
| Research as a Tool for Empowerment: Theory Informing Practice Sarah Shono; Melanie Bloom; David Schwarzer, Montclair State University <i>Series: Research in Second Language Learning</i> | 2006 | \$65.99 1-59311-348-X | \$95.99 1-59311-349-8 |
| Research Methods in Social Studies Education: Contemporary Issues and Perspectives Keith C. Barton, University of Cincinnati <i>Series: Research in Social Education</i> | 2006 | \$45.99 1-59311-453-2 | \$85.99 1-59311-454-0 |
| Research on Enhancing the Interactivity of Online Learning Vivian H. Wright, University of Alabama; Elizabeth K. Wilson, The University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2006 | \$45.99 1-59311-362-5 | \$85.99 1-59311-363-3 |
| Schooled for the Future?: Educational Policy and Everyday Life among Urban Squatters in Nepal Karen Valentin, The Danish University of Education <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2006 | \$45.99 1-59311-426-5 | \$85.99 1-59311-427-3 |
| The Scientific Basis of Education Productivity Herbert J. Walberg, University of Illinois - Chicago; Rena F. Subotnik, American Psychological Association <i>Series: Research in Educational Productivity</i> | 2006 | \$45.99 1-59311-449-4 | \$85.99 1-59311-450-8 |
| Seeing Beyond Blindness Ronald J. Ferguson, Louisiana Tech University; Shelley Kinash <i>Series: Critical Concerns in Blindness</i> | 2006 | \$45.99 1-59311-521-0 | \$85.99 1-59311-522-9 |
| Self-Efficacy Beliefs of Adolescents Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i> | 2006 | \$45.99 1-59311-366-8 | \$85.99 1-59311-367-6 |
| Social Justice in These Times Rudolfo Chávez Chávez, New Mexico State University; Marc Pruyn, Monash University; James O'Donnell, New Mexico State University <i>Series: International Social Studies Forum: The Series</i> | 2006 | \$45.99 1-59311-218-1 | \$85.99 1-59311-219-X |

| | | | |
|--|------|--------------------------|--------------------------|
| Social Reconstruction: People, Politics, Perspectives Karen L. Riley, Auburn University at Montgomery <i>Series: Studies in the History of Education</i> | 2006 | \$45.99 1-59311-214-9 | \$85.99 1-59311-215-7 |
| Social Studies and the Press: Keeping the Beast at Bay? Margaret Smith Crocco, Columbia University <i>Series: International Social Studies Forum: The Series</i> | 2006 | \$45.99 1-59311-336-6 | \$85.99 1-59311-337-4 |
| Space, Curriculum and Learning David Scott, Lincoln University - UK <i>Series: International Perspectives on Curriculum</i> | 2006 | \$45.99 1-59311-092-8 | \$85.99 1-59311-093-6 |
| Spark the Brain, Ignite the Pen (FIRST EDITION): Quick Writes for Kindergarten Through High School Teachers and Beyond Samuel Totten, University of Arkansas, Fayetteville; Helen Eaton, Holcomb Elementary; Shelley Dirst, Arkansas Department of Education; Clare Lesieur, Skyline Heights Elementary School | 2006 | \$25.99 1-59311-465-6 | \$59.99 1-59311-466-4 |
| Structural Equation Modeling: A Second Course Ralph O. Mueller, University of Hartford; Gregory R. Hancock, University of Maryland <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i> | 2006 | \$65.99 1-59311-014-6 | \$95.99 1-59311-015-4 |
| Student Governance and Institutional Policy: Formation and Implementation Daniel P. Nadler, Eastern Illinois University; Michael T. Miller, University of Arkansas <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i> | 2006 | \$45.99 1-59311-503-2 | \$85.99 1-59311-504-0 |
| Surviving the Transition? Case Studies of Schools and Schooling in the Kyrgyz Re Galina K. Valyayeva, University of Kentucky; Madeleine Reeves, University of Cambridge; Alan J. De Young, University of Kentucky <i>Series: International Perspectives on Educational Policy, Research and Practice</i> | 2006 | \$45.99 1-59311-511-3 | \$85.99 1-59311-512-1 |
| System-wide Efforts to Improve Student Achievement Stacey Rutledge, Florida State University; Kenneth K. Wong, Brown University <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2006 | \$45.99 1-59311-224-6 | \$85.99 1-59311-225-4 |
| Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades Pre K-2 Marvin E. Smith, Georgia Southern University; Stephanie Z. Smith, Georgia State University <i>Series: Teachers Engaged in Research</i> | 2006 | \$45.99 1-59311-495-8 | \$85.99 1-59311-496-6 |
| Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 3-5 Cynthia W. Langrall, Illinois State University <i>Series: Teachers Engaged in Research</i> | 2006 | \$45.99 1-59311-497-4 | \$85.99 1-59311-498-2 |
| Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 6-8 Joanna O. Masingila, Syracuse University <i>Series: Teachers Engaged in Research</i> | 2006 | \$45.99 1-59311-499-0 | \$85.99 1-59311-500-8 |
| Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 9-12 Laura R. Van Zoest, Western Michigan University <i>Series: Teachers Engaged in Research</i> | 2006 | \$45.99 1-59311-501-6 | \$85.99 1-59311-502-4 |
| Teachers' Voices: Storytelling and Possibility Freema Elbaz Luwisch, University of Haifa, Israel <i>Series: Issues in Curriculum Theory, Policy and Research</i> | 2006 | \$45.99 1-59311-183-5 | \$85.99 1-59311-184-3 |
| Teaching about Genocide: Issues, Approaches, and Resources Samuel Totten, University of Arkansas, Fayetteville | 2006 | \$45.99 1-59311-074-X | \$85.99 1-59311-075-8 |

| | | | |
|--|------|--------------------------|--------------------------|
| Teaching Language and Content to Linguistically and Culturally Diverse Students: Principles, Ideas, and Materials Yu Ren Dong, Queens College, CUNY <i>Series: Contemporary Language Education</i> | 2006 | \$45.99 1-59311-088-X | \$85.99 1-59311-089-8 |
| Teaching with Emotion: A Postmodern Enactment Michalinos Zembylas, Intercollege, Cyprus and Michigan State University | 2006 | \$45.99 1-59311-328-5 | \$85.99 1-59311-329-3 |
| Teaching Writing Genres Across the Curriculum: Strategies for Middle School Teachers Susan Lee Pasquarelli, Roger Williams University <i>Series: Contemporary Language Education</i> | 2006 | \$45.99 1-59311-421-4 | \$85.99 1-59311-422-2 |
| Technology and Assessment: The Tale of Two Interpretations Michael Russell, Boston College <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2006 | \$45.99 1-59311-038-3 | \$85.99 1-59311-039-1 |
| Technology-Based Education: Bringing Researchers and Practitioners Together Roger Bruning, University of Nebraska - Lincoln; Mary Bodvarsson, University of Nebraska-Lincoln; Lisa M. PytlikZillig, University of Nebraska-Lincoln <i>Series: Nebraska Symposium on Information Technology in Education</i> | 2006 | \$45.99 1-59311-220-3 | \$85.99 1-59311-221-1 |
| Tend the Olive, Water the Vine: Globalization and the Negotiation of Early Childhood in Palestine Rachel Christina <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2006 | \$45.99 1-59311-166-5 | \$85.99 1-59311-167-3 |
| The Thoughts of Youth: An International Perspective on Adolescents' Ideal Persons Deborah A. Stiles, Webster University; Judith L. Gibbons, Saint Louis University | 2006 | \$45.99 1-59311-100-2 | \$85.99 1-59311-101-0 |
| Thriving, Surviving or Going Under: Coping with Everyday Lives Erica Frydenberg, University of Melbourne, Australia <i>Series: Research on Stress and Coping in Education</i> | 2006 | \$45.99 1-59311-195-9 | \$85.99 1-59311-196-7 |
| Transfer of Learning from a Modern Multidisciplinary Perspective Jose P. Mestre, University of Massachusetts, Amherst <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2006 | \$65.99 1-59311-164-9 | \$95.99 1-59311-165-7 |
| Transitions: Symbolic Resources in Development Tania Zittoun, University of Neuchâtel (Switzerland) <i>Series: Advances in Cultural Psychology: Constructing Human Development</i> | 2006 | \$45.99 1-59311-226-2 | \$85.99 1-59311-227-0 |
| Understanding Teacher Stress in an Age of Accountability Christopher McCarthy, University of Texas at Austin; Richard Lambert, University of North Carolina at Charlotte <i>Series: Research on Stress and Coping in Education</i> | 2006 | \$45.99 1-59311-473-7 | \$85.99 1-59311-474-5 |
| What Shall We Tell the Children?: International Perspectives on School History Textbooks Keith A. Crawford, Newcastle University, Australia; Stuart J. Foster, University of London <i>Series: Research in Curriculum and Instruction</i> | 2006 | \$45.99 1-59311-509-1 | \$85.99 1-59311-510-5 |
| Working with Multiracial Students: Critical Perspectives on Research and Practice Kendra R. Wallace, University of Maryland, Baltimore County | 2006 | \$45.99 1-59311-250-5 | \$85.99 1-59311-127-4 |
| Addressing The Achievement Gap Ronald D. Taylor, Temple University <i>Series: Research in Educational Productivity</i> | 2005 | \$45.99 1-59311-451-6 | \$85.99 1-59311-452-4 |
| Advances in Community Thought and Research Janice L. Nath, University of Houston; John Ramsey, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am <i>Series: Research in Professional Development Schools</i> | 2005 | \$45.99 1-59311-032-4 | \$85.99 1-59311-033-2 |

| | | | |
|--|------|--------------------------|--------------------------|
| Asian and Pacific American Education: Learning, Socialization, and Identity Clara C. Park, California State University, Northridge; Russell Endo, University of Colorado; A. Lin Goodwin, Teachers College, Columbia University <i>Series: Research on the Education of Asian Pacific Americans</i> | 2005 | \$45.99 1-59311-010-3 | \$85.99 1-59311-011-1 |
| Creating Successful Telementoring Programs Frances K. Kochan, Auburn University <i>Series: Perspectives on Mentoring</i> | 2005 | \$45.99 1-930608-40-3 | \$85.99 1-930608-41-1 |
| Critical Questions, Critical Perspectives: Language and the Second Language Educator Timothy Reagan, University of Maine and University of the Free State <i>Series: Contemporary Language Education</i> | 2005 | \$45.99 1-59311-334-X | \$85.99 1-59311-335-8 |
| Curriculum and Teaching Dialogue: Vol. 7 # 1 & 2 Barbara Slater Stern, James Madison University <i>Series: Curriculum & Teaching Dialogue</i> | 2005 | | \$85.99 1-59311-460-5 |
| Deep Change: Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States David Strahan, University of North Carolina, Greensboro; Gerald Ponder, University of North Carolina, Greensboro <i>Series: Research in Curriculum and Instruction</i> | 2005 | \$45.99 1-59311-189-4 | \$85.99 1-59311-190-8 |
| Education and Rehabilitation for Empowerment James H. Omvig, Institute on Blindness - Louisiana Tech University; Ed Vaughan <i>Series: Critical Concerns in Blindness</i> | 2005 | \$45.99 1-59311-006-5 | \$85.99 1-59311-007-3 |
| The Encyclopedia of Middle Grades Education Vincent A. Anfara, University of Tennessee; Gayle Andrews, The University of Georgia; Steven B. Mertens, Illinois State University | 2005 | \$100 1-59311-172-X | \$150 1-59311-173-8 |
| Explorations in Curriculum History Sherry L. Field, University of Texas at Austin <i>Series: Research in Curriculum and Instruction</i> | 2005 | \$65.99 1-930608-42-X | \$95.99 1-930608-43-8 |
| Focus on Curriculum Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2005 | \$65.99 1-59311-207-6 | \$95.99 1-59311-208-4 |
| Forefronts in Research Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i> | 2005 | \$45.99 1-59311-326-9 | \$85.99 1-59311-327-7 |
| Gender and Schooling in the Early Years Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University <i>Series: Research on Women and Education</i> | 2005 | \$45.99 1-59311-255-6 | \$85.99 1-59311-440-0 |
| Improving Service-Learning Practice: Research on Models to Enhance Impacts Shelley H. Billig, RMC Research Corp., Denver; Jane Callahan, Providence College; Susan Root, RMC Research Corporation <i>Series: Advances in Service-Learning Research</i> | 2005 | \$45.99 1-59311-457-5 | \$85.99 1-59311-458-3 |
| International Perspectives on Research in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2005 | \$45.99 1-931576-66-1 | \$85.99 1-931576-67-X |
| Issues in Career Development John Patrick, California University of Pennsylvania; Grafton T. Eliason, California University of Pennsylvania; Donald Thompson, Troy State University <i>Series: Issues in Career Development</i> | 2005 | \$45.99 1-931576-06-8 | \$85.99 1-931576-07-6 |
| Language in Multicultural Education Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2005 | \$65.99 1-59311-251-3 | \$95.99 1-59311-252-1 |

| | | | |
|---|------|--------------------------|--------------------------|
| Promising Practices for Family Involvement in Schooling Across the Continents Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2005 | \$45.99 1-59311-222-X | \$85.99 1-59311-223-8 |
| Research in Technology and Second Language Learning: Developments and Directions Yong Zhao, Michigan State University <i>Series: Research in Second Language Learning</i> | 2005 | \$65.99 1-59311-191-6 | \$95.99 1-59311-192-4 |
| The Role of Culture and Cultural Context in Evaluation: A Mandate for Inclusion, the Discovery of Truth and Understanding Henry Frierson, University of North Carolina at Chapel Hill; Stafford Hood, Arizona State University; Rodney Hopson, George Mason University <i>Series: Evaluation and Society</i> | 2005 | \$45.99 1-59311-358-7 | \$85.99 1-59311-359-5 |
| What Counts as Knowledge in Teacher Education (Volume 5) James Rath, University of Delaware <i>Series: Advances in Teacher Education</i> | 2005 | \$45.99 1-56750-425-6 | \$85.99 1-57650-424-8 |
| What Motivates Fairness in Organizations? Kees van den Bos, Utrecht University, the Netherlands; Daniel P. Skarlicki, The University of British Columbia; Dirk D. Steiner, Universite de Nice-Sophia Antipolis; Stephen W. Gilliland, University of Arizona <i>Series: Research in Social Issues in Management</i> | 2005 | \$45.99 1-59311-438-9 | \$85.99 1-59311-439-7 |
| What Works in Distance Learning: Guidelines Harold F. O'Neil, University of Southern California/CRESST | 2005 | \$45.99 1-59311-260-2 | \$85.99 1-59311-261-0 |
| Wise Social Studies in an Age of High-Stakes Testing: Essays on Classroom Practices and Possibilities O. L. Davis, University of Texas - Austin; Elizabeth Anne Yeager, University of Florida <i>Series: Research in Curriculum and Instruction</i> | 2005 | \$45.99 1-59311-372-2 | \$85.99 1-59311-373-0 |
| Big Theories Revisited Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2004 | \$45.99 1-59311-052-9 | \$85.99 1-59311-053-7 |
| Civil Society or Shadow State?: State/NGO Relations in Education Robert F. Arnove, Indiana University; Margaret Sutton, Indiana University <i>Series: Education Policy in Practice: Critical Cultural Studies</i> | 2004 | \$45.99 1-59311-201-7 | \$85.99 1-59311-202-5 |
| The Evolution of American Educational Technology Paul Saettler | 2004 | \$65.99 1-59311-139-8 | |
| Instructor Competencies: Standards for Face-to-Face, Online, and Blended Settings Ileana de la Teja, LICEF Research Center, Tele-universite; Barbara L. Grabowski, Pennsylvania State University; J. Michael Spector, Florida State University; James D. Klein, Arizona State University | 2004 | \$45.99 1-59311-236-X | \$85.99 1-59311-237-8 |
| Mathematics Education within the Postmodern Margaret Walshaw, Massey University, New Zealand <i>Series: Cognition, Equity & Society: International Perspectives</i> | 2004 | \$45.99 1-59311-130-4 | \$85.99 1-59311-131-2 |
| Parallel Paths to Constructivism: Jean Piaget and Lev Vygotsky Susan Pass, Clemson University | 2004 | \$45.99 1-59311-145-2 | \$85.99 1-59311-146-0 |
| The Path of Handsome Lake: A Model of Recovery for Native People Dr. Alf H. Walle, Erskine College | 2004 | \$45.99 1-59311-128-2 | \$85.99 1-59311-129-0 |
| Promising Practices Connecting Schools to Families of Children with Special Needs Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2004 | \$45.99 1-930608-98-5 | \$85.99 1-930608-99-3 |

| | | | |
|--|------|--------------------------|--------------------------|
| Radical Reformers: The Influence of the Left in American Education Maurice R. Berube, Old Dominion University | 2004 | \$45.99 1-59311-136-3 | \$85.99 1-59311-137-1 |
| Reading and Writing Ourselves into Being: The Literacy of Certain 19th Century Young Women Claire White Putala, SUNY Oswego <i>Series: Literacy, Language and Learning</i> | 2004 | \$45.99 1-59311-108-8 | \$85.99 1-59311-109-6 |
| Talented Teachers: The Essential Force for Improving Student Achievement Tamara W. Schiff, The Milken Family Foundation; Lewis C. Solmon, The Milken Family Foundation <i>Series: The Milken Family Foundation Series on Education Policy</i> | 2004 | \$45.99 1-59311-116-9 | \$85.99 1-59311-117-7 |
| Uses of Intertextuality in Classroom and Educational Research David Bloome, Ohio State University; Nora Shuart-Faris, Vanderbilt University | 2004 | \$65.99 1-59311-149-5 | \$95.99 1-59311-150-9 |
| Asian American Identities, Families, & Schooling Clara C. Park, California State University, Northridge; A. Lin Goodwin, Teachers College, Columbia University; Stacey J. Lee, City University of New York <i>Series: Research on the Education of Asian Pacific Americans</i> | 2003 | \$45.99 1-59311-056-1 | \$85.99 1-59311-057-X |
| Contemporary Perspectives on Play in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2003 | \$45.99 1-930608-30-6 | \$85.99 1-930608-31-4 |
| Critical Race Theory Perspectives on the Social Studies: The Profession, Policies, and Curriculum Gloria Ladson-Billings, University of Wisconsin <i>Series: Research in Social Education</i> | 2003 | \$45.99 1-59311-034-0 | \$85.99 1-59311-035-9 |
| Cross-national Information and Communication: Technology Policy and Practices in Education Andreas Quale, University of Oslo, Norway; Nancy Law, University of Hong Kong; Ronald E. Anderson, University of Minnesota; Tjeerd Plomp, University of Twente <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2003 | \$65.99 1-59311-018-9 | \$95.99 1-59311-019-7 |
| Culture as the Core: Perspective on Culture in Second Language Education Dale L. Lange, University Of Minnesota <i>Series: Research in Second Language Learning</i> | 2003 | \$45.99 1-931576-22-X | \$85.99 1-931576-23-8 |
| Deconstructing Service-Learning: Research Exploring Context, Participation, and Impacts Shelley H. Billig, RMC Research Corp., Denver; Janet Eyler, Vanderbilt University <i>Series: Advances in Service-Learning Research</i> | 2003 | \$45.99 1-59311-070-7 | \$85.99 1-59311-071-5 |
| Evaluating Educational Reforms: Scandinavian Perspectives Thomas A. Schwandt, University of Illinois - Champaign; Peder Haug, Volda University College <i>Series: Evaluation and Society</i> | 2003 | \$45.99 1-931576-90-4 | \$85.99 1-931576-91-2 |
| Handbook of Research on Catholic Higher Education John O. Geiger, University of Dayton; Ronald J. Nuzzi, University of Notre Dame; Ellis A. Joseph, University of Dayton; Kendall Hunt | 2003 | \$45.99 1-59311-058-8 | \$85.99 1-59311-059-6 |
| International Advances in Self Research - volume 1 Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney <i>Series: International Advances in Self Research</i> | 2003 | \$65.99 1-59311-004-9 | \$95.99 1-59311-005-7 |
| Leaders for a Movement: Professional Preparation and Development of Middle Level Teachers and Administrators Gayle Andrews, The University of Georgia; Vincent A. Anfara, University of Tennessee <i>Series: The Handbook of Research in Middle Level Education</i> | 2003 | \$65.99 1-59311-086-3 | \$95.99 1-59311-087-1 |
| Mathematical Cognition James M. Royer, University of Massachusetts <i>Series: Current Perspectives on Cognition, Learning and Instruction</i> | 2003 | \$45.99 1-930608-34-9 | \$85.99 1-930608-35-7 |

| | | | |
|---|------|--------------------------|---------------------------|
| Narrative Inquiries of School Reform: Storied Lives, Storied Landscapes, Storied Metaphors Cheryl J. Craig, University of Houston <i>Series: Research in Curriculum and Instruction</i> | 2003 | \$45.99 1-59311-016-2 | \$85.99 1-59311-017-0 |
| Promising Practices to Connect Schools with the Community Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2003 | \$45.99 1-930608-96-9 | \$85.99 1-930608-97-7 |
| Race, Ethnicity and Education: What is Taught in Schools David Scott, Lincoln University - UK <i>Series: International Perspectives on Curriculum</i> | 2003 | \$45.99 1-59311-080-4 | \$85.99 1-59311-081-2 |
| Religion, Education and Academic Success William Jeynes, California State-Long Beach <i>Series: Research on Religion and Education</i> | 2003 | \$45.99 1-931576-52-1 | \$85.99 1-931576-53-X |
| A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape Ming Fang He, Georgia Southern University | 2003 | \$45.99 1-59311-076-6 | \$85.99 1-59311-077-4 |
| Saving America's School Infrastructure David C. Thompson, Kansas State University; Faith E. Crampton, University of Wisconsin Milwaukee <i>Series: Research in Education Fiscal Policy and Practice</i> | 2003 | \$45.99 1-931576-16-5 | \$85.99 1-931576-17-3 |
| Sociocultural Influences and Teacher Education Programs Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2003 | \$45.99 1-59311-050-2 | \$85.99 1-59311-051-0 |
| Studying Teachers in Early Childhood Settings Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2003 | \$45.99 1-931576-86-6 | \$85.99 1-931576-87-4 |
| Surmounting all Odds - Vol. 1&2: Equalizing Education Opportunities in the New Millennium (Vol 1 & 2) Ronald D. Henderson, National Education Association; Carol Camp Yeakey, Washington University - St. Louis <i>Series: Research on African American Education</i> | 2003 | \$79.99 9781623962166 | \$159.99 9781623962173 |
| Teacher Beliefs and Classroom Performance: The Impact of Teacher Education James Rath, University of Delaware; Amy C. McAninch, Rockhurst University <i>Series: Advances in Teacher Education</i> | 2003 | \$45.99 1-59311-068-5 | \$85.99 1-59311-069-3 |
| Teaching, Learning, and Motivation in a Multicultural Context Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2003 | \$65.99 1-931576-94-7 | \$95.99 1-931576-95-5 |
| Towards the Virtual University: International On-line Learning Perspectives Steve Wheeler, University of Plymouth; Lyn English, Queensland University of Technology; Nicolae Nistor, Ludwig Maximilian University <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2003 | \$45.99 1-931576-92-0 | \$85.99 1-931576-93-9 |
| What Should Teachers Know about Technology: Perspectives and Practices Yong Zhao, Michigan State University <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2003 | \$45.99 1-59311-036-7 | \$85.99 1-59311-037-5 |
| Academic Motivation of Adolescents Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i> | 2002 | \$45.99 1-931576-62-9 | \$85.99 1-931576-63-7 |
| Contemporary Perspectives on Early Childhood Curriculum Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2002 | \$45.99 1-930608-26-8 | \$85.99 1-930608-27-6 |

| | | | |
|--|------|--------------------------|--------------------------|
| Contemporary Perspectives on Literacy in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i> | 2002 | \$45.99 1-930608-28-4 | \$85.99 1-930608-29-2 |
| Defining and Redefining Gender Equity in Education Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University <i>Series: Research on Women and Education</i> | 2002 | \$45.99 1-931576-42-4 | \$85.99 1-931576-43-2 |
| Education for Democracy: Contexts, Curricula, Assessments Walter C. Parker, University of Washington <i>Series: Research in Social Education</i> | 2002 | \$45.99 1-931576-24-6 | \$85.99 1-931576-25-4 |
| Efficiency, Accountability, and Equity: Issues in Title 1 School Wide Program Implementation Kenneth K. Wong, Brown University; Margaret C. Wang, Temple University <i>Series: Research in Educational Productivity</i> | 2002 | \$45.99 1-931576-10-6 | \$85.99 1-931576-11-4 |
| Exploring Evaluator Role Identity Thomas A. Schwandt, University of Illinois - Champaign; Katherine E. Ryan, University of Illinois - Champaign <i>Series: Evaluation and Society</i> | 2002 | \$45.99 1-931576-84-X | \$85.99 1-931576-85-8 |
| Fiscal Policy in Urban Education Jennifer King Rice, University of Maryland; Christopher Roellke, Stetson University <i>Series: Research in Education Fiscal Policy and Practice</i> | 2002 | \$45.99 1-931576-14-9 | \$85.99 1-931576-15-7 |
| Forging Alliances in Community and Thought Irma N. Guadarrama, University of Texas - Pan Am <i>Series: Research in Professional Development Schools</i> | 2002 | \$65.99 1-930608-82-9 | \$95.99 1-930608-83-7 |
| Instructional Design: Systems Strategies Phillip J. Sleeman, University of Connecticut; Bruce R. Ledford, Auburn University | 2002 | \$45.99 1-931576-82-3 | \$85.99 1-931576-83-1 |
| Literacy and the Second Language Learner JoAnn Hammadou Sullivan, University of Rhode Island <i>Series: Research in Second Language Learning</i> | 2002 | \$45.99 1-930608-86-1 | \$85.99 1-930608-87-X |
| Multiple Competencies and Self-regulated Learning: Implications for Multicultural Education Chi-yue Chiu, The University of Hong Kong; Ying-yi Hong, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2002 | \$45.99 1-930608-92-6 | \$85.99 1-930608-93-4 |
| Research on Sociocultural Influences on Motivation and Learning - 2nd Volume Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2002 | \$45.99 1-931576-32-7 | \$85.99 1-931576-33-5 |
| Research on the Education of Asian Pacific Americans Vol. 1 Stacey J. Lee, City University of New York; A. Lin Goodwin, Teachers College, Columbia University; Clara C. Park, California State University, Northridge <i>Series: Research on the Education of Asian Pacific Americans</i> | 2002 | \$45.99 1-931576-28-9 | \$85.99 1-931576-29-7 |
| School Reform Proposals: The Research Evidence Alex Molnar, Arizona State University <i>Series: Research in Educational Productivity</i> | 2002 | \$45.99 1-931576-58-0 | \$85.99 1-931576-59-9 |
| Service Learning: The Essence of the Pedagogy Shelley H. Billig, RMC Research Corp., Denver; Andrew Furco, University of California-Berkeley <i>Series: Advances in Service-Learning Research</i> | 2002 | \$45.99 1-931576-56-4 | \$85.99 1-931576-57-2 |
| Service Learning Through a Multidisciplinary Lens Andrew Furco, University of California-Berkeley; Shelley H. Billig, RMC Research Corp., Denver <i>Series: Advances in Service-Learning Research</i> | 2002 | \$45.99 1-931576-80-7 | \$85.99 1-931576-81-5 |

| | | | |
|--|------|--------------------------|--------------------------|
| Successful Reading Instruction | | | |
| Herbert J. Walberg, University of Illinois - Chicago; JoAnn B. Manning, Temple University; Michael L. Kamil, Stanford University <i>Series: Research in Educational Productivity</i> | 2002 | \$45.99 1-931576-64-5 | \$85.99 1-931576-65-3 |
| Taking Small Classes One Step Further | | | |
| Kenneth K. Wong, Brown University; Jeremy D. Finn, State University of New York at Buffalo | 2002 | \$45.99 1-931576-60-2 | \$85.99 1-931576-61-0 |
| Teacher Training and Effective Pedagogy in the Context of Student Diversity | | | |
| Liliana Minaya-Rowe, University of Connecticut <i>Series: Research in Bilingual Education</i> | 2002 | \$45.99 1-930608-78-0 | \$85.99 1-930608-79-9 |
| Critical Issues in Social Studies Research for the 21st Century | | | |
| William B. Stanley, University of Colorado at Boulder <i>Series: Research in Social Education</i> | 2001 | \$45.99 1-930608-06-3 | \$85.99 1-930608-07-1 |
| Improving Educational Productivity | | | |
| Margaret C. Wang, Temple University; Kenneth K. Wong, Brown University; David H. Monk, Penn State University <i>Series: Research in Educational Productivity</i> | 2001 | \$45.99 1-930608-44-6 | \$85.99 1-930608-45-4 |
| Improving Results for Children and Families: Linking Collaborative Services with School Reform Efforts | | | |
| William Lowe Boyd, Pennsylvania St. University; Margaret C. Wang, Temple University <i>Series: Research in Education Policy: Local, National, and Global Perspectives</i> | 2001 | \$45.99 1-930608-02-0 | \$85.99 1-930608-03-9 |
| Instructional Design: A Primer | | | |
| Phillip J. Sleeman, University of Connecticut; Bruce R. Ledford, Auburn University | 2001 | \$45.99 1-930608-00-4 | \$85.99 1-930608-01-2 |
| Learning from Media: Arguments, Analysis, and Evidence | | | |
| Richard E. Clark, University of Southern California <i>Series: Perspectives in Instructional Technology and Distance Education</i> | 2001 | \$45.99 1-930608-77-2 | \$85.99 1-930608-76-4 |
| Methods of Evaluating Educational Technology | | | |
| Laura Blasi, University of Virginia; Walt Heinecke, University of Virginia <i>Series: Research, Innovation & Methods in Educational Technology</i> | 2001 | \$45.99 1-930608-56-X | \$85.99 1-930608-57-8 |
| Multicultural Education: Issues, Policies, and Practices | | | |
| Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i> | 2001 | \$45.99 1-930608-74-8 | \$85.99 1-930608-75-6 |
| Promising Practices for Family Involvement in Schools | | | |
| Diana Hiatt-Michael, Pepperdine University <i>Series: Family School Community Partnership Issues</i> | 2001 | \$45.99 1-930608-94-2 | \$85.99 1-930608-95-0 |
| Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism | | | |
| Peter B. Mosenthal, Syracuse University; Patricia Ruggiano Schmidt, Le Moyne College <i>Series: Literacy, Language and Learning</i> | 2001 | \$65.99 1-930608-90-X | \$95.99 1-930608-91-8 |
| Research on Sociocultural Influences on Motivation and Learning - 1st Volume | | | |
| Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i> | 2001 | \$65.99 1-930608-62-4 | \$95.99 1-930608-63-2 |
| Theoretical and Cultural Perspectives on Organizational Justice | | | |
| Daniel P. Skarlicki, The University of British Columbia; Dirk D. Steiner, Universite de Nice-Sophia Antipolis; Stephen W. Gilliland, University of Arizona <i>Series: Research in Social Issues in Management</i> | 2001 | \$45.99 1-930608-09-8 | \$85.99 1-930608-08-X |
| Surmounting All Odds - Vol. 1: Education, Opportunity, and Society in the New Millennium | | | |
| Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association <i>Series: Research on African American Education</i> | 2000 | \$39.99 9781931576260 | \$95.99 9781931576277 |

| | | | |
|--|------|------------------------------|--------------------------|
| Surmounting All Odds - Vol. 2: Education, Opportunity, and Society in the New Millennium | | | |
| Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association | 2000 | \$39.99 9781593113469 | \$95.99 9781593113476 |
| <i>Series: Research on African American Education</i> | | | |
| Teachers and the Reform of Elementary Science: Stories of Conversation and Personal Process | | | |
| Heidi Bulmahn Barker, University of Colorado at Denver | 2000 | \$45.99 1-59311-102-9 | \$85.99 1-59311-103-7 |
| <i>Series: Issues in Curriculum Theory, Policy and Research</i> | | | |
| Community Education and Crime Prevention: Confronting Foreground and Background Causes of Criminal Behavior | | | |
| Carolyn Siemens Ward | 1998 | \$45.99 1-59311-289-0 | |
| The Fantasy of Oneness and the Struggle to Separate: Towards a Psychology of Culture | | | |
| Richard A. Koenigsberg | | \$45.99 978-1-59311-858-7 | |

2022 IAP Journal Subscription Rates

American Education History Journal

Volume 49, 2022

ISSN: 1535-0584

Institutional Print: \$120.00

Personal Print: \$70.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

Journal of Research in Character Education

Volume 18, 2022

ISSN: 1543-1223

Institutional Print: \$190.00

Personal Print: \$85.00

CEP Members: Print: \$50.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

Quarterly Review of Distance Education

Volume 23, 2022

ISSN: 1528-3518

Institutional Print: \$210.00

Personal Print: \$95.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$45.00

Journal of Research on Organization in Education

Volume 6, 2022

ISSN: TBD

Institutional Print: \$90.00

Personal Print: \$90.00

Curriculum and Teaching Dialogue

Volume 24, 2022

ISSN: 1538-750X

Institutional Print: \$120.00

Personal Print: \$70.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

Middle Grades Research Journal

Volume 17, 2022

ISSN: 1937-0814

Institutional Print: \$155.00

Personal Print: \$80.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$60.00 Student: \$50.00

The Distance Learning Magazine

Volume 19, 2022

ISSN: 1547-4712

Institutional Print: \$175.00

Personal Print: \$60.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

The SoJo Journal Education Foundations and Social Justice Education

Volume 8, 2022

ISSN: 2381-5183

Institutional Print: \$120.00

Personal Print: \$60.00

Shipping and Handling for Journals

Outside the U.S. add \$30.00 for surface mail. Personal subscription rates are valid only on orders paid for with a personal check or credit card.

*Institutional checks **will not** be honored for personal
Subscriptions*

***IAP is a No Returns and No Refunds Publisher,
only credits will be issued***

International Distributors

Canada

Login Brothers Canada
324 Saullteaux Crescent
Winnipeg, MB R3J3T2
Tel: 204-837-2987
Fax: 204-837-3116
<http://www.lb.ca>

Australia

Co Info Pty Ltd
200A Rooks Road
Vermont, VIC 3133
Australia
Tel.: +613 9210 7777
Fax: + 613 9210 7788
website: www.coinfo.com.au

China

Taylor & Francis Asia Pacific
Room 1108B, Culture Square
No. 59 Jia, Zhongguancun St.
Haidian District
Beijing 100872
P.R. China
Tel : +86 (10) 82502670
Jeffrey Lim, Books Sales Director
Email: jeffrey.lim@tandf.com.sg
Cynthia Ji, Account Manager
Email: cynthia.ji@tandf.com.sg

China - Shanghai Region

Chris Ye, Account Manager
Room 916, Jinjiang Xiangyang Building
993 Nanjing West Road
Shanghai 200041
P.R. China
Tel: +86 21 62316030
Email: chris.ye@tandf.com.sg

China - Guangdong Region

Cherry Wang, Sales Executive
Email: cherry.wang@tandf.com.sg

Indo-China

Jeffrey Lim, Books Sales Director
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Europe

The Eurospan Group:
You can order from Eurospan by mail, fax, email or telephone:

Eurospan Group
c/o Turpin Distribution
Pegasus Drive
Stratton Business Park
Biggleswade, Bedfordshire SG18 8TQ, UK
Tel: +44 (0) 1767 604972
Fax: +44 (0) 1767 601640
Orders: eurospan@turpin-distribution.com
Other info: info@eurospangroup.com

Orders from buyers in UK, Continental Europe, Middle East and Africa can be supplied directly by our stockist in the UK: Eurospan. Please click here: www.eurospanbookstore.com/infoagepub

Hong Kong

Taylor & Francis Asia Pacific
Suite 153, Somptueux Central
52-54 Wellington Street
Central
Hong Kong
Tel: +852 3752 0625/3752 0626
Jeffrey Lim, Books Sales Director
E-mail: jeffrey.lim@tandf.com.sg
Andrew Kwan, Manager
E-mail: andrew.kwan@tandf.com.sg

India

Sara Books Pvt Ltd
G-1, Vardaan House
7/28, Ansari Road, Daryaganj
New Delhi - 110002
India
Phones : 00-91-11-23266107
Fax : 00-91-11-23266102
e mail : ravindrasaxena@sarabooksindia.com
Web : www.sarabooksindia.com
Contact Person : Ravindra.Saxena

Indonesia

Mohamed Feroz, *Assistant Sales Manager*
Singapore Sales Office
Email: mohamed.feroz@tandf.com.sg

Japan

Maruzen Co. Ltd.
9F Maruzen Building, 2-3-10
Nihombashi, Chuoku, Tokyo
Japan 103-8245
Tel: +81-3-3272-3851
Fax: +81-3-3272-3920
promote@maruzen.co.jp

Korea

Barry Clarke, *Managing Director*
Singapore Office
Email: barry.clarke@tandf.com.sg

Malaysia and Brunei

Taylor & Francis Publishing Services
Taylor & Francis Asia Pacific
No. 23-2, Jalan PJS 8/18
Dataran Mentari,
46150 Petaling Jaya
Selangor Darul Ehsan
Malaysia
Tel: +603 56301361
Fax: +603 56301732
Mobile: +60 (0)16 331 9923
David Yeong, *General Manager*
Email: david.yeong@tandf.com.sg

Philippines

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Puerto Rico, The Caribbean, South America:

Cranbury International
7 Clarendon Ave., Suite 2
Montpelier, VT 05602
Tel: 802-223-6565
Fax: 802-223-6824
email: eatkin@cranburyinternational.com

Singapore

Taylor & Francis Asia Pacific
60 MacPherson Road
Block 1 #06-09
Siemens Centre
Singapore 348615
Tel: +65 65082888
Fax: +65 6742 9356
Email: sales@tandf.com.sg
Mohamed Feroz, *Assistant Sales Manager*
Email: mohamed.feroz@tandf.com.sg

Taiwan

Taylor & Francis Asia Pacific
Room 629, 6F, No. 6, Sec. 4, Hsinyi Road
Da-an District
Taipei 10683
Taiwan (R.O.C.)
Tel: +886 (2) 5551 1266 ext. 6291
Jeffrey Lim, *Books Sales Director*
Email: jeffrey.lim@tandf.com.sg
Jason Lin, *Sales Manager*
Email: jason.lin@tandf.com.sg

Thailand

Taylor & Francis Asia Pacific
Tel & Fax: +66 2 6391333 ext. 3612
Jeffrey Lim, *Books Sales Director*
Email: jeffrey.lim@tandf.com.sg
Nonglak Sawaithong, *Account Manager*
Email: s.nonglak@tandf.com.sg

Vietnam

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Order Form/ Library Recommendation Form:

Books/Journals:

| ISBN/ISSN | Title | Price |
|-----------|-------|-------|
|-----------|-------|-------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Please place a check on the appropriate line:

☐ Visa ☐ Mastercard ☐ American Express ☐ Check Enclosed

Card Number: _____ Exp. Date & Security Code: _____

Name: _____

Signature: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

Shipping and Handling for Books:

*Please include \$7.50 for the first book on U.S. orders; \$9.00 for the rest of the world.
(\$2.50 per additional book)*

Shipping and Handling for Journals:

Outside the U.S. add \$30.00 for surface mail

Personal subscription rates are valid only on orders paid for with a personal check or credit card.

Institutional checks will not be honored for personal subscriptions.

IAP - Information Age Publishing Inc.

P.O. Box 79049

Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com