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EDUCATION 2023

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RECENT TITLES

ADULT EDUCATION SPECIAL TOPICS: THEORY, RESEARCH AND PRACTICE IN LIFELONG LEARNING



Organization and Administration of Adult Education Programs A Guide for Practitioners 2nd Edition

Steven W. Schmidt, East Carolina University; Susan M. Yelich Biniecki, Kansas State University

A volume in the series *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*
2023. Paperback 979-8-88730-116-7 \$52.99. Hardcover 979-8-88730-117-4 \$94.99. eBook 979-8-88730-118-1 \$85.

Administrators of adult education programs work in dynamic and ever-changing environments. They are continually challenged with a myriad of issues related to programming, budgeting, marketing, strategic planning, funding, human resource management, and other topics. With decades of real-world experience in the field, Steven Schmidt and Susan Yelich Biniecki have developed a second edition of their practical guide for those who are involved in the organization and administration of educational programs for adults. Whether you work in the human resource department of a corporation, a grass-roots community organization, a higher education unit, a consulting company, or any other type of organization that provides adult education, this book is for you. In a no-nonsense approach, *Organization and Administration of Adult Education Programs: A Guide for Practitioners, 2nd Edition* “talks” to you as an administrator about topics that are important to you. Guidelines, processes, and procedures discussed in the book can help to make you a more effective practitioner. This second edition includes a new chapter on the future of the field, new scenarios and activities, and significant new content to reflect the changing nature of topics discussed in the book.

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



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 \$72.99. Hardcover 978-1-64802-722-2 \$104.99. eBook 978-1-64802-723-9 \$85.

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



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 \$52.99. Hardcover 978-1-64802-801-4 \$94.99. eBook 978-1-64802-802-1 \$85.

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 \$52.99. Hardcover 978-1-64802-621-8 \$94.99. eBook 978-1-64802-622-5 \$85.

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 Heil, 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 \$72.99. Hardcover 978-1-64802-863-2 \$104.99. eBook 978-1-64802-864-9 \$85.

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



Exemplary Clinical Models of Teacher Education

Sara R. Helfrich, Ohio University; Sara L. Hartman, Ohio University

A volume in the series *Advances in Teacher Education*

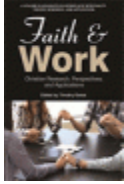
2023. Paperback 979-8-88730-145-7 \$52.99. Hardcover 979-8-88730-146-4 \$94.99. eBook 979-8-88730-147-1 \$85.

Across settings, teacher education programs utilize innovative practices to prepare teacher candidates, yet rarely is this work shared in a way that is accessible to stakeholders. This book presents exemplary models utilized by universities in a variety of settings, with the objective of sharing with readers a sampling of research-based teacher preparation models that are currently in place at accredited universities and colleges across the country, in an effort to help others that are developing or redesigning their programs. Authors of the included chapters focused on the setting in which their college/university is located. Location impacts every aspect of a clinical model of teacher preparation, including the number and proximity of placements that are available for teacher candidates, access to resources, and diversity of experiences. The authors, in describing their clinical model, address how their location impacts their model, sharing information about the resources to which they have access, how they make use of available resources in potentially unique ways, as well as how they overcome a lack of resources to provide a meaningful and diverse experience for their candidates. Readers will be able to use this book to learn more about how similar colleges/universities are embracing their locations and resources to further the learning of their candidates and to implement these ideas within their own programs.

All those involved in teacher preparation – state-level policy makers, university and P-12 administrators, and educators who bridge university and school settings to work together to prepare teacher candidates – will benefit from this book. It can serve as a resource for these individuals to help inform them of how universities and colleges across the country are implementing a clinically-based teacher preparation program so that they have a model for creating,

implementing, assessing, and maintaining their own program. Additionally, teacher education faculty and staff may utilize it for help with self-studies and accreditation purposes, and as a text to use within courses in principal and/or superintendent preparatory programs.

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*

2023. Paperback 978-1-64802-880-9 \$52.99. Hardcover 978-1-64802-881-6 \$94.99. eBook 978-1-64802-882-3 \$85.

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 49

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2022. Paperback 979-8-88730-054-2 \$52.99. Hardcover 979-8-88730-055-9 \$94.99. eBook 979-8-88730-056-6 \$85.

(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. 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 (OEH) and its annual conference, visit the OEH web site: 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 \$52.99. Hardcover 978-1-64802-710-9 \$94.99. eBook 978-1-64802-711-6 \$85.

2021 Special Edition of the American Educational History Journal

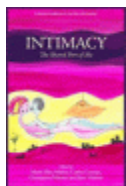
(The official journal of the Organization of Educational Historians)

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 (OEH) and its annual conference, visit the OEH 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 \$52.99. Hardcover 978-1-64802-901-1 \$94.99. eBook 978-1-64802-902-8 \$85.

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.

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 \$52.99. Hardcover 978-1-64802-834-2 \$94.99. eBook 978-1-64802-835-9 \$85.

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.



Funding Public Schools in the United States, Indian Country, and US Territories (Second Edition)

Philip Westbrook, University of Alabama; Eric A. Houck, University of North Carolina at Chapel Hill; R. Craig Wood, University of Florida; David C. Thompson, Kansas State University

A volume in the series *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*
2023. Paperback 979-8-88730-268-3 \$99.99. Hardcover 979-8-88730-269-0 \$114.99. eBook 979-8-88730-270-6 \$85.

The National Education Finance Academy has once again convened university faculty members, state-level administrators, officials from state level chapters of the Association of School Business Officials, and others to provide a single-volume reference of school funding mechanisms for each of the states, the District of Columbia, Indian Country, and the US territories.

This volume supplements the annual “state-of-the-state” profiles produced by the National Education Finance Academy so that educators, policymakers, and researchers can have access to accurate and concise information on how K12 education functions are supported across multiple jurisdictions. In addition, each profile addresses state level efforts to provide education funding to support schools during the COVID- 19 pandemic.

The second edition expands upon groundbreaking work in the first edition, which for the first time reported comprehensively on the multiple jurisdictions and mechanisms impacting funding for Native American students, by also reporting on policies and funding mechanisms for public schools in US Territories.

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



Effectively Using Data for Educator Preparation Program Improvement

Christine Carrino Gorowara, University of Delaware; Erica M. Brownstein, Independent Consultant; Timothy Wall, Northwest Missouri State University

A volume in the series *Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation*
2023. Paperback 979-8-88730-207-2 \$52.99. Hardcover 979-8-88730-208-9 \$94.99. eBook 979-8-88730-209-6 \$85.

This volume provides a synthesis of protocols, and strategies to support assessment leaders in effectively using data for educator preparation program improvement. Data-informed decision-making has become increasingly important in quality assurance for both internal and external audiences, yet there are scant resources to guide those charged with managing the development and application of data for monitoring and improving the quality of their programs.

Until this work, there has been little explication of how assessment directors working in educator preparation should conceptualize, organize, and implement best practices in data collection, analysis, interpretation, and sharing.

As state and national expectations for evidence of quality are growing, it is essential to chronicle the collective wisdom of assessment leaders in education preparation in one manuscript. For both novice and experienced assessment directors, this volume offers insightful perspectives and excellent strategies to facilitate the journey from complying with external expectations to strategically using data and evidence to achieve goals, leveraging assessment to achieve socially just outcomes, involving multiple voices and interpreters, and opening windows to further inquiry.

The editors have gathered experts in all phases of the assessment process and organized their work in an easy-to-follow manner. This work provides both conceptual underpinnings of educator preparation quality assurance as well as practical lessons learned that will support the transformation of an assessment professional into an assessment leader.

ENSORSEMENTS

"Finally, a book that shows what we can learn from accreditation, collectively. The strength of the volume lies in the concrete examples of evaluation and improvement that are woven throughout the chapters. Effectively Using Data for Educator Preparation Improvement is a welcome addition to the small but growing body of useful literature related to quality assurance work in the field."

Mark LaCelle-Peterson, Ed.D.
President and CEO
Association for Advancing Quality in Educator Preparation

"The volume Effectively Using Data for Educator Preparation Program Improvement provides many examples of how providers collect data and evidence to establish or enhance quality assurance. The publication will be of value to any provider seeking to enhance quality and improve their programs. The publication is particularly timely given many state efforts to increase enrollments and diversity which have resulted in lowered standards. Having measures and evidence of quality provide a necessary counter balance to these efforts."

Christopher Koch, Ed.D.
President
Council for the Accreditation of Educator Preparation

"Effectively Using Data for Educator Preparation Program Improvement assists educators in data-informed research and practice to improve programs, diversify the profession, and ensure that our teacher candidates are "profession-ready." Written predominantly for the assessment director—or leaders as the editors posit, this volume goes beyond that goal to add a valuable resource for all of us who care about the field of educator preparation. I highly recommend this book to the field as we work together to elevate the teaching profession."

Lynn M. Gangone, Ed.D.
President & CEO
American Association of Colleges for Teacher Education

CONTEMPORARY ISSUES IN HIGHER EDUCATION



Black Experiences in Higher Education Faculty, Staff, and Students

Sherella Cupid, Louisiana State University; Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Contemporary Issues in Higher Education*

2023. Paperback 979-8-88730-136-5 \$52.99. Hardcover 979-8-88730-137-2 \$94.99. eBook 979-8-88730-138-9 \$85.

Black Experiences in Higher Education: Faculty, Staff, and Students illuminates the narratives of Black faculty, staff, and students and how they navigate their professional experiences, confront the hidden curriculum and work to transform academia. As we think about the context of Black Lives Matter, intersections of race and gender, and what it means to be Black in America, there is a new consciousness and attention to the uniqueness of Black experiences in the world. This book calls attention to how Black folks are navigating their experiences within higher education.

The book will present an overarching aim to delve into Black voices and experiences in higher education. Contributing authors hold varying roles of faculty, staff, and students, all sharing their experiences in higher education in the USA. In particular these scholars reflect on the challenges and opportunities within the three themes of mental health and wellness, mentorship and creating supportive spaces, and career experiences, trajectories and pathways. The aim of the variety of contributing authors creates a space to reveal unique Black experiences and voices, therefore contributing to the scholarly discourse on race in America, and in higher education, in particular.



The Internationalization of Higher Education Concepts, Cases, and Challenges

Marina Apaydin, American University of Cairo; John D Branch, University of Michigan; Michael M. Dent, Sunway University, Malaysia; Otto Regalado-Pezúa, Universidad ESAN, Peru

A volume in the series *Contemporary Issues in Higher Education*

2023. Paperback 979-8-88730-169-3 \$52.99. Hardcover 979-8-88730-170-9 \$94.99. eBook 979-8-88730-171-6 \$85.

The internationalization of higher education is as old as the university itself. Indeed, the University of Karueein, which is the world's oldest higher education institution, has welcomed Muslim students from across the Islamic world since its founding in 859. But the internationalization of higher education continues to be a subject of immense interest, to scholars and practitioners alike, as both its substance and scope transform and transfigure in concert with political, social, and economical changes. Consider the growth of the so-called 'virtual exchange' which has been enabled by the internet, and which has accelerated as a result of the COVID-19 pandemic.

This anthology presents contemporary concepts, cases, and challenges of the internationalization of higher education. Its 14 chapters span the aim to contribute to our understanding of the nature of the internationalization of higher education, of the mechanisms of the internationalization of higher education, and of the applications of the internationalization of higher education. For scholars, the anthology will enliven the discourse on the internationalization of higher education; for both higher education policy-makers, administrators, and leaders, it will serve as both an inspiration and a practical guidebook.

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 \$52.99. Hardcover 978-1-64802-839-7 \$94.99. eBook 978-1-64802-840-3 \$85.

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 \$52.99. Hardcover 978-1-64802-492-4 \$94.99. eBook 978-1-64802-493-1 \$85.

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.



How We Take Action Social Justice in PK-16 Language Classrooms

Kelly Frances Davidson, Valdosta State University; Stacey Margarita Johnson, Vanderbilt University; L. J. Randolph, University of Wisconsin-Madison

A volume in the series *Contemporary Language Education*

2023. Paperback 979-8-88730-133-4 \$72.99. Hardcover 979-8-88730-134-1 \$104.99. eBook 979-8-88730-135-8 \$85.

How We Take Action brings together practical examples of social justice in language education from a wide range of contexts. Many language teachers have a desire to teach in justice-oriented ways, but perhaps also feel frustration at how hard it is to teach in ways that we did not experience ourselves as learners and have not observed as colleagues. As a profession, we need more ideas, more examples, and wider networks of allies in this work. This book includes the work of 59 different authors including teachers and researchers at every level from Pre-K to postsecondary, representing different backgrounds, languages, and approaches to classroom practice.

Organized into three sections, some of the chapters in this collection report on classroom research while others focus on key practices and experiences. Section I is entitled Inclusive and Empowering Classrooms. In this section authors take a critical approach to classroom practices by breaking with the status quo or creating spaces where students experience safety, access, and empowerment in language learning experiences. Section II, Integration of Critical Topics, addresses a variety of ways teachers can incorporate justice-oriented pedagogies in day-to-day instructional experiences. Social justice does not happen haphazardly; it requires careful, critical examination of instructional practices and intentional planning as instructors hope to enact change. Section III, Activism and Community Engagement, explores how teachers can empower students to become agents for positive change through the study of activism and constructive community engagement programs at local and global levels.

ENDORSEMENTS:

"This volume brings an important diversity of voices, contexts, and collaborations to the ongoing conversations about social justice in language education. University experts in social justice in language education and nationally celebrated K-12 language teachers are included along with experienced practitioners whose voices are often not prioritized in scholarship. The volume serves as an invitation to the reader to engage, reflect, consider, and examine different approaches to teaching for social justice. Chapters bring in feminist pedagogies, critical pedagogies, LGBTQ affirming pedagogies, anti-bias and anti-racist approaches, decolonial lenses, critical media literacies, and more. Everyone who picks up this volume will find at least one piece that immediately resonates with them, and then will be inevitably drawn in to the other engaging and thoughtful chapters." — Pamela M. Wesely, The University of Iowa

"This book is a must-read for those interested in social justice in language education. The range of authors, topics, languages, institutional contexts, and pedagogies is staggeringly impressive and will provide any reader with ideas and inspiration for taking action in and out of the language classroom." — Kate Paesani, University of Minnesota

"This excellent volume, replete with thoroughly researched strategies for promoting social justice in PK-16 world language instruction, could not have come at a more critical time in the United States when anti-democratic forces are mobilizing against equity and justice-oriented education. We in the field of language education are very fortunate to have this collection of work from more than 50 language learning scholars and practitioners, who remind us that making our classrooms more equitable, inclusive, and grounded in justice is part of doing our jobs more effectively. What's more, the volume clearly demonstrates its prioritization for inclusivity by providing robust support for those who teach young learners at the pre-kindergarten through grade 3 levels—a population woefully underrepresented in language teaching literature—and for topics that have been unjustly ignored in language education, such as racism, sexism, and the needs of LGBTQIA learners. This is a clear demonstration of the volume's uniqueness in its vast breadth of scope and attention, which is the book's most valuable feature and why it will serve our field wonderfully for many years to come." — Uju Anya, Carnegie Mellon University

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*

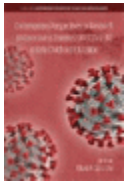
2023. Paperback 978-1-64802-923-3 \$52.99. Hardcover 978-1-64802-924-0 \$94.99. eBook 978-1-64802-925-7 \$85.

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 EARLY CHILDHOOD EDUCATION



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 \$52.99. Hardcover 978-1-64802-816-8 \$94.99. eBook 978-1-64802-817-5 \$85.

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



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 \$52.99. Hardcover 978-1-64802-594-5 \$94.99. eBook 978-1-64802-595-2 \$85.

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 ON ACCESS, EQUITY, AND ACHIEVEMENT



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 \$52.99. Hardcover 978-1-64802-786-4 \$94.99. eBook 978-1-64802-787-1 \$85.

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.



Economic, Political and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation

Stephanie Thomas, Lenoir-Rhyne University; Shanique J. Lee, The 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 978-1-64802-938-7 \$52.99. Hardcover 978-1-64802-939-4 \$94.99. eBook 978-1-64802-940-0 \$85.

The Montgomery bus boycott, Student Nonviolent Coordinating Committee (SNCC), and Brown v. Board of Education reveal incentives to reform as a result of economic, political and legal threat. It is difficult to change a person's heart, or to change based on moral conviction alone. However, policies and laws can be established that will change a person's behavior. Historically, there was rarely a time where societal changes were the result of a desire to do what was morally right. Doing what is right was contingent upon economic advantages, political motivation or the threat of litigation. By the mid 1900s the NAACP had learned a valuable lesson in the South, that litigation or the threat of litigation was an effective tool in the quest for educational equality (Douglas, 1995). More recently, the #metoo movement and the Los Angeles teacher's strike exposed corrupt behavior and insufficient working environments that have existed for decades. What is different? They have been exposed through political, economic and legal means.

As it pertains to educating African Americans, there was an ongoing role of servitude in the political economy of the South (Anderson, 1988). This was subsequently disrupted through political, economic, and legal measures during Reconstruction. Racist ideologies and economic advantages were seen through Jim Crow Laws (Roback, 1984) that were again disrupted through political, economic, and legal methods. Education has also been cited as what perpetuates our democracy. It is institutions that afford its citizens the skills and knowledge necessary for political participation (Rury, 2002). Even when legal cases are unsuccessful, such as Puit v. Commissioners of Gaston County or Plessy v. Ferguson, they can forge the way to successful litigation dismantling racist ideologies that oppress African Americans. Although the Puit decision did not remove the processes of discrimination against Black schools, it left intact the legal basis on segregated and unequal education (Douglas, 1995). As citizens, it is imperative that we participate in the political process and use our authority to mandate the changes we would like to see in urban education.

When theorizing this book, the intent was to provide an interdisciplinary look at solutions to critical issues in urban education through political, economic, and legal avenues. This book seeks to provide an interdisciplinary approach to solving the issues in education while connecting it to the effects on teacher preparation. Using historical and recent examples, scholars can piece together solutions that will guide others to political, economic, and legal action necessary to dismantle systems that have bound Black and Brown children. It is our intent to offer innovative, yet grounded solutions that can purposefully move the conversation about solutions to critical issues in education to political, economic, and legal actions.



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 \$72.99. Hardcover 978-1-64802-866-3 \$104.99. eBook 978-1-64802-867-0 \$85.

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 \$52.99. Hardcover 978-1-64802-851-9 \$94.99. eBook 978-1-64802-852-6 \$85.

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*

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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 \$52.99. Hardcover 978-1-64802-648-5 \$94.99. eBook 978-1-64802-649-2 \$85.

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 \$52.99. Hardcover 978-1-64802-878-6 \$94.99. eBook 978-1-64802-879-3 \$85.

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.



Unveiling the Cloak of Invisibility

Why Black Males are Absent in STEM Disciplines

Anthony G. Robins, Robert Morris University; Locksley Knibbs, Florida Gulf Coast University; Ted N. Ingram, Bronx Community College; Michael N. Weaver, University of Wisconsin Madison; Adriel A. Hilton, Southern University at New Orleans

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2023. Paperback 979-8-88730-175-4 \$52.99. Hardcover 979-8-88730-176-1 \$94.99. eBook 979-8-88730-177-8 \$85.

This book explores why Black men continue to be severely underrepresented in the STEM disciplines. It provides chapters that explore factors that lead to underrepresentation of Black males in STEM (e.g., societal traditions of what type of work is appropriate; the ruptured pipeline that leads to higher rates of attrition at every level of career development; barriers in science fields such as subtle and overt discrimination; and inequitable resources and opportunities). The premise of this volume is if Black males are to compete in an emerging global economy fueled by rapid innovation and marked by an astonishing pace of technological breakthroughs, they must be present.

The book makes new contributions to the field. The collective of higher education professionals and change agents whom are tied to STEM bring cutting-edge thinking in how best to address the leaky STEM pipeline which has left the industry/workforce void of talented Black men. The volume promises timely, relevant and emergent scholarship and perspectives for STEM leadership, scholars and supporters. It provides promising practices (best practices) and recommendations in recruiting and retaining Black males in STEM disciplines and the competitive market place.

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 \$52.99. Hardcover 978-1-64802-783-3 \$94.99. eBook 978-1-64802-784-0 \$85.

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 DEVELOPING TRAUMA-INFORMED TEACHERS



Developing Trauma-Informed Teachers

Creating Classrooms that Foster Equity, Resiliency, and Asset-Based Approaches: Reflections on Curricula and Program Implementation

Ofelia Schepers, Purdue University; Megan Brennan, Resilient Futures; Philip E. Bernhardt, Metropolitan State University of Denver

A volume in the series *Contemporary Perspectives on Developing Trauma-Informed Teachers*

2022. Paperback 978-1-64802-992-9 \$52.99. Hardcover 978-1-64802-993-6 \$94.99. eBook 978-1-64802-994-3 \$85.

Trauma is a public health crisis. High rates of trauma exposure among youth and the impact that experiences of trauma can have on students' psychosocial and academic outcomes are well-established. These traumatic events do not live outside of the scope of schools and teaching. As children and teachers develop communities within their classrooms and schools, trauma comes with those who have experienced it, whether invited or not (Bien & Dutro, 2014). This extended time that teachers spend with students inherently provides opportunity to witness students' lived experiences (Caringi et al., 2015; Motta, 2012). These experiences capture many facets of students' lives, including traumatic events; however, many teachers indicate that they feel unprepared to address students who have experienced trauma in meaningful and sustainable ways (Caringi et al, 2015). In response, many schools and districts have adopted trauma-informed practices (Overstreet & Chafouleas, 2016).

This text addresses the gap in the literature in embedding trauma-informed practices into pre-service teacher education. This text provides examples of the various ways educator preparation faculty are developing and implementing trauma-informed practices across their programs, instituting broader curricular shifts to incorporate trauma-informed practices, shifting pedagogical practices to include trauma-informed practices and collaborating across disciplines in order to ensure that teacher candidates are thoughtfully prepared to address students' needs and create classroom environments that are equitable, safe and sustainable for students and teachers.



Developing Trauma-Informed Teachers

Creating Classrooms That Foster Equity, Resiliency, and Asset-Based Approaches ~ Research Findings From the Field

Ofelia Schepers, Purdue University; Megan Brennan, Resilient Futures; Philip E. Bernhardt, Metropolitan State University of Denver

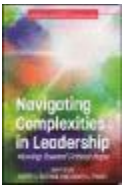
A volume in the series *Contemporary Perspectives on Developing Trauma-Informed Teachers*

2023. Paperback 979-8-88730-107-5 \$52.99. Hardcover 979-8-88730-108-2 \$94.99. eBook 979-8-88730-109-9 \$85.

The vision and development of this edited text are driven by a deep desire to ensure that teacher candidates are thoughtfully prepared to more fully address students' needs and create classroom environments that are safe for students and teachers. Specifically, this text will provide an understanding of how educator preparation programs are providing teacher candidates with the knowledge and skills to effectively utilize an asset-based approach to foster resiliency skills that support P-12 students who have or are experiencing trauma. This text considers how programs are developing equity-focused content, curriculum, & pedagogy to ensure teacher candidates can integrate trauma-informed practices as well as develop their own resiliency skills. This resource highlights important and relevant tools, strategies, and approaches for preparing future teachers to implement traumainformed practices within their classrooms.

In recent years, much attention and resources focused on preparing teachers to more comprehensively address, acknowledge, and understand childhood trauma and the impact it has on students' lives inside and outside of the classroom. This text will be of interest to all those working in institutes of higher education, alternative licensure programs, and organizations, public schools, and districts involved with the preparation of teachers and/or professional development of in-service educators. It has the potential to serve as a catalyst for teacher preparation programs to more intentionally integrate trauma-informed practices in meaningful ways and contribute to a glaring gap within the literature focused on the systematic ways in which childhood trauma and resiliency development are being addressed in the preparation of teachers.

CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



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 \$52.99. Hardcover 978-1-64802-789-5 \$94.99. eBook 978-1-64802-790-1 \$85.

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.



Engaging Black Men in College Through Leadership Learning

Cameron C. Beatty, Florida State University; Jesse R. Ford, University of North Carolina at Greensboro

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

2023. Paperback 979-8-88730-216-4 \$52.99. Hardcover 979-8-88730-217-1 \$94.99. eBook 979-8-88730-218-8 \$85.

This book encourages leadership educators and practitioners to understand the importance of black male leadership on college campuses in today's world. As the push to make higher education more culturally relevant and inclusive, the need for these educators to critically engage in their work to create intentional and developmental experiences for their black male leaders is needed now more than ever. The contexts outlined in this book illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning.

This book is intended to be a practical and scholarly resource to aid in the awareness of Black men in college, Black men's leadership identities and experiences, and the growing need to assist this population's success in college and beyond. *Engaging Black Men In College Through Leadership Learning* centers on leadership and Black identity as it tackles the intersecting identities of maleness, Blackness, and leadership identity as it encourages educators to consider the importance of the college environment in shaping the next generation of Black men collegiate leaders. In addition, this scholarship provides insight into Black men's leadership experiences in various contexts - including fraternity life, first-year experiences, and student organizations, while capturing the collective experiences of Black men as leadership learners at different types of institutions, including HBCUs, Community Colleges, PWIs and a host of other institution types.

This resource is for leadership educators and practitioners to develop Black men as leaders on today's college campuses, where our global society continues to navigate challenges. This book also situates more nuanced topics such as mental health, trans identity, graduate education, and the experiences of former foster care youth, which provides insight into the experiences of Black men as leaders on college campuses. These contexts illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning. We encourage readers of this text to consider how black men's experiences with leadership are woven into the fabric of your college campus and how you can be an advocate for more critical and sustainable ways to engage Black men in college through leadership learning.

CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS



Effective Learning Environments in Higher Education Online Settings Establishing Social Presence

Karen Moroz, Hamline University; Trish Harvey, Hamline University; Jennifer Carlson, Hamline University

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

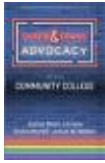
2022. Paperback 979-8-88730-063-4 \$52.99. Hardcover 979-8-88730-064-1 \$94.99. eBook 979-8-88730-065-8 \$85.

Effective online teaching is a well-documented topic, however, this book is different because it specifically addresses the effective and affective pedagogy and learning. It provides methods for building a strong and meaningful online environment that builds community, relationships, and establishes the social presence of each individual learner. This book provides a different perspective as it is written by experienced faculty members in higher education, all of whom have been teaching online for a decade or more. It also addresses the how and why establishing social presence as a necessity for effective online learning.

This book addresses the "Why?" in the need for understanding contemporary approaches for exemplar online teaching with the establishment of social presence. With an increase in online learning, there is a shift in how current teaching practices are impacted and what is important to student learning in this change. This book describes the importance of strong andragogical practices in online teaching: rigor, teacher and learner mindset, and the importance of constructing social presence.

Effective Learning Environments in Higher Education Online Settings: Establishing Social Presence provides pedagogical tools for enhancing the online learning experience. A relevant guide for constructing and teaching virtual / distance / elearning / online / hybrid / blended courses, faculty, instructional designers, professional development leaders, and administrators will find this book a practical and valuable resource for building community and establishing social presence in authentic ways.

CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



Queer & Trans Advocacy in the Community College

Joshua Moon Johnson, American River College; Emilie Mitchell, Cosumnes River College; Lemuel W. Watson, Kinsey Institute, Indiana University

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

2022. Paperback 978-1-64802-920-2 \$52.99. Hardcover 978-1-64802-921-9 \$94.99. eBook 978-1-64802-922-6 \$85.

LGBTQ+ advocacy and support continues to be a priority in the U.S. higher education, and recent research shows this as a critical population who continues to be marginalized and mistreated on college and university campuses. Over the last few decades there has been significant research describing how LGBTQ students experience higher education and highlighting that these students are not graduating or succeeding at the same rates as the general population. However, few if any research studies or articles address LGBTQ advocacy on community college campuses. There are more than 1,000 community colleges in the U.S. Even with the extraordinary number of students that the community college system educates, approximately 15 institutions nationally have paid staff to provide LGBTQ services to students. That being said, community colleges are now putting a larger emphasis on understanding and supporting this community. For example, The California Community College (CCC) system's 116 colleges now require all campuses to create a plan on how to improve success rates of LGBTQ+ students. The CCC is the largest higher education system in the country serving over 2 million students. This comprehensive practitioner focused book will combine relevant research and guidance on practices to aid colleges in establishing services and programs to build effective LGBTQ+ services on their college campuses.

ENDORSEMENTS:

"Read. This. Book! Our community college LGBTQ+ students are crying out for support and understanding. They want to thrive and succeed at our colleges and we need to develop our capacity to listen, learn and engage with this critical student population." — Lori M. Berquam, Mesa Community College

"As President of the Association of California Community College Administrators (ACCCA), I see the value "Queer and Trans Advocacy in the Community College" adds to our call for equity and justice. This is an effective and practical tool for anyone who wants to understand how to be an advocate, accomplice, and ally to our LGBTQ+ family. Written with freshness, honesty, intensity, and power." — Wyman M. Fong, Association of California Community College Administrators (ACCCA)

"I am thrilled to see new research on LGBTQ+ needs on Community Colleges. The number of LGBTQ+ Centers on university campuses have grown over the last 20 years but most colleges do not have LGBTQ+ Centers. This book expands the knowledge, dialogue, and efforts in LGBTQ+ services for students at Community Colleges. It is an exciting new resource for Community Colleges." — Bruce E. Small, Indiana University

"Queer & Trans Advocacy in the Community College is good old fashion truth telling. An honest critique of the barriers systems impose on people and in particular those from the LGBT+ communities. The call to action is palpable and the guidance actionable. Community Colleges must welcome the challenge and aggressively respond to the pervasive needs of the Queer and Trans communities." — Melanie Dixon, Los Rios Community College District

"Queer & Trans Advocacy in the Community College is a ground-breaking book. It offers valuable insights into the challenges that LGBTQ+ community college students face, and it provides concrete suggestions for how colleges can help this vulnerable population achieve their academic and career goals. This should be a must-read for every community college professional who is dedicated to improving the diversity, equity, and inclusion climate at their college." — Erika Endrijonas, Pasadena City College

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



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 \$52.99. Hardcover 978-1-64802-860-1 \$94.99. eBook 978-1-64802-861-8 \$85.

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



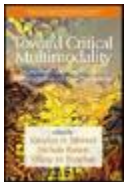
Rural School Turnaround and Reform It's Hard Work!

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 \$52.99. Hardcover 978-1-64802-674-4 \$94.99. eBook 978-1-64802-675-1 \$85.

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 SEMIOTICS IN EDUCATION: SIGNS, MEANINGS AND MULTIMODALITY



Toward Critical Multimodality Theory, Research, and Practice in Transformative Educational Spaces

Katarina Silvestri, SUNY Cortland; Nichole Barrett, The Rural Outreach Center; Tiffany M. Nyachae, The Pennsylvania State University

A volume in the series *Contemporary Perspectives on Semiotics in Education: Signs, Meanings and Multimodality*
2023. Paperback 979-8-88730-248-5 \$52.99. Hardcover 979-8-88730-249-2 \$94.99. eBook 979-8-88730-250-8 \$85.

This edited volume seeks to answer the question, "What does it mean to be a critical multimodal scholar in educational spaces?" Toward Critical Multimodality highlights how choices made throughout multimodal design and research processes are critically-oriented and inextricably linked to power. We show how social semiotics and multimodality inform engagement with criticality in educational spaces through questioning dominant narratives (e.g., white, cisheteropatriarchal, ableist, classist perspectives), exploring relationships between selves and space, problematizing and reimagining educational practices, and dreaming of educational futures that are just, anti-oppressive, and with room for all to thrive while learning.

These chapters demonstrate how studying multiple modalities in interaction (e.g., image, writing, color, spatial layout, gaze, proxemics, gestures) can reveal

how power operates, provide students with opportunities to explore themselves and their identities with respect to power, and provide a vehicle for scholars to disrupt and transform oppressive educational practices. Furthermore, multiple chapters show alternative ways to display, construct and share knowledge as transformative pedagogical practice in learning environments. We reframe social semiotics and multimodality as an integral part of decentering dominant ideas of power and what “counts” as purposeful meaning making by highlighting how criticality and multimodality integrate theoretically and methodologically.

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 \$52.99. Hardcover 978-1-64802-719-2 \$94.99. eBook 978-1-64802-720-8 \$85.

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 PERSPECTIVES THROUGH ACTION RESEARCH ACROSS EDUCATIONAL DISCIPLINES



Contemporary Perspectives Through Action Research Across Educational Disciplines The K-12 Classroom

Nancy T. Nasr, Independent Scholar; Jill Alexa Perry, University of Pittsburgh; and the Carnegie Project on the Education Doctorate (CPED)

A volume in the series *Contemporary Perspectives Through Action Research Across Educational Disciplines*

2023. Paperback 979-8-88730-225-6 \$52.99. Hardcover 979-8-88730-226-3 \$94.99. eBook 979-8-88730-227-0 \$85.

The mission of the Action Research Across Educational Disciplines series is to present targeted volumes of action research findings from a wide variety of educational settings. Specifically, this series aims to highlight the issues that commonly impact practitioners, counselors, administrators, and other stakeholders in education.

The rationale for such a series comes from the continually evolving educational landscape, resulting from changing student demographics and societal needs.

To face the contemporary issues that surface as a result of this changing educational landscape, educators must prepare for and lead through the change with an intent on overcoming these issues through improvements to their daily practice. As many educators are left without tools or resources to make a stronger impact in their educational contexts, this series will serve as a mentor text that provides examples of studies undertaken by practitioners using action research to improve their practice. As a result, Action Research Across Educational Disciplines will present the tools and findings associated with action research to educators across the broad field of K-12 education, and beyond, wishing to improve and transform their practice.

This first volume of the Action Research Across Educational Disciplines series presents action research findings from a wide variety of K-12 disciplinary settings. In doing so, the first volume of this series aims to highlight the issues that commonly impact practitioners in K-12 STEM, English, Social Science, and even Art classrooms, and illustrate the solutions proposed in these contexts to improve both educator practice and student achievement. Through the use of action research methodologies to address such issues, volume one of this series offers a resource for improving educational practice across diverse K-12 contexts.

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



Contemporary Pioneers in Human Learning and Development

Héfer Bembenuatty, 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 \$52.99. Hardcover 978-1-64802-854-0 \$94.99. eBook 978-1-64802-855-7 \$85.

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 Bembenuatty, 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 \$52.99. Hardcover 978-1-64802-828-1 \$94.99. eBook 978-1-64802-829-8 \$85.

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.

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CURRENT ISSUES 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 \$52.99. Hardcover 978-1-64802-668-3 \$94.99. eBook 978-1-64802-669-0 \$85.

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



The Heartbeat of the Youth Development Field

Professional Journeys of Growth, Connection, and Transformation

Georgia Hall, National Institute on Out-of-School Time (NIOST) at Wellesley College; Jan Gallagher, Clear Effective Communication; Elizabeth Starr, National Institute on Out-of-School Time (NIOST) at Wellesley College

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

2023. Paperback 979-8-88730-089-4 \$52.99. Hardcover 979-8-88730-090-0 \$94.99. eBook 979-8-88730-091-7 \$85.

Youth work is a sacred opportunity to make a significant difference in the lives of children and youth. Through research and personal essay narrative, *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation* shines a light on the intricate connections between research and practice, touching upon both the vulnerability and triumph of youth development work. The passionate voices of youth workers in this volume lead to the inescapable conclusion that programs and policies for youth must be informed by these same voices and the values they express.

We hope this book shows OST workers, researchers, funders, and policymakers, as well as other education professionals, how youth workers' lived experiences inspire their ability to build the relationships that are the foundation of positive and healthy youth development. From relationships comes engagement, and from engagement, transformation—centered in equity, inclusion, and belonging. No one is better able to advocate for these truths than the professionals who found themselves—by whatever means—working with young people to bring positive change to their lives, their communities, and our world.

ENDORSEMENTS:

"The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection and Transformation is a timely discussion about what we in the Out-of-School Time and youth development field know already - that this work is an integral part of the success, survival, and thriving of youth. This book will be a catalyst for ensuring the professionalization of our field and additional support and resources for out-of-school time and youth development professionals." — Ebony Grace, NJSACC: The Statewide Network for New Jersey's Afterschool Communities

"The Heartbeat of the Youth Development Field provides a window into the lives of youth workers and experiences that led to their work with young people. It beautifully illustrates the importance of building positive relationships with youth, and details the practices and strategies successfully employed by youth workers. While this book will be immeasurably valuable to researchers, funders, and policymakers, it is also an important resource for program leaders to promote reflection and discussion among youth worker staff as part of staff development." — Sam Piha, The How Kids Learn Foundation and Temescal Associates

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



School-University-Community Collaboration for Civic Education and Engagement in the Democratic Project

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

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

2022. Paperback 978-1-64802-941-7 \$52.99. Hardcover 978-1-64802-942-4 \$94.99. eBook 978-1-64802-943-1 \$85.

The Campaign for the Civic Mission of Schools (2011) lamented the “lack of high-quality civic education in America’s schools [that] leaves millions of citizens without the wherewithal to make sense of our system of government” (p. 4). Preus et al. (2016) cited literature to support their observation of “a decline in high-quality civic education and a low rate of civic engagement of young people” (p. 67). Shapiro and Brown (2018) asserted that “civic knowledge and public engagement is at an all-time low” (p. 1). Writing as a college senior, Flaherty (2020) urged educators to “bravely interpret ... national, local, and even school-level incidents as chances for enhanced civic education and to discuss them with students in both formal and casual settings” (p. 6). In this eighth volume in the Current Perspectives on School/University/Community Research series, we feature the work of brave educators who are engaged in school-university-community collaborative educational endeavors. Authors focus on a wide range of projects oriented to civic education writ large—some that have been completed and some that are still in progress—but all authors evince the passion for civic education that underpins engagement in the democratic project.

CURRICULUM & TEACHING DIALOGUE



Curriculum and Teaching Dialogue Volume 24, Numbers 1 & 2, 2022

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*

2022. Paperback 979-8-88730-048-1 \$52.99. Hardcover 979-8-88730-049-8 \$94.99. eBook 979-8-88730-050-4 \$85.

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

CURRICULUM AND PEDAGOGY



BIPOC Alliances Building Communities and Curricula

Indira Bailey, Clafin University; Christen Sperry García, The University of Texas Rio Grande Valley; Glynnis Reed, Pennsylvania State University; Leslie C. Sotomayor II, Texas Tech University

A volume in the series *Curriculum and Pedagogy*

2022. Paperback 979-8-88730-057-3 \$52.99. Hardcover 979-8-88730-058-0 \$94.99. eBook 979-8-88730-059-7 \$85.

BIPOC Alliances: Building Communities and Curricula is a collection of reflective experiences that confront, challenge, and resist hegemonic academic canons. BIPOC perspectives are often scarce in scholarly academic venues and curriculum. This edited book is a curated collection of interdisciplinary, underrepresented voices, and lived experiences through critical methodologies for empowerment (Reilly & Lippard, 2018). Gloria Anzaldúa’s (2015)

autohistoria-teoría is a lens for decolonizing and theorizing of one's own experiences, historical contexts, knowledge, and performances through creative acts, curriculum, and writing. Gloria Anzaldua coined, autohistoria-teoría, a feminist writing practice of testimonio as a way to create self-knowledge, belonging, and to bridge collaborative spaces through self-empowerment. Anzaldua encouraged us to focus towards social change through our testimonios and art, "[t]he healing images and narratives we imagine will eventually materialize" (Anzaldua & Keating, 2009, p. 247).

For this collection, we use lived experience or testimonios as an approach, a method, to conduct research and to bear witness to learners and one's own experiences (Reyes & Rodríguez, 2012). Maxine Greene's (1995) concept of an emancipated pedagogy merges art, culture, and history as one education that empowers students with Gloria Anzaldua's (2015) autohistoria-teoría to re-imagine individual and collective inclusion by allowing students "... to read and to name, to write and to rewrite their own lived worlds" (Greene, 1995, pp. 147). Greene and Anzaldua reach beyond theorizing and creating curriculum for awareness and expand the crossings into active and critical self-reflective work to rewrite one's own empowered stories and engage in a healing process.

CURRICULUM WINDOWS



Curriculum Windows Redux What Curriculum Theorists Can Teach Us About Schools and Society Today

Thomas S. Poetter, Miami University; Kelly Waldrop, The Publish House; Syed Hassan Raza, Miami University

A volume in the series *Curriculum Windows*

2022. Paperback 978-1-64802-969-1 \$72.99. Hardcover 978-1-64802-970-7 \$104.99. eBook 978-1-64802-971-4 \$85.

Curriculum Windows Redux: What Curriculum Theorists 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 in contemporary terms.

The authors explore how key books/authors from the curriculum field illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in these curriculum texts 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 authors complete the Curriculum Windows series with this 7th book, Redux, providing a scholarly view of 33 books that should have been treated in the first 6 books based on the decades of the 1950s-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 \$52.99. Hardcover 978-1-64802-831-1 \$94.99. eBook 978-1-64802-832-8 \$85.

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).

DISTANCE LEARNING JOURNAL



Distance Learning Volume 19 #3

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2022. Paperback 979-8-88730-196-9 \$40. eBook 979-8-88730-197-6 \$85.

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.

Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.



Distance Learning Volume 19 #4

Michael Simonson, Nova Southeastern University

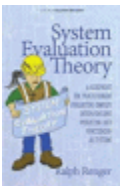
A volume in the series *Distance Learning Journal*

2022. Paperback 979-8-88730-234-8 \$40. eBook 979-8-88730-235-5 \$85.

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.

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EVALUATION AND SOCIETY



System Evaluation Theory A Blueprint for Practitioners Evaluating Complex Interventions Operating and Functioning as Systems

Ralph Renger, Just Evaluation Services (JESS), LLC

A volume in the series *Evaluation and Society*

2022. Paperback 979-8-88730-042-9 \$52.99. Hardcover 979-8-88730-043-6 \$94.99. eBook 979-8-88730-044-3 \$85.

Too often evaluation findings end up on the shelf! Why? Many interventions have several moving parts working together to achieve something each part cannot do independently. Unfortunately, many of the available evaluation approaches oversimplify this reality. A major reason for this is that evaluators do not have a blueprint to plan, and the associated methods to execute, an evaluation fit for this purpose. As such, they revert to using methods with which they are familiar, but are not suitable, for evaluating complex interventions. Consequently, the evaluation findings do not make sense to decisionmakers, so they are ignored. This book provides evaluators of all skill levels with a simple 3-step framework, System Evaluation Theory, that will lead to more actionable recommendations because the methods better capture the reality in which interventions operate; that is as a system.

The book first reviews the limitations of program evaluation approaches that pointed to a need for a different way of thinking, one grounded in systems. After

defining a system, the book explains how SET is intentionally aligned to evaluate a system's two essential properties: interdependence and emergence. Individual chapters are dedicated to explaining how to execute each SET step. Throughout, the author draws on real-world examples and those from his own evaluations to help bridge the theory-practice divide. The reader is then shown how to use SET to develop actionable recommendations.



Disrupting Program Evaluation and Mixed Methods Research for a More Just Society

The Contributions of Jennifer C. Greene

Jori N. Hall, University of Georgia; Ayesha Boyce, Arizona State University; Rodney Hopson, University of Illinois - Urbana Champaign

A volume in the series *Evaluation and Society*

2023. Paperback 979-8-88730-104-4 \$52.99. Hardcover 979-8-88730-105-1 \$94.99. eBook 979-8-88730-106-8 \$85.

While women have influenced the fields of program evaluation and mixed methods research, their contributions are rarely acknowledged. In this edited volume, we recognize the contributions Jennifer C. Greene made to evaluation and mixed methods, focusing on how she disrupted traditional ways methods are conceptualized and implemented. We aim to provide a range of perspectives on how Greene disrupted social science theory, methodology, and training through her commitment to the values of democracy, diversity, and dialogue. Accordingly, the volume makes explicit how Greene democratized social science inquiry and training by emphasizing inclusive, culturally responsive, and educative theories, methods, and pedagogical practices. Second, it clarifies how her commitment to diversity supported scholars from diverse disciplinary backgrounds and cultures (within and beyond the United States) and validated often ignored perspectives on phenomena or experiences. And third, it showcases how her commitment to dialogue opened spaces for non-traditional methodological approaches that engage, communicate, and disseminate program evaluation and mixed methods work. Taken together, the first-hand accounts presented in this volume offer a historical perspective and practical guidance on program evaluation and mixed methods conceptualization, implementation, and training.

Endorsements:

'The theme of "disruption" in this book is a powerful look at the breadth and significance of Jennifer C. Greene's distinguished contributions, both theoretical and practical, in evaluation for over 30 years. In essence, these chapters reveal the sustaining power of her scholarship and influence today and likely in years to come. Her recognition that no single method can solve the complex problems faced in evaluation is revealed in the ontological, epistemological, and methodological work she developed on mixed methods, which led to a genre of study that recast the debate about the hegemony of quantitative over qualitative methods and vice versa. She has foregrounded values, the quintessential character of evaluation, by recognizing the multiplicity of perspectives that guide our theories, roles, questions, designs, and perceptions of quality. Jennifer Greene's generativity is exemplified in her egalitarian dialogic stance, inclusion of voices and context, and commitment to equity. The chapters reflect the impact of her work on scholars who continue to advance evaluation for a more just society.' — Valerie J. Caracelli, U.S. Government Accountability Office

'It is not possible to convey in a few words my strongest endorsement for this volume that begins scratching the surface of Jennifer C. Greene's many contributions to evaluation theory, methods, and practice. I have worked with and learned from her on many occasions over the years as I grappled with refining my understanding and practice of culturally responsive evaluation. I commend the editors and authors for this first substantive collection providing a more in-depth understanding and appreciation of Jennifer Greene's body of work for some while providing others the opportunity to revisit the lessons we have learned from her work, spirit, and commitment to make a difference.' — Stafford Hood, Center for Culturally Responsive Evaluation & Assessment (CREA) and Professor Emeritus University of Illinois at Urbana-Champaign



Practical Wisdom for an Ethical Evaluation Practice

Marthe Hurteau, Université du Québec à Montréal; Thomas Archibald, Virginia Polytechnic Institute and State University

A volume in the series *Evaluation and Society*

2023. Paperback 979-8-88730-086-3 \$52.99. Hardcover 979-8-88730-087-0 \$94.99. eBook 979-8-88730-088-7 \$85.

This book provides a contemporary and thought-provoking exploration of the concept of practical wisdom--what it is and how it can be incorporated into evaluation practice. It defines what practical wisdom is, explores its roots, where it stands today, what constitutes the "wise" evaluator, and how we can develop sound judgment in an unpredictable and chaotic time. It brings together evaluation thought leaders and practitioners to examine the concept of practical wisdom. The authors' enlightening essays are interwoven with reflective strands comprised of commentaries, examples, and new ideas added by Hurteau and her colleagues that offer a recursive and intricate pattern of reflection on the topic of practical wisdom.

This is a rare book because it moves beyond evaluation methodology to explore how practical wisdom can help us develop new and better solutions for difficult evaluation situations. It will become a standard reference for practitioners, trainers, and teachers of evaluation because it considers the history, ethics, and competencies that underpin practical wisdom, and examines the ways that this untaught skill can be applied, to do, as House says, "the right thing in the special circumstances of performing the job."

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 \$52.99. Hardcover 978-1-64802-716-1 \$94.99. eBook 978-1-64802-717-8 \$85.

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.

HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES



Modern Heroics How HBCUs Navigated the COVID-19 Pandemic

Hakim J. Lucas, Virginia Union University; Herman J. Felton, Wiley College

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

2022. Paperback 978-1-64802-972-1 \$52.99. Hardcover 978-1-64802-973-8 \$94.99. eBook 978-1-64802-974-5 \$85.

It is said that crisis is the true test of a leader. The leaders who contributed to this volume and their peers at HBCUs nationwide were tested in unprecedented ways by the events of 2020 and 2021. The crisis caused by COVID-19 was unique in its wide-ranging effects, its duration, and the need for a multi-pronged and comprehensive response. This was a test to challenge even the strongest leaders. Accustomed to challenges and to adversity, the leaders of our nation's HBCUs stepped up, marshalled their forces, and developed and implemented plans to mitigate and to combat the impact of COVID-19 on their institutions and on African American higher education.

While each president who contributed to this volume brought their own unique perspective, skills, and experience to the crisis on their particular campus, they confronted common challenges. Racial disparities in the United States affect every aspect of life, and the pandemic magnified and exacerbated those disparities. The racial disparities that we see in our health and health care in this country are evident in the numbers of African Americans, including college students, who contracted the virus and who suffered significant health ramifications and even death. At the same time, COVID-19 forced our nation online and the racial and economic digital divide which some thought had been bridged turned out to be wider than ever. As jobs were lost, particularly in service industries and other key sectors, people of color, especially Black and Brown people, took a disproportionate economic hit.

Not only did HBCU leaders have to develop and implement plans to mitigate COVID's deadly threat to the health and safety of their students, faculty, and staff, they also had to address the challenges associated with trying to provide remote learning for students who lacked computers and internet access at home; transporting students back home who didn't have the resources to pay for transportation; and in some cases finding housing for students who could not return home or didn't have a home or sufficient food, among other issues.

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



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 \$52.99. Hardcover 978-1-64802-892-2 \$94.99. eBook 978-1-64802-893-9 \$85.

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 \$52.99. Hardcover 978-1-64802-662-1 \$94.99. eBook 978-1-64802-663-8 \$85.

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.



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*

2022. Paperback 978-1-64802-681-2 \$52.99. Hardcover 978-1-64802-682-9 \$94.99. eBook 978-1-64802-683-6 \$85.

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.



Conflicts in History Education in Europe

Political Context, History Teaching, and National Identity

Ander Delgado, University of the Basque Country; Andrew Mycock, University of Huddersfield

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

2023. Paperback 979-8-88730-251-5 \$52.99. Hardcover 979-8-88730-252-2 \$94.99. eBook 979-8-88730-253-9 \$85.

The heightened resonance of identity-driven politics in many states across twenty first century Europe emphasizes the critical role of history in shaping public contestation of the idea of the nation, and accordant manifestations of nationalism and national identity. How the past is interpreted or what and how is remembered has proven increasingly febrile, contentious, and divisive. Debates about history have gone beyond academia, and have permeated and polarised politics and society in many European countries. Intense debate and dispute about national history and culture has often focused on the history teaching in schools, colleges, and universities. According to the aforementioned, it is evident that the teaching of history in the classroom is a relevant topic within the educational system. For this reason, it is not surprising that many times the choice of what kind of history to teach becomes a controversial topic.

The existence in a given society of different visions about the nation or the various responses proposed to face the social challenges existing in it (immigration, independence nationalisms...) can turn the teaching of history into a debated and controversial topic. Logically, depending on the specific political context of each country, this debate can acquire different developments and characteristics. The school is not an institution isolated from its socio-political context. In fact, both areas constantly interact. Therefore, this book proposes an approach to this topic that tries to connect the specific political context of different countries with the debates about education and history teaching from 1990 until the present. It deals with the extent to which the social and political context affects the history teaching practice developed in the classrooms through the decisions made on the official curricula and textbooks. Emphasizing this connection between both aspects is one of the strengths of this book. That is the reason why this book proposes an approach to that reality from diverse points of view and show the different materializations observed in this area in the studied cases. The chapters of this volume allow us to verify this heterogeneous reality and help enrich our knowledge on this broad and interesting topic.



The Development of Social Knowledge

Towards a Cultural-individual Dialectic

José Antonio Castorina, University of Buenos Aires; Alicia Barreiro, University of Buenos Aires; FLACSO-Argentina; CONICET, and UBA

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

2023. Paperback 979-8-88730-254-6 \$52.99. Hardcover 979-8-88730-255-3 \$94.99. eBook 979-8-88730-256-0 \$85.

The result of a deep research work sustained for more than two decades, this book studies the construction of social knowledge from a constructivist perspective inherited from Piagetian thought. It thus advances in a process of revision and discussion, while maintaining crucial aspects of this current for the approach to the construction of the subject and the object of knowledge, in the search for the elaboration of an explanatory theory for the formation of new knowledge. A collaborative proposal between different disciplines of potential interest for the different actors who study and intervene in this field.



Sensuous Unity of Art and Science The Times of Rudolf II

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

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

2023. Paperback 979-8-88730-160-0 \$52.99. Hardcover 979-8-88730-161-7 \$94.99. eBook 979-8-88730-162-4 \$85.

The goal of this book is to locate the birth pangs of psychology—the study of the psyche—in in the Renaissance unity of art and science. The historical period 1583–1611 in Prague was a particularly productive for all Europe in its intellectual advancements in art and science. It was facilitated by the special personality of the Holy Roman Emperor Rudolf II who during his reign made Prague the capital of the Empire where the major artists, scientists, architects and alchemists came together in the service of the Emperor and formed a unique context of interdisciplinary synthesis of ideas that enhanced European philosophies, sciences, and arts in the following centuries. While the history of art in and astronomy in the Rudolfine era has been amply covered, the impacts of the intellectual atmosphere of the era on psychology, philosophy, social ideologies, and aesthetics has remained scarcely investigated. The volume includes analyses of history of ideas in psychology, sociology and other social sciences that received the impetus of the political situation of Rudolfine Prague with religious tolerance and decline of the political power of the Holy Roman Empire.

HISTORY OF EDUCATION



Breakthrough From Pandemic Panic to Promising Practice

Shirley Marie McCarther, University of Missouri-Kansas City; Donna M. Davis, University of Missouri - Kansas City

A volume in the series *History of Education*

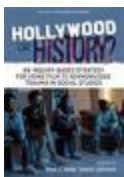
2023. Paperback 979-8-88730-190-7 \$52.99. Hardcover 979-8-88730-191-4 \$94.99. eBook 979-8-88730-192-1 \$85.

The History of Education Series presents historical analyses and interpretations of matters of concern to education. Each volume in the series is developed and edited in partnership with the Organization of Educational Historians, who, since 1965, has endeavored to promote the pursuit of educational history through opportunities for presentation and discussion of papers at annual meetings, to advance and improve the teaching of the history of education in institutions of higher education, to cultivate fruitful relationships between scholars in the history of education, and to encourage promising young scholars in the field of history of education.

ENDORSEMENT:

"Without question, Breakthrough: From Pandemic Panic to Promising Practice, is a volume that will stand out as a major contribution to our understanding of COVID-19 and its unfolding impact on education and society. Under the guidance of Drs. McCarther and Davis, the contributing authors provide an excellent explication of the devastating impact of COVID-19 while at the same time presenting voices of hope and promise with its emphasis on human sacrifice, endurance, and resilience to survive. This is a must read!" — Bruce A. Jones, Howard University

HOLLYWOOD OR HISTORY



Hollywood or History? An Inquiry-Based Strategy for Using Film to Acknowledge Trauma in Social Studies

Paul J. Yoder, Eastern Mennonite University; Aaron P. Johnson, University of Nebraska - Lincoln

A volume in the series *Hollywood or History*

2022. Paperback 978-1-64802-935-6 \$52.99. Hardcover 978-1-64802-936-3 \$94.99. eBook 978-1-64802-937-0 \$85.

Traumagenic events—episodes that have caused or are likely to cause trauma—color the experiences of K-12 students and the social studies curriculum they encounter in U.S. schools. At the same time that the global COVID-19 pandemic has heightened educators' awareness of collective trauma, the racial reckoning of 2020 has drawn important attention to historical and transgenerational trauma. At a time when social studies educators can simply no longer ignore "difficult" knowledge, instruction that acknowledges trauma in social studies classrooms is essential.

Through employing relational pedagogies and foregrounding voices that are too often silenced, the lessons in *Hollywood or History? An Inquiry-Based Strategy for Using Film to Acknowledge Trauma in Social Studies* engage students in examining the role of traumatic or traumagenic events in social studies curriculum. The 20 *Hollywood or History?* lessons are organized by themes such as political trauma and war and genocide. Each lesson presents film clips, instructional strategies, and primary and secondary sources targeted to the identified K-12 grade levels. As a collection, they provide ready-to-teach resources that are perfect for teachers who are committed to acknowledging trauma in their social studies instruction.



Hollywood or History? An Inquiry-Based Strategy for Using Television Shows to Teach Issue-Centered Curriculum

Starlynn R. Nance, University of Central Missouri

A volume in the series *Hollywood or History*

2022. Paperback 978-1-64802-957-8 \$52.99. Hardcover 978-1-64802-958-5 \$94.99. eBook 978-1-64802-959-2 \$85.

Teaching with film is not a new approach in the social studies classroom. Different publications, such as *Hollywood or History*, have bridged the gap with challenges attached to using historical film and engage students through inquiry, not entertainment. To continue with the *Hollywood or History* strategy, this text uses television shows (sitcoms) to bring issue-centered curriculum to middle and high school classrooms. By exploring issues in specific episodes, students can learn the history behind an issue, relate it to their lives, and develop an informed decision associated with the issue.

The College, Career, and Civic Life (C3) framework is an integral part to the exploration of issue-centered curriculum. In each chapter, the students will work through the four dimensions and develop critical thinking, reading, and writing skills. My hope is that this text can play a small role in walking practicing teachers through the C3 framework while allowing students to learn about issues that affect society and the communities where they live.



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 \$72.99. Hardcover 978-1-64802-792-5 \$104.99. eBook 978-1-64802-793-2 \$85.

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.



Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World Religions

Thomas E. Malewitz, Spalding University; Adam P. Zoeller, St. Xavier High School

A volume in the series *Hollywood or History*

2023. Paperback 979-8-88730-151-8 \$52.99. Hardcover 979-8-88730-152-5 \$94.99. eBook 979-8-88730-153-2 \$85.

Teaching and learning through Hollywood, or commercial, film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century. However, purposeful and effective instruction through film is not problem free and many challenges accompany classroom applications of Hollywood motion pictures. In response to the problems and possibilities associated with teaching through film, we are developing a collection of practical, classroom-ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make

effective use of film in their classrooms. We believe that film can serve as a powerful tool in the social studies classroom and, where appropriately utilized, foster critical thinking and civic mindedness. The NCSS College, Career, and Civic Life (C3) framework, represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking, reading and writing. Our hope is that this edited book might play a small role in the larger project of supporting practitioners, specifically 6-12 teachers of social studies and world religion content, by offering a collection of classroom-ready tools based on the Hollywood or History? strategy and designed to foster inquiry through the careful use of selected motion pictures and television productions.

Topics of interest include the roots, rituals, symbols, beliefs, and controversial or significant people or events related to:

- The Abrahamic Religions: Judaism, Christianity, Islam
- Eastern Religions/Philosophies: Hinduism, Buddhism
- Indigenous Religions/Spirituality: First Nations, Traditional African Religions

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 \$52.99. Hardcover 978-1-64802-734-5 \$94.99. eBook 978-1-64802-735-2 \$85.

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.



Identity in Supervision Understanding Who Works for You and Who You Work for in Higher Education

Roger 'Mitch' Nasser, Lindenwood University

A volume in the series *Identity & Practice in Higher Education-Student Affairs*
2023. Paperback 979-8-88730-172-3 \$52.99. Hardcover 979-8-88730-173-0 \$94.99. eBook 979-8-88730-174-7 \$85.

This book will discuss the intersection of personal identity, professional identity, and positionality with supervision techniques. The structure of the text will outline historical contexts to supervision, development of models, connection to identity, and impact of position while providing a framework for self-reflection. Various populations including new professionals, middle managers, senior administrators, faculty, and graduate students will connect to the themes of the text. Readers will benefit from self-reflection, review, and understanding.

Identity in Supervision: Understanding Who Works for You and Who You Work for in Higher Education, will introduce faculty, staff, administrators, and graduate students in higher education to the intersection of identity and positionality to the supervision experience. Specifically, this publication centers on understanding the people behind the positions and how best to support them. The text is constructed in four sections. Section 1: Understanding Supervision in

Higher Education contains chapters, which provide an overview of supervision. This overview is essential as later chapters examine specific populations and positions. Section 2: The Impact of Identity on Supervision in Higher Education includes chapters, which ask readers to reflect on how their own identities impact their supervision experience and the experience of their colleagues. Section 3: The Impact of Professional Experience on supervision reviews the specific needs of professionals at different experience levels. Readers will improve their understanding of both those they supervise and their supervisors. Finally, Section 4: The Impact of Functional Area on Supervision contains chapters reviewing the specific needs of professionals in positions in residence life, academic advising, judicial affairs, etc. Supervisors will find this section useful in understanding and supporting these professionals. Each chapter will conclude with two or three reflection questions supporting application. As a result of engaging with this text, readers will be better equipped to understand the impact of identity, experience, and functional area on supervision. They will learn techniques to improve their current practice, reflect on their own needs, and combine ideas from chapters to provide a better experience for all employees.

ENDORSEMENTS:

"Higher education and student affairs professionals deserve skilled supervisors. Our organizations rely on excellence from professionals and yet, the preparation of supervisors has been sorely lacking in this field. Roger 'Mitch' Nasser, and the contributors of this text, weave together a compelling set of resources and insights that help supervisors and those who report to them to think through how to best build a good relationship. This text can and should be used by professionals at all levels to inform our practice. This resource balances theory, practice, story, and inspiration to progress the field into a new way of honoring the identities that inform the critical relationship between staff and supervisor." — Molly A. Schaller, Saint Louis University

"Believe me, this book from the intro on was 'the truth'. I wish I had this before I started supervising. This book is a tool for all of us." — Jerome Holland, Jr., Regis University

"Dr. Nasser has gathered a thoughtful mix of quality emerging and seasoned professionals, practitioners and scholars, as well as authors representing a myriad of social identities and functional areas who offer deep insights into one of the most important competencies in higher education practice. This will be the one book I use to teach about supervision." — Tracy Davis, Western Illinois University

"This book is long overdue, I only wish I had it sooner! From the sharing of personal narrative, to the deep review of theories on supervision, this book brings the perfect blend of theory and practice to the forefront of our work. It is a "must have" on your shelf for reference and use." — Laura L. Arroyo, University of Colorado Boulder



Still 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*

2023. Paperback 979-8-88730-231-7 \$52.99. Hardcover 979-8-88730-232-4 \$94.99. eBook 979-8-88730-233-1 \$85.

Just as the first edited volume of this book, *Working While Black: The Untold Stories of Student Affairs Practitioners*, examined student affairs professionals' narratives and how they navigate their professional experiences, this one has a similar aim. This new volume birthed from the overwhelmingly positive feedback and massive interest from other Black professionals needing to share and tell their stories. So, with that in mind, a goal of this book is to share more of the "untold stories of Black student affairs practitioners by Black student affairs practitioners." (Tomlin, 2022, p. X).

This book, crafted from an asset-based approach, chapter authors share the challenges and opportunities they have experienced due to being a Black while working as a student affairs practitioner. Additionally, chapter authors provide poignant advice on how current and potential student affairs professionals can successfully navigate the field. Authors within the book are from various student affairs areas and have a wide range of knowledge, expertise, and lived experiences. Such areas include Greek Life, Residence Life, Athletics, International Student Support, Diversity, Access, Career Services, Financial aid, Enrollment and more. Given the depth and breadth of experiences and expertise, each chapter will provide poignant suggestions for student affairs practitioners across the nation and institutions looking to understand these experiences to support their employees better.

College campuses and spaces operate as models of the greater society. Therefore, all of the challenges and issues of racism, discrimination, and anti-Blackness are present (Rankin et al. 2017). While students experience these challenges and issues first-hand, so do the folks hired to support students, the student affairs practitioners. Kanagala and Oliver (2019) claimed that "for institutions of higher education to be equitable and inclusive, college administrators, faculty, and staff, including student affairs professionals, must attend to the needs of students, especially students with multiple marginalized identities." (p. 410). I argue the same is accurate in creating more equitable and inclusive spaces for student affairs employees. Student affairs practitioners Blackness must be accepted to move toward equity and inclusivity. So, this book roars, "student affairs and white colleagues, please respect our Blackness. Our Blackness is a part of our story, not yours!" (Tomlin, 2022, p. 176). Higher education institutions can learn much from the stories shared in this book that can inform the recruitment and retention of Black professionals. Thus, *Still Working While Black: The Untold Stories of Student Affairs Practitioners* is a must-read for all higher education professionals and institutions looking for strategies to support Black student affairs practitioners.

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



Beyond Provincialism Promoting Global Competencies in Teacher and Educator Preparation

Mahmoud Suleiman, California State University, Bakersfield; Tonya Huber, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*
2022. Paperback 979-8-88730-012-2 \$52.99. Hardcover 979-8-88730-013-9 \$94.99. eBook 979-8-88730-014-6 \$85.

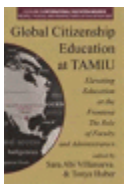
International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.” The founding editors seek to provide a forum for the diverse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

ENDORSEMENTS:

"The educational impact of the COVID-19 pandemic has created the most serious crisis in the history of public education. Addressing this crisis effectively will require efforts aligned with an inclusive and sustainable vision of development, such as articulated by the UN Education 2030 and the Sustainable Development Goals. To build back better educators need to guide their practice by knowledge that is local as well as global, in ways that help their students understand those interdependencies. Beyond Provincialism is an invitation to such an exploration. In this edited volume, Professors Mahmoud Suleiman and Tonya Huber and their colleagues take the reader on a journey that illuminates the impact of hunger among college students in America, how the SDGs can help turnaround high poverty schools, the role of curriculum to promote cross-national collaboration, and how math and science instruction, as well as study abroad, can help students develop procedural and conceptual knowledge that makes visible the relevance of what they learn to the world around them and the impact of the pandemic on teacher preparation in Palestine. The kaleidoscope of insights offered by this book will expand the global awareness and understanding of education as a global activity. A timely and useful resource for teachers and teacher educators that will contribute to advance a transformational education that helps us build back better from the devastation created by the pandemic." — Fernando M. Reimers, Harvard Graduate School of Education

"Suleiman and Huber convene a dynamic group of scholars committed to transforming our schools. Using the latest theories and methodological approaches, Beyond Provincialism offers crucial frameworks to understand teaching and learning in a global perspective. This groundbreaking volume wholeheartedly embraces the Sustainable Development Goals (SDGs) and calls upon all of us to simultaneously dismantle systemic inequality and promote equity and social justice in pre-K-20 schools across nations and their institutions. It's simply a must-read book, especially for practitioners, educators, reformers, researchers, and policy-makers who seek to internationalize education and take it beyond its cursory provincial goals." — Gilberto Q. Conchas, Wayne K. and Anita Woolfolk Hoy, Pennsylvania State University

"At a time when proponents of diversity, equity and inclusion are under attack, it is valuable to examine Beyond Provincialism to see how far we still need to go to reform schools and invest in teacher, educator and leader preparation. Grounded in solid frameworks, this timely and informative book astutely provides insights from forceful practitioners, scholars, and researchers whose fascinating experiences and models have practical implications for promoting global multicultural competencies needed to combat racist mindsets and provincial outlooks. Based on Education 2030 vision, the book provides a thoughtful blueprint for integrating international and global dimensions in teacher and educator preparation." — Ken Magdaleno, Center for Leadership, Equity, and Research (CLEAR)



Global Citizenship Education at TAMIU Elevating Education at the Frontera The Role of Faculty and Administrators

Sara Abi Villanueva, Texas Tech University; Tonya Huber, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*
2023. Paperback 978-1-64802-989-9 \$52.99. Hardcover 978-1-64802-990-5 \$94.99. eBook 978-1-64802-991-2 \$85.

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

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

- Improving access to quality early childhood development, care and pre-primary education.
- Ensuring equal access for all women and men to affordable and quality education.
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods.
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Achieving levels of literacy and numeracy required to engage in communities and employment.
- Acquiring the knowledge and skills needed to promote sustainable development, including:
 - >> 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 HIGHER EDUCATION



Training School Principals as Talent Developers An International Perspective

Sonya Hayes, University of Tennessee, Knoxville; Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Fredrick. M. Nafukho, Texas A&M University

A volume in the series *International Higher Education*

2022. Paperback 979-8-88730-018-4 \$52.99. Hardcover 979-8-88730-019-1 \$94.99. eBook 979-8-88730-020-7 \$85.

Training School Principals as Talent Developers: An International Perspective focuses on how to prepare school principals to lead their schools by training and supporting teachers in their craft. The main goal of schools is improving teaching and learning in order to maximize students' potential to be college ready and career ready. Principals play significant role in improving the instructions which improves students' learning. In order to do so, we need inspiring principals to be talent developers. The book is comprised of chapters written by faculty and researchers from various countries and offers multiple perspectives on training and developing principals to be talent developers.

In the ten chapters of this edited book, we wanted to address the perspectives of "who is the role model of a principal, what are the qualities needed to make a good principal and what are the challenges that the talent developer principals encounter to achieve their goals. We also wanted to broaden the lens by addressing these perspectives in the United States and globally.

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 \$52.99. Hardcover 978-1-64802-810-6 \$94.99. eBook 978-1-64802-811-3 \$85.

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 Vyortkina, 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*

2023. Paperback 978-1-64802-806-9 \$52.99. Hardcover 978-1-64802-807-6 \$94.99. eBook 978-1-64802-808-3 \$85.

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 PSYCHOLOGY



Behavioral Science in the Global Arena Global Health Trends and Issues

Elaine P. Congress, Fordham University; Dalton Meister, University of Michigan; Shenae C. Osborn, Fordham University; Harold Takooshian, Fordham University

A volume in the series *International Psychology*

2022. Paperback 978-1-64802-954-7 \$52.99. Hardcover 978-1-64802-955-4 \$94.99. eBook 978-1-64802-956-1 \$85.

“How are behavioral scientists increasingly involved to advise global decision-makers in the United Nations and elsewhere?”

In 2020, the Psychology Coalition at the United Nations (PCUN) launched a bold new series of books, describing how evidence-based behavioral research is increasingly used by United Nations and other decision-makers, to address global issues. These issues reflect the UN’s 17 Sustainable Development Goals (SDGs) for 2030—such as health, poverty, education, peace, gender equality, and climate change.

This PCUN volume brings together 37 experts in 14 concise chapters, to focus on health in two parts: (1) a data-based overview of diverse trends in global health—such as COVID, opioids, dementia, and disabilities. (2) An examination of underlying issues in global health—such as race, gender, LGBTQ+, and health disparities (detailed below). The chapters are co-authored by leading global experts as well as “rising star” students from many nations—offering readers a concise overview of each topic, a glossary of key terms, study questions, and bibliography. This volume is suitable as a textbook for diverse courses in psychology, social work, cross-cultural and international studies.

ENDORSEMENTS:

“...*Behavioral Science in the Global Arena*” is a milestone in the forging of a global psychologist mental health network, able to offer the United Nations solutions to its quest.” — Niels Peter Rygaard, CEO at www.fairstartfoundation.com, Recipient of the 2020 APA International Humanitarian Award

“...This volume provides students and professionals committed to international work insights on theoretical frameworks, policy implications and best practices using evidence-based approaches.” — Barbara W. Shank, PhD, LICSW, Dean and Professor Emerita, University of St. Thomas; Secretary, International Association of Schools of Social Work

JOURNAL OF CHARACTER EDUCATION



Journal of Character Education Vol. 18 #1

Marvin W Berkowitz, University of Missouri - St. Louis; Jonathan M. Tirrell, Tufts University

A volume in the series *Journal of Character Education*

2022. Paperback 978-1-64802-947-9 \$40.25. eBook 978-1-64802-948-6 \$85.

The Journal of Character Education is the leading source of cutting-edge knowledge about character education research, theory, practice, and opinion. We define character education broadly to encompass all educational approaches designed to nurture students’ knowledge, motivation, skills, and behavior concerning all four aspects of character: moral, performance, civic, and intellectual. The Journal publishes manuscripts that report research relevant to character education, conceptual articles, and book reviews that provide theoretical, historical, and philosophical perspectives on the field of character education as it is broadly defined above. The Journal is also interested in practical articles about implementation and specific programs, and informed opinion statements.

LEADERSHIP FOR SCHOOL IMPROVEMENT



Equity & Access

An Analysis of Educational Leadership Preparation, Policy & Practice

Denver J. Fowler, California State University, Bakersfield; Julian Vasquez Heilig, University of Kentucky; Sarah M. Jouganatos, California State University, Sacramento; Arvin Johnson, Kennesaw State University

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-098-6 \$52.99. Hardcover 979-8-88730-099-3 \$94.99. eBook 979-8-88730-100-6 \$85.

This book is significant in that it offers an in-depth historical analysis of educational leadership and educational policy in the United States and around the globe. The book focuses on how leadership preparation and practices as well as policy and procedures have affected and continues to effect all stakeholders including school leaders, teachers, and students. The aim of the book is to examine both the positive and negative implications (nationally and internationally) of: (1) trends in educational leadership preparation; (2) trends in educational leadership practices; (3) educational policy; and (4) the procedures and the intended/unintended consequences associated with such policies.

ENDORSEMENTS:

"Equity & Access: An analysis of Educational Leadership Preparation, Policy, & Practice provides an excellent lens into some of the field's most relevant and timely topics. This book provides practical resources on multiple levels. Specifically, it can help educators incorporate various concepts into practice. Additionally, readers will strengthen their knowledge base in leadership preparation. This book is a must-read and should be adopted in Educational Leadership programs across the country." — David Buckman, Augusta University

"Centering equity and access at the heart of the educational leadership conversation makes this book volume a standout in the array of educational leadership texts. In a single-source, each author challenges learners to think through their motivations, and the consequences of their actions and decision-making in the real-world, as they also acquire practical skills and concrete knowledge. Never has the time been more appropriate than now, for a focused book like this one – a needed and welcome addition for those invested in the preparation and on-going development of educational leaders." — Stephanie James, Jacksonville University

"Equity & Access serves as a stark reminder that, as practicing school leaders in the 21st Century, everything we do and every decision we make should be done so through the lens of what is equitable for all stakeholders including students, staff, parents, community members, and business owners." — James Wrede, Southern California Principal

"Connecting theories of effective leadership to practical examples is not an easy task. It demands a rigorous interdisciplinary approach, thoughtful theory of change, and must be grounded to the lives of real people. This new edited volume, On Leadership, is alive with lessons! It provides a roadmap where educational equity is not merely the destination, but the journey." — Vajra M. Watson, Sacramento State



Supporting Leaders for School Improvement Through Self-Care and Wellbeing

Bradley W. Carpenter, Baylor University; Julia Mahfouz, University of Colorado Denver; Kerry Robinson, University of North Carolina Wilmington

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-277-5 \$72.99. Hardcover 979-8-88730-278-2 \$104.99. eBook 979-8-88730-279-9 \$85.

School leadership instability is particularly problematic for scholars and practitioners concerned with PK-12 school improvement, as second only to teachers, campus leadership has been identified as a primary factor in students' academic success (Young et al., 2007). Yet, while principals play an indispensable role in students' academic success, the job has become considerably more stressful as the role of a school leader continues to evolve. Specifically, added responsibilities, increased work intensity, and the ever-present menace of high stakes accountability have intensified the stress levels encountered by today's school leaders (Carpenter & Brewer, 2012; Chaplain, 2001; Darmody & Smyth, 2016; Wang, et al., 2018). This intensification negatively impacts a school's teaching staff and its students, as the overall quality of the school experience can deteriorate if principals are unable to meet their potential due to the burnout and fatigue associated with chronic stress (Darmody & Smyth, 2016; Devos, et al., 2007).

For principals to fully realize their ability to serve as catalysts for school improvement, they should be allowed to prioritize physical, mental, cognitive, and emotional health. Desired levels of wellbeing occur in the absence of chronic physical, social, psychological, emotional, economic, and cognitive distress (La Placa, et al., 2013). As authors in this volume demonstrate, many school leaders have commenced specific practices targeting cognitive, emotional, and behavioral wellbeing to cope with occupational stress and flourishing- or, at the very least, surviving in such a challenging environment. Among coping strategies leaders have adopted include mindfulness and other wellbeing interventions/strategies intended to facilitate healthier lifestyles, relieve stress, and improve personal resilience (Aviles & Dent, 2015; Mahfouz, 2018; Wells, 2015).

Recently, there has been a call to consider educational leadership through a positive human flourishing lens. Research in this area focuses on integrating

wellbeing practices in professional development programs for teachers and school administrators to highlight the positive effects of personal and collective wellbeing in schools (Cherkowski & Walker, 2014). For example, empirical studies have examined how incorporating mindfulness practice promotes positive adaptive skills, stress resilience, and social and emotional skills needed in a school environment (Abenavoli, et al., 2013; Benn, et al., 2012; Dvorakova et al., 2017; Jennings, 2015; Meiklejohn et al., 2012; Mahfouz et al., 2018). New understandings about the relationship between school administrators' wellbeing and school improvement efforts should ignite interest within the field. As such, this book's chapters are organized into four distinct sections that provide: (a) an overview of the field (Section I), (b) an empirical argument for why such research is essential (Section II), (c) wellbeing models to be considered for use in the PK-12 setting (Section III), and, (d) specific wellbeing practices and frameworks currently being in PK-12 (Section IV).

LITERACY, LANGUAGE AND LEARNING



Innovative Approaches to Teaching Multilingual Students

Mary Amanda Stewart, Texas Woman's University; Holly Hansen-Thomas, Texas Woman's University

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

2023. Paperback 979-8-88730-080-1 \$52.99. Hardcover 979-8-88730-081-8 \$94.99. eBook 979-8-88730-082-5 \$85.

The purpose of this book is to guide teachers to understand theory related to teaching multilingual students and put it into practice in their classrooms. Throughout each chapter, the authors uniquely bring together relevant theory regarding language (e.g. the multilingual turn, second language acquisition, translanguaging) literacy (e.g. reading comprehension, new literacy studies, multimodality), and culture (e.g. funds of knowledge, culturally sustaining pedagogies). The chapter authors (practicing ESL, bilingual, world language, language immersion, and mainstream teachers) share how they are innovatively teaching multilingual students by understanding theory and applying it to their instructional setting.

The audience for this book is teachers of multilingual students who are in the dynamic process of language acquisition. This includes TESOL/ESL, bilingual, language immersion, and world language teachers, as well as mainstream teachers who teach bilingual students—essentially all educators in modern society. The book is of particular interest for teacher education programs since each chapter explains theory and then illustrates exactly how one teacher put that theory into practice in teaching multilingual students.

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 \$72.99. Hardcover 978-1-64802-582-2 \$104.99. eBook 978-1-64802-583-9 \$85.

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 #2

Toni M. Williams, University of South Carolina

A volume in the series *Middle Grades Research Journal*
2022. Paperback 979-8-88730-295-9 \$40. eBook 979-8-88730-296-6 \$85.

The Middle Grades Research Journal (MGRJ) is a peer-refereed journal that publishes original empirical and theoretical studies focused on middle grades education. All studies must include substantial linkage to the literature base in middle grades education, young adolescent development, and/or teaching and learning environments suitable to students during the middle grade years. (Studies using a sample of students or teachers from the middle grades but with no linkage to middle grades literature are unlikely to be acceptable for publication.) Considering that significant research in the middle grades may be approached in a variety of ways, MGRJ publishes research studies employing a range of paradigms and methodologies, including, but not limited to quantitative, qualitative, and mixed methodologies; historical research; case studies; single subject designs; and studies employing large-scale data bases.

NAVIGATING THE LEADERSHIP CONTINUUM: CONNECTING THEORY, RESEARCH, AND PRACTITIONERS' PERSPECTIVES



The Early Years of Leadership The Journey Begins

Ian Marshall, The University of the West Indies; Grace-Anne Jackman, The University of the West Indies; Denise E. Armstrong, Brock University

A volume in the series *Navigating the Leadership Continuum: Connecting Theory, Research, and Practitioners' Perspectives*
2022. Paperback 978-1-64802-995-0 \$52.99. Hardcover 978-1-64802-996-7 \$94.99. eBook 978-1-64802-997-4 \$85.

The Early Years of Leadership: The Journey Begins is distinctive for many reasons, chief among which is a strong commitment to honoring practitioners' stories and empirical research. The chapters in this volume also represent the work of scholars and school practitioners from the global north and south. The fusion of diverse international perspectives allows for greater identification of local and global commonalities and trends that would provide aspiring and novice school principals with practical information and strategies for their development. These include strategies for helping them to find their internal motivation and a roadmap to develop leadership philosophies and negotiate common leadership pitfalls within and outside of the school community. This book is intended for use by aspiring and incumbent school administrators and students enrolled in educational leadership and administration courses. Each chapter offers an overview of the specific area of focus and concludes with reflective activities and questions for discussion. It can therefore be used as a companion reader for administrators, as well as a teaching tool by universities and other professional development programs.

ENDORSEMENTS:

"As an educational leader spanning almost three decades, I find "The Early Years of Leadership: The Journey Begins" a delightful must read for both the seasoned and up and coming educational leader, whose objective is a successful career at leading in a changing and challenging educational environment. I commend the Editorial Team for providing a guidebook for managing challenges faced by novice leaders; suggestions for crafting a leadership philosophy; and advice on how to negotiate micro-politics and challenges in schools. Those involved in leadership training and principal preparation would also find this a useful text since it includes vignettes and reflection questions that are sure to generate robust discussion and facilitate the deconstruction of key leadership concepts." — Abel Adekola, Wilkes University

"The stories of the leaders throughout this book demonstrate that leadership is a journey. While there is no predetermined timeline, the pace of progress can be influenced by one's participation in reflective practice, engagement in a community of practice and the availability of ongoing professional development. By providing them with the insight and information needed to understand better the vital role leaders play in fostering school success, The Early Years of Leadership: The Journey Begins can assist administrators with the necessary knowledge and guidance to create leaders of learning that can respond to the increasing societal challenges our schools face." — Camille Rutherford, Brock University

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, Curtin University; Anthony H. Normore, California State University Dominguez Hills; Melanie C. Brooks, Edith Cowan 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 \$52.99. Hardcover 978-1-64802-713-0 \$94.99. eBook 978-1-64802-714-7 \$85.

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.

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



On Indian Ground Northern Plains

Gerald E. Gipp, American Indian Higher Education Consortium; Sandra Fox, Oglala Lakota Nation of South Dakota; Karen Gayton Comeau, Standing Rock Dakota/Lakota

A volume in the series *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education*
2023. Paperback 979-8-88730-113-6 \$52.99. Hardcover 979-8-88730-114-3 \$94.99. eBook 979-8-88730-115-0 \$85.

On Indian Ground: Northern Plains is the fourth 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, Northern Plains looks at the history of Indian education with the states North Dakota, South Dakota, Wyoming, Montana, Idaho, and Nebraska. 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 in their schools. The articles range from early childhood and head start practices to higher education, including urban, rural and reservation schooling practices.

PEACE EDUCATION



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 \$52.99. Hardcover 978-1-64802-884-7 \$94.99. eBook 978-1-64802-885-4 \$85.

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 \$52.99. Hardcover 978-1-64802-707-9 \$94.99. eBook 978-1-64802-708-6 \$85.

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 \$52.99. Hardcover 978-1-64802-731-4 \$94.99. eBook 978-1-64802-732-1 \$85.

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



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 \$52.99. Hardcover 978-1-64802-904-2 \$94.99. eBook 978-1-64802-905-9 \$85.

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 \$52.99. Hardcover 978-1-64802-702-4 \$94.99. eBook 978-1-64802-703-1 \$85.

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 \$72.99. Hardcover 978-1-64802-872-4 \$104.99. eBook 978-1-64802-873-1 \$85.

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.

QUARTERLY REVIEW OF DISTANCE EDUCATION - JOURNAL



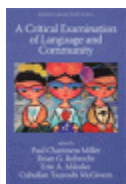
Quarterly Review of Distance Education Volume 23 #2

Michael Simonson, Nova Southeastern University; Anymir Orellana, Nova Southeastern University

A volume in the series *Quarterly Review of Distance Education - Journal*
2022. Paperback 979-8-88730-122-8 \$40. eBook 979-8-88730-123-5 \$85.

The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group.

READINGS IN LANGUAGE STUDIES

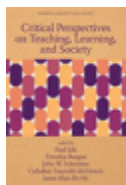


A Critical Examination of Language and Community

Paul Chamness Miller; Brian G. Rubrecht; Erin A. Mikulec, Illinois State University; Cuhullan Tsuyoshi McGivern

A volume in the series *Readings in Language Studies*
2022. Paperback 978-1-64802-768-0 \$72.99. Hardcover 978-1-64802-769-7 \$104.99. eBook 978-1-64802-770-3 \$85.

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."



Critical Perspectives on Teaching, Learning, and Society

Paul Chamness Iida; Timothy Reagan, University of Maine and University of the Free State; John W. Schwieter, Wilfrid Laurier University; Cuhullan Tsuyoshi McGivern; Jason Man-Bo Ho

A volume in the series *Readings in Language Studies*
2022. Paperback 978-1-64802-774-1 \$72.99. Hardcover 978-1-64802-775-8 \$104.99. eBook 978-1-64802-776-5 \$85.

Founded in 2002, the International Society for Language Studies is a worldwide organization of volunteers, scholars, and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies. Its eighth volume of the Readings in Language Studies series, Critical Perspectives on Teaching, Learning, and Society, presents international perspectives on issues of language related to a variety of themes.



Engaging in Critical Language Studies

John W. Schwieter, Wilfrid Laurier University; Jaime Antonio Rivera Flores, Georgian Court University; Paul Iida, Akita International University (Deceased)

A volume in the series *Readings in Language Studies*

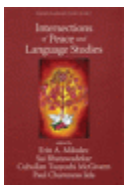
2022. Paperback 978-1-64802-986-8 \$72.99. Hardcover 978-1-64802-987-5 \$104.99. eBook 978-1-64802-988-2 \$85.

The Readings in Language Studies series presents international perspectives on important and emergent themes in language studies: critical pedagogy, language and power, language and identity, second language acquisition, conceptualizations of language, teachers and teaching. Each volume in the series is developed and edited in partnership with the International Society for Language Studies (www.isls.co), an interdisciplinary association of scholars who explore critical perspectives on language. A resource for students and scholars, each themed volume in the series represents the latest thought, literature, research, and methodology in language studies and features authors from across the globe. The series, which includes this current volume, is an essential scholarly resource for universities and personal libraries.

ENDORSEMENTS:

"This volume illuminates critical issues in language studies by questioning unequal relations of power regarding race, gender, sexuality, ability, language, multimodality, communication, and more. The authors' critical engagement offers renewed understandings of identity, pedagogy, and policies." — Ryuko Kubota, University of British Columbia

"ISLS continues to deliver on its mission of promulgating critical scholarship in language-related studies. This volume continues this now two-decades long mission and includes contributions from both well known and promising scholars. This volume belongs on the shelves of those who recognize the role languages play in sustaining and interrupting relationships of power." — Terry A. Osborn, University of South Florida



Intersections of Peace and Language Studies

Erin A. Mikulec, Illinois State University; Sai Bhatawadekar; Cuhullan Tsuyoshi McGivern; Paul Chamness Iida

A volume in the series *Readings in Language Studies*

2022. Paperback 978-1-64802-771-0 \$72.99. Hardcover 978-1-64802-772-7 \$104.99. eBook 978-1-64802-773-4 \$85.

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 \$72.99. Hardcover 978-1-64802-754-3 \$104.99. eBook 978-1-64802-755-0 \$85.

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.



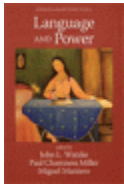
Language and Identity

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 \$72.99. Hardcover 978-1-64802-760-4 \$104.99. eBook 978-1-64802-761-1 \$85.

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.



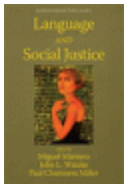
Language and Power

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 \$72.99. Hardcover 978-1-64802-757-4 \$104.99. eBook 978-1-64802-758-1 \$85.

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.



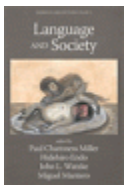
Language and Social Justice

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 \$72.99. Hardcover 978-1-64802-763-5 \$104.99. eBook 978-1-64802-764-2 \$85.

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 \$72.99. Hardcover 978-1-64802-766-6 \$104.99. eBook 978-1-64802-767-3 \$85.

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

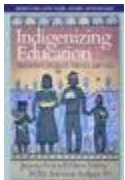
A volume in the series *Research and Theory in Educational Administration*

2022. Paperback 978-1-64802-911-0 \$99.99. Hardcover 978-1-64802-912-7 \$114.99. eBook 978-1-64802-913-4 \$85.

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



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 \$52.99. Hardcover 978-1-64802-691-1 \$94.99. eBook 978-1-64802-692-8 \$85.

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.



Struggling to Find Our Way Rural Educators' Experiences Working With and Caring for Latinx Students

Stephanie Oudghiri, Purdue University

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

2022. Paperback 979-8-88730-072-6 \$52.99. Hardcover 979-8-88730-073-3 \$94.99. eBook 979-8-88730-074-0 \$85.

Rural communities across the United States are experiencing a rapid increase in the number of immigrant students. While the number of culturally and linguistically diverse students continues to grow within midwestern states, the demographics of teachers remain white, female, and monolingual. Often teachers have little to no training working with students and their families whose backgrounds differ from their own. Thus, there is a great urgency for teachers to develop culturally competent teaching practices that address the needs of all students. The purpose of this year-long, school-based narrative inquiry was to examine the beliefs, attitudes, and practices of rural educators as they described their work with Latinx immigrant, elementary students, negotiated the "space" between a professional and personal identity and demonstrated an ethic of care. This inquiry is arranged into "livings, tellings, retellings, and relivings" (Clandinin & Connelly, 2000, p. 70) and serves to shed light on the entwined lived experiences of myself, my participants, and the community in which we reside. Grounded in Noddings (1984; 2012) work on authentic caring and Valenzuela's (1999) concept of culture and caring relations for Latinx students, Swanson's middle range theory of care (1991, 1993) which served as the conceptual framework that illuminated how my participants discussed working with and caring for their Latinx immigrant students.

In *Struggling to Find Our Way: Rural Educators' Experiences Working with And Caring for Latinx Immigrant Students*, Stephanie Oudghiri's one-year school-based narrative inquiry is a carefully crafted balance of creativity and rigor with the right notes to engage the reader, challenge them to think, wonder at what they can do, and imagine possibilities for a more socially just education system. In this book, Oudghiri examines the beliefs, attitudes, and practices of two white teachers and one Hispanic paraprofessional working with and caring for immigrant students in a rural Indiana community.

Due to the sensitive nature of this inquiry, which focuses on teachers' relationships with vulnerable populations (immigrant and undocumented), Oudghiri's book serves as a model for active engagement by creating a strong sense of place, a strong sense of who these teachers and students are, and a strong sense of being in the midst of community and school life. What is unique and compelling about Oudghiri's writing, is her focus on stories of the teachers working in her school site, and the children in their classrooms. She provides strong evidence using a compassionate lens and the art of storytelling to illuminate lives in the school.

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 \$52.99. Hardcover 978-1-64802-895-3 \$94.99. eBook 978-1-64802-896-0 \$85.

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?

ENDORSEMENTS:

"This collection of chapters in English and Spanish offers readers novel place-based ways of transforming bilingual/biliterate teacher education programs to ensure that new teachers gain pedagogical language, literacy, and content practices that expand language and literacy in heretofore unimagined ways. All bilingual/biliterate teacher educators should read this extraordinary book." — Christian J. Faltis, Texas A&M International University

"This volume deftly addresses a topic of great currency on the bilingual education agenda: how to orchestrate curricular and pedagogical innovation in teacher development and how to enact change at the grassroots level through its impact on teaching practices. A must-read tour de force for anyone interested in the development, implementation, or research of quality bilingual teacher education." — María Luisa Pérez Cañado, Universidad de Jaén

"Enduring critiques of teacher education, once the sole province of conservative policymakers, now includes many thinkers we formally considered allies. This excellent collection, which includes a host of new and powerful voices, forces all sides to sit up and pay attention." — Kip Téllez, University of California, Santa Cruz

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*

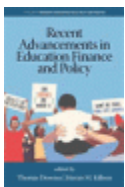
2022. Paperback 978-1-64802-644-7 \$52.99. Hardcover 978-1-64802-645-4 \$94.99. eBook 978-1-64802-646-1 \$85.

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.



Recent Advancements in Education Finance and Policy

Thomas Downes, Tufts University; Kieran M. Killeen, University of Vermont

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

2022. Paperback 979-8-88730-066-5 \$72.99. Hardcover 979-8-88730-067-2 \$104.99. eBook 979-8-88730-068-9 \$85.

The past decade has seen a steady flow of important and innovative papers documenting the short- and long-term effects of finance reforms and the heterogeneity of the effects of reforms, exemplified by papers like Jackson, Johnson, & Persico (2016), Lafortune, Rothstein, & Schanzenbach (2018), Hyman (2017), and Candelaria and Shores (2019). Those papers have reinvigorated research on the effects of finance reforms, while raising important questions about how to best design a finance system and generate necessary revenues.

The papers mentioned above, along with other papers too numerous to mention, have taken advantage of better data and better methods to address long-standing questions and generate provocative new answers. Since the landscape has changed quickly, policy makers and prospective researchers require a summary of the current state of the research on the effects of school finance reforms.

Answers are also needed to such questions as:

- To what extent are lessons from the Great Recession applicable to the Covid-19 induced crisis. For example, how will states allocate cuts in grants and will

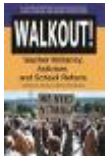
those cuts undo state progress in equalizing educational access? Are there strategies for allocating resources that best preserve student learning?

- How do financing systems need to be modified to accommodate greater use of online education?
- How should school finance systems be designed to provide equal access (or, at a minimum, adequate access) to students with special needs?
- Why is there significant heterogeneity in the results of different finance reforms?
- What have been the effects of recent state efforts to reduce the role of the property tax in financing K-12 education?
- How should finance systems be designed to more effectively close persistent achievement gaps?
- How, if at all, should states integrate the financing of preschool education with the financing of elementary and secondary education?

To help prepare the next generation of researchers and policy makers in the realm of school finance, this volume includes papers that summarize the current state of research on the questions above, as well as other pressing questions in education finance and policy.

The book aims to bridge a space between comprehensive textbooks and journal articles in the field of education finance and policy. There are two main target audiences. The book is meant to serve professionals like school district administrators and education policy practitioners that desire a contemporary update to their previous study of education finance and policy issues. These audiences often have limited access to peer reviewed journals and knowledge of pertinent government and related policy reports in the field. The book is also meant to serve students and faculty from programs in public administration, public policy, community development and applied economics, education administration, educational leadership and policy studies that are studying content related to education policy, the economics of education, state and local public finance, and taxation. Some upper-level undergraduate students may also benefit from this resource.

RESEARCH IN EDUCATIONAL 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 Educational Policy: Local, National, and Global Perspectives*

2022. Paperback 978-1-64802-599-0 \$52.99. Hardcover 978-1-64802-600-3 \$94.99. eBook 978-1-64802-601-0 \$85.

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 HUMAN RESOURCE MANAGEMENT



Forgotten Minorities in Organizations

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

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

2023. Paperback 979-8-88730-184-6 \$52.99. Hardcover 979-8-88730-185-3 \$94.99. eBook 979-8-88730-186-0 \$85.

People have long made invidious distinctions between individuals (e.g., the clean and the unclean, good and evil, black and white, sacred and profane, etc.) (Smith, 1996), and these distinctions affect the degree to which individuals experience prejudice, unfair discrimination, and oppression in organizations and society as a whole. As a result, there has been an increased interest in research on these distinctions and unfair discrimination in organizations. Despite this research, most of the studies have focused on only a subset of minorities including African Americans, women, older workers, and people with physical disabilities (Dipboye & Colella, 2005). A number of other minorities have been forgotten or neglected by organizational researchers including people with neurological or psychological disabilities, veterans, Native Americans, people with a criminal history, and those who come from low socioeconomic or poor backgrounds. Thus, the primary purposes of this issue of Research in HRM is to foster research on “Forgotten Minorities” or those who are members of groups that have been excluded from organizations and neglected by organizational research. In view of these arguments, this issue (a) presents a brief review of the organizational research on the exclusion and repudiation of people who are forgotten minorities, (b) offers directions for future research on these outgroup members, and (c) considers key implications for practice that can facilitate the inclusion of forgotten minorities in organizations.



The Plight of Stigmatized Groups in Organizations

Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech; Kimberly M. Lukaszewski, Wright State University; Julio C. Canedo, University of Houston–Downtown; Brian Murray, University of Dallas; James H. Dulebohn, Michigan State University

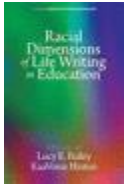
A volume in the series *Research in Human Resource Management*

2023. Paperback 979-8-88730-289-8 \$52.99. Hardcover 979-8-88730-290-4 \$94.99. eBook 979-8-88730-291-1 \$85.

People are often stigmatized by virtue of their status on such dimensions as race, ethnicity, gender, age, weight, disability, or sexual orientation, and this book deals with the plight of those who are stigmatized in organizations. For example, they often experience prejudice, unfair discrimination, mistreatment, and exclusion from organizations and society as a whole. As a result, there has been an increased interest in developing ways to decrease the negative experiences of stigmatized groups, increase their inclusion in organizations, and ensure that they have the opportunity to enjoy a satisfying work life. Despite an increased interest in decreasing the negative experiences of stigmatized groups, most of the studies in human resource management (HR) and organizational behavior (OB) have focused on only a subset of these individuals including African-Americans, women, older workers, and people with physical disabilities (Dipboye & Colella, 2005). A number of other stigmatized groups have been practically neglected by organizational research including people with psychological disabilities (e.g., anxiety and depressive disorders), Asian Americans, immigrants, those with foreign accents, individuals with different sexual orientations, people who are single in organizations, women entering the corporate suite, and adolescents. Thus, the primary purposes of this issue of Research in HRM is to consider research on The plight of stigmatized groups in organizations, and foster research on those groups who have been neglected in organizational research.

In view of these arguments, this issue (a) presents a brief review of the research on the plight of several stigmatized groups in organizations (e.g., Asian Americans, those with psychological disabilities, people who are single, women entering the corporate suite, and individuals with different sexual orientations), (b) identify needed research on these stigmatized groups, (c) offer directions for future research, and (c) consider the implications for practice that can decrease the negative experiences of these group members, and facilitate their inclusion in organizational settings.

RESEARCH IN LIFE WRITING AND EDUCATION



Racial Dimensions of Life Writing in Education

Lucy E. Bailey, Oklahoma State University; KaaVonia Hinton, Old Dominion University

A volume in the series *Research in Life Writing and Education*

2022. Paperback 979-8-88730-036-8 \$52.99. Hardcover 979-8-88730-037-5 \$94.99. eBook 979-8-88730-038-2 \$85.

This collection presents life writing projects that explore or represent the racial dimensions of life writing research in diverse educational spaces using diverse methodologies and inquiry approaches. We believe this collection is long overdue. To quote Melva R. Grant and Signe E. Kastberg's succinct phrasing (this volume) "racialized inquiry matters." While some rich texts explore the racial aspects and anti-racist potential of social science research (Blee, 2018; Lopez & Parker, 2003; Sefa Dei & Johal, 2005; Twine & Warren, 2000), and include examples from educational contexts, there are no collections which focus on the intersections of life writing inquiry as educative projects that highlight racial dimensions of the work and lives under study. Drawing from Toni Morrison's enduring wisdom, a visionary writer whose work has explored the racial dimensions of culture and lived experience, we centralize race in life writing in this collection rather than obscuring it or leaving it as a lurking, absent presence in the craft.

Racial Dimensions of Life Writing Research offers a wealth of ideas and perspectives from which scholars, teachers, and students can draw to support their work. The 14 chapters in this collection attend to national, international, and local concerns, include varied theoretical and methodological approaches, and reflect a range of ethnic and racial heritages. Chapters consider practical, theoretical, ethical, and educational issues involved in projects concerning under-represented educational actors important for the terrain of life writing. The authors include established and emerging scholars— university researchers, directors, and professors, academic advisors, graduate and undergraduate students, activists, and former elementary and secondary school teachers. It is our hope that this volume will spark conversation, debate, and reflection and will be a valuable resource that inspires scholarship about how race and its intersections shape the life-writing inquiry process.

ENDORSEMENT:

"This is an exceptionally important volume interrogating intersections of race, racism and life writing. Authors recenter life narrative as a necessary anchor for studying, teaching about, and learning through complex racial dynamics. This book should be read by any of us serious about studying and advancing knowledge on race and writing." — Richard Milner, Vanderbilt University

RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS AND SCHOOL-UNIVERSITY PARTNERSHIPS



PDS and Community Schools The Nexus of Practice

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

A volume in the series *Research in Professional Development Schools and School-University Partnerships*

2022. Paperback 979-8-88730-000-9 \$52.99. Hardcover 979-8-88730-001-6 \$94.99. eBook 979-8-88730-002-3 \$85.

How the Professional Development School and Community School strategy might benefit from an integrated perspective serves as the guiding framework for this volume of Research in Professional Development Schools. This book advocates for blending these two approaches to address the needs of P-20 settings and their communities. Because we recognize the inherent strengths in both models, we encouraged chapters that had as a primary focus one or both models as they sought to support teacher preparation and K-12 partners. Subsequently, a series of questions framed the conversation around the potential for combining these models as well as what such an integrated model might present for teacher education programs, K-12 partners, and their communities. Since this volume explores three different aspects of the relationship between Professional Development Schools and Community Schools, a set of guiding questions were offered to guide the specific models addressed.

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 \$52.99. Hardcover 978-1-64802-842-7 \$94.99. eBook 978-1-64802-843-4 \$85.

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 \$52.99. Hardcover 978-1-64802-927-1 \$94.99. eBook 978-1-64802-928-8 \$85.

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 STRESS AND COPING IN EDUCATION



Higher Education for the People Critical Contemplative Methods of Liberatory Practice

Maryann Krikorian, Loyola Marymount University

A volume in the series *Research on Stress and Coping in Education*

2022. Paperback 979-8-88730-009-2 \$52.99. Hardcover 979-8-88730-010-8 \$94.99. eBook 979-8-88730-011-5 \$85.

This monograph aims to uncover value-belief-systems underlying dominant narratives in modern IHEs, impacting the lives of many multidimensional adult learners. To do so, Eurocentrism and neoliberalism are used to analyze the socio-cultural political movements of the U.S. and its influence on higher education trends. Then, models of adult consciousness and transformative approaches to adult learning are introduced to problematize dominant narratives and make the case for more complex epistemologies. With critical contemplation, acts of compassion for interdependence, self-compassion for intentionality, authentic relationships for political consciousness, listening for non-duality, and mindfulness for impermanence (CALM) are introduced as ways to emphasize self-transformation and self-actualization. CALM practice is just one way to join others in the social justice work of wholeness and humanity to better support multidimensional adult learners.

Along with this understanding comes the potential to disrupt dominant narratives with a moral stance, honoring innate human value and the diverse human condition. The future of institutions of higher education must be guided by a moral position in the name of healing and wellness. Together, we can transform higher education so that institutions are a place where adult learners create the conditions of freedom to actualize the right to self-worth, the liberty to connect with others, and the pursuit of personal fulfillment, honoring this nation's guiding principles of life, liberty, and happiness.



Research on Teacher Stress Implications for the COVID-19 Pandemic and Beyond

Christopher J. McCarthy, University of Texas at Austin; Richard G. Lambert, University of North Carolina at Charlotte

A volume in the series *Research on Stress and Coping in Education*

2023. Paperback 979-8-88730-213-3 \$52.99. Hardcover 979-8-88730-214-0 \$94.99. eBook 979-8-88730-215-7 \$85.

This volume informs our understanding of how educational settings can respond to the challenges of the COVID-19 pandemic and beyond. Teaching has always been a challenging profession but the pandemic has added unprecedented levels of demands. Much of what we know about stress and trauma in education predates the COVID-19 pandemic.

As the pandemic recedes, it seems likely that recruiting and retaining teachers, always a challenge, will become even more difficult. This could not be worse for students, who face steep losses in their academic and socio-emotional progress after more than two years of pandemic-impacted schooling. The silver lining is that scholars who study the occupational health have spent the past several years studying the effect of the pandemic on teachers, which led us to edit this volume to collect what is known and have these experts explain how we can better support teachers in the future.

This book documents the many impacts of the pandemic on the teaching profession, but also leverages research to chart a path forward. Part I examines the contours of stress, with a particular emphasis on COVID-19 impacts. These contributions range from parents' achievement worries to compassion fatigue, and, more optimistically, how teachers cope. Part II examines pandemic impacts on pre-school teachers, in both the U.S. and in Australia. Given the social distancing in place during the pandemic, pre-school students and their teachers were under unique demands, as there is no substitute for the personal connection critical at that age. It is likely that students entering elementary school in the next few years will have work to do in their social skills. Part III focuses on mentoring and stress during the pandemic. Mentoring is an important part of teacher's professional development, but the pandemic scrambled traditional forms of mentoring as all teachers were thrown into unfamiliar online technology. The final section of this book, Part IV, includes links between teacher stress and trauma during the pandemic. Clearly, with the ongoing nature of the pandemic, it is easy to see how trauma is likely to manifest in years to come.

Readers of this book will better understand teacher demands, as well as the resources teachers will need going forward. Teachers made heroic efforts during the pandemic to help their students both academically and personally. We owe to them to learn from research during the pandemic that points to the way to a healthier occupational future.

RESEARCH ON THE SUPERINTENDENCY



Reclaiming Local Control through Superintendents, School Boards, and Community Activism

Meredith Mountford, Florida Atlantic University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee

A volume in the series *Research on the Superintendency*

2022. Paperback 979-8-88730-003-0 \$52.99. Hardcover 979-8-88730-004-7 \$94.99. eBook 979-8-88730-005-4 \$85.

In 1987, Jacqueline Danzberger described school boards as the forgotten players. However, things have changed drastically for school boards over the past few years. No longer are school boards the forgotten players in school governance. Instead, school boards often find themselves in the center of controversies stemming from the intrusion of political partisanship into local governance structures which historically, and for the purposes of sustained democratic educational governance, were intentionally intended to be non-partisan elected boards. However, this is where many school boards find themselves today. The chapters in this volume address several key questions school board members are currently facing as they struggle to protect some of our country's earliest guardrails of democracy; local control of schools. To be sure, school boards are no longer the forgotten players. Implications of this may be wide reaching and therefore deserve room in the current literature on educational governance.

Volume II of the Research on the Superintendency series highlights recent research on school boards, local control, governance, and the superintendency. Each chapter is briefly described and the chapters are in a particular order that readers may wish to pay attention to as they enjoy the book. The first three chapters deal with local control in both rural and urban settings. The next two chapters are studies focused mainly on school boards and how their roles have shifted over the years followed by a chapter on the relationship between school boards and their superintendents within a regulatory environment and the level of stress it can bring to board members and superintendents. The final five chapters describe recent superintendent research that is closely linked to school governance or school board policies. We ask readers to juxtapose lessons learned in those five chapters to the role of school boards within the context of those chapters.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



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 \$52.99. Hardcover 978-1-64802-688-1 \$94.99. eBook 978-1-64802-689-8 \$85.

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



Professional Development for In-Service Teachers Research and Practices in Computing Education

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

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

2022. Paperback 978-1-64802-906-6 \$72.99. Hardcover 978-1-64802-907-3 \$104.99. eBook 978-1-64802-908-0 \$85.

Computer science is increasingly becoming an essential 21st century skill. As school systems around the world recognize the importance of computer science, demand for teachers who have the knowledge and skills to deliver computer science instruction is rapidly growing. Yet a number of recent studies indicate that teachers report low confidence and limited understanding of computer science, frequently confusing basic computer literacy skills with computer science. This is true for both teachers at the K-8 level as well as secondary education teachers who frequently transition to computer science from other content areas, such as mathematics. As computer science is not yet included in most teacher preparation programs, professional development is a critical step in efforts to prepare in-service teachers to deliver high-quality computer science instruction. To date, however, research on best practices in computer science professional development has been severely lacking in the literature, making it difficult for researchers and practitioners alike to examine effective in-service preparation models.

This book provides examples of professional development approaches that help teachers integrate aspects of computing in existing curricula at the K-8 level or deliver stand-alone computer science courses at the secondary school level. Further, this book identifies computational competencies for teachers, promising pedagogical strategies that advance teacher learning, as well as alternative pathways for ongoing learning including microcredentials. The primary audience of the book is graduate students and faculty in educational technology, educational or cognitive psychology, learning theory, curriculum and instruction, computer science, instructional systems and learning sciences. Additionally, the book will serve as a valuable addition to education practitioners and curriculum developers as well as policy makers looking to increase the number of teachers who are prepared to deliver computing education.

RESEARCH, THEORY, AND PRACTICE WITHIN ACADEMIC AFFAIRS



Black Faculty Do It All A Moment in The Life of a Blackademic

Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Research, Theory, and Practice Within Academic Affairs*

2023. Paperback 979-8-88730-210-2 \$52.99. Hardcover 979-8-88730-211-9 \$94.99. eBook 979-8-88730-212-6 \$85.

Black Faculty Do It All: A Moment in The Life of a Blackademic is a work that creates space for Black academics or Blackademics to share their experiences navigating workspaces within higher education and their experiences as Black professionals. The primary goal of this book is to provide insight into Black faculty experiences told by Black faculty. While frequently, Black faculty can feel silenced within the academy, this book offers a platform for all Black faculty's voices to be heard loud and clear.

Contributing authors share advantages and challenges they experience as Blackademics and the impact these experiences have on their well-being and career trajectory. Moreover, the authors provide insight and advice on how current and potential Blackademics can succeed and thrive, even with all the barriers or obstacles they face. Contributing Blackademics collective has a wealth of knowledge and disciplines represented, expertise, position full-time and part-time, and years of experience in higher education. Additionally, authors also come from all over the United States. With this range of expertise and knowledge, authors also provide advice, strategies, and ways of being for institutions to support their Black faculty and for Black faculty to support themselves.

Despite all the efforts with diversity, equity, inclusion, and anti-racist initiatives, Black faculty is still not okay (Tomlin, 2022). While many Black faculty have challenges in the profession, we are not suggesting that all Black faculty face the same issues. In fact, "the idea that all Black faculty would share the same experiences is a fallacy, and the insinuation is as dangerous as assuming that all Black people are the same" (Allen & Steward, 2022, p. 2). Moreover, this book serves as a space for contributing authors not to speak for all Black faculty but themselves. As editor and a Blackademic myself, I encouraged and pushed all contributing authors to stand in their Blackness unapologetically. This book is the outcome of Black faculty loving and supporting Black faculty. Higher education institutions, colleagues, and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment, retention, and psychological well-being of Black faculty. Thus, *Black Faculty Do It All: A Moment in The Life of a Blackademic* is positioned to be a must-read for all higher education professionals, institutions, and stakeholders looking for strategies to do right back for Black faculty.



Don't Forget About the Adjuncts!

Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Research, Theory, and Practice Within Academic Affairs*

2023. Paperback 979-8-88730-236-2 \$52.99. Hardcover 979-8-88730-237-9 \$94.99. eBook 979-8-88730-238-6 \$85.

Don't Forget About the Adjuncts! is a work that creates space for adjuncts to share their experiences navigating workspaces within higher education and their experiences as part-time faculty. The primary goal of this book is to allow adjuncts to share their experiences navigating workspaces as frequently undervalues faculty in higher education. While frequently, adjunct faculty can feel unheard within higher education institutions, this book offers a platform for adjunct voices to be heard loud and clear.

Contributing authors share the advantages and challenges they experience as adjuncts and the impact these experiences have on their well-being and career trajectory. Moreover, the authors provide insight and advice on how current and potential adjuncts can succeed and thrive, even with all the barriers or obstacles they face. The adjunct voices in this text have a wealth of knowledge and disciplines represented, expertise, and years of experience in higher education. Additionally, authors also come from all over the United States. With this range of expertise and knowledge, authors also provide advice, strategies, and ways of being for institutions to support their adjunct faculty and for adjuncts to support themselves.

While many challenges are thrown at adjunct faculty, we are not suggesting that all adjunct faculty face the same issues. Moreover, this book serves as a space for contributing authors not to speak for all adjunct faculty but themselves. As editor and previous adjunct faculty myself, I encouraged and pushed all contributing authors to stand in their truth and take pride in this role. This book is the outcome of adjunct faculty loving and supporting their profession. Higher education institutions, colleagues, and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment, retention, and psychological well-being of adjunct faculty. Thus, *Don't Forget About the Adjuncts!* is positioned to be a must-read for all higher education professionals, institutions, and stakeholders looking for strategies to do right by and for adjunct faculty.



Voices of the Field DEIA Champions in Higher Education

Antione D. Tomlin, Anne Arundel Community College; Sherella Cupid, Louisiana State University

A volume in the series *Research, Theory, and Practice Within Academic Affairs*

2023. Paperback 979-8-88730-265-2 \$52.99. Hardcover 979-8-88730-266-9 \$94.99. eBook 979-8-88730-267-6 \$85.

This book, *Voices of the Field: DEIA Champions in Higher Education*, will explore the experiences and stories of Diversity, Equity, Inclusion, and Anti-racist (DEIA) champions and leaders within higher education. There is no doubt that in response to the United States' current racial climate that higher education institutions have DEIA at the forefront of their operations. Consequently, "as a Black academic or Blackademic educator and DEIA champion, I am not sure I always see institutions and organizations walking the walk and doing the work it takes to live up to those missions, visions, and strategic plans." (Tomlin, 2022, para. 1). From our experience, this is partly because institutions do not know how to support and encourage all higher education professionals, no matter working area, gender, or race to become more DEIA minded. So, this book will share stories of champions of DEIA along with how other higher education professionals jump in.

Like some of our other projects, we approach this book from an asset-based approach where chapter authors are taking more of an anti-deficit approach. So, while each chapter author will explore the challenges and opportunities that come with being a DEIA champion within higher education, we will not focus entirely on what higher education institutions or doing wrong; rather, how the tools, tips, and strategies provided can help support current and potential champions of the work and field. One especially important contribution of this book is that authors come from many different spaces, departments, and divisions within higher education including: admissions, student life, curriculum and instruction, service learning, alumni relations, career services, intercultural affairs and many others. Additionally, chapter authors' demographics make up a wide range of ages, ethnicities, abilities, and expertise. Given the breadth of experiences, each chapter will provide poignant suggestions for DEIA champions across the nation as well as for institutions who are looking to better understand, advocate for, support their own DEIA champions.

The work of DEI practitioners is a work that often goes unnoticed. The long days, nights, exhaustion, and lack of mental capacity due to constant going and potential burnout is the price practitioners pay to fight the fight of creating more equitable spaces. Griffin (2021) noted, "The DEI practitioner is becoming a household name in some industries—like education—an emerging staple." (p. xxv). we agree with Griffin; moreover, these household names are not getting the attention, respect, or resources they need to continue being successful in their roles. Additionally, we add anti-racist to DEI, as being anti-racist is an action. We argue it is the action that brings all the other pieces of the work together. Its the demonstration and active practice of fighting against racism that helps to shift and change a culture. This book will aid in showing all higher education professionals some approaches to being more effective DEIA champions while also taking action and moving more toward anti-racism as a mindset and way of being. Thus, *Voices of the Field: DEIA Champions in Higher Education* is positioned to be a must-read for all higher education professionals and institutions who are looking for strategies to support, promote, and encourage the growth and development of DEIA champions.

SOCIAL SCIENCE EDUCATION CONSORTIUM BOOK SERIES



Out of Turmoil

Catalysts for Re-learning, Re-Teaching, and Re-imagining History and Social Science

Dean P. Vesperman, University of Wisconsin-River Falls; Anne Aydinian-Perry, University of Houston; Matthew T. Missias, Grand Valley State University; Whitney G. Blankenship, San Antonio College

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

2023. Paperback 979-8-88730-075-7 \$52.99. Hardcover 979-8-88730-076-4 \$94.99. eBook 979-8-88730-077-1 \$85.

It is not difficult to argue that the social sciences are in a period of transition. Our day-to-day lives have been marked by uncertainty as our social lives have vacillated wildly between highs and lows, tensions between fellow citizens have heightened along ideological fault lines, and educators have been placed squarely at the center of public discourses about what—and how—we should be teaching. By any measure, we are living in a time where every moment seems to be rife with high stakes realities that must be navigated.

Ladson-Billings (2020) called on educators to reimagine education and contest the notion of a “return to normal.” In the current highly polarized context where we see multiple competing narratives, rather than promoting a “return to normal” or “business as usual” approach, we argue that educators must use the lessons of the last two years, as well as draw on what we have learned from history and the social sciences. By asking ourselves how we might interrogate and inform current social landscapes and the challenges that arise from them, we have the opportunity to take leadership in fostering innovation, building solidarity, and re-imagining the teaching and learning of history and the social sciences.

We recognize that humans live in multiple complex communities that include intersectional identities; relationships with power, agency, and discourses; and lived realities that are as unique as they are divergent. Consequently, the task of educators, and the goal of this volume, is to provide a clarion voice to a dynamic, relational, and undeniably human social world.

STUDIES IN THE PHILOSOPHY OF EDUCATION



Conceptualizing Truth

Implications for Teaching and Learning

Kevin S. Krahenbuhl, Middle Tennessee State University

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

2022. Paperback 979-8-88730-015-3 \$52.99. Hardcover 979-8-88730-016-0 \$94.99. eBook 979-8-88730-017-7 \$85.

It has been widely noted that society has moved away from seeing truth as an objective and, in some ways, important part of what it means to be educated. Varied conceptions of truth have existed and have been debated in the halls of academia for years but recently a shift has occurred in which truth has lost its status broadly as a virtue. In fact, in 2016, Oxford Dictionary declared “post-truth” as its international word of the year, defined as: ‘relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief’. Living in a world that is post-truth has direct implications on the education of a society’s youth.

This book will examine several broad conceptions of truth and present them as truth profiles considering their implications for education. This survey will consider the role of truth as it relates to teaching and the act of being a teacher, engage with challenging questions about what curriculum will be learned and its implications for our understanding of truth and specific consideration is attended to the impacts that one’s conception of truth has for what they prioritize in the classroom, their instructional practice, and on learning itself. This book will take a focused look at the concept of truth and how varied conceptions of truth impact teaching and learning through theoretical, analytic, and practical examples.



Problematizing the Profession of Teaching from an Existential Perspective

Aaron S. Zimmerman, Texas Tech University

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

2022. Paperback 978-1-64802-944-8 \$52.99. Hardcover 978-1-64802-945-5 \$94.99. eBook 978-1-64802-946-2 \$85.

Teachers not only serve as caretakers for the students in their classroom but also serve as stewards for society's next generation. In this way, teachers are charged with responsibility for the present and the future of their world. Shouldering this responsibility is no less than an existential dilemma that requires not only professional solutions but also personal responsibility rooted in subjective authenticity. In the edited volume, authors will explore how the philosophy of Existentialism can help teachers, teacher educators, educational researchers, and policymakers better understand the existential responsibility that teachers shoulder.

The core concepts of Existential philosophy explored in this edited volume imply that a teacher's lived experience cannot be defined solely by professional knowledge or dictates. Teachers have the capacity to create subjective meaning through their own agency, and there is no guarantee that those subjective meanings will accord with professional dictates. Furthermore, there is no guarantee that professional dictates are more valid than the existential realities of individual teachers. The philosophy of Existentialism encourages individuals to reflect on the existential realities of isolation, freedom, meaninglessness, and death in an effort to propel individuals towards more authentic ways of engaging in the world. The chapters of this edited volume advance the argument that being and becoming a teacher must be understood – at least in part – from the subjective perspective of the individual and that teachers are responsible for authoring the meaning of their lives and of their work.

ENDORSEMENTS:

"At a time when the purpose of education is increasingly conceived in terms of attaining skills necessary for the job market, and teaching and learning are assessed in terms of objective outcomes, this collection of fresh essays on the existential dimension of education as an institution offers an indispensable corrective. In wide-ranging reflections on the professional and inter-personal aspects of education, the authors show how existentialism's emphasis on subjectivity, authenticity, and lived experience can enrich our thinking about teaching and learning and improve our practices in the classroom as it exists now. Any educator seriously interested in his or her profession will find timely insights in this thoughtfully conceived volume."

— Steven Crowell, Rice University

Historically, education and educational science have been torn between, on the one hand, ideas stressing technical rationality, efficiency, and evidence-based approaches and, on the other hand, ideas highlighting the need for deeper understandings and imaginative orientations. In the light of these trends, the book *Problematizing the Profession of Teaching from an Existential Perspective* is a fresh contribution that offers new insights to the field of teacher professionalism and teacher development. I recommend this book to everyone who is interested in gaining a deeper understanding of what it means to be and become a teacher.

— Silvia Edling, University of Gävle



Teaching is a Human Interaction

How Thoughtful Educators Respond, Are Responsive, and Take Responsibility

Alexis L. Jones, Eastern Illinois University

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

2023. Paperback 979-8-88730-148-8 \$52.99. Hardcover 979-8-88730-149-5 \$94.99. eBook 979-8-88730-150-1 \$85.

This book contains an argument supported by education philosophers as well as composite stories, data, and personal experiences. The author mentions a number of scholars (e.g., Benjamin, 1988; Buber, 1970; Noddings, 2005, 2013; Palmer, 1983; van Manen, 1986, 1991, 2000) who address important human issues in the field of education, and she ties their work and hers to show common themes within the issues of care, responsiveness, and relational ethics.

The first part of the book (Introduction and Chapters 1-3) is primarily philosophical, and the author shares the thoughts of the aforementioned scholars and others on topics relating to the very human work teachers do. The next section of the book (Chapters 4-6) combines theoretical works and empirical data to address the complexity and humanity of teaching.

While the work described in the aforementioned chapters may appear to present an idea of ethical teacher perfection, this is not the case. Teachers are not supposed to be, nor are they logistically able to be, all things to all children. The final chapter instead addresses how stakeholders (e.g., educators, administrators, parents) can gently move our traditional education system toward this ideal. This conclusion shares the ways teachers and teacher educators can conceptualize the work on teaching-as-human-interaction and use it to improve the teaching perception.

ENDORSEMENTS:

"Readers of this superb book will be convinced by the end of it that kindness and care are fundamental to good teaching. Based on vast teaching experience

and a philosophy of care ethics, Alexis Jones portrays teaching as a far 'messier' human interaction than is ever formally recognized. Using scholarly debate and wonderfully narrated examples, the book advocates an ethics of care for teachers navigating interminable choices in almost every moment. But beware thinking that teaching-the-Alexis-Jones-way is a soft option. Quite the contrary, striving similarly for academic attainment and caring teacher – student relationships involves challenging endeavors for both teacher and student alike." — David Walker, The University of Alabama

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 \$52.99. Hardcover 978-1-64802-875-5 \$94.99. eBook 978-1-64802-876-2 \$85.

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 Online Science for Secondary 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*

2023. Paperback 979-8-88730-127-3 \$72.99. Hardcover 979-8-88730-128-0 \$104.99. eBook 979-8-88730-129-7 \$85.

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 to secondary students 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 Secondary Grade Levels comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing secondary 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



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*

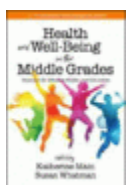
2022. Paperback 978-1-64802-724-6 \$52.99. Hardcover 978-1-64802-725-3 \$94.99. eBook 978-1-64802-726-0 \$85.

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 RESEARCH IN MIDDLE LEVEL EDUCATION



Health and Well-Being in the Middle Grades

Research for Effective Middle Level Education

Katherine Main, Griffith University; Susan Whatman, Griffith University

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

2023. Paperback 979-8-88730-201-0 \$52.99. Hardcover 979-8-88730-202-7 \$94.99. eBook 979-8-88730-203-4 \$85.

Current research around the middle grades has brought a heightened attention by teachers, policymakers, and researchers recognizing that this stage is a time when a students’ health and social and emotional well-being directly impacts their academic progress. To date, school leaders and teachers have not been well served by explicit resources for middle grades education that focus on aspects of the health and well-being of young adolescent learners to support the planning of curriculum and teaching and to support teachers and leaders working with this age-group. The purpose of this research – based volume is to fill that gap and to enable school leaders, teachers, academics, and teacher candidates to develop successfully an understanding of the health and well-being aspects of young adolescent learners and provide them with the necessary tools and information to address the health and well-being needs of young adolescent learners.

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 \$52.99. Hardcover 978-1-64802-627-0 \$94.99. eBook 978-1-64802-628-7 \$85.

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



Real Talk

Promoting Social Justice in Education and Psychology Through Difficult Dialogues

Marie Guerda Nicolas, University of Miami; Marisol Meyer, University of Miami; Ceewin Louder, University of Miami; Ryan Schooley, University of Miami; Lei Sun, University of Miami

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

2023. Paperback 978-1-64802-980-6 \$52.99. Hardcover 978-1-64802-981-3 \$94.99. eBook 978-1-64802-982-0 \$85.

As divisions grow across political, economic, and social lines, it often feels as though the only belief shared by many is that “the other side is too far gone.” An authentic difficult dialogue has the power to mobilize our shared humanity in addressing divisions and making transformative change for a more just society. Decades of social science research on meaningful human exchanges can help make sure you not only engage in a difficult dialogue, but that you can engage authentically for the desired goal of transformative change.

A difficult dialogue is an exchange between two or more individuals that are likely to disagree or clash. This book will provide a solid foundation for understanding and engaging in difficult dialogues. As you traverse through the pages, you will develop a better understanding of how desires for power and belonging shape each unique difficult dialogue and recognize how experiences with motivation and defensiveness impact difficult dialogues. Further, you will read about case studies of successful dialogues between children and adults and discover the positive benefits of engaging in difficult dialogues with the youth in your life. Finally, you will be given the opportunity to learn about and practice specific skills to prepare for, engage in, and move forward before, during, and after a difficult dialogue. Given the intellectual foundation you will construct while reading this book, this book includes a workbook section to put your newfound skills to work.

If you are left wondering “If difficult dialogues are difficult by nature, is it really worth engaging in one?” This book will shed light on the power dialogue grants you to inspire transformative change. Difficult dialogues show us that very few people are truly “too far gone” to communicate, reflect, transform, and act. We have all bore witness to both massive societal issues and their proliferating repercussions. However, there is hope in that each can begin to be solved and dismantled with the comparatively small task of engaging in authentic difficult dialogues. To address societal ills - to grow - we must be courageous, we must be vulnerable, and we must have authentic difficult dialogues. We must do this for a better world, for a more just world, and this book may serve as a foundation and a reference as you progress in your journey.

THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



Teaching to Prepare Advocates

Mike Yough, Oklahoma State University; Lynley Anderman, The Ohio State University

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

2022. Paperback 979-8-88730-069-6 \$52.99. Hardcover 979-8-88730-070-2 \$94.99. eBook 979-8-88730-071-9 \$85.

This book is the fourth volume in the six-part series *Theory to Practice: Educational Psychology for Teachers and Teaching*. The objective of most other volumes in this series is to help instructors apply and model fundamental principles of learning, assessment, motivation, and development in preparing their students for the diverse, multidimensional, uncertain, and socially-embedded classrooms in which these future educators will teach.

This volume is a strong compliment to others in the series as it prepares readers to be better positioned to advocate for principles of psychology in their programs and departments, and to prepare preservice teachers to do likewise in the K-12 classrooms they will soon guide. Even more, this volume will help instructors in shaping pre-service teachers to be stronger advocates for their own students. This volume is organized around two themes: (1) Advocating for principles and practices of educational psychology, and (2) advocating for students. These themes go hand-in-hand. While advocating for educational psychology principles and evidence-based practices in their schools, teachers also are called upon to advocate for and empower historically marginalized groups of students. Topics in Part I include development of intercultural competency, implementation of professional learning communities, culturalizing the curriculum, journalistic learning, incorporation of inquiry learning, and universal design. Topics in Part II include supporting student self-advocacy, creating an allyship with LGBTQ+ students, advocating for victims of bullying, and supporting students with mental health needs.



Teaching Learning for Effective Instruction

Michelle M. Buehl, George Mason University; Jane S. Vogler, Oklahoma State University

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

2023. Paperback 978-1-64802-977-6 \$52.99. Hardcover 978-1-64802-978-3 \$94.99. eBook 978-1-64802-979-0 \$85.

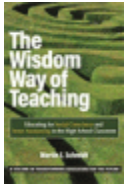
Given the complexity of learning, an increasingly diverse student population, and growing demands on today's teachers, educational psychology has never been more relevant for informing instructional practice. Notably, an understanding of learning, both what it is and how it occurs, is essential for teachers to design and implement effective instruction that is responsive to the needs of their learners. As part of the six-part series *Theory to Practice: Educational Psychology for Teachers and Teaching*, this volume highlights what and how teacher educators should teach about learning so that developing teachers will be more effective in their instructional practice.

Preservice teachers represent a group of unique learners; in that they are learning about learning in order to support others' learning. Similarly, teacher educators represent a unique group of educators in that they are guiding others in not just content knowledge but also in how to teach content across a variety of domains. As a means to highlight the ideas and constructs most essential for preservice teachers to learn, this volume was crafted for teacher educators, whether teaching educational psychology content incorporated into domain-specific courses or in a dedicated educational psychology course. Each chapter offers insight into what teachers need to know about learning as well as practical applications for how to teach the content. Chapters draw from a variety of theoretical perspectives about learning and identify common misconceptions that educational psychology instructors and teacher educators need to address in their work with preservice teachers.

ENDORSEMENT:

"The volume takes an expansive and inclusive view of teacher education and highlights how educational psychology can contribute to conversations about learning, motivation, teaching, inquiry, cooperation and collaboration, study strategies, intercultural competence, assessment, and student perceptions." — Nancy E. Perry & Anita Woolfolk Hoy

TRANSFORMING EDUCATION FOR THE FUTURE



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*

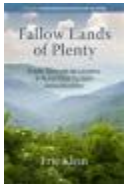
2022. Paperback 978-1-64802-847-2 \$52.99. Hardcover 978-1-64802-848-9 \$94.99. eBook 978-1-64802-849-6 \$85.

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



Fallow Lands of Plenty Public Schools as Leaders in Rural Food System Relocalization

Eric Klein, University of North Carolina Asheville

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

2023. Paperback 979-8-88730-292-8 \$52.99. Hardcover 979-8-88730-293-5 \$94.99. eBook 979-8-88730-294-2 \$85.

Can public schools feed themselves? That deceptively simple question is like a fingernail picking at a fray in the fabric of 21st century public education. *Fallow Lands of Plenty* chronicles one high school's attempt to feed itself and, in doing so, unravels the fabric of neoliberal education, exposes its logics of dependence and control, and begins to weave a new tapestry of education for community cooperation and resilience.

Set during the ongoing transition between post-industrial globalization and the community structures that are to come, this rich narrative moves from furrows of Appalachian red clay soil, to the mountaintop homesteads of elder seed savers, to the conveyor belts of sterilized food sorting machines, and, finally, to a school's cafeteria on the day that 250 portions of student-grown sweet potatoes were served.

Along the way, *Fallow Lands* centers knowledges of place as well as the literal and metaphorical seeds of relocalized food and education systems. Critical and theoretically informed, the text disobeys the values, purpose and canon of public education and proposes a fledgling pedagogy to address the challenges of the coming age.

ENDORSEMENTS:

"Eric Klein's Fallow Lands of Plenty is a stirring manifesto for transforming public schools into centers of learning about community resilience and for transitioning to a 'pedagogy of relocalization' that prepares students for the unstructuring of the hegemonic corporate food regime set in motion by climate collapse. What sets Fallow Lands of Plenty apart is the ethic of relational care that informs Klein's deeply personal style of writing. Incisive, radical, and accessible, the writing uplifts students, teachers, elders, cafeteria women, and extension agents as co-producers of new modes of public schooling in rural Appalachia that foster collective ownership of learning and intergenerational transfers of knowledge cast out by official state curricula." — Anatoli Ignatov, Appalachian State University

"A must read for today and tomorrow's generations. Fallow Lands of Plenty reminds us that our ancestors did things a certain way, for certain reasons, and the survival of this knowledge may very well mean our own." — Heath Robertson, Cherokee Central Schools



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*

2023. Paperback 978-1-64802-856-4 \$52.99. Hardcover 978-1-64802-857-1 \$94.99. eBook 978-1-64802-858-8 \$85.

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.

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 \$52.99. Hardcover 978-1-64802-636-2 \$94.99. eBook 978-1-64802-637-9 \$85.

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.

TRANSFORMING TEACHING AND LEARNING IN HIGHER EDUCATION



Faculty Peer Coaching in Higher Education Partnerships to Support Improved Instructional Practices

Kristin N. Rainville, Sacred Heart University; David Title, Sacred Heart University; Cynthia Desrochers, California State University (CSU) Northridge

A volume in the series *Transforming Teaching and Learning in Higher Education*

2023. Paperback 979-8-88730-154-9 \$52.99. Hardcover 979-8-88730-155-6 \$94.99. eBook 979-8-88730-156-3 \$85.

Many of the current challenges facing institutions of higher education require a shift in thinking, practice, and approaches to change. The changing nature of college students, along with increased emphasis on student learning outcomes, have institutions seeking to effect improvements in the instructional practices of faculty members. Establishing a robust model of faculty peer coaching can accelerate improvement efforts that strive to create engaging higher education classrooms centered on inclusive and equitable teaching practices, which more effectively meet the needs of an increasingly diverse student body.

Informed by research and experience, this book is a guide to developing, launching, and refining faculty peer coaching initiatives in higher education with the goal of improving instructional practice and student learning outcomes. Peer coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices leading to increased learning for all students. Research has shown that peer coaching can positively impact teaching practices, especially when coupled with other professional learning. This book provides a rationale for peer coaching as an effective strategy for faculty development, outlines a model for peer coaching, and supplies readers with support in the creation of a robust peer coaching initiative in institutions of higher education. Peer coaching has the potential for significant culture and community change for faculty members which can lead to improved student learning.

ENDORSEMENTS:

I was privileged to read an early draft of this book, and I hadn't turned many pages before I knew I had to offer a peer coaching program in the very next semester. Faculty response was unanimous: "Thank you for this experience. I learned so much, and I want to continue." I sure wish I'd had this book when I started in faculty development! I was trying to help a department implement "formative peer review of teaching," to not much avail. Now I realize that what we really wanted was peer coaching. — Victoria Bhavsar, California State Polytechnic University Pomona

How can I be a better teacher? What can I do to ensure my students are learning and engaged? If you have ever asked yourself these types of questions, then this is the book for you. Infused with extensive expertise and research-based practices, Rainville, Title, and Desrochers provide proven strategies and approaches to peer-coaching that will change how we teach, engage as colleagues, and ultimately improve instructional practices. Helping the reader develop a climate of trust, respect, and support, the authors provide scaffolded processes that will generate leadership development as well as greatly enhance our knowledge and ability to be effective teachers and mentors. A timely read for the changing world of college students and higher education. — George J. Petersen, Clemson University

Can you believe that three professors induced a college faculty to meet in pairs to discuss and enhance their teaching? Well, they did. The bane of professional learning is privatism in teaching, and professors normally work in well-fortified silos. Sharing thoughts about teaching and curriculum brings collegiality to a new level and elevates the socio-professional environment of the institution. These folks demonstrated that it can be achieved. — Bruce Joyce, Saint Simons Island, Georgia

UNIFYING SCIENCE, CULTURE AND SOCIETY



Farewell to Variables

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

A volume in the series *Unifying Science, Culture and Society*

2023. Paperback 979-8-88730-187-7 \$52.99. Hardcover 979-8-88730-188-4 \$94.99. eBook 979-8-88730-189-1 \$85.

This book presents a novel perspective on psychology's methodology—moving it from quantification as a given imperative to science-philosophical look at phenomena-data relationship. The idea for this volume emerged from inquiries into the history of psychology of the 18th-19th centuries where the developmental focus within German Naturphilosophie led philosophers to emphasize the dialectical nature of biological and psychological development. The nature of the natural and social worlds is curvilinear and includes knot-complexes that cannot be investigated in terms of the consensually accepted General Linear Model of the 20th century. In this the new book continues the creative search for new forms of epistemological ways of thinking that was started in 2010 in the volume methodological thinking in psychology: 60 years gone astray. General Linear Model and turned into metaphoric complexes that acquire life of their own in psychologists' thinking needs to be replaced by qualitative-structural units of thinking about how human psychological organization can be presented.



University in the 21st Century

Lisa-Marie Geberth, University of Luxembourg; Lisa-Teresa Woller, Sigmund Freud University

A volume in the series *Unifying Science, Culture and Society*

2023. Paperback 979-8-88730-178-5 \$52.99. Hardcover 979-8-88730-179-2 \$94.99. eBook 979-8-88730-180-8 \$85.

University has changed dramatically over the last decades. From the spirit of Humboldt, that science in itself is the greatest motivator to study and do research, we experience a shift towards neoliberalism. Studying became part of something one needs to do to compete on a competitive job market. Research gets more and more influenced by interests of those financing research funds. Digitalization changed the way people interact in a university setting.

This book shows different views regarding university: from being a student, becoming an alumnus and then maybe a teacher, challenging views on grading and exams, to problematic patriarchal structures and problems with creating a new study program. Students, alumni, researcher, and lecturers were invited to join this volume and give unique insights into (post-) university life.

WORK-LIFE BALANCE



Bounding Greed

Worklife Integration and Positive Coping Strategies Among Faculty of Color in Early, Middle, and Late Career Stages at Comprehensive Universities

René O. Guillaume, New Mexico State University; Edna Martinez, The University of Texas at El Paso

A volume in the series *Work-Life Balance*

2023. Paperback 979-8-88730-219-5 \$52.99. Hardcover 979-8-88730-220-1 \$94.99. eBook 979-8-88730-221-8 \$85.

Building on the work of Guillaume (2021), the collection of autoethnographies and testimonios in this book highlight positive coping mechanisms, strategies, and healthy boundaries that early, middle, and late-career Faculty of Color at comprehensive universities have deployed to negotiate home and work.

As beautifully stated by Aerial A. Ashlee, whose story you will find in chapter two: “It is not a formula, a blueprint to copy, or a recipe to repeat;” however, we hope that the stories about relying on faith, family, mentors, culture, and community presented in the following chapters will support Faculty of Color in their own well-being and work-life integration efforts. Certainly, work-life balance or integration is not the solution to deeply entrenched systemic issues in higher education; however, research in the area of work-life balance/integration has affirmed the need for postsecondary institutions to place significant importance on the topic of work-life, in particular the need for increased support at both the department and institutional levels (Denson et al., 2018). Thus, it is also our hope that this book will serve as a resource for educational leaders in the area of faculty development, as well as academic administrators whose role is to recruit, retain, and evaluate Faculty of Color at comprehensive universities.

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 \$52.99. Hardcover 978-1-64802-813-7 \$94.99. eBook 978-1-64802-814-4 \$85.

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



Beyond the Schoolhouse

Eight Shifts to Change the Paradigm From Schools Alone to Engaged Partnerships With Families and Communities

Sheri S. Williams, University of New Mexico, (Emerita)

2022. Paperback 979-8-88730-051-1 \$52.99. Hardcover 979-8-88730-052-8 \$94.99. eBook 979-8-88730-053-5 \$85.

Beyond the Schoolhouse introduces eight paradigm shifts that are urgently needed to challenge inequities in education and improve the conditions for historically marginalized school children. The book provides educators and scholars with actionable strategies to shift the paradigm from schools alone to engaged partnerships with families and communities. Too many educators enter the profession with an incompatible paradigm, one that asks educators to resolve the problems facing school children from behind the closed doors of the school. The book offers a new paradigm, one that opens the power of partnerships to improve the conditions for school children from within and beyond the walls of the schoolhouse.

Drawing thoughtfully on leadership theory, current research, and evidence-based practice, the author engages practitioners and scholars in a spirited and candid conversation about why partnerships with families and communities are needed in this era of rapid cultural change and soaring inequalities. The book features scenarios from the field along with lessons learned on the pitfalls and possibilities embedded in the paradigm shifts. The scenarios reveal how the partners leveraged their power to disrupt historical patterns of racism, classism, and nativism. The book offers a compelling analysis of the power of school, family, and community partners to embrace dramatically different paradigms for schooling. With anecdotes and illustrations, the author invites readers to consider their role in engaging in meaningful partnerships that reflect the community's best hopes for the education of their children. Her narratives offer a deeply rooted understanding of the possibilities and pitfalls of school, family, and community partnerships in a diversity of settings, including urban, rural, and tribal schools and systems in the U.S. and abroad.

The chapters build hope and a realistic optimism that engaged partners can leverage their talents and resources and work together to bring best practices to scale for the benefit of children of diverse identities, cultures, and ethnicities. Chapters contain strategies and tools to tackle the growing inequalities which keep far too many children on the margins of schooling and furthest from justice and equity. Strategies include equity-focused protocols, structured questions for dialogue in virtual and face-to-face settings, and resources for extended reflection. The book may be useful for scholars in academic circles, principal and teacher preparation providers, novice and experienced educators and administrators, and the allies, school board members, and elected officials who are invested in enriching the education and well-being of school children and the families and communities they serve.



Bloody Mary for the AERA Attendee's Soul

Daniel H. Robinson, University of Texas at Arlington

2022. Paperback 978-1-64802-917-2 \$52.99. Hardcover 978-1-64802-918-9 \$94.99. eBook 978-1-64802-919-6 \$85.

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.



How Did We Get Here?

The Decay of the Teaching Profession

Henry Tran, University of South Carolina; Douglas A. Smith, Iowa State University

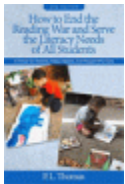
2022. Paperback 978-1-64802-963-9 \$52.99. Hardcover 978-1-64802-964-6 \$94.99. eBook 978-1-64802-965-3 \$85.

Teacher attrition is endemic in education, creating teacher quantity and quality gaps across schools that are often stratified by region and racialized nuance (Cowan et al., 2016; Scafidi et al., 2017). This reality is starkly reflected in South Carolina. Not too long ago, on May 1, 2019, a sea of approximately 10,000 people, dressed in red, convened at the state capital in downtown Columbia, SC (Bowers, 2019b). This statewide teacher walkout was assembled to call for the improvement of teachers' working conditions and the learning conditions of their students. The gathering was the largest display of teacher activism in the history of South Carolina and reflected a trend in a larger wave of teacher walkouts that have rippled across the nation over the last five years. The crowd

comprised teachers from across South Carolina, who walked out of their classrooms for the gathering, as well as numerous students, parents, university faculty, and other community members that rallied with teachers in solidarity.

Undergirding this walkout and others that took hold across the country is a perennial and pervasive pattern of unfavorable teacher working conditions that have contributed to what some are calling a teacher shortage “crisis” (Chuck, 2019). We have focused our work specifically on the illustrative case of South Carolina, given the extreme teacher staffing challenges the state is facing. Across numerous metrics, the South Carolina teacher shortage has reached critical levels, influenced by teacher recruitment and retention challenges. For instance, the number of teacher education program completers has declined annually, dropping from 2,060 in 2014-15 to 1,642 in the 2018-19 school year. Meanwhile, the number of teachers leaving the teaching field has increased from 4,108.1 to 5,341.3 across that same period (CERRA, 2019). These trends are likely to continue as COVID-19 has put additional pressure on the already fragile teacher labor market.

Some of the hardest-to-staff districts are often located in communities with the highest diversity and poverty. To prosper and progress, reformers and public stakeholders must have a vested interest in maintaining full classrooms and strengthening the teaching workforce. An important element of progress towards tackling these longstanding challenges is to gain a comprehensive understanding of the problem. While teacher shortages are occurring nationwide (Garcia & Weiss, 2019), how they manifest regionally is directly influenced by its localized historical context and the evolution of the teaching profession's reputation within a state. Thus, the impetus of this book is to use South Carolina as an illustrative example to discuss the context and evolution that has shaped the status of the teaching profession that has led to a boiling point of mass teacher shortages and the rise of historic teacher walkouts.



How to End the Reading War and Serve the Literacy Needs of All Students A Primer for Parents, Policy Makers, and People Who Care 2nd Edition

P. L. Thomas, Furman University

2022. Paperback 979-8-88730-033-7 \$52.99. Hardcover 979-8-88730-034-4 \$94.99. eBook 979-8-88730-035-1 \$85.

The twenty-first century Reading War is, in fact, nothing new, but some of the details are unique to our current culture driven by social media. This volume seeks to examine the current Reading War in the context of the historical recurrence of public and political debates around student reading abilities and achievement.

Grounded in a media fascination with the “science of reading” and fueled by a rise in advocates for students with dyslexia, the current Reading War has resulted in some deeply troubling reading policy, grade retention and intensive phonics programs.

This primer for parents, policy makers, and people who care confronts some of the most compelling but misunderstood aspects of teaching reading in the U.S. while also offering a way toward ending the Reading War in order to serve all students, regardless of their needs.

The revised/expanded 2nd edition adds developments around the “science of reading,” including the expanding impact on state policy and legislation as well as robust additions to the research base around teaching students to read.



Instructional Design Fieldbook

Kathryn A. Wolfe, Anderson University; Josh Herron, Anderson University; Wanda V. Chaves, University of South Carolina

2022. Paperback 978-1-64802-951-6 \$52.99. Hardcover 978-1-64802-952-3 \$94.99. eBook 978-1-64802-953-0 \$85.

From a field developed out of the need to train military personnel at scale to its current role in enabling virtual learning and training experiences, instructional design has developed into a complex, multifaceted discipline.

The modern instructional design process goes by many names (e.g., learning experience design, learning engineering, training and development, organizational development) and continues to adapt with continual changes in society and skill development needs. From mobile to remote learning as well as online and traditional classrooms, instructional designers are faced with meeting the learner where they are to design authentic and engaging learning experiences. Additionally, learning development needs have expanded outside of formal learning into professional development, on the job training, and continuous learning.



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 \$52.99. Hardcover 978-1-64802-504-4 \$94.99. eBook 978-1-64802-505-1 \$85.

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.



Leadership Reflections How to Create and Sustain Reforms in Children and Family Services

Anne Williams Isom, Fordham University

2022. Paperback 978-1-64802-966-0 \$52.99. Hardcover 978-1-64802-967-7 \$94.99. eBook 978-1-64802-968-4 \$85.

It is more important than ever to share best practices with emerging leaders in the social services and education fields, as leaders and students need to understand the practical application of policies and theories. This book will address the recurring theme of leadership development, collaboration with communities and the importance of diverse teams to bring about systemic change and large scale reforms.

Leadership Reflections can be used as a guide to provide important insights and tools that can be used by a diverse group of leaders and students in the social services and education fields. Recent events in this country are exposing more people to the disparities and inequities that exist for black and brown people. These disparities have to be addressed with a variety of different strategies. This book addresses one such area; the urgent need to reduce these disparities and dismantle the systemic obstacles that continue to stand in the way of families, children and communities thriving.



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 \$52.99. Hardcover 978-1-64802-898-4 \$94.99. eBook 978-1-64802-899-1 \$85.

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 \$52.99. Hardcover 978-1-64802-745-1 \$94.99. eBook 978-1-64802-746-8 \$85.

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 \$99.99. Hardcover 978-1-64802-869-4 \$114.99. eBook 978-1-64802-870-0 \$85.

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.



Pyrrhic Victory Before You Remove The Knife, 2nd Edition

Daniel F. Upchurch, The University of Louisiana, Monroe

2022. Paperback 978-1-64802-617-1 \$52.99. Hardcover 978-1-64802-618-8 \$94.99. eBook 978-1-64802-619-5 \$85.

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 Griffith, not a Bull Connor.” -Daniel F. Upchurch.



Re-Envisioning Education Affirming Diversity and Advancing Social Justice

Rajni Shankar-Brown, Stetson University

2022. Paperback 978-1-64802-844-1 \$52.99. Hardcover 978-1-64802-845-8 \$94.99. eBook 978-1-64802-846-5 \$85.

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.



Short Geometry Labs Visual and Tactile Understanding First

Francis Gardella, Hunter College-CUNY; Richard Delaware, University of Missouri-Kansas City

2022. Paperback 978-1-64802-932-5 \$52.99. Hardcover 978-1-64802-933-2 \$94.99. eBook 978-1-64802-934-9 \$85.

Much of the content that students study in a high school geometry course is totally new to them. The middle school mathematics curriculum does not contain preparatory work for many of these topics as it does in preparing students for the study of Algebra. The proposed text would be a landmark book giving

students the ability to gain some understanding of the content before it is formally addressed in the lesson in the course.

While many teachers use initial classroom activities called ‘DoNows,’ there are no structured materials available to teachers of Geometry for this purpose. When teachers do use them, these activities are constructed by the teachers. The text provides the teachers with such materials and is structured to address what the teachers are about to present to the students.

The Labs can also be used for exploration of topics at the middle school level enhancing the program there and giving students a better preparation for their high school Geometry program.



STEM Teacher Preparation and Practice for the 21st Century Research-based Insights

Patrick M. Jenlink, Stephen F. Austin State University

2022. Paperback 979-8-88730-039-9 \$52.99. Hardcover 979-8-88730-040-5 \$94.99. eBook 979-8-88730-041-2 \$85.

STEM Teacher Preparation and Practice for the 21st Century: Research-based Insights introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about the future of science, technology, engineering, and mathematics or STEM as it known today, as well as STEM education for a rapidly evolving global society and the preparation of STEM teachers to meet the educational needs of a changing educational landscape. Each chapter focuses on STEM teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in STEM.

Research in the learning sciences focuses on the cognitive, epistemological, and socio-cultural characteristics of scientific and engineering research communities in their efforts to improve Science, Technology, Engineering, and Mathematics (STEM) education. STEM education is a means to help individuals develop different strategies in order to solve interdisciplinary problems and gain skills and knowledge as they are engaged with STEM related activities through formal and informal learning programs.

Research also suggests that STEM may well stand as the new general education for the 21st century. In much of the current discourse on teacher quality and preparation, two essential points for consideration have emerged: the strength of the relationship between teacher content knowledge and student achievement, and the specific representations of knowledge that are most conducive to effective teaching. Add to these two points one additional: the nature of transforming a chaotic system of discreet preparation and clinical experiences into a coherent, aligned and logical system of continuous and progressive development and support throughout a teacher’s career. These three points apply to STEM teacher preparation, induction and professional learning as well as to teacher preparation, induction and professional learning in general.

Importantly, the contributing authors to this book have brought to the foreground research-based insights concerning STEM teacher preparation. Each chapter presents clear paths to understanding and reimagining STEM teaching and the importance of STEM teacher preparation, acknowledging the value of STEM literacy and the interdisciplinary nature of STEM teaching.



Stories From Berea College Opportunities of Attending a Work College

Nicholas D. Hartlep, Berea College; Breyden V. Stanton, Berea College

2022. Paperback 979-8-88730-083-2 \$52.99. Hardcover 979-8-88730-084-9 \$94.99. eBook 979-8-88730-085-6 \$85.

Stories From Berea College: Opportunities of Attending a Work College was born during the Omicron surge of the COVID-19 pandemic. While it is uncertain what the pandemic will hold, one thing is for certain; this book will stand the test of time. Work Colleges do not receive the scholarly attention they ought to, and the student authors would like to think they fought for a little more attention by writing this book. Work Colleges are indeed institutions of higher learning where students earn while they learn but also learn through hard work. This book is comprised of chapters written by students who discuss the magic Berea College holds for personal growth, opportunity, and life-changing experiences.



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 \$52.99. Hardcover 978-1-64802-737-6 \$94.99. eBook 978-1-64802-738-3 \$85.

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 with in 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 \$52.99. Hardcover 978-1-64802-679-9 \$94.99. eBook 978-1-64802-680-5 \$85.

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 \$72.99. Hardcover 978-1-64802-699-7 \$104.99. eBook 978-1-64802-700-0 \$85.

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 help 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 \$52.99. Hardcover 978-1-64802-615-7 \$94.99. eBook 978-1-64802-616-4 \$85.

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 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



The Black Student's Pathway to Graduate Study and Beyond The Making of a Scholar

Evelyn Shepherd W. Farmer, Grambling State University

2023. Paperback 979-8-88730-030-6 \$52.99. Hardcover 979-8-88730-031-3 \$94.99. eBook 979-8-88730-032-0 \$85.

The Black Student's Pathway to Graduate Study and Beyond: The Making of a Scholar is an informative and ambitious book designed to help Black prospective and current graduate students pursue graduate degrees successfully. The book covers broad topics ranging from admissions policies, standardized tests, networking, mentorship, financial options, qualifying and comprehensive exams, proposal and dissertation writing, publishing, gender and race, socialization, and campus culture.

This volume is organized into five graduate pathways: Pathway I: Embarking on the Graduate Admissions Process; Pathway II: Confronting Race and Gender Disparities in Graduate Education; Pathway III: Persevering to the Graduate Degree; Pathway IV: Adjusting to the Socialization of Graduate Education; and Pathway V: Preparing for Success Beyond Graduate Education. The book calls Black students' attention to some of the barriers they may encounter along the pathway to a graduate degree. The pathway to success can be linear or nonlinear since students travel different journeys and are at different vectors on the continuum.

The primary audience for this book consists of Black prospective and current graduate students, graduate deans, admissions counselors, recruiters, and faculty advisors in both black and white higher education institutions. The secondary audience includes high school students, guidance counselors, and social and religious organizations. Furthermore, this book can serve as a handy resource for undergraduates who are interested in pursuing a graduate degree.

ENDORSEMENTS:

"This book will be helpful not only for students seeking a meaningful experience in graduate and professional school, but perhaps more importantly, institutions that desire to create productive pathways for Black students to the advanced-degree workplace. The chapters unpack important lived experiences that should be carefully considered." — Jerlando F. L. Jackson, University of Wisconsin-Madison

"The Black Student's Pathway to Graduate Study and Beyond: The Making of a Scholar makes key contributions to the extant literature. By underscoring Black graduate students' engagements with Academe, the scholars provide nuanced perspective through an array of contextual lenses (e. g. admissions; race and gender; socialization; transition) that are endemic to higher education in general, and the Historically Black College and University (HBCU) setting in particular. Critical Race Theory is the theoretical framework that provides scaffolding upon which the volume's scholars theorize best practices, strategies, and solutions that are authentic representations of their experiences. The pathway is an appropriate metaphor for this book—the scholars have provided illumination; it is incumbent upon us to initiate the journey." — Fred A. Bonner II, Prairie View A&M University



Critical Literacy and Its Impact on Black Boys' Reading Readiness

Shawn Anthony Robinson, University of Wisconsin-Madison; Antonio L. Ellis, Radford University

2023. Paperback 979-8-88730-193-8 \$52.99. Hardcover 979-8-88730-194-5 \$94.99. eBook 979-8-88730-195-2 \$85.

Academic success for African American boys' in Special Education is frequently elusive as the United States continues to endure the legacy of academic discrimination (Blanchett, 2010; Skiba et al., 2008). Consequently, educational policies have not fully protected the equal rights or adequately responded to the learning needs of students' academic shortcomings or taken advantage of their strengths (Parkinson & Rowan, 2008; Tatum, 2005). This persistent reading gap has not closed in generations, which is deeply harmful to our American democracy (Wolf, 2019). With every passing year that goes by without alleviating problems affecting the reading gap, the damage is costly, and no failure is more expensive than the failure to educate African American males in the PK-12 pipeline (Robinson & Thompson 2019). The danger to our students becomes more critical each year, and these are problems that are deeply rooted in America. And, while teachers cannot change the past, we can, and must, change the special education system that shapes the future of students. Thus, a reader's identity becomes shaped by the intersection of factors that are both inherent and neurologically based, and factors that arise as a result of one's home and academic environment (Hoyles & Hoyles, 2010; Robinson, Ford, Ellis, & Hartlep, 2016; Wolf, 2007). Reading instruction must be culturally relevant which can strengthen the reader's identity and capacity for critical thinking (Arya & Feathers, 2012; Flowers, 2007; Robinson, 2017). Critical literacy is grounded in the sociocultural perspective and way of thinking about curriculum, literacies, and honoring students' lived experiences, especially within the contexts of Special Education (Brooks, 2006; Gay, 2002; Norman, 2011).

This edited book will fill a needed gap in scholarly research, as manuscripts adopts a critical analysis that brings together the latest theoretical, conceptual, quantitative, qualitative, and mixed methods research studies. Chapters will have clear and explicit implications for educational practice and make a significant contribution to the field of special education and reading instruction.



Critiques for Transformation Reimagining Colleges and Communities for Social Justice

Lorenzo DuBois Baber, University of Illinois; Heather McCambly, University of Pittsburgh

2023. Paperback 979-8-88730-259-1 \$52.99. Hardcover 979-8-88730-260-7 \$94.99. eBook 979-8-88730-261-4 \$85.

To sustain contemporary movements towards educational equity, postsecondary leaders at all levels need resources that connect evidence-based critiques of structural inequities to forward-thinking visions for a more socially-just academy. To address this critical challenge, we bring together scholars to deconstruct oppressive norms of theory and practice and provide a direction towards reconsiderations across various postsecondary contexts. Each chapter identifies a normative practice that reinforces material and cultural oppression of student populations from minoritized identities, challenge underlying assumptions that support current norms, and make recommendations for redeveloping practices that center the well-being and success of underserved student populations. In presenting a range of expertise and disciplinary foci in the study of higher education, this volume contributes to a holistic re-envisioning of colleges and universities as transformational spaces for social change.

The book provides insights and recommendations from scholars to a wide-ranging audience, including federal and state policymakers, postsecondary administrators and leaders, philanthropists, researchers, and graduate students. The primary audience are graduate students enrolled in various educational

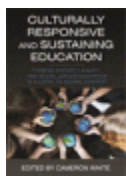
leadership programs including educational policy studies, higher education, student affairs, curriculum and instruction, or learning sciences. This book will be especially valuable for increasing the focus on generative critique in research, practice, and policy in graduate programming curriculum. This volume will also be a valuable resource for policymakers involved in shaping postsecondary initiatives at the local, state, and federal levels. Finally, this book will appeal to current practitioners at colleges, and universities as they seek additional professional development and cross-institutional collegiality around practices related to social justice and equity.

ENDORSEMENTS:

"This book opens with an account of Ronald Reagan's draconian policies and practices to silence political dissenters and demonstrators within the University of California. Horrifyingly, we now have politically ambitious governors using Reaganesque tactics to shut down critical race theory, the teaching of authentic Black history, the use of terms like Latinx. Critiques For Transformation: Reimagining Colleges & Communities For Social Justice is the essential antidote to the antidemocratic Orwellian practices that are bent on disempowering advocates for racial justice." — Estela Bensimon, University of Southern California

"Critiques for Transformation: Reimagining Colleges and Universities for Social Justice provide impressive examinations and posit modes to envision "reimagining" ways for universities to move toward authentic diversity, equity, and inclusion (DEI). The senior, mid-career, and emerging professionals tackle DEI from a variety of conceptual frameworks that contribute to rich discussions of challenges and opportunities. By examining some classic writings from education and social sciences, the chapters elucidate how contemporary scholarly activities and research can be linked to the integrative roles of public engagement for both internal university communities and external audiences. The volume will be quite helpful to a range of constituents within the United States, i.e., a nation that has some of the most diverse structures and systems of colleges and universities." — Beverly Lindsay, Pennsylvania State University

"To offer a scholarly critique is often uneven with little attention dedicated to altering the most troubling patterns, in this case, in higher education. This book brings rigorous critique but also engages in world-building, taking up what we can do today to make higher education break with its exclusionary and profit-seeking ways. Every chapter focuses on a particular facet of higher education and carefully imagines it as a space for possibility rather than arbitrary rules for the sake of hierarchy. As higher education wrings its hands about its place in the pandemic, this book is the guide." — Leigh Patel, University of Pittsburgh



Culturally Responsive and Sustaining Education Framing Diversity, Equity, and Social Justice Education in a Local to Global Context

Cameron White, University of Houston

2023. Paperback 979-8-88730-006-1 \$52.99. Hardcover 979-8-88730-007-8 \$94.99. eBook 979-8-88730-008-5 \$85.

The book suggests that culturally responsive and sustaining education should be the guiding principle in our schools, and that community partnerships be developed in a similar light. Although many of the chapters focus on specific content or places, a transdisciplinary problem and project-based experiential critical pedagogy is an ultimate goal. This necessitates developing awareness, advocacy and action / engagement regarding issues of race, ethnicity, gender, ability, choice, and culture to promote equity and social justice.

The stories included in this collection are those of educators in a variety of contexts, but always through a public education framing. The stories come from educators at all levels of public education who are currently practicing in one of the most diverse urban areas of the U.S. Their experiences serve to provide hope for transformational change in education where the priority is truly equity and social justice for all. The idea is to provide voices of these brave educators who are striving to address equity and social justice issues in schools, education, and society – on their teaching and in the students' learning.



Emerging Trends in Education Policy Unapologetic Progressive Conversations

Theodore S. Ransaw, Michigan State University; Brian Boggs, University of Michigan-Dearborn

2023. Paperback 979-8-88730-228-7 \$52.99. Hardcover 979-8-88730-229-4 \$94.99. eBook 979-8-88730-230-0 \$85.

From the moment society first conceived an education system, there has been a need to have critical discussions about how best to provide education, and how best to create education policy. Because of the rapidly changing and fluid nature of technology, education has become the most crucial component to having a better life around the globe. The purpose of Emerging Trends in Education Policy: Unapologetic Progressive Conversations, is to highlight impactful policies, strategies, initiatives, and approaches to educational reform globally, nationally, as well as locally through an edited volume.

Emerging Trends in Education Policy offers readers the opportunity to read contributions from researchers and policymakers who like to make a ruckus and speak to an audience that appreciates disruption. Emerging Trends in Education Policy provides space for researchers to take intellectual risks and policymakers to be on the cutting edge of educational policy change.

Educators often do not have the time to research and propose policy recommendations despite the fact they are the people that deliver the content. Professors often delay their more provocative findings and suggestions until after full tenure. By encouraging chapters from professors that were K-12 teachers at one

time first, and researchers second, *Emerging Trends in Education Policy: Unapologetic Progressive Conversation* fulfills the need for innovative policy reform based on recommendations from practitioners with direct knowledge in the field.



English Learners with Learning Disabilities

A Collaborative Practice Guide for Educators

Richard T. Boon, The University of Texas at San Antonio; Vicky G. Spencer, Shenandoah University

2023. Paperback 979-8-88730-198-3 \$52.99. Hardcover 979-8-88730-199-0 \$94.99. eBook 979-8-88730-200-3 \$85.

This edited book is intended to offer a practical guide for general, special, and bilingual/English as a second language educators working with English learners (ELs) with learning disabilities (LD) in the K-12 inclusive classroom. Authored by leading scholars with expertise in the fields of special and bilingual education, the book provides educators with a solid foundation of the growing demographics of ELs in our schools, an understanding of second language acquisition, and further knowledge of the referral, assessment, and identification process.

A detailed discussion addresses cultural competence and the development of the individualized education program (IEP) and provides an overview of legal and instructional foundations for developing culturally and linguistically responsive (CLR) IEPs for diverse learners, with a specific focus on students with LD who are acquiring English as an additional language. Federal legislative mandates, required IEP components, and the significant role that families assume in quality IEP development is presented along with practical examples that demonstrate a strengths-based perspective for engaging colleagues and families in the development of CLR IEPs for ELs.

The remaining chapters of the book provide content on the use of a multi-tiered systems of support (MTSS) framework, effective instructional practices, and research-based language and literacy interventions. To assist with the implementation of these interventions, a variety of co-teaching models are provided. Finally, the authors suggest ways to better communicate with parents and/or families to enhance collaboration between home and school.



Exploring Personhood in Contemporary Times

From Leadership to Philosophy

Lemuel W. Watson, Antioch University Graduate School of Leadership and Change

2023. Paperback 979-8-88730-130-3 \$52.99. Hardcover 979-8-88730-131-0 \$94.99. eBook 979-8-88730-132-7 \$85.

With the dawn of research into leader-behaviors, scholars differentiated between being task-oriented, which is important, and also being people-oriented. People matter. And we tend to guard against leader attitudes that treat persons as objects, as passive or inert, as instruments, as so much clay to be shaped and molded. Hannah Arendt (1958) rejected the idea that leadership is like work, in which a craftsman picks up the raw materials and the requisite tools in order to create a product according to an image in his head. No, she said, leadership is social action in which we all participate, each with his or her unique and creative spontaneity, collaborating in an erratic cascade toward the future. Leadership is something people do together. And to achieve that vision, we must acknowledge each other as persons and not as figures in a ledger or pieces on a chessboard. This volume is intended as a call to be curious about what we take for granted as individuals, educators, and leaders. In essence to ask ourselves the more difficult questions about who we are as we recognize our need for others within a community? What does it mean to be a person and to recognize another's personhood? Nathan Harter (2021) draws us into a space to dialogue with ourselves about the notion of personhood as leaders. "So, what does it mean to be a person? And what does it mean to treat someone as a person? What does anyone owe another person?" (p. 4). In what way then do leaders contend with such questions as they are becoming; becoming better leaders, becoming better individuals, becoming their sacred selves.

A person-centered ethic would be universal in scope, yet adapted to local conditions that many leaders must deal with on a daily basis. Nearly every religion already addresses both what it means to become a person and what one owes a person ethically, regardless of race, ethnicity, nationality, or other affiliation. Regardless if organizations deal directly with the notion of personhood, leaders deal with the workplace challenges of which the human bring him or her entire self to the unit. Hence, a comprehensive and integrate context forces us to revisit our assumptions about who exactly is a person and what they might deserve. This volume would bring those voices into conversation. In addition, we intend to complicate the question by extending similar questions into emerging areas of increasing relevance in a technological age that crosses geographic boundaries, such as online presences, corporate entities, and the prospects of Artificial Intelligence. If anything, an expanded interdisciplinary and global context makes this volume relevant and timely for leaders and leadership studies across multiple fields of study and professions.



Great Muslim Leaders Lessons for Education

Melanie C. Brooks, Edith Cowan University; Miriam D. Ezzani, Texas Christian University

2023. Paperback 979-8-88730-181-5 \$52.99. Hardcover 979-8-88730-182-2 \$94.99. eBook 979-8-88730-183-9 \$85.

Great Muslim Leaders presents Islamic-informed alternatives to Eurocentric Christian understandings of education and educational leadership. It does so by interrupting and displacing the West's centuries long dismissive stance and monolithic gaze on Islam by showcasing outstanding diverse Muslim leaders across space and time. Each chapter focuses on a single leader, and includes a biographical sketch; a discussion of their context and activities as a leader; key lessons readers can learn from their leadership, and recommendations that are relevant for teachers and educational leaders. This collection of Muslim leaders, chosen by Muslim scholars, brings to education discourse the breadth of Islamic intellectual history, giving the book a global appeal and facilitating a sharing of innovative and classic ideas across cultures, faith traditions, and national boundaries.

Great Muslim Leaders introduces to readers Muslim intellectuals, spiritual leaders, philosophers, poets, artists, activists, scientists, celebrities, politicians, educators, film makers, historical figures, theorists, and academics whose lives have positively shaped their community, society, and the world. Their lived experiences are underpinned by deep spirituality and faith, revealing the significance and import religious belief has on moral and ethical action. The book concludes with seven lessons that cut across the chapters that encapsulate the immense value Islamic spirituality and faith bring to education and leadership.

ENDORSEMENTS:

"In recent years many books have been written on Islam and Muslims. However, Great Muslim Leaders: Lessons for Education is a 'must read.' In this unique, well written and engaging study, Melanie Brooks and Miriam Ezzani demonstrate how faith and spirituality have informed the lives and accomplishments of major Muslim leaders in a broad section of professions." — John L. Esposito, Georgetown University

"Scholars of leadership ignore spiritual and religious exemplars at their peril. By seeking such exemplars from Islam in such an organic manner, this volume models the central lessons it conveys: promoting pluralism, thoughtfully questioning, critically reflecting, and, most vitally, helping us recognize and embrace the sacred trust of leadership." — Martin Scanlan, Boston College

"Great Muslim Leaders: Lessons for Education is timely, inspirational and packed with lessons for educators and learners alike. At a time when Islamic education is moving toward renewal, this book will provide much needed insight, real-life lessons and direction. This is a must read for anyone seeking to be enriched by the lives of great Muslim leaders - be they learners, educators or leaders." — Mohamad Abdalla AM, University of South Australia

"So many popular leadership books tell the same story of a great white American man who overcame obstacles to build an empire. It is refreshing to read this book featuring educational leaders whose Muslim faith is central to their practice and whose work is bigger than themselves. The biographies of these diverse leaders from across the world offer lessons in humility and hope as well as practical tips for other leaders who seek to apply their faith, whether Muslim or not, to a more connected way of being and of leading." — Joanne M. Marshall, Iowa State University



Handbook of STEM Faculty Development

Sandra M. Linder, Clemson University; Cindy M. Lee, Clemson University; Shannon K Stefl, Clemson University; Karen A. High, Clemson University

2023. Paperback 979-8-88730-045-0 \$72.99. Hardcover 979-8-88730-046-7 \$104.99. eBook 979-8-88730-047-4 \$85.

Faculty in the science, technology, engineering, and mathematics (STEM) disciplines face intensifying pressures in the 21st century, including multiple roles as educator, researcher, and entrepreneur. In addition to continuously increasing teaching and service expectations, faculty are engaged in substantive research that requires securing external funding, mentoring other faculty and graduate students, and disseminating this work in a broad range of scholarly outlets. Societal needs of their expertise include discovery, innovation, and workforce development. It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research. This edited handbook provides STEM stakeholders with an opportunity to share studies and/or experiences that explore STEM faculty development (FD) in higher education settings. More specifically, we include work that examines faculty development planning, techniques/models, experiences, and outcomes focused on supporting the teaching, research, service, and leadership responsibilities of STEM faculty. The Handbook is suited for researchers and practitioners in STEM, STEM Education, Mathematics, Science, Technology, and Engineering disciplines. It is also suited towards faculty developers, higher education administrators, funding agencies, industry leaders, and the STEM community at large.

This handbook is organized around three constructs (INPUTS, MECHANISMS, and OUTPUTS). The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs. Questions addressed in the handbook around this topic include: What barriers/supports exist for STEM faculty? How are these barriers/supports being addressed through STEM FD? How do contexts (e.g., economic, political, historical) influence faculty/administrative needs related to STEM FD? How do demographics (e.g., gender, ethnicity, age, family background) influence faculty/administrative needs related to STEM FD? The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory. Questions addressed in the handbook around this

topic include: What are the processes for developing models of STEM FD? What are effective models of STEM FD? How is effectiveness determined? What roles do stakeholders (e.g., faculty, administration, consultants) play within STEM FD mechanisms? The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity, teacher quality, and identity in relation to faculty development. Questions addressed in the handbook around this topic include: How has STEM FD influenced higher education practices and settings? What are appropriate output measures and how are they used in practice? What collaborations emerge from STEM FD? How does STEM FD affect other STEM stakeholders (e.g. students, administration, business, community)?

The aim for this handbook was to examine the multifaceted demands of faculty roles, and together with members of the STEM education community, envision pathways through which universities and individuals may support STEM colleagues, regardless of their experience or rank, to enjoy long and satisfying careers. Our hope is for these chapters to aid readers in deep reflection on challenges faculty face, to contemplate adaptations of models presented, and to draw inspiration for creating or engaging in new professional development programs. Chapters across this handbook highlight a variety of institutional contexts from 2-year technical colleges, to teaching-focused institutions, in addition to research-centric settings. Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction. Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences. There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors. Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD. It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD, and in particular, the intentional focus of faculty development initiatives to extend to the many facets of academic life.



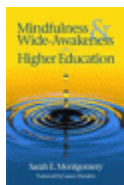
Jamaican Teachers, Jamaican Schools Life and Work in 21st Century Schools

Eleanor J. Blair, Western Carolina University

2023. Paperback 979-8-88730-095-5 \$52.99. Hardcover 979-8-88730-096-2 \$94.99. eBook 979-8-88730-097-9 \$85.

Nowhere is teachers' lives and work more challenging than in Jamaican schools. Teachers in Jamaica are regularly faced with limited resources and challenging students. Teacher pay has been historically low and current conditions continue a long tradition of providing minimal compensation for teachers' work. Recent school reform efforts has been successful in producing a teaching force that is better educated than ever before, and yet, teachers are seldom given the autonomy in decision-making and/or respect that accompanies the work of comparable professions. Coupled with these issues, teachers regularly face hunger, poverty, behavioral issues and a lack of parental support as part and parcel of their experience in 21st century schools. If teachers are perceived as having low professional status, it is not surprising that they are often blamed for the shortcomings of Jamaican schools. The citizens of Jamaica are firmly committed to the notion that "every child can learn, every child must learn;" however, the reality is that while all children can learn, many children do not learn in this country where the allocation of resources favors the rich and disowns the poor. Public schools in Jamaica vary tremendously across the fourteen parishes. Geography and social class regularly determine both the context and circumstances of teachers' work, and yet, discussions of teachers seldom acknowledge the differences.

There is a place for a more in-depth examination of teachers' work and teachers' lives in Jamaica where a consideration of the emergence of teacher leadership and higher professional status can intersect with a vision of new roles and responsibilities for teachers. While many of the reports on Jamaican education consider the role of administrative leaders, there is an absence of any discussion of the role of teacher leaders in school reform. It is interesting that a country can advocate for higher levels of teacher preparation and an upgrading of the professional status of teachers, and yet, ignore the potential power of teachers as major actors directing efforts to reform the schools. Teachers acting as leaders, in a profession dominated by women, would challenge the status quo and usurp preconceived notions regarding the work of teachers. In this book, 21st century descriptions of teachers' lives and work will accompany a consideration of how the transformation of the teaching profession could positively impact both schools and classrooms across the island.



Mindfulness & Wide-Awakeness in Higher Education

Sarah E. Montgomery, University of Northern Iowa

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How can we support our college students cultivating wide-awakeness, or a way of paying attention and being fully present to oneself and the world? How might we use mindfulness practices to help ourselves and our students become more wide awake, realize our interconnectedness, see what is possible, and transform our lives and the world around us? Educational philosopher Maxine Greene called for the need to intentionally promote wide-awakeness, which includes deepening our awareness, asking critical questions, recognizing that alternatives exist, and finding the agency to make changes personally and collectively.

Mindfulness & Wide-Awakeness in Higher Education draws upon Greene's work to explore the voices and experiences of college students who engaged in mindfulness practices during every class session in a cohort over an academic year and others who participated in a mindfulness group that met weekly for a year. The book explores how students used mindfulness to support their academic success, create a culture of connectedness, promote increased empathy, and fuel their sense of agency regarding social interactions and teaching the practices to others. In particular, the voices of students of color who chose to participate in the weekly mindfulness group are elevated and honored.

A culminating chapter provides numerous examples of the mindfulness practices taught throughout the two-year study, serving as an accessible guide for higher education professionals interested in doing this work who would like ideas for where to begin or how to further develop their teaching and student support services. Overall, the book provides rich insights and practical approaches for how higher education faculty and staff can work together with students so we can all become more wide-awake to what is possible in our hearts, in our classrooms, on our campuses, and beyond.

ENDORSEMENTS:

"Mindfulness & Wide-Awakeness in Higher Education came into my life at the right time. The privileging of the voices of students of color and the collection of accessible mindfulness practices makes this a great tool for teacher educators across the country. If you are looking for a way to support your students' mental health, academics, empathy, and agency, you will find all that and more in this book." — Denisha Jones, Sarah Lawrence College

"This book contributes to mindfulness and contemplative practices in higher education with transformative learning and democratic education frameworks. It is an invitation to bring our whole authentic selves as faculty and students into the classrooms to be "wide awake" and see each other as human beings, not merely as our roles." — Bengü Ergüner-Tekinalp, Drake University

"If you care deeply about the tangible outcomes of higher education for students and the degree to which those experiences awaken their curiosity about people, place, and planet, Mindfulness and Wide-Awakeness in Higher Education should be a must on your reading list. Sarah Montgomery provides an excellent framework to illustrate the power of teaching mindfulness and what is possible when we make time and space for woke teaching and learning." — Paulette Patterson Dilworth, The University of Alabama at Birmingham



No Country for Black Men

Roger Ball, Fordham University

2023. Paperback 979-8-88730-271-3 \$52.99. Hardcover 979-8-88730-272-0 \$94.99. eBook 979-8-88730-273-7 \$85.

No Country For Black Men captures the plight and possibilities of what it means to be Black and male in the United States past and present. Through storytelling and sociological data analysis, the author weaves a powerful story about challenges and opportunities faced by Black males of all ages today. From mental health parity to disproportionality and myths about Black male sexuality, this body of work is bent on naming the persistent and historical challenges Black men are confronted with throughout their development. Each chapter is anchored in and punctuated by the author's personal experiences as an immigrant, a father, a husband and a scholar-practitioner. The mission of No Country For Black Men is to add to the scholarship and conversation among educators, mental health providers, religious leaders, and other service providers about ways to improve the academic, economic and health outcome for Black males in the United States.



On Leadership An Interdisciplinary Approach

Denver J. Fowler, California State University, Bakersfield; Meghan B. Raehl, Franklin University

2023. Paperback 979-8-88730-092-4 \$72.99. Hardcover 979-8-88730-093-1 \$104.99. eBook 979-8-88730-094-8 \$85.

In On Leadership: An Interdisciplinary Approach editors Fowler and Raehl provide one of the most comprehensive books on interdisciplinary leadership approaches to date. Contributing authors from across the nation and around the globe include individuals from an array of sectors, including Education (PK-12 and Higher Education), Business, Public and Nonprofit Organizations, Government, Military, Law Enforcement, and the Health care Industry. With a focus on highlighting the best practices as it applies to effective leadership in any given organization, the book offers a much needed analysis of what it means to lead successfully in the 21st Century and beyond.

Endorsements:

"If you are looking for a cutting-edge resource regarding interdisciplinary leadership, I highly recommend On Leadership! Each chapter has a rich perspective, which contributes to the interplay between one's context, value system, level of authenticity, perspectives, and unique experiences. I highly recommend On Leadership and look forward to using this in the leadership courses I teach." — David De Jong, Dakota State University

"As both a scholar in school leadership and a former school leader, I thought I knew just about everything about leadership, but after reading this book, I was delightfully enlightened about the practical application of leadership in varying contexts around the world. Organized in three sections, this book clearly presents the practical application of leadership through an interdisciplinary approach. Fowler and Raehl provide a rich text with contributions of authors in both PK-12 Schools and Higher Education, and this text would be a welcome addition to any educational leadership program." — Sonya D. Hayes, The University of Tennessee, Knoxville

"Effective leadership development and corresponding leadership skills are not unique to any one profession, or leadership position. Effective leadership

transcends all professions and effective leadership is evident in all effective leaders and leadership positions. Therefore, On Leadership: An Interdisciplinary Approach, is a timely must read for current and aspiring leaders. Siloed leadership development must be a thing of the past." — Michael Schwanenberger, Northern Arizona University

"Undoubtedly forward-thinking content that will serve as key fundamentals in the future training of leaders in and out of the educational landscape. Centered on ethics and authenticity, this text truly represents a wholesome approach to modeling effective leadership practices in the 21st century." — Alexandra Horton, Former PreK-12 Educator



A psicologia cultural chega à escola

Desenvolvimento humano, cultura e educação

Mônica Souza Neves-Pereira, Universidade de Brasília; Angela Uchoa Branco, University of Brasilia

2023. Paperback 979-8-88730-142-6 \$52.99. Hardcover 979-8-88730-143-3 \$94.99. eBook 979-8-88730-144-0 \$85.

Este livro nasce de um movimento de divulgação do trabalho de psicólogos dialógicos-culturais que vem, ha tempos, construindo saberes sobre as relações entre os campos da psicologia e educação. Após anos de trabalhos conjuntos no Brasil, Dinamarca, Suíça, Itália, dentre outros países, esta obra em Língua Portuguesa foi produzida, tendo em vista a relevante contribuição que a psicologia dialógica e cultural oferece ao cenário educacional das escolas. Os capítulos teóricos e empíricos, produzidos de modo didático e dialógico, discutem as experiências dos autores e suas ideias orientadas para um novo campo do saber, denominado “Psicologia Cultural da Educação”. Temas como práticas dialógicas, crenças e valores democráticos, processos de desenvolvimento humano e educacionais, dentre outros, encontram espaço para análise e problematização, a fim de contribuir ao vasto campo da psicologia do desenvolvimento e da educação.

ENGLISH TRANSLATION:

This book came out as part of the efforts of cultural dialogical psychologists guided to the knowledge construction about the relations between psychology and education. After years of working together, scientists from Brazil, Denmark, Switzerland, Italy, among other countries, collaborate to present this book written in Portuguese, due to the relevant contribution of cultural dialogical psychology to the field of education within school contexts. The authors produced theoretical-empirical chapters using a didactical and dialogical language to discuss their ideas and experiences, which compose the field known as the “Cultural Psychology of Education”. Topics such as dialogical practices, democratic values and beliefs and topics concerning education and human development, among others, are therefore analyzed and discussed in order to contribute to the vast field encompassing both developmental psychology and education.



Re-Imagining Citizenship Education

Empowering Students to Become Critical Leaders and Community Role Models

Pablo C. Ramirez, CSU Dominguez Hills

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In this special edition, we call attention to the role of Critical Multicultural Citizenship Education (CMCE) in schools, societies and global contexts. The fundamental goal of CMCE is to increase not only the students’ awareness of, and participation in, the political aspects of democracy, but also students’ abilities to create and live in an ethnically diverse and just community.

Global migration and increasing diversity within nations are challenging conceptions of citizenship all over the world. The percentage of ethnic minorities in nation-states throughout the world has increased significantly within the past 30 years. The United States Census, for example, projects that 50% of the population will consist of culturally, linguistically, racially, ethnic, and religiously diverse groups by 2050. With an increase growth of diversity within national borders, issues concerning educational equity, equality, and civic engagement have not always been well attended to in educational and societal contexts. Growing ethnic diversity in schools/ society has not automatically led to a dismantling of persistent educational barriers or structural inequalities. In the past decade, culturally, ethnically, and linguistically diverse populations have faced barriers impacting their rights as citizens in the United States and international contexts. Citizenship, and the rights that are associated with being a citizen, are re-framed when culturally, ethnically, and linguistically students seek equality. In 2020, many urban cities in the United States witnessed Latino/Black youth demonstrate peacefully guided by social justice and their civic responsibilities. Similarly, in international contexts students have demonstrated civil disobedience by expressing concerns about their rights as citizens and the disempowerment of communities.

We emphatically believe that students in K-12 settings must begin to understand their rights as citizens and also advocate for the rights of others in order for communities in the U.S. and international contexts to achieve democracy.



Reducing Hate Through Multicultural Education and Transformation

Festus E. Obiakor, Sunny Educational Consulting

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Reducing Hate through Multicultural Education and Transformation is a book that reminds us that we live in a complex world; and at micro and macro levels, the demography is changing and people are worried about the current state of affairs, their future, and the future of their children. At local, national, and global levels, there appears to be unsteadiness, crises, and struggles in our economies, politics, and societies. Disruptions, disasters, and deaths are visible at all spectra of our lives; and our leaders seem unready, unwilling, underprepared, and unprepared to bring us together to solve our problems for the common good. Even when we make efforts to respond to human differences and multicultural valuing, they seem to be half-baked cakes that are unready for consumption; and there continues to be visible hateful actions that devastate our sacred existence. While these hateful actions have filtered into our families, schools, communities, nation, and world, we pretend to solve them by engaging in phony community relations, fraudulent multiculturalism, and unreasonable “wokeness” to masquerade our inefficiency, inflexibility, prejudice, and jaundiced views.

Reducing Hate through Multicultural Education and Transformation provides cutting edge solutions for innovative educators and leaders. Yes, hate is a controversial construct that is rarely researched, studied, and discussed in education. The reason is that teachers and related professionals are supposedly very liberal people who cannot hate their culturally and linguistically diverse (CLD) students, parents, and colleagues. And, the lingering question is, can a teacher who is always liberal be also hateful? This question seems legitimate; and, to answer it, we must look deeper into traditional presumptions. The reality is that White educators and professionals who dominate the educational profession are human-beings who live in their respective White dominated communities. As a result, they teach or lead people who they do not know very well. If not, why should CLD individuals continue to experience hateful misidentifications, misassessments, miscategorizations, misplacements, and misinstructions in school programs? And, why should disproportionate placements of CLD learners with special education needs, gifts and talents, and emotional/behavioral problems continue to be burning issues in education? This book provides outside-the-box solutions!



School Administrator Succession Planning Identifying High-Impact Practices, Programs, and Frameworks in P-12 Schools

Lou L. Sabina, Stetson University

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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.



Wisconsin in the World Internationalization at the University of Wisconsin–Madison

Elise S. Ahn, University of Wisconsin–Madison

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During the 2020 and 2021 phases of the global COVID-19 pandemic, there was significant prognostication regarding what internationalization in higher education would look like in its aftermath. Within the field of international education, many stated the need to reimagine internationalization in and of higher education in the face of severe budget cuts, restrictions on travel, and increased government protectionism in the face of growing nationalistic populism globally to name a few challenges. Absent from many of those discussions, however, were the voices of many leader-practitioners who have had to think flexibly about internationalization in higher education in order to sustain and grow programs throughout the last 20 years despite numerous exogenous factors, e.g., earlier economic recessions and viral outbreaks, along with endogenous factors like internal leadership transitions and institutional reorganizations.

Wisconsin in the World explores how internationalization at the University of Wisconsin–Madison (UW) has been a decades-long, ongoing endeavor. Against that backdrop, the various chapters also provide a snapshot of how people across the UW campus were reflecting on their work amidst the COVID-19 pandemic and on the implications of the pandemic regarding the future of campus internationalization. The book is organized into four overarching sections—

internationalization of the curriculum (general and language); experiential learning (co-curricular engagement and education away); establishing linkages (institutional and outreach); and administration. To highlight the expansive way campus units have been engaging in internationalization, a wide-ranging set of chapter case studies have been included. Although not exhaustive, this volume does provide a robust cross-sectional view into internationalization at UW. For international education scholars and practitioners then, a number of the chapters also highlight areas that may warrant further engagement and exploration moving forward. Finally, by examining how internationalization at UW has been informed by the Wisconsin Idea, this book explores how institutional internationalization strategies can align with and be tailored to institutional values for long-term sustainability.

In addition to the 34 chapters focusing on different units and programs at UW, *Wisconsin in the World* also includes a number of contributions from colleagues at other institutions. Each section has a lead-in chapter which provides an overview of the scholarship in that particular area and/or a concluding chapter from a scholar-practitioner situating the UW “cases” in relation to their own work. The intention of structuring the book this way was to facilitate a dialogue among UW colleagues, across institutions, and with the scholarship in the field.

The target audience for *Wisconsin in the World* includes practitioners or scholar practitioners in the field of international education (study abroad, education away, internships, partnerships, program development), as well as faculty and students in global higher education or comparative and international education graduate programs. Additionally, this volume may be of general interest for any higher education administrator who may not have a background in international education but may become responsible for programs and support within a school or college context (e.g., a dean or department chair).

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