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EDUCATION 2024

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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.

ADVANCES IN SERVICE-LEARNING RESEARCH



Taking eService-Learning to the Next Level Models and Tools for Next Generation Implementation

Jean R. Strait, FACE and St. Paul Public Schools; Robert D. Shumer, Metropolitan State University; Katherine J. Nordyke, Missouri State University

A volume in the series *Advances in Service-Learning Research*
2023. Paperback 979-8-88730-280-5 \$52.99. Hardcover 979-8-88730-281-2 \$94.99. eBook 979-8-88730-282-9 \$85.

The chapters in this book provide an excellent story of the growth of e-learning and eService-learning over the past many years. Strait takes us from the first chapter examining current issues and considerations for eService-Learning, to a second chapter that documents the growth and maturation of a program at Missouri State University, to chapters that introduce “critical” e-service learning with a social justice orientation (Gordon and Jackson-Brown), and chapters that address international experiences (Ong, Tan, et al., and Dietrich and Ekici) that involve eService-learning in Singapore and long-distance relationships between the U.S. and Afghanistan, to illustrate the multiplicity and diversity of current models of service and learning that occur through electronic means.

The importance of the book and its chapters is that change happens. What was occurring in the early 21st century was altered by situations, such as the global pandemic of COVID-19, to increase the reliance on e-educational systems and promote the increased use of electronic educational programs that covered almost all areas of educational systems. While early mobile phones existed in the 1970s (Teixeira, T. 2010), they evolved, and more sophisticated versions were produced throughout the 20th century. By the end of the century, phones that could easily transmit emails were developed, and then came camera phones and then smart phones by 2003. And phone communication has continued to change, existing today as a total communication device used by people all over the world.

Similarly, video, and visual systems have evolved and continue to change. Zoom was developed in 2011 and has continued to evolve and expand services all over the world. People are now able to visually and orally communicate with others on every continent 24 hours a day, and the complexity and utility of communication has similarly expanded. Now phones can instantaneously translate between languages and people in all parts of the world can share experiences and visual products without barriers of language, country, or time. Indeed, the electronic world is an amazing entity and continues to evolve each year.

So, what are the implications of all these changes for education and service? Simply put, they are and will continue to evolve to more complex and more useful forms for all communication and interaction. And this current volume gives us much insight into the important areas of change in both e-learning and eService-learning. All the chapters add great insight and information about important issues in the field and highlight some of the critical concepts embedded in its development.

ADVANCES IN TEACHER EDUCATION



Exemplary Clinical Models of Teacher Education

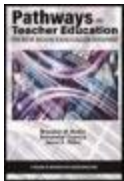
Sara R. Helfrich, Ohio University; Sara L. Hartman, Ohio University

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.



Pathways Into Teacher Education Profiles of Emerging Teacher Educator Development

Brandon M. Butler, Old Dominion University; Alexander Cuenca, Indiana University; Jason K. Ritter, Duquesne University

A volume in the series *Advances in Teacher Education*

2023. Paperback 979-8-88730-453-3 \$52.99. Hardcover 979-8-88730-454-0 \$94.99. eBook 979-8-88730-455-7 \$85.

Teacher educator learning has received increasing attention in recent decades. Although the professional development needs of teacher educators has become more visible, the spaces where teacher educators learn to teach teachers is less clear. How do teacher educators learn? What do they learn? And where does this learning take place? This edited volume provides answers these questions through an unpacking of the programs, courses, and professional learning spaces in which beginning teacher educators learn.

In this edited volume, chapters provide profiles, or “cases,” of the spaces in which beginning university-based teacher educators are prepared. University based teacher educator learning occurs in a range of settings. As highlighted in this volume, such learning spaces include doctoral program concentrations or minors focused on the development of teacher educator identity and practice; individual doctoral courses dedicated to teacher education; formalized program experiences that assist in the preparation of teacher educators; and mentoring or critical friendship collaborations through which doctoral students learn about teacher education with peers or from experienced teacher educators.



Professional Learning Journeys of Teacher Educators

Brandon M. Butler, Old Dominion University; Jason K. Ritter, Duquesne University

A volume in the series *Advances in Teacher Education*

2024. Paperback 979-8-88730-496-0 \$52.99. Hardcover 979-8-88730-497-7 \$94.99. eBook 979-8-88730-498-4 \$85.

It is clear that teacher educators have ongoing professional learning and development needs. Chief among these are continuing to learn about content developments and pedagogical practices useful for teaching a range of PK-12 students in varying contexts; developing reflective competencies and sets of practices useful for teaching teacher candidates about teaching; effectively balancing teaching commitments with institutional expectations for scholarship and service; and forging useful understandings of identity across the spectrum of teacher educator responsibility and development over time, including taking on

managerial or administrative roles. Working in institutions largely devoid of formal support mechanisms, teacher educators are often left on their own to meet these needs and subsequently must create or seek out opportunities for their ongoing growth. This volume explores in greater depth how exactly teacher educators engage in professional learning and development across their career trajectories.

University-based teacher educator learning occurs in a range of settings and across the career span. Contributors to this volume describe university-based teacher educator learning spaces focused on their ongoing professional learning. Such spaces include teacher educator communities of practice, critical friendships, self-study learning groups, faculty learning groups, co-mentoring, and institutionally sponsored professional learning spaces.

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



American Educational History Journal - Golden Anniversary Edition Volume 50 Numbers 1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2023. Paperback 979-8-88730-421-2 \$52.99. Hardcover 979-8-88730-422-9 \$94.99. eBook 979-8-88730-423-6 \$85.

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

CHINESE AMERICAN EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION BOOK SERIES



Rekindling Embers of the Soul An Examination of Spirituality Issues Relating to Teacher Education

Miranda Lin, Illinois State University; Thomas A. Lucey, Illinois State University

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

2023. Paperback 979-8-88730-378-9 \$52.99. Hardcover 979-8-88730-379-6 \$94.99. eBook 979-8-88730-380-2 \$85.

This edited volume, *Rekindling Embers of the Soul: An Examination of Spirituality Issues Relating to Teacher Education*, fills the gap in scholarship by providing information about an understudied aspect of teacher education research. In an education environment that provides an increasing degree of standardization founded upon corporatized materialist values, the concept of spirituality and its importance in shaping the diverse identities of students and teachers becomes neglected. This volume offers ten chapters, which relate the spirituality to teacher education with regard to theory and research, instruction, and content. Both researchers and teachers will appreciate the insights that it offers.

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



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



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 Immigration in Early Childhood Education

Olivia Saracho, University of Maryland

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

2023. Paperback 979-8-88730-311-6 \$52.99. Hardcover 979-8-88730-312-3 \$94.99. eBook 979-8-88730-313-0 \$85.

Immigration is when individuals leave their country of residency to permanently settle in a different country. According to the United Nations (UN) Department of Economic and Social Affairs, in 2017 a cumulative of 258 million persons were residents in a country that differed from their own. The September 11, 2001, terrorist attacks and the increase in prohibited immigration impelled the United States (US) to propose a number of immigration laws. In 2012, the US Department of Homeland Security (DHS) established the Deferred Action for Childhood Arrivals (DACA) policy, which allowed undocumented immigrants to work legally without being deported as long as they maintain a useful and lawful status. Approximately 800,000 immigrants attained DACA standing, permitting them to legally work and go to school in the US.

Furthermore, the immigration law of 1965 prompted an excessive entrance of multicultural immigrants to the United States which brought about a great representation of children who live with immigrant families. These children faced several environmental structures which were affected by changes and multiplicity in their family situations. Immigrant children attempted to understand a different culture, values, and emerging issues in relation to their assimilation paths.

The purpose of this volume is to offer a complete representation of the way immigrant children and families respond and develop in the US and Europe. It will extend current knowledge and reinforce contemporary frameworks that associate the cultural differences between immigrant families and teachers. In the classroom environment teachers have the opportunity to effectively assume both nurturing and instructional roles to aid young children to cultivate their social and cognitive abilities. The teachers' personal characteristics, formal education, specialized training, and cultural knowledge may affect their effectiveness in the classroom environment. Most of the studies show that both family and teachers have the most significant effects on the children's development and learning. Immigration researchers and scholars were invited to review, critically analyze, discuss, and submit a manuscript for the volume titled, *Contemporary Perspectives on Research on Immigration in Early Childhood Education*.

The concept of immigration has heavily influenced modern views in early childhood education. Researchers, scholars, and educators need to understand the current sources based on theoretical frameworks that contribute to the purposes of immigration in the United States and Europe. The contents of the volume reflect the major shifts in the views of early childhood researchers, scholars, and educators in relation to the research on immigration, its historical roots, the role of immigration in early childhood education, and its relationship to theory, research, and practice.

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



Creating New Possibilities for the Future of HBCUs From Research to Praxis

Terrell L. Strayhorn, Virginia Union University; Michael Steven Williams, University of Missouri; Royel M. Johnson, University of Southern California

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

2023. Paperback 979-8-88730-157-0 \$52.99. Hardcover 979-8-88730-158-7 \$94.99. eBook 979-8-88730-159-4 \$85.

Creating New Possibilities for the Future of HBCUs brings together over 20 higher education scholars with more than 150 years of combined professional experience to critically examine the current contributions of and future directions for our nation's 101 historically Black colleges and universities (HBCUs). The book breaks new ground on Black colleges and offers hope and optimism for charting their future despite shrinking investments in higher education, declining enrollments, and eroding public confidence in the value of a college degree. The book was written to tell the truth, to right (or "[re]write") past wrongs about HBCUs, and to shift our collective gaze from the uncertain, shaky past of a select few to a far more promising future for all based on insights from contemporary empirical research.

Each chapter addresses a particular aspect of higher education as it relates to HBCUs, documenting the undeniable legacy of Black colleges, their current challenges and untold successes, blended with findings from recent empirical studies—both quantitative and qualitative—that clearly create new possibilities for the future of HBCUs. This volume was developed to break new ground on often overlooked and understudied terrain in higher education scholarship.

Organized into three major sections, the book includes chapters focusing on HBCUs as institutions and a small, but consequential, segment of the higher education enterprise. Section Two consists of 6 chapters addressing the experiences of HBCU students, paying close attention to issues of intersectionality, heterogeneity, and race/ethnicity, to name a few. A third, and final, section turns much-needed attention to HBCU personnel, including campus

administrators, college presidents, and faculty. Rich in its coverage of culture, facts, and past history, this new book offers much to those interested in charting new possibilities for the future of HBCUs.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Advancing Inclusive Excellence in Higher Education Practical Approaches to Promoting Diversity, Equity, Inclusion, and Belonging

Shawna Patterson-Stephens, Central Michigan University; Tamara Bertrand Jones, Florida State University

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

2023. Paperback 979-8-88730-308-6 \$52.99. Hardcover 979-8-88730-309-3 \$94.99. eBook 979-8-88730-310-9 \$85.

The primary aim of this text is to provide educators with specific strategies for engaging in equity and inclusion work on college campuses. We include the perspectives of faculty and staff with a range of experiences and expertise to address current topics evolving at various levels and functional areas in the academy. Rather than replicate findings and recommendations established in extant literature, we provide faculty, staff, and graduate students with the insight and tools they will require to transform established recommendations into actionable solutions and promising practices. This book offers theoretical and practical approaches to evolving diversity, equity, and inclusion concerns in higher education.

The core themes of this volume center on diversity, equity, inclusion, and belonging in higher education. While some educators use these terms interchangeably, we define diversity as a concept that envelopes several modes of social identity, including race, ethnicity, gender, ability, sexual orientation, faith/non-faith affiliation, size, veteran's status, etc. The practice of fortifying representation amongst minoritized populations without making considerations for structure and support has been the primary model for diversifying the academy for the past 40 years. Within the context of higher education and diversity, our conversation shifts beyond ensuring marginalized communities are represented.

Within each chapter, the contributing authors address a wide range of diversity, equity, inclusion, and belonging topics that are unique to their positionality as educators in the postsecondary sector. As editors, we intentionally identify authors with diverse professional backgrounds who offer a range in their approaches to addressing emergent trends in their respective areas in higher education. In addition to submitting manuscripts that engage critical examinations of diversity, equity, and inclusion in the postsecondary sector, authors were encouraged to design supplemental material for their chapters, such as training modules, study guides, case studies, guides for utilizing critical research approaches and design, and interactive activities that can be replicated in various settings on campus (e.g., the classroom, residence halls, student organization trainings, etc.).



Developing Culturally Responsive Learning Environments in Postsecondary Education

R. Jason Lynch, Appalachian State University; Charmion B. Rush, Western Carolina University

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

2023. Paperback 979-8-88730-465-6 \$72.99. Hardcover 979-8-88730-466-3 \$104.99. eBook 979-8-88730-467-0 \$85.

U.S. colleges and universities are rapidly diversifying. In 2018, the U.S. Census Bureau estimated that nearly half of undergraduate students were of non-white racial identities, with that number only increasing for future generations. This increase in diversity holds true for many other identity groups. Yet, faculty demographics remain disproportionately white and male. For years, students have called for institutions of postsecondary education to support their success through adopting more culturally relevant practices for teaching and learning. Scholarship on student success in college has also echoed this call. *Developing Culturally Responsive Learning Environments in Postsecondary Education* was developed to help postsecondary educators answer this call through a multilayered view of student support within the college classroom and beyond.

Specifically, this book features twenty-three chapters divided into four parts. Each part corresponds with four thematic areas identified as an important component in developing culturally responsive learning environments: unpacking educator cultural competence; learning experiences of the 21st century college student; culturally responsive teaching and instruction; and transforming curriculum, content, and environments. Authors representing diverse backgrounds and institutional contexts come together to offer their own scholarly and practical expertise to tackle issues ranging from combating implicit bias and building cultural competence to exploring specific student experiences and practical ways to implement culturally responsive pedagogies. In addition to each chapter, this volume provides a companion case scenario exercise for you to directly apply the content from the book. Ultimately, we hope this book provides you with a meaningful starting place to help you honor the diversity of your students and support their success within your learning context.



Post-Secondary Planning for All

Approaches to College and Career Readiness Counseling for Special Populations

Sejal Parikh Foxx, The University of North Carolina at Charlotte, and Urban School Counseling Collaborative; J. Anthony Elizondo, The University of La Verne and Urban School Counseling Collaborative

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

2023. Paperback 979-8-88730-361-1 \$52.99. Hardcover 979-8-88730-362-8 \$94.99. eBook 979-8-88730-363-5 \$85.

It is not surprising that in order to meet the job demands of the future, we need to ensure that students have the knowledge and opportunity to choose from an array of postsecondary options before graduating from high school. Particularly as our society continues to increase in diversity, providing access to college and career choices for all students is imperative. However, there are many barriers that keep students from reaching their potential and envisioning a future that is personally and professionally rewarding. Many of these barriers are systemic in nature and others are related to individual circumstances. Regardless from where the barriers stem, school counselors and others who provide postsecondary readiness services to students must advocate, work to create equitable access, and assist with navigating through complex systems.

This book compiles information and strategies from experts in the field. Each chapter in this book offers definitions of specific populations, evidence-based culturally responsive counseling strategies including those related to collaboration, case studies and interventions, and opportunities for readers to reflect on their understanding of that population to inspire professional growth. Groups included in this book include students who are experiencing homelessness, students in English Language Learner programs, families experiencing poverty, students with special needs, and many others that school counselors and college advisors will encounter in their career.



Preparing to Lead

Narratives of Aspiring School Leaders in a "Post"-COVID World

Patricia M. Virella, Montclair State University; Nathan Tanner, University of Illinois at Urbana-Champaign; Darin A. Thompson, Independent Researcher

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

2023. Paperback 979-8-88730-305-5 \$52.99. Hardcover 979-8-88730-306-2 \$94.99. eBook 979-8-88730-307-9 \$85.

Popular education press and scholarly conversations have focused on the impact of COVID-19 on various aspects of school leadership during the induction process and after. However, voices heard directly from the students are often left out or not heard from in a comprehensive oral historical account. We argue that while the attention is deservedly placed on principals and superintendents in schools leading through the pandemic crisis, there has been less dialogue about the impact of COVID-19 on aspiring leaders who will take the helm amid the lingering crisis. Focusing on this population is explicitly significant as COVID-19 has disrupted and traumatized aspiring leaders who will begin to leave the principalship or superintendency en masse.

The novelty and longevity of COVID-19 have also upended schools across the country. Thus, we are left at the moment when although many students are preparing to be school leaders, those preparing them are not expected to stay. *Preparing to Lead – Narratives of Aspiring School Leaders in a "Post"-COVID World* focuses on how graduate students in educational leadership preparation programs are experiencing their simultaneous preparation for leadership roles in the K-12 setting while working in schools in several districts across the United States. We approach this book as a way to elevate the voices of aspiring leaders who will enter the field in the current crisis-laden context. Chapter authors discuss both the challenges and opportunities they have experienced due to being in the dual role of aspiring leaders and current educators. Chapter authors also provide poignant feedback on how leadership preparation programs can assist their development as leaders and infuse equity-oriented approaches that mirror their own identity and the educational landscape they will lead in.



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 DEVELOPING TRAUMA-INFORMED 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



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.



Introduction to Research in Leadership

David M. Rosch, University of Illinois; Lori E. Kniffin, Fort Hays State University; Kathy L. Guthrie, Florida State University

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

2023. Paperback 979-8-88730-314-7 \$52.99. Hardcover 979-8-88730-315-4 \$94.99. eBook 979-8-88730-316-1 \$85.

Introduction to Research in Leadership examines the process and skills required for effectively conducting research on the concept of leadership. Its authors employ a microscope for close analysis and build balconies to see trends and gain perspective. Designed to be imminently practical, it employs concrete examples of fictional graduate students, faculty, and professionals struggling with their own issues to help readers make sense of the world of research and all of its complexities. Filled with personal anecdotes, stories, and even a touch of humor and sarcasm, each chapter weaves in relevant concepts so that those beginning the process of producing scholarship can get started on a productive path and with a positive attitude.

This introductory textbook reviews the core philosophies employed in creating new knowledge within a field of research. It describes quantitative, qualitative, and mixed methods, as well as several concepts that are common across these. The text concludes with chapters focused on critical scholarship in leadership and creating habits that lead to a lifetime of learning.



Rooted and Radiant Women's Narratives of Leadership

Trisha Teig, University of Denver; Brittany Devies, University of Maryland, College Park; Rebecca "Becka" Shetty, The University of Texas at Arlington

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

2023. Paperback 979-8-88730-456-4 \$52.99. Hardcover 979-8-88730-457-1 \$94.99. eBook 979-8-88730-458-8 \$85.

Rooted and Radiant: Women's Narratives of Leadership shares the narratives of 39 women navigating the process of leadership. It seeks to honor the unique experiences of the narrative authors while also challenging the dominant stories of the leadership process. The audience for the book is leadership educators and women looking to further explore leadership as a phenomenon.

Rooted and Radiant: Women's Narratives of Leadership is grounded in the hope and radiance described by Skye, one of the many voices in this collection, where she described how "leadership radiated all around me." The book is filled with narratives from women exploring their own stories of leadership and gender. These stories are woven together by an author team committed to centering the voices and lived experiences of these narrative authors. This book begins with important literature framing women and leadership. The early chapters also explore the research process of this book in-depth. The core of the book includes chapters focused on critical themes found in the 39 narratives and weaving together women's narratives of understanding and enacting leadership. The book concludes with critical hope about women and leadership moving forward.

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.



Narratives of TESOL Professionals Experiences Navigating the Doctoral Program

Hayriye Kayi-Aydar, University of Arizona; Angel Steadman, Highline College; Kate Shea, University of Arizona

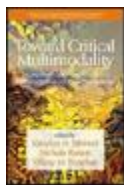
A volume in the series *Contemporary Perspectives on Learning Environments*

2023. Paperback 979-8-88730-415-1 \$52.99. Hardcover 979-8-88730-416-8 \$94.99. eBook 979-8-88730-417-5 \$85.

Through insiders' perspectives and narratives, this edited collection provides insight into the lived experiences of recent graduates of various English Applied Linguistics and/or TESOL doctoral programs in North America. The authors document how their personal and professional identities intersected during their doctoral studies and how these doctoral programs, as learning environments, supported them in their professional development and dissertation research. As such, their insider perspectives and narratives are of special value to those contemplating pursuing such a program, or are in progress towards their own degree, as well as the faculty members who advise and support these doctoral students. Chapters focus on topics immediately relevant to success and persistence in a doctoral program, such as developing a network of mentors, establishing a work-life balance, and professional socialization, among others.

All authors are recent graduates of their programs who have been intentionally selected for their recent memories in navigating the process. At a time when doctoral program persistence declines at the intersection of students' gender and racial background (see Okahana & Zhou, 2019) there is a pressing need to share the insights and lived experiences of those less commonly featured in narratives of the successful doctoral scholar. This need is especially true among TESOL professionals who will teach and learn in diverse, global settings throughout their careers following their graduation. This book contributes to that need, and it is an essential resource for scholars in TESOL/English Applied Linguistics and other similar doctoral programs.

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

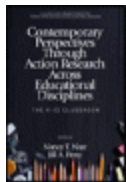
A volume in the series *Contemporary Perspectives on Semiotics in Education: Signs, Meanings and Multimodality*

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 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.



Faculty Development

Achieving Change Through Action Research

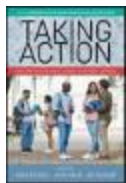
Sara B. Ewell, Northeastern University; Joan Giblin, Northeastern University; Joe McNabb, Northeastern University

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

2023. Paperback 979-8-88730-381-9 \$52.99. Hardcover 979-8-88730-382-6 \$94.99. eBook 979-8-88730-383-3 \$85.

Action Research can empower all administrators in higher education to engage more effectively in resolving challenges in colleges and universities. Scholar-practitioners are particularly well poised to impact three defined areas of practice: college students, faculty, and curriculum, teaching and learning. Through these three areas of foci broad issues within higher education are explored.

Action Research is a powerful, localized methodology for impacting difficult and complex issues embedded in organizations. Higher education administrators regularly confront these types of difficult issues and hold the responsibility to solve these problems.



Taking Action

Creating Sustainable Change in Student Affairs

Sara B. Ewell, Northeastern University; Joan Giblin, Northeastern University; Joe McNabb, Northeastern University

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

2023. Paperback 979-8-88730-395-6 \$52.99. Hardcover 979-8-88730-396-3 \$94.99. eBook 979-8-88730-397-0 \$85.

Action Research can empower all administrators in higher education to engage more effectively in resolving challenges in colleges and universities. Action Research is a powerful, localized methodology for impacting difficult and complex issues embedded in organizations. Higher education administrators regularly confront these types of difficult issues and hold the responsibility to solve these problems. This book explores the power of action research to impact the work of higher education professionals in student affairs.

CRITICAL CONCERNS IN BLINDNESS



Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts

Merry-Noel Chamberlain

A volume in the series *Critical Concerns in Blindness*

2024. Paperback 979-8-88730-490-8 \$52.99. Hardcover 979-8-88730-491-5 \$94.99. eBook 979-8-88730-492-2 \$85.

Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts is a collection of skill-building fundamental techniques essential to develop mobility independence for students who are blind or visually impaired. This book dives into transformational mobility concepts followed by a trove of tried-and-true necessary and efficient activities to enhance students' abilities to improve problem-solving skills within natural environments while using a long white cane with a metal tip as the primary mobility tool. Since Structured Discovery Cane Travel is individualized, this activity-based collection may be used to enhance introduction to and/or assistance with on-going education of comprehending complicated concrete and abstract Orientation and Mobility concepts to help achieve independent mobility.

Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts focuses on encouraging students to develop intrinsic knowledge and abilities through this plethora of activity-based transformational approaches to target individual objectives. These activities logically transpire through direct exposure and/or teachable moments to hand-on experiences to help students create mental mapping skills of their surroundings which can then be utilized in novel or unfamiliar environments. Used in conjunction with The ABCs of Structured Discovery Cane Travel for Children, by Merry-Noel Chamberlain, parents and instructors of children who are blind or visually impaired will be able to comprehend and instruct O&M essentials using this vault of O&M activities.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



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 CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION



When Confucius "Encounters" John Dewey A Cross-Cultural Inquiry Into Dewey's Visit to China

James Zhixiang Yang, BNU-HKBU United International College

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

2023. Paperback 979-8-88730-435-9 \$52.99. Hardcover 979-8-88730-436-6 \$94.99. eBook 979-8-88730-437-3 \$85.

John Dewey's sojourn to China created a historical moment between the United States and China. Therefore, some of the recent scholarship on the topic aims to uncover the social and historical implications behind Dewey's Chinese trip, centering on how intercultural conversations occurred between "Confucius" and "John Dewey" during the period of May Fourth/New Culture Movement. Much research also reflects an attempt to synthesize and unify Western and Eastern education.

This book spotlights a cross-cultural "encounter" between Confucius and John Dewey by studying the four well-known Chinese scholars Hu Shih, Liang Shuming, Tao Xingzhi, and Jiang Menglin, who exerted a profound impact on many aspects of Chinese society during the May Fourth/New Culture Movement period. The study explores answers to a crucial question: What motivated Dewey's Chinese disciples to forge a synthesis of Confucian traditions and Deweyan ideas to pursue the goals of Chinese educational and cultural reformation? Simultaneously, based on an in-depth historical, philosophical, and cultural analysis of Dewey's visit to China, this study aims to disclose how our education has evolved in the context of cultural pluralism.

The book seeks to contribute provocative ideas to today's educators: any school of thought can renew and update itself if it maintains an open dialogue with a different civilization. Dynamic and transparent intercultural communication enables us to develop a sense of understanding and respect for cultural diversity, all of which are of great benefit to the construction of a stable and healthy international order.

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



School-University-Community Research in a (Post) COVID-19 World

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

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

2023. Paperback 979-8-88730-349-9 \$52.99. Hardcover 979-8-88730-350-5 \$94.99. eBook 979-8-88730-351-2 \$85.

The American Psychological Association (2020) reported that some 81% of teenage children (13 to 17 years-of-age) were negatively impacted in a range of ways due to school closures in connection with COVID-19, including 47% who indicated that they "didn't learn as much as they did in previous years" (para. 21). That perhaps many more than 47% of teenage children in the United States did not learn as much as they did in previous years was documented in the most recent National Assessment of Educational Progress (NAEP) report which found that "the national average score declines in mathematics for fourth- and eighth-graders were the largest ever recorded in that subject" (Wilburn & Elias, 2022, para. 1). The National Center for Educational Statistics Commissioner commented somewhat hyperbolically that the results showed that "every student was vulnerable to the pandemic's disruptions" (Wilburn & Elias, 2022, para. 5) and called for a single-minded emphasis on ways to assist students to recover from their trauma and accelerate their learning. Wilburn and Elias (2022) joined those who have pointed out that the learning declines associated with COVID-19 did not occur equitably. The likelihood of a single-minded policy response to change the system and address the achievement gaps exposed by the range of responses to COVID-19 seems small. On the one hand, doubting the sustainability of innovative responses, education historian Larry Cuban referenced the dominant stability of schooling which, if anything, "produces this huge public and professional need to resume schooling as it was" (Young, 2022, para. 18). On the other hand, diverse political agendas will diffuse concerted efforts. Grossman et al. (2021) discussed a pertinent example from Michigan where "public health data, partisanship, and collective bargaining" (p. 637) each played a role in determining school reopening decisions. On this same issue of school reopening, there is credible evidence from Massachusetts that the much maligned and politically explosive masking policies implemented in some schools may have saved lives (Cowger et al., 2022). Roy (2020) asserted that "historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next" (para. 48). The chapters in this volume attest to the willingness of individuals to collaborate in stepping through that portal.

CURRENT SOCIAL AND CULTURAL ISSUES: CHALLENGES AND SOLUTIONS



Qualitative Research With Diverse and Underserved Communities

Jeton McClinton, Jackson State University; Arthur E. Hernandez, University of the Incarnate Word; Alma L. Thornton, Jackson State University

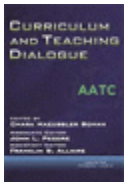
A volume in the series *Current Social and Cultural Issues: Challenges and Solutions*

2024. Paperback 979-8-88730-387-1 \$72.99. Hardcover 979-8-88730-388-8 \$104.99. eBook 979-8-88730-389-5 \$85.

The purpose of the book is to provide a description and explanation of various qualitative methods and mechanisms of analysis with case study examples. The book will introduce theory, methods, and techniques and can serve as a “field guide” for practice. Though there are many books which describe qualitative research, this book is designed from its inception as a guide to inquiry with individuals from and groups and communities which are underrepresented, marginalized and/or socially disadvantaged. With this purpose, the book focuses on the meaningfulness of qualitative approaches framed by a commitment to social justice and considers qualitative research with the imperative of involving voiceless, marginalized, unrepresented, or devalued populations.

We anticipate the book will be useful for teachers of qualitative research and evaluation, practitioners, dissertation students considering qualitative methods and as a ready reference (i.e., a field guide). The authors/editors believe this book will expand national conversations about social justice, address voids in the literature and gaps in public policy informed by social justice and inform the general body of knowledge concerning qualitative research.

CURRICULUM & TEACHING DIALOGUE



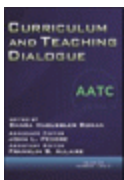
Curriculum and Teaching Dialogue Volume 24, Numbers 1 & 2, 2022

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://aatchome.org/> and can be found on the Journal tab at <http://aatchome.org/about-ctd-journal/>.



Curriculum and Teaching Dialogue Volume 25, Numbers 1 & 2, 2023

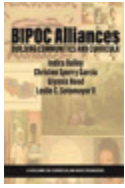
Chara Haeussler Bohan, Georgia State University

A volume in the series *Curriculum & Teaching Dialogue*

2023. Paperback 979-8-88730-364-2 \$52.99. Hardcover 979-8-88730-365-9 \$94.99. eBook 979-8-88730-366-6 \$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://aatchome.org/> and can be found on the Journal tab at <http://aatchome.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 Anzaldúa 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. Anzaldúa encouraged us to focus towards social change through our testimonios and art, "[t]he healing images and narratives we imagine will eventually materialize" (Anzaldúa & 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 Anzaldúa'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 Anzaldúa 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.



Who Are You Without Colonialism? Pedagogies of Liberation

Clelia O. Rodríguez, SEEDS for Change and University of Toronto; Josephine Gabi, Manchester Metropolitan University

A volume in the series *Curriculum and Pedagogy*

2023. Paperback 979-8-88730-426-7 \$52.99. Hardcover 979-8-88730-427-4 \$94.99. eBook 979-8-88730-428-1 \$85.

This is not a conventional book because the seed comes from the depth of the volcanic cauldron that awaits silently underneath the Lake Ilopango, the umbilical cord of our Humanity and yours. It is a scream, it is an offering, it is pain and it is love. It is a collective offering to those who are responding to a call of Liberation based on Indigenous Principles to protect and defend the land beyond theories, beyond rhetorical and metaphorical questions. This is a tiny-tiny glimpse into Lak'ech.

A living testament that today, there are people buried on sand, on water, on air, on blood, among carcasses of bodies eaten by vultures—literally and metaphorically—a living testament of open wounds that heal and are traumatized again and again because you, the reader, the listener, the writer, the transcriber, the colonizer, the upholder of patriarchy and caste and class, the translator and the guardian of the door of the Master's House refuse to listen politically.

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.

DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: EXPLORING CONNECTIONS AND PARTNERSHIPS



Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education

Noelle A. Paufler, Clemson University; Ellen H. Reames, Auburn University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*
2023. Paperback 979-8-88730-384-0 \$52.99. Hardcover 979-8-88730-385-7 \$94.99. eBook 979-8-88730-386-4 \$85.

Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education is an edited volume of chapters focused on the role of the program coordinator (PC) in educational leadership. The book is a recent addition to the book series: *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*, edited by Ellen H. Reames. Noelle A. Paufler and Ellen H. Reames (editors) created this book to examine various aspects of the PC role because it has been largely ignored in the educational leadership preparation literature. The book examines various aspects of the PC role to include responsibilities, navigating the politics and policies of higher education and educational agencies, internal and external problems and barriers related to the role, and recommendations and possibilities for enhancing the PC role. The book is divided into 3 sections: Section 1 centers on the roles of the PC and also includes a model that can be used to structure PC responsibilities within programs. Section 2 focuses the readers' attention to present misunderstanding of the PC as a quasiadministrative role which appears to be gaining in clarity through present research. Section 3 gives a glimpse to future trends which includes the growing use of clinical faculty as PCs.

The primary audience is higher education faculty and administrators. The term program coordinator spans across all disciplines and is used in most higher education institutions across the United States. Higher education institutions are also interested in sustaining partnerships within the university and the communities beyond. This book can assist with nuances of partnership development for any higher education field of study.

The audience also includes faculty in higher educational leadership program development and school/university partnership development and enhancement across public and private enterprises who are educating future leaders. Other interested groups are university and school-based professionals who are seeking to improve relationships, partnerships, and collaborations between educational leadership preparation programs and K-12 districts and related agencies. The book would also be of value to those who conduct research in the areas of partnership creation and implementation and to those who conduct research which improves educational leadership preparation and development. The role of the PC in educational leadership is critical to the success of higher education leadership preparation programs and is often very different than PCs in other higher education disciplines.

DISTANCE LEARNING JOURNAL



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.

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 #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.

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Distance Learning

Volume 20 #1

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-390-1 \$40. eBook 979-8-88730-391-8 \$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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Distance Learning

Volume 20 #4

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-536-3 \$40. eBook 979-8-88730-537-0 \$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.

This special edition of Distance Learning Magazine contains selected "And Finally..." columns from previously published issues.



Distance Learning

Volume 20 #3

Michael Simonson, Nova Southeastern University

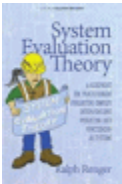
A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-520-2 \$40. eBook 979-8-88730-521-9 \$85.

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, elearning, 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.

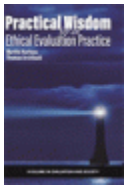
While women have influenced the fields of program evaluation and mixed methods research, their contributions are rarely acknowledged. In this edited volume, we recognize the contributions Jennifer C. Greene made to evaluation and mixed methods, focusing on how she disrupted traditional ways methods are 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



Family and Community Partnerships Promising Practices for Teachers and Teacher Educators

Margaret Caspe, National Association for Family, School, and Community Engagement; Reyna Hernandez, National Association for Family, School, and Community Engagement

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

2023. Paperback 979-8-88730-300-0 \$52.99. Hardcover 979-8-88730-301-7 \$94.99. eBook 979-8-88730-302-4 \$85.

Family and Community Partnerships: Promising Practices for Teachers and Teacher Educators, offers a fresh new look at the competencies, strategies, and practices that effective educators develop to build strong partnerships with families and communities. Written by leaders in the field, the book is an outgrowth of a cutting-edge initiative led by the National Association for Family, School, and Community Engagement to reimagine how educators are prepared for family and community engagement. Based on four guiding practices - reflect, connect, collaborate, and lead alongside families - each section of the book highlights theory, real-world strategies, discussion questions, and activities that can be used by teachers, teacher educators, and professional learning specialists to inspire new ideas for courses, workshops, and for self-reflection.

HISPANICS IN EDUCATION AND ADMINISTRATION



Community College and Beyond Understanding the Transfer Pipeline for Latina/o/x Students

José R. Del Real Viramontes, University of California, Riverside; Marissa C. Vasquez, San Diego State University

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

2023. Paperback 979-8-88730-358-1 \$52.99. Hardcover 979-8-88730-359-8 \$94.99. eBook 979-8-88730-360-4 \$85.

As the transfer disparity persists among Latina/o/x community college students and continues to widen for those seeking to complete their baccalaureate degree, we asked ourselves three questions: (1) How do Latina/o/x community college students navigate the transfer preparation and decision-making process? (2) Once at the university, how do Latina/o/x transfer students negotiate their identities and lived experiences as they persist towards graduation and beyond? And (3) What policies, practices, and programs at both two- and four-year institutions facilitate access, persistence, and completion for Latina/o/x community college/transfer students? These reflections prompted us to seek answers. This is the first edited book to provide much needed theoretical and empirical insights on Latina/o/x students who enter postsecondary education through the community college.

Our book offers a comprehensive outlook on the pre- and post-transfer experiences of Latina/o/x students written by scholars and scholarpractitioners working in the field of higher education. In addition, we include specific sections that speak directly to policies, practices, and theory that address transfer pathways for Latina/o/x community college and transfer students.

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



Sticking Together How Local Politicians Make Sense of and Respond to International Crises

Martin Mølholm, Aalborg University; Anders Horsbøl, Aalborg University

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

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 class room 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.



Transterradas Child and Youth Exile as a Place of Memory

Marisa González de Oleaga, UNED; Carolina Meloni González, Universidad de Zaragoza; Carola Saiegh Dorín, Universidad Carlos III de Madrid

A volume in the series *History and Society: Integrating social, political and economic sciences*
2024. Paperback 979-8-88730-479-3 \$52.99. Hardcover 979-8-88730-480-9 \$94.99. eBook 979-8-88730-481-6 \$85.

This book provides a set of testimonies that bring into focus the children and adolescents who have been driven from their lands as subjects with rights who have different ways of envisioning the world. For that reason, this book may be of interest to those experiencing childhood or adolescence in this way; similarly, it may offer insight for those who—for professional or family reasons—are in touch with these young people, including teachers, psychologists, parents, classmates and teens, counselors, social workers and others. Yet within these pages, the landscapes we sketch are also, in some sense, reflections of past atmospheres. And for this reason, historians, sociologists, anthropologists, and other scholars will also find material for academic investigation herein. As values and beliefs come into play in this book, it can inform perspectives on ethics or political philosophy as well.

The relationship with others, the behaviors unique to children and adolescents—and the corresponding social sanctions of these behaviors—and the relationship between public and private during this period of life could be other areas to explore. Like the indecipherable Swiss army knife, the genre of this book is difficult to pinpoint. It is an essay but also a piece of literature and the discerning reader will also find historiographical, philosophical, and political reflections in these pages. One more book. Another book. Books are almost always an adventure and what is written therein is, like a map, only part of the journey. An important part, no doubt, but still merely a part. Experience—the true challenge—is up to the reader.

HISTORY OF EDUCATION



Black Cultural Capital Activism That Spurred African American High Schools

Vanessa Garry, University of Missouri-St. Louis; E. Paulette Isaac-Savage, University of Missouri-St. Louis; Sha-Lai L. Williams, University of Missouri-St. Louis

A volume in the series *History of Education*

2023. Paperback 979-8-88730-392-5 \$52.99. Hardcover 979-8-88730-393-2 \$94.99. eBook 979-8-88730-394-9 \$85.

In antebellum America, Black children, even those of tax-paying Blacks in most states could not attend White public schools or in some states any schools. Nevertheless, with the signing of the Emancipation Proclamation in 1863, Blacks assumed they would receive all inalienable rights granted to them as American freedmen. For most, the right to a proper public education for their children was paramount. Nevertheless, White educators often neglected or poorly implemented Black schools, especially secondary schools. With their reluctance to provide schools for Blacks, African American communities organized and petitioned school districts to develop Black schools on par with those for Whites. In the book, *Black Cultural Capital: Activism that Spurred African American High Schools*, authors describe the role of the Black community in the development of high schools. Their narratives reveal White educators' unwillingness to implement state laws requiring the education of all children. Their lack of engagement galvanized Blacks to petition boards to adhere to the law. Additionally, they forced school districts to hire Black teachers and provide facilities for Black children equal to those of White children. The fruits of their labor enabled Black children to attend suitable facilities, as well as learn from Black teachers who attended outstanding White and Black colleges and universities. Furthermore, stories of the high schools illustrate how communities sprouted up around them during their heydays as well as, for some, their demise as laws and court decisions eradicated Jim Crow and enabled all Americans to live and learn where they desired.

ENDORSEMENTS:

"Throughout America, the freedom dreams of Black people and the intellectual currents that guided them were first unleashed within one-room schoolhouses, dilapidated shacks, and church basements that were converted into laboratories of discovery and dissent. In short – Black spaces matter and have always mattered in the struggle for Black liberation. The authors of Black Cultural Capital have delivered one of the most comprehensive collection of essays to date that highlight the monumental legacy and rich history of America's first Black high schools. Utilizing a vast array of sources, the authors have created an intimate portrait of the struggle to carve out historic spaces that educated and affirmed Black youth while simultaneously countering pernicious systems of white supremacy that sought to undermine them at every step. This volume of essays is a must have for any serious scholar or student of the Black freedom struggle in America." — Jelani M. Favors, North Carolina A&T State University

"This is a long-awaited, quintessential contribution to our still-incomplete knowledge and understanding of the unique but intertwined histories of Black education and secondary schools in the United States. The narratives are incisive, enlightening, and inspiring. A welcome advancement to the historical foundations of education." — Tondra L. Loder-Jackson, The University of Alabama at Birmingham

"At a time when there is a deservedly greater appreciation for historically Black colleges and universities (HBCUs), we must also remember that K-12 Black high schools played a pivotal role in anchoring communities and creating a sense of place and freedom for Black people. In this edited book, Black Cultural Capital: Activism that Spurred African American High Schools, Drs. Vanessa B. Garry, E. Paulette Isaac-Savage, and Sha-Lai L. Williams produced a timely and much-needed book about the significant role Black high schools have historically--and continue to play--in Black communities and the Black freedom struggle. With detailed historical case studies of Black high schools throughout the United States, the various authors illuminate how these schools served as pillars in Black communities." — Jerome Morris, The University of Missouri - St. Louis



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*

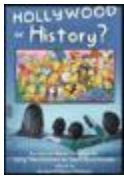
2023. Paperback 979-8-88730-190-7 \$52.99. Hardcover 979-8-88730-191-4 \$94.99. eBook 979-8-88730-192-1 \$85.

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 The Simpsons to Teach Social Studies

Annie McMahon Whitlock, Grand Valley State University

A volume in the series *Hollywood or History*

2023. Paperback 979-8-88730-403-8 \$52.99. Hardcover 979-8-88730-404-5 \$94.99. eBook 979-8-88730-405-2 \$85.

The FOX television show *The Simpsons* has been around for over 30 years, with more than 700 episodes. A satirical, animated comedy, *The Simpsons* has millions of fans around the world and its numerous characters are instantly recognizable. Two of the main characters, children Bart and Lisa, are in elementary school and their educational experience is satirized frequently, with episodes taking place at Springfield Elementary and featuring their teachers, classmates, and administration—often with biting criticism of curriculum, privatization, and standardized testing, to name a few. *The Simpsons* also features episodes retelling historical events, where the family experiences different countries and cultures, and participates in the political process. *The Simpsons* is unique in that the show itself is also a historical source, having been on the air since 1989. Issues that were current in the early 1990s at the height of popularity of *The Simpsons* are now considered historical, and there is room in classrooms to critically analyze the show with students about whether the show has adapted well to the 2020s, particularly with the show's use of cultural stereotypes.

This edited book offers a collection of classroom-ready tools based on the *Hollywood or History?* strategy and designed to foster historical inquiry through the careful use of episodes or clips from *The Simpsons*. This book will be organized by the 10 Themes of Social Studies as outlined by the National Council for the Social Studies (NCSS, 2010). Each of these 10 sections of the book feature two or three lesson plans from the massive catalog of *The Simpsons*. There is also an 11th section featuring two lesson plans using episodes of *The Simpsons* that satirize public education more broadly, which can be used by teacher candidates in methods classrooms to examine the realities of the history of public education and current issues that affect the profession.



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



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.

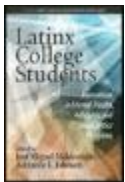
ENDORSEMENTS:

"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



Latinx College Students

Innovations in Mental Health, Advocacy, and Social Justice Programs

José Miguel Maldonado, Liberty University; Adrienne L. Johnson, Wright State University

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

2023. Paperback 979-8-88730-432-8 \$52.99. Hardcover 979-8-88730-433-5 \$94.99. eBook 979-8-88730-434-2 \$85.

Counselors and educators are advocates for understanding ourselves, multiculturalism, and diversity in a societal climate of division. Provided the recent political coup and exclusion ideology, Latino Male students are marginalized because of cultural identity (Machismo) and cultural values. Due to the controversial nature of Machismo, masculinity, and language with Latino Males, multicultural educators are constantly silenced in universities by political correctness and censorship. Specifically, Latino Males are a direct target for incidences of racism, microaggressions, and oppression in our society. Colleges, universities, and counseling field has been moving forward slowly in its scope of "inclusion advocacy" for Latino Male students. There is a dearth in the empirical research on Latino Male experiences of otherness, indifference, and exclusion. The proposed textbook will establish viable, strategies to deepen cultural competence and inclusion advocacy. A competent framework for engagement is desperately needed in areas of inclusion, advocacy, and social justice

for Latino Males. The convergence of sociopolitical views on diverse relationships has ignited an era of unrest, exclusion ideology, and remnants of mental distress and trauma in Latino communities.

The textbook/reader will specifically address the issues of Latino Male Machismo in colleges and universities. The authors will produce a variety of important readings (chapters) about Latino Male students, Otherness, and strategies for cultural inclusion of identity, values, and practices. The potential contributions from this research will provide a foundation for implementing innovative, inclusion programs for Latinx students as well. To further add content, critical incidences of bias, discrimination, otherness, and exclusion will be addressed in a manner that promotes a new form of connectedness for Latino Males in colleges and universities. The intended audience for this textbook/reader are counselor educators, student affairs professionals, counselors, and university counselors.



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.



Stir What You've Got Insights From a College President

William T. Greer

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

2023. Paperback 979-8-88730-139-6 \$52.99. Hardcover 979-8-88730-140-2 \$94.99. eBook 979-8-88730-141-9 \$85.

These are stories about an average young man who grew up among talented people. These talented people "raised" him and so many others. We were exceptional in that we picked up their dreams for us and made them ours. We became the farmers, lawyers, doctors and teachers who made our town and South Georgia very special. This volume reminds us that dreams can come true. This was probably the last generation of teachers- mostly women- who opened the door of hope far wider than any of us had ever dreamed.

We were among so many brilliant people. Regardless of where you grew up, you had teachers like them. For me, there were people like Mrs. Mitchell, Mrs. Crum, Coaches Davis and Tucker, Mrs. Agnew Andrews Brown, Mrs. Tabor and a host of others. Our parents gave us opportunities they never had. Every name in these pages made a huge difference in the lives they touched. Our world needs again and again what we found in our little country town. May those hearing these stories for the first, second or third time be inspired to tell them over and over again. They are your stories. Claim them.



Affirming Identity, Advancing Belonging, and Amplifying Voice in Sororities and Fraternities

Pietro A. Sasso, Delaware State University; Mónica Lee Miranda, University of South Florida; J. Patrick Biddix, University of Tennessee

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

2024. Paperback 979-8-88730-482-3 \$52.99. Hardcover 979-8-88730-483-0 \$94.99. eBook 979-8-88730-484-7 \$85.

In the wake of the #AbolishGreekLife and other calls for racial justice, the role of identity development also becomes ever increasingly important as we consider how to make the sorority/fraternity more inclusive for our students. In the end, it may really be the power of inclusion on college campuses that leads to many of the educational goals that we yearn for in student growth: the formal and informal social interactions, bonded in reflective learning, that help build social and academic success. In this we can celebrate together, especially those of us who have romanticized so many “bright college years.” This text is a response to a call for existential exploration as an attempt to critically revivify our understanding of the sorority/fraternity experience as it contributes specifically to students’ identity development and learning.

The text is grouped around centering their experiences through three A’s: Amplifying Voice, Affirming Identity, and Advancing Belonging to highlight the identity experiences of the diverse spectrum of fraternity and sorority members across the intersections of identity so often excluded from the literature. Chapters in this text attempt to foreground how the fraternity/sorority experience explicitly contributes to these areas of student development across multiple identities including race, ethnicity, culture, gender identity, social class, and ability. Authors critically interrogate systems of oppressions that subjugate marginality from those with intersectional identities to recognize the larger challenges facing the sorority/fraternity movement as an attempt to disrupt these systems to better identify influences on identity development.

ENDORSEMENTS

"Pietro Sasso and associates are leading a game-changing conversation about the impact of fraternity and sorority communal experiences on student identity. Pietro Sasso and the contributing authors of this robust text successfully endeavor to inform practice through critical analysis, framing important questions, and offering pragmatic solutions that are timely, relevant, and practical in both the academy and the fraternal system. This book is a "must-read" for anyone seeking to understand or have a relevant impact on the intersections of sense of belonging, identity development, and sorority & fraternity life." — Jason L. Meriwether, Campbellsville University

"In their most recent book examining contemporary sorority and fraternity life, Sasso, Biddix, and Miranda have curated discerning chapters that expand existing scholarship by exploring the impact of fraternity and sorority membership on identity development, belonging, and student voice through critical lenses. This book should be on the bookshelf of all higher education administrators and faculty." — Gavin Henning, New England College

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.

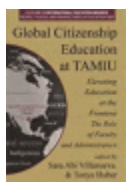
ENDORSEMENTS:

"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 D. Hayes, University of Tennessee; 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



Keep Calm, Teach On Education Responding to a Pandemic

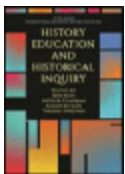
Dina Vyortkina, Florida State University; Neil Collins, University College Cork and Nazarbayev University; Timothy Reagan, University of Maine and University of the Free State

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 REVIEW OF HISTORY EDUCATION



History Education and Historical Inquiry

Bob Bain, University of Michigan; Arthur Chapman, University College London; Alison Kitson, UCL Institute of Education; Tamara Shreiner, Grand Valley State University

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

2023. Paperback 979-8-88730-352-9 \$72.99. Hardcover 979-8-88730-353-6 \$104.99. eBook 979-8-88730-354-3 \$85.

Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world. Inquiry is also much debated, however, and although it has prominent contemporary advocates around the world, it also has prominent critics in education studies. This volume in the International Review of History Education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions, including the following:

- What does historical inquiry mean in history classrooms?

- What forms does classroom based historical inquiry take, and to what extent is it understood in differing ways in different contexts?
- What do we know about the affordances and constraints associated with inquiry-based learning in history –what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning?

We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers, curriculum designers and history education researchers - seven papers from England, three from the US, two from Sweden and one each from Argentina, Australia, Belgium, Canada, and Singapore. The volume adds to our knowledge about teachers' thinking about inquiry and teachers' inquiry practices. It adds to our knowledge about the impact and value of inquiry in developing children's' historical learning. It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice.

ENDORSEMENT:

"A wonderful overview of the global story of historical inquiry. Canvassing everything from finding opportunities to teach history through all levels of education, through to the complexities of navigating different views on the past inside and outside of the classroom, History Education and Historical Inquiry provides a practical and empowering approach for educators around the world. Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times." — Marnie Hughes - Warrington, University of South Australia

LEADERSHIP FOR SCHOOL IMPROVEMENT



Continuous Improvement A Leadership Process for School Improvement

Erin Anderson, University of Denver; Sonya D. Hayes, University of Tennessee

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-370-3 \$72.99. Hardcover 979-8-88730-371-0 \$104.99. eBook 979-8-88730-372-7 \$85.

Through this book, we seek to describe improvement science in action for educators, schools, districts, universities, and communities. This book is a venue for improvement research in education focused on the application of improvement science in educational settings. Improvement science requires extensive engagement in rigorous work to implement sustainable change at a systemic level. As the editors of this volume for the Leadership in School Improvement SIG book series, we hope that these chapters, written by researchers, practitioners, and leaders engaged in improvement science will help others begin their own improvement processes to achieve desired, equitable, and sustainable results for student success.

ENDORSEMENTS:

"Continuous Improvement: A Leadership Process for School Improvement brings together an impressive group of fieldleading improvement scholars, with deep connections to educational practice, to provide a powerful vision for what equity-centered improvement science looks like in action. The stories of improvement, partnership, and critical enabling conditions provide theoretically sound and practically useful guidance for anyone seeking to transform education organizations in service of more equitable learning opportunities for students." — Jennifer Lin Russell, Vanderbilt Peabody College

"This is a moment of empowerment in education, with movements for social justice and continuous improvement providing motivations and methods to interrogate, disrupt, and rebuild education systems to support the holistic development of all students. This essential book provides compelling accounts of what it looks like -- and what is possible -- when educational professionals, researchers, and other stakeholders come together to seize this moment." — Donald Peurach, University of Michigan's School of Education and Carnegie Foundation



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



Catalytic Improvement Communities Cultivating Flourishing Schools

Jonathan Eckert, Baylor University; Bradley W. Carpenter, Sul Ross State University

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-522-6 \$52.99. Hardcover 979-8-88730-523-3 \$94.99. eBook 979-8-88730-524-0 \$85.

In chemistry, a catalyst accelerates change without being depleted. As we seek school improvement, we need sustainable, scalable changes, and therefore catalytic structures are ideal. From communities of practice to professional learning communities to Networked Improvement Communities (NICs) much has been made in the scholarly and consultancy literature about collaborative approaches to improvement.

The benefit of improvement communities that operate in networks over professional learning communities or isolated communities of practice is that they allow for broader experimentation, more rapid iteration, and greater possibility for scaling improvement. Educators have many tools and protocols to support the various approaches to improvement, evidenced by the many tools the Carnegie Foundation has developed for NICs alone. However, we need to understand how these are being used in a wide range of contexts and iterations.

This book answers three questions: 1) How can improvement communities act as catalysts? 2) How do improvement communities serve as discipline, creative inquiry? 3) Most importantly, how do improvement communities support flourishing individuals? These three questions serve as the drivers of three sections with practical recommendations and insights for teachers, administrators, and policymakers that will lead to more sustainable leadership practices and thriving educators, students, and communities.



Compassionate Leadership for School Improvement and Renewal

Kara Lasater, University of Arkansas; Kristina N. LaVenía, Bowling Green State University

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-471-7 \$52.99. Hardcover 979-8-88730-472-4 \$94.99. eBook 979-8-88730-473-1 \$85.

Compassionate Leadership for School Improvement and Renewal aims to equip educational leaders with the knowledge, skills, and learning experiences necessary to approach their work from an intentional stance of compassion. Schools serve as both sites and sources of suffering; yet compassionate leadership can facilitate healing for students, educators, and community members. The moment is right to move the field toward a compassion-centered approach to leadership. In recent years, people around the world have experienced unfathomable loss and suffering due to the COVID-19 pandemic, persistent inequities and subsequent social justice protests, war and violence, and catastrophic natural disasters. These events created perpetual anxiety, stress, fear, uncertainty, loss, and grief for millions of people—including educators. Now perhaps more than ever, people need to give and receive compassion. The purpose of the volume is to build educational leaders' capacity to demonstrate compassion, foster collective compassion within their schools and districts, establish organizational environments in which compassion is routinely given and received, and, subsequently, transform schools into sites of healing. Ultimately, through the unique contributions of each chapter, this volume offers a path toward school improvement that is both renewing and sustaining.

ENDORSEMENTS:

"As a former school counselor and school administrator, my view about compassionate leadership is one grounded in relational practice. This may be obvious to some, but unfortunately lost on many. This thoughtful volume edited by Kara Lasater and Kristina LaVenía explores a desperately needed reformulation of school leadership for our times. Compassionate leadership takes enormous courage because it works against much of the institutional ethos

that forms and frames the role, thinking, and behaviors of those ostensibly charged to both manage and lead schools." — William C. Frick, University of Oklahoma

"The education system is in its most challenging period in decades, perhaps in the past century. The need now is to address student, staff and organizational suffering. Lasater and LaVenita et al., offer antidotes in this volume by providing up to date research, theory and insight to cultivate, conceptualize and practice compassionate educational leadership. For those who teach and lead with their heart, this book is essential reading." — Joseph A. Polizzi, Sacred Heart University

"In an increasingly challenging educational landscape, leaders find themselves facing teacher shortages, student trauma, and learning loss. Schools could easily become institutions rife with secondary trauma and burned out professionals operating in stark contrast to the unifying motivations that drew each of us into this profession. This volume reminds us that among the many skill sets leaders must employ, organizational and leader compassion fulfills a fundamental human need and unlocks a means by which schools can transform from professional survival to the joyful work of changing lives for the better." — Joshua Ray, Greenwood Public Schools



Supporting Leaders for School Improvement Through Self-Care and Wellbeing

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

A volume in the series *Leadership for School Improvement*

2024. 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; Darnody & 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 (Darnody & 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).

LIFESPAN LEARNING



Polling Student Voices for School Improvement A Guide for Educational Leaders - 2nd Edition

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

A volume in the series *Lifespan Learning*

2024. Paperback 979-8-88730-438-0 \$52.99. Hardcover 979-8-88730-439-7 \$94.99. eBook 979-8-88730-440-3 \$85.

The purpose of this book is to help secondary school principals and college faculty fulfill their key role for continuous improvement planning of educational practices and safety at their institution. Rapid social and technological advances have motivated the consideration of student voice in schools across the United States. By merging student voice and educator expertise, an intergenerational perspective can emerge that more accurately portrays the strengths and limitations of a school.

Strom and Strom began their research on student voice by partnering with adolescents and principals from several schools to identify topics they saw as

appropriate for polling to improve schools. This effort led to the development of ten polls on school stress, career exploration, time management, attention and distraction, tutoring, peer support, school cheating, frustration, cyberbullying, and Internet learning. Every poll contains 15 to 20 multiple-choice items. The process model for polling includes a step-by-step procedure that educational leaders can use to plan and implement school improvement. Different methods of data analysis and ways to report overall evidence-based school results are presented by age, gender, grade and ethnicity. Student polling is distinctive from other assessment strategies because the target for data gathering is a single school, without comparison to other schools. This narrow base to assess student voice ensures poll results are anonymous and have local relevance to guide stakeholder responses.

The results of polling can provide data-based evidence that can be used for continuous education improvement planning. An additional benefit is to separately assess students in special education, gifted and talented programs, and second language acquisition learners. Our web site at learningpolls.org is intended to further inform educational leaders and invite their collaboration.

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.

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.

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



Teaching Peace Through Popular Culture 2nd Edition

Laura L. Finley, Barry University

A volume in the series *Peace Education* 2023. Paperback 979-8-88730-429-8 \$52.99. Hardcover 979-8-88730-430-4 \$94.99. eBook 979-8-88730-431-1 \$85.

Drawing from many disciplinary areas, this edited volume illustrates the many ways that popular culture can be used to teach peace and justice. Chapters address such topics as teaching about racism, domestic violence, structural violence, conflict analysis, decolonization, critiques of capitalism, and peacebuilding, showing how different forms of popular culture can be utilized to enhance student learning. Contributors provide both theoretical backgrounds and concrete lessons using TV, film, music, graphic novels, and more.

PERSPECTIVES ON MENTORING



Mentoring for Wellbeing An Interdisciplinary Perspective

Benjamin Kutsyruba, Queen's University; Frances K. Kochan, Auburn University

A volume in the series *Perspectives on Mentoring* 2024. Paperback 979-8-88730-530-1 \$52.99. Hardcover 979-8-88730-531-8 \$94.99. eBook 979-8-88730-532-5 \$85.

This volume of the Perspectives on Mentoring Series explores the role of mentoring in promoting wellbeing of both mentees or prote ges and mentors in K-12 school settings. At its core, mentoring is about helping, advising, supporting, and guiding mentees and prote ges to gain a wide variety of skills, abilities, and/or attributes. Another outcome of mentoring, less often discussed, is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee. Of particular interest for this edited volume is how mentoring can promote mental health, build resilience, and develop capacity to maintain and sustain emotional, psychological, and social wellbeing for all in the K-12 school settings. The notion of wellbeing, in general, includes both hedonic aspects of feeling good (positive emotions) and eudemonic (conducive to happiness) aspects of living well that entail experiences of positive relationships,

meaningfulness in life and work, senses of mastery and personal growth, autonomy, and achievement.

This edited volume expands and adds to the existing literature on mentoring in schools, by offering a collection of works that examine the connection between mentorship and wellbeing. This volume includes chapters that describe effective mentoring for wellbeing, detail positive approaches to mentoring youth, offer recommendations for growing the wellbeing of pre-service teachers, early career teachers, and mid-late career teachers, illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing, and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings. Through these chapters, authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K-12 school settings.

ENDORSEMENTS:

"Mentoring for Wellbeing in Schools shines light on wellbeing in studies of mentoring in K-12 education. This collection provides researchers, practitioners, and policymakers alike with a rich array of wellbeing in mentoring relationships—not as an add-on feature of mentorship but rather an essential aspect of mentors' support and role. As demonstrated from various perspectives, a culture of wellbeing in schools has multiple benefits for people and organizational cultures, including teacher and leader preparation. Readers, especially those concerned with the flourishing of schools in a pandemic world, will walk away better prepared to make mentoring work." — Carol A. Mullen, Virginia Tech

"Effectively marshalled by Kutsyruba and Kochan, respected international authorities on mentoring, the authors provide a wealth of examples and guidance on much-needed means of promoting wellbeing and human flourishing in schools. Given the vast number of threats and impediments to the wellbeing of students, trainee teachers, established teachers, and principals worldwide, this work is extremely timely. Arguably, it should be compulsory reading for school principals, mentors, teacher educators, mentor trainers, education researchers in these spaces, and – perhaps more importantly – anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals." — Andrew J. Hobson, University of Brighton, UK

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



Children With Learning Differences Exploring Artmaking to Address Deficit-Laden Perspectives

Christa Boske, Kent State University

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

2023. Paperback 979-8-88730-398-7 \$52.99. Hardcover 979-8-88730-399-4 \$94.99. eBook 979-8-88730-400-7 \$85.

Actively listening and building bridges among students, teachers, and communities provides learners with authentic opportunities to be involved, invested, and ignite meaningful change. This book celebrates students' first-tellings of their experiences as "students with differences" in schools. Throughout the authors' school experiences, they yearned for spaces to share their expertise, thoughts, ideas, talents, and aspirations. These authors emphasize the need to recognize student voice, which they contend, should permeate all levels of collaborative work in schools. These collaborations include, but are not limited to the integration of diverse assessments, differentiation, curriculum design, arts-based projects, inquiry, establishing school policies, and evaluating daily practices in schools.

What students have to say matters. However, authors reiterate how often schools attempted to silence them, especially due to the label assigned to them: "disabled." How students learn matters. What students learn matters. Their untapped sense of wonderment plays a pertinent role in their growth and development. Together, these authors utilize artmaking to express how they navigate oppressive systems, such as school. They contend there is a need for K-12 students to co-create knowledge and build bridges among themselves, educators, families, and diverse communities. Their new ways of knowing through this artmaking process afforded them with a renewed relevance for learning and the need to promote authentic school reform. Bottom line: students matter. Their leadership, creativity, and capacity to think system-wide are essential to classroom, school, curriculum, and community needs. These young authors stress the need to continue this significant work and emphasize the power of student voice through artmaking.

ENDORSEMENT:

"This book reveals the hidden curriculum behind how students negotiate school environments that are often indifferent or even hostile to them. It demonstrates their resilience, their perceptions and how experiences in the arts inspire them to overcome the school environment which has silenced or marginalized them. The stories in these pages will inspire you and reinforce your belief in the human spirit." — Fenwick English, Florida Gulf Coast University

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.



Quarterly Review of Distance Education

Volume 24 #1

Michael Simonson, Nova Southeastern University

A volume in the series *Quarterly Review of Distance Education - Journal*
2023. Paperback 979-8-88730-413-7 \$40. eBook 979-8-88730-414-4 \$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, where the learning group is separated and where interactive technologies are used to unite the learning group.

READINGS IN LANGUAGE STUDIES



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

RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY INQUIRY



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.

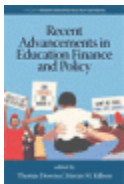
Rural communities across the United States are experiencing a rapid increase in the number of immigrant students. While the number of culturally and linguistically diverse students continues to grow within midwestern states, the demographics of teachers remain white, female, and monolingual. Often teachers 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 EDUCATION FISCAL POLICY AND PRACTICE



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.

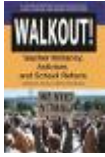
Answers are also needed to such questions as:

- 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 GLOBAL CHILD ADVOCACY



Digital Technologies and Early Childhood in China Policy and Practice

Ilene R. Berson, University of South Florida; Wenwei Luo, Shanghai Normal University; Michael J. Berson, University of South Florida; Chuanmei Dong, Macquarie University

A volume in the series *Research in Global Child Advocacy*
2024. Paperback 979-8-88730-493-9 \$52.99. Hardcover 979-8-88730-494-6 \$94.99. eBook 979-8-88730-495-3 \$85.

This edited book on Digital Technologies and Early Childhood in China: Policy and Practice is the eighth volume in the Research in Global Child Advocacy Series. This volume details the entanglement of digital technologies and early childhood ecologies, learning and pedagogies in China. It analyses how traditional Chinese values, Eastern and Western curricular approaches, and socio-political, economic, cultural, and demographic changes influence current policies, services, and practice. This book is the first research-based review of technology integration into early childhood education and the factors that affect it in China. It is particularly timely given China's growing influence and the increased recognition of the importance of early childhood education for human capital development globally. Across international contexts, there is limited knowledge of China's early childhood curricular reforms, and this book offers insight into the socio-cultural and political influences that have driven the nation's tremendous investment in the technology infrastructure, the ambitious goals for implementation into the education of young children, and barriers to these integration efforts.

Collectively, this rich collection of chapters offers a nuanced understanding of the entanglement of digital technologies and early childhood education in China. Each chapter sheds light on a distinct aspect of this complex landscape, providing valuable insights and opening new avenues for exploration. It sheds light on the socio-cultural and political influences that have shaped China's ambitious goals for technology integration in the education of young children. By addressing the barriers and challenges faced in these integration efforts, the book provides critical knowledge for policymakers, researchers, and educators seeking to enhance early childhood education practices in China and beyond.

Furthermore, this volume contributes to the global understanding of China's early childhood curricular reforms and the significant investments made in technology infrastructure. As China continues to play an influential role in the global landscape, understanding its early childhood curricular reforms and technology integration efforts becomes increasingly important. This book contributes to the international knowledge base by offering insights into the socio-cultural and political influences driving China's investment in technology infrastructure and the challenges faced in its implementation. It serves as a valuable resource for researchers, policymakers, and educators worldwide seeking to enhance early childhood education practices, promote digital literacy, and harness the potential of digital technologies in early learning environments.

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

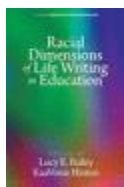
A volume in the series *Research in Human Resource Management*

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 (d) 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 SOCIAL ISSUES IN MANAGEMENT



Perspectives 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*

2023. Paperback 979-8-88730-323-9 \$52.99. Hardcover 979-8-88730-324-6 \$94.99. eBook 979-8-88730-325-3 \$85.

The current volume, the fifth in the series, focuses on race and racism in organizations. Seventeen experts and trailblazers for building a science around race at work respond to prompts that align with the volume's goal of building understanding and kindling new directions. These giants on whose shoulders new scholarship stands describe their paths to this area of work and the products of which they are most proud before sharing advice and inspiration for scholars and research in the future. Together, these reflections represent poignant examples of why scholarship on race continues to be of critical importance to management science.

RESEARCH ON SOCIOCULTURAL INFLUENCES ON MOTIVATION AND LEARNING



Flourishing in Contexts and Cultures Sociocultural Perspectives on Fostering Youth Well-Being

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

A volume in the series *Research on Sociocultural Influences on Motivation and Learning*
2023. Paperback 979-8-88730-341-3 \$52.99. Hardcover 979-8-88730-342-0 \$94.99. eBook 979-8-88730-343-7 \$85.

The youth of today is confronted with a myriad of challenges of living in a world that has never been more volatile, uncertain, complex, and ambiguous. These multifaceted challenges compromise their well-being. Fostering the well-being of young people across sociocultural boundaries, rather than of the select groups of privileged individuals, is a timely and worthy endeavor and should not take a back seat. The advent of Positive Education, which is an educational paradigm that emphasizes the goal of developing both cognitive abilities and well-being skills in students and young people in general, has offered a promising generic approach to promoting the well-being of young people. The twin goals of Positive Education are indeed aligned with two major views of well-being: eudaimonia highlighting the importance of one's engaged pursuit of meaningful goals, and hedonia stressing the importance of one's positive emotion and life satisfaction in one's well-being. Their combination – that wellness is achieved when a person is feeling good and functioning well – has often been termed 'flourishing'. Unfortunately, scholarly discussions on sociocultural influences on flourishing or well-being and ways of promoting it have been scarce.

This volume addresses such a gap in a rigorous and timely manner. International scholars from culturally diverse backgrounds put together their thoughts and ideas in their respective chapter contributions that, collectively, invite us to mindfully take into account youth's sociocultural and sociodemographic backgrounds in promoting their flourishing. This book, which embodies the 'who', 'what', when, 'where', and 'how' of youth well-being, will be extremely insightful and useful for scholars and researchers as well as policy makers and practitioners (teachers, interventionists, counsellors, youth mentors) who seek to promote the well-being of young people in their respective contexts and beyond.

RESEARCH ON STRESS AND COPING IN EDUCATION



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

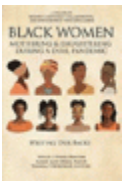
A volume in the series *Research on the Superintendency*

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



Black Women Mothering & Daughtering During a Dual Pandemic Writing Our Backs

Venus E. Evans-Winters, Ohio State University and African American Policy Forum; Amber Jean-Marie Pabon, Kutztown University; Theresa Y. Robinson, Elmhurst College

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

2024. Paperback 979-8-88730-468-7 \$52.99. Hardcover 979-8-88730-469-4 \$94.99. eBook 979-8-88730-470-0 \$85.

The contributors of this volume share with the scholarly community how they have learned to strive, resist, adapt, and re-conceptualize Black women's mental health and labor during the dual pandemics of white supremacy and COVID-19. This book is unique in that it calls for the contributing authors to draw upon and reflect on the use of sisterhood and a literacy circle to cope with an economic crisis, mass death, and racial battle fatigue during a worldwide pandemic. Specifically, the invited authors draw inspiration from Venus E. Evans-Winters' book *Black Feminism in Qualitative Inquiry: A Mosaic for Writing Our Daughter's Body* as an exemplar of research that both centers the issues and concerns of Black women scholar - practitioner - activists and presents a methodology consistent with Black feminist ways of knowing and expressions. Evans-Winters's theoretical and methodological writings are among the first works in research and gender studies that have successfully interwoven Black feminists' politics, spirituality, and Africanism with educational research and thought. Using constructed stories from the author's personal narratives, *Black Women Mothering and Daughtering During a Dual Pandemic: Writing Our Backs* addresses themes pertinent to Black women's lives, including our socialization and socioemotional development, mother/daughter and other mother-daughter relationships, navigating the racial politics of schooling, friendships, survivorship, and grief using non-normative methodological concepts and practices.

The authors explore concepts such as daughtering, politicking, mother speak, and cultural exchange while employing linguistic expressions such as prose, text messages, dialogue, and personal narrative—firmly planted in authentic Black womanist aesthetics. Furthermore, the authors highlight and demonstrate why and how they utilize reading and Black women's literary works to critically reflect, meaningfully write, heal, and do their work in times of peril (Morrison, 2019). More specifically, this book explores how the authors draw from Black women's cultural literacies in teaching, healing, mentoring, and activism. Throughout the question: How are Black women's literary works as a body of knowledge used in healing spaces to marshal new or forgotten healing methodologies, cultural frame of references, and spiritual awakenings? The contributing authors address this question from multiple perspectives, such as education, social work, and psychology.

Collectively, the authors advance Black women's mental wealth as a theoretical and methodological healing modality that meets their multiple identities as spiritual and cultural beings, educators, daughters, mothers, sisters, healers, and social activists. This is the first anthology to explore how Black women's

literacy during a state of racial unrest and resistance alongside a global health pandemic shapes our cultural knowledge, ways of coping, and spiritual endeavors across varied--and often ambiguous contexts.



Healing While Studying

Reflections and Strategies for Healing, Coping, and Liberation of Graduate Students of Minoritized Identities

Richard D. Williams, University at Buffalo

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

2024. Paperback 979-8-88730-499-1 \$52.99. Hardcover 979-8-88730-500-4 \$94.99. eBook 979-8-88730-501-1 \$85.

This incisive work explores the multifaceted struggles of graduate students, confronting burnout, political complexity, and societal crises like COVID-19 epidemic, racism, homophobia, transphobia, patriarchy, white supremacy, xenophobia, and ableism. The mass exodus of workers during the Great Resignation in the United States left many grappling with unemployment, debt, and existential uncertainty, feeling devalued and alienated in academic environments. The RACE Mentoring-Health and Spirituality group emerged as a pivotal initiative, providing essential support in the face of these challenges. The book highlights the critical issue of declining enrollment and completion rates in graduate programs leading to a staffing crisis in higher education. Students from marginalized communities are disproportionately impacted. In response, resilient students have formed supportive networks, showcasing their ability to adapt and thrive despite adversity. This volume of the RACE Mentoring series focuses on these students' survival strategies, self-care techniques, and insights into healing both personally and professionally. The contributors, sharing their diverse experiences, offer practical advice for navigating challenging landscapes. This work serves as a comprehensive guide for healing, growth, and finding inspiration amidst adversity, symbolizing a beacon of hope and resilience for those facing similar challenges. It is a testament to the power of community and perseverance in overcoming significant obstacles.

ENDORSEMENTS:

"I strongly recommend this book to all graduate students and their loved ones, as well as to higher education faculty, staff, and everyone committed to a more just world. Richard D. Williams and the other distinguished authors have cocreated a beacon of hope backed by diverse and scholarly rigor. It offers invaluable insights and practices for those facing unprecedented stress, burnout, and mental health challenges. This book is a must-read for anyone committed to personal and professional healing." — Monica L. Hanson, Stanford University

"Healing While Studying will be a transformative experience for readers who will feel as if they are conversing with trusted mentors – mentors who truly understand the unique challenges that minoritized graduate students face. The authors' insightful analysis, personal reflections, and strategies for healing, coping, and liberation are powerful, practical, and thought-provoking ideas that will challenge your assumptions and expand your understanding. In addition, the storytelling was captivating, and the author's ability to weave complex ideas into a coherent narrative was awe-inspiring. Whether you're just starting your graduate program or already well into your studies, this book is an invaluable resource for anyone seeking to navigate academia gracefully and resiliently. I highly recommend it to anyone who wants to heal while studying and thrive as a minoritized graduate student." — Cynthia A. Tyson, The Ohio State University



The Undivided Life

Faculty of Color Bringing Our Whole Selves to the Academy

Judy A. Alston, Miami University; Cynthia A. Tyson, The Ohio State University

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

2024. Paperback 979-8-88730-502-8 \$52.99. Hardcover 979-8-88730-503-5 \$94.99. eBook 979-8-88730-504-2 \$85.

Much of the research and writing on faculty of color and persistence in the Academy speaks to mentoring, recruitment, retention, job satisfaction, and the Imposter Syndrome. Yet, in spite of the significance (though we are small in numbers) and necessity of faculty of color in the Academy, there is no literature to describe or explain our experiences with regards to our holistic (body, mind, and spirit) existence and persistence in the Academy.

Some questions that persist for faculty of color include: How do I continue to persist in the professoriate either in the tenure-track or as a tenured professor? How can I just be me and still be a successful professor? Do I have to check certain parts of me at the door or can I bring all of who I am into the Academy? How can I teach, research, and serve with my whole self and still have my work valued and accepted? Do I have to do safe research/work or can I do the work that I am passionate about? This collection of chapters are the personal stories from faculty of color who have persisted in the Academy despite the sometimes very steep climb.

RESEARCH, INNOVATION & METHODS IN EDUCATIONAL TECHNOLOGY



Frameworks for Integrated Project-Based Instruction in STEM Disciplines

Anthony J. Petrosino, The University of Texas at Austin (Emeritus) and Southern Methodist University; Candace Walkington, Southern Methodist University; Denise Ekberg, UTeach Natural Sciences (Retired)

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

2024. Paperback 979-8-88730-367-3 \$52.99. Hardcover 979-8-88730-368-0 \$94.99. eBook 979-8-88730-369-7 \$85.

Frameworks for Integrated Project-Based Instruction in STEM Disciplines presents an original approach to Science, Technology, Engineering, and Mathematics (STEM) centric project based instruction. We approach project based instruction from an engineering design philosophy and the accountability highlighted in a standards-based environment. We emphasize a backward design that is initiated by well-defined outcomes tied to local, state, or national standards that provide teachers with a framework guiding students' design, solving, or completion of ill-defined tasks. In project-based STEM classrooms students investigate, utilize technological tools, construct artifacts, participate in debates, collaborate, and make products to demonstrate what they have learned.

Features include deep coverage of four topics in PBI: scaffolding, student-driven inquiry, driving questions, and development of lessons based on national and state standards. This focus will ensure a deep understanding by the reader of project-based instruction, which will allow the reader to create strong and meaningful lesson experiences for their students. An emphasis on student-driven inquiry will be discussed, including the importance of giving students the cognitive tools, such as statistical analysis tools, they need to research and inquire about the lesson topic. A breakdown of what a successful driving question includes will be explained, and examples given. The book will include strategies for starting the lesson process with ending goals in mind by creating driving questions and breaking down state and national standards. This book is strongly rooted in research in the learning sciences about project-based instruction, but will also be designed to be practically useful to teachers and teacher educators and researchers by bridging research and practice.

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. It's 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 Wyoming; 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.



Beyond Single Stories

Changing Narratives for a Changing World

Amy Allen, Virginia Tech; Anne Marie Kavanagh, Dublin City University; Caitríona Ní Cassaithe, Dublin City University

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

2024. Paperback 979-8-88730-508-0 \$52.99. Hardcover 979-8-88730-509-7 \$94.99. eBook 979-8-88730-510-3 \$85.

Every social studies curriculum tells a story. It is increasingly apparent that new stories are needed to guide us through the multiple and intersecting crises that have come to define our times. This accessible volume supports student teachers, teachers, and teacher educators to engage critically with the stories that social studies curricula tell and neglect to tell, particularly those that relate and contribute to the root causes of contemporary social and ecological injustices.

A balanced and inclusive curriculum necessitates a broad range of stories and perspectives, not just the master narratives of dominant groups. Incorporating a range of pedagogical approaches and spanning a diversity of themes, from representations of Africa in Chinese textbooks, to slavery and the American civil rights movement, to refugees and the role of indigenous knowledge systems in addressing climate breakdown, this volume includes and creatively engages with previously marginalized and silenced stories and perspectives. Both practical and theoretical in its approach, it seeks to provoke, meaningfully support, and inspire educators to incorporate alternative stories or counter-narratives into their social studies teaching.

This unique volume is essential reading for student teachers, teachers, teacher educators as well as anyone interested in inspiring children and young people to be open-minded, critically engaged, and empathetic agents of change, committed to addressing realworld social and ecological injustices.

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.



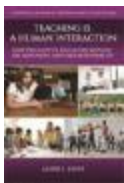
The Fear Problematique Role of Philosophy of Education in Speaking Truths to Powers in a Culture of Fear

R. Michael Fisher, The Fearology Center

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

2023. Paperback 979-8-88730-418-2 \$52.99. Hardcover 979-8-88730-419-9 \$94.99. eBook 979-8-88730-420-5 \$85.

The author, with over three decades of focused research on fear and fearlessness and 45 years as an emancipatory educator, argues that philosophy and philosophy of education have missed several great opportunities to help bring about theoretical and meta-perspectival clarity, wisdom, compassion, and practical ways to the sphere of fear management/education (FME) throughout history. FME is not simple, nor a luxury, it is complex. It’s foundational to good curriculum but it requires careful philosophical critique. This book embarks on a unique transdisciplinary understanding of The Fear Problematique and how it can be integrated as a pivotal contextual reference for assessing the ‘best’ way to go in Education today and tomorrow. Educational philosophy is examined and shown to have largely ‘missed the boat’ in terms of responding critically and ethically to the insidious demand of having to truly educate ourselves when we are so scared stiff. Such a state of growing chronic fear, of morphing types of fear, and a culture of fear, ought to be central in shaping a philosophy of fear(ism) for education. The book challenges all leaders, but especially philosophers and educators, to upgrade their own fear imaginary and fear education for the 21st century, a century of terror likely to grow in the cascading global crises.



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.

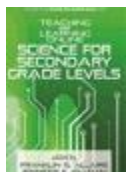
While the work described in the aforementioned chapters may appear to present an idea of ethical teacher perfection, this is not the case. Teachers are not

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 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*

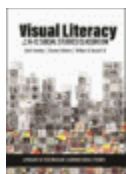
2023. Paperback 979-8-88730-127-3 \$72.99. Hardcover 979-8-88730-128-0 \$104.99. eBook 979-8-88730-129-7 \$85.

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 Plans 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



Visual Literacy in the K-12 Social Studies Classroom

Matt Hensley, East Tennessee State University; Stewart Waters, The University of Tennessee; William B. Russell, University of Central Florida

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

2023. Paperback 979-8-88730-406-9 \$52.99. Hardcover 979-8-88730-407-6 \$94.99. eBook 979-8-88730-408-3 \$85.

Visual Literacy in the K-12 Social Studies Classroom is an engaging resource that unites pedagogical theory and practical strategies, empowering teachers to foster critical thinking and cultural awareness among students through the interpretation and creation of visual content. Packed with a variety of visual tools, resources, teacher-tested lesson plans, and more, this book showcases the power of leveraging visual literacy to craft authentic and meaningful social studies learning experiences that resonate with learners of all ages.

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 IBSTPI BOOK SERIES



Instructor Competencies The Standards, Fourth Edition

Kathy L Jackson, The Pennsylvania State University; Florence Martin, North Carolina State University; Albert D. Ritzhaupt, University of Florida

A volume in the series *The IBSTPI Book Series*

2023. Paperback 979-8-88730-401-4 \$52.99. Hardcover 979-8-88730-402-1 \$94.99. eBook 979-8-88730-409-0 \$85.

Instructor competencies, offered as professional development frameworks, identify the knowledge, skills, and attitudes that enable effective instruction. A 2021 version of Instructor Competencies is now available from The International Board for Standards, Training, Performance and Instruction (IBSTPI). These 2021 standards, appropriate for instructors and trainers in all settings, are based on well-established instructional principles that are flexible enough to allow for adjustments to new understandings in the science of teaching and learning, the integration of best practices, and adaptability to emerging tools and technology. With this update of IBSTPI's 2004 Instructor Competencies, the framework now includes four domains of performance, 19 competencies, 150 performance statements and these three conditions defining instructors' work: core, blended, and online.

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



Teaching Human Development for Educators

M Cecil Smith, Southern Illinois University Carbondale; Carlton J. Fong, Texas State University; Russell N. Carney, Missouri State University

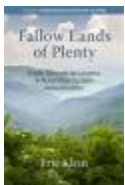
A volume in the series *Theory to Practice: Educational Psychology for Teachers and Teaching*
2024. Paperback 979-8-88730-487-8 \$52.99. Hardcover 979-8-88730-488-5 \$94.99. eBook 979-8-88730-489-2 \$85.

In an age where the quality of teacher education programs has never been more important, educators need a fundamental understanding of human growth, development, and change at different ages and stages across the life span. The present volume draws upon the latest research to help teacher preparation instructors select and convey essential content on human development. Such efforts serve to prepare education professionals to work with infants, children, adolescents, and adults across diverse educational settings.

The chapters included in this volume summarize empirical research that supports the teaching of human development as it applies to PreK-12 and postsecondary settings, describe instructional practices used in college courses that are effective for teaching teachers-in-training about human development, and provide a systematic discussion of issues that influence the teaching of human development theories, research, and classroom applications.

The contributing authors are accomplished educational and developmental psychologists that have years of experience in teacher preparation. Their respective chapters provide insights into the challenges that teachers-in-training confront in learning about human growth and development and how novice teachers can apply knowledge of human development in their professional practice.

TRANSFORMING EDUCATION FOR THE FUTURE



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 TEACHING AND LEARNING IN HIGHER EDUCATION



Faculty Learning Communities Working Towards a More Equitable, Just, and Antiracist Future in Higher Education

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

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

2023. Paperback 979-8-88730-447-2 \$72.99. Hardcover 979-8-88730-448-9 \$104.99. eBook 979-8-88730-449-6 \$85.

This edited book on Faculty Learning Communities (FLCs) provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education. The chapters describe faculty learning community initiatives focused on diversity, equity, and belonging in higher education. Contributing authors provide a framework for faculty learning communities and how these communities can offer faculty a place and space to explore antiracist and social justice-oriented teaching, show the impact of faculty learning communities on teaching practices or student learning, and describe how these communities of practice can lead to institutional change. The book's foreword, by Milton D. Cox, investigates the past and future of faculty learning communities focused on diversity and equity.



Faculty Learning Communities Communities of Practice that Support, Inspire, Engage and Transform Higher Education Classrooms

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

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

2023. Paperback 979-8-88730-444-1 \$72.99. Hardcover 979-8-88730-445-8 \$104.99. eBook 979-8-88730-446-5 \$85.

This edited book on Faculty Learning Communities (FLCs) provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education. The chapters describe faculty learning community initiatives across different fields of study and within dynamic and flexible teaching and learning models. Contributing authors provide a framework for faculty learning communities, show the impact of faculty learning communities on teaching practices or student learning, and describe how these communities of practice can lead to institutional change. The book's foreword, by Milton D. Cox, investigates the changes in the FLC world over the past decade: the influence of Communities of Practices (CoP), recent recommendations about virtual FLCs and CoPs, and the positive affirmation for FLCs that implementation science has provided.



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

Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, 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



Faculty Peer Coaching in Higher Education Opportunities, Explorations, and Research from the Field

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

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

2023. Paperback 979-8-88730-450-2 \$72.99. Hardcover 979-8-88730-451-9 \$104.99. eBook 979-8-88730-452-6 \$85.

Peer Coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices with the goal of improved learning for all students. This edited book includes chapters describing faculty peer coaching initiatives in universities world-wide. Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be. The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague. Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings. Section four situates peer coaching in the broader institutional framework. This book is a must for leaders of faculty development initiatives, directors and staff from teaching & learning centers, department chairs, faculty, graduate students, deans, student services staff, chief academic officers, and educational consultants.

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.

NO SERIES



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.



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.



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 (NAASP) 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.



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.



"I'll See You in Court" Supporting Social Justice, Diversity, Equity, and Critical Thinking Through Classroom Management and Discipline in Urban Schools

Sueanne E. McKinney, Old Dominion University; Clair T. Berube, Virginia Wesleyan University

2023. Paperback 979-8-88730-375-8 \$52.99. Hardcover 979-8-88730-376-5 \$94.99. eBook 979-8-88730-377-2 \$85.

Creating and managing an effective classroom management and discipline system in today's urban classroom can be an arduous task for even the most competent teacher, let alone those who are new to the classroom. Urban teachers are faced with unique challenges, (poor working conditions, limited administrative support, and under resourced environments), that impact implementation and supervision of an effective classroom management plan, and often influences the teacher to transfer to another school or district or leave the profession all together.

The basis of "I'll See You in Court" Supporting Social Justice, Diversity, Equity, and Critical Thinking Through Classroom Management and Discipline in Urban Schools, is to provide aspiring and veteran teachers with a classroom model that highlights an instructional and relational approach for managing the urban classroom. Authentic learning opportunities are centered, and provide the means to integrate social justice, cultural responsiveness, problem solving, and communication skills.

This classroom management text is using a legal framework in order to catch the reader's attention, and to get the reader and in turn, classroom students, to understand that just as "societal management" has rules and consequences, it also includes the promise of due process which hopefully leads to equitable and fair outcomes. "I'll See You In Court" is a fun way for teachers and students to make sense of classroom management in a practical and analogous application.



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)

2023. 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.



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, American 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.



Embracing Diversity

Formative Christian Higher Education and the Challenge of Pluralisms

Maureen Miner, Excelsia College; Kirsty Beilharz, Excelsia College

2023. Paperback 979-8-88730-329-1 \$52.99. Hardcover 979-8-88730-330-7 \$94.99. eBook 979-8-88730-331-4 \$85.

Christian schools and colleges that include spiritual formation and Christian maturity within their mission are facing challenges. The challenge of being a Christian college within a secular society is well-recognized. There are intellectual clashes of secular versus religious worldviews to be negotiated, and clashes of social imaginaries where habitual ways of responding come into conflict. These challenges are difficult enough for staff of a Christian college when most students have a Christian background and there may be a common language and assumptions. Even more difficult are the challenges faced by Christian staff of a Christian college when most students identify with non-Christian religions. What does a college's mission of forming mature Christians mean when students are largely Muslim, Hindu, Buddhist, Sikh, or other non-Christian faiths? Should staff modify curricula to reduce cognitive clashes? Should teaching practices be changed to reduce the dissonance of different social imaginaries? How can staff draw from Christian values of tolerance and respect to support non-Christian students in their formation of values and ethics while still respecting diversity?

This volume draws together the work of scholars and researchers who have pondered the nature, purpose, and means of formation. It offers an analysis of the scope, context, and methods of formation of mature people without denying or downplaying the difficulties of formation. It offers hope that people who are mature in all areas of life, including the spiritual domain, can be formed and urges educators to encompass all domains in their formative work.



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.



Exile From Argentina

A Jewish Family and the Military Dictatorship (1976-1983) 2nd Edition

Eduardo D. Faingold, University of Tulsa

2023. Paperback 979-8-88730-459-5 \$52.99. Hardcover 979-8-88730-460-1 \$94.99. eBook 979-8-88730-461-8 \$85.

Eduardo Faingold chronicles his family's experiences before, during, and after the military dictatorship in Argentina (1976-1983). He uses his diaries, interviews in Latin America and Israel, documents and pictures given to him by his family and friends and studies the works of political scientists, historians and journalists. He begins with his family history from the time when his ancestors immigrated in the 19th century from Byelorussia and Bessarabia to Argentina as a part of the Baron de Hirsch's emigrant wave that established farming villages in the provinces of Santa Fe and Buenos Aires. Then, using his family's history as background, he discusses his life as an exile in Israel and Denmark from 1976 to 1979, his return to Argentina to comply with his military service in the Argentine Marine Infantry and his return to Israel in 1980.

In a revealing preface to the second edition of *Exile from Argentina*, the author updates the family history and notes some important political events in Argentina and Israel in the 1980s and beyond that help contextualize the author's experiences. Notably, as the author points out in this new preface to *Exile from Argentina*, by the end of the first quarter of the 21st century, all his siblings and their families, as well as his mother, the descendants of his ancestors who emigrated to Argentina from Byelorussia and Bessarabia at the turn of the 19th century to escape the violence of the Russian pogroms, are now scattered in five continents, living their lives in cultures as varied as those of the United States, Brazil, Israel, Norway, Sweden, and Australia. Finally, this new edition of *Exile from Argentina* features a trove of historical photos and documents of the author and his family which were not included in the first edition of the book.



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. Steff, 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

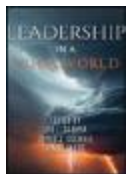
Eleanor J. Blair, Western Carolina University

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 have 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.



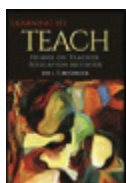
Leadership in a VUCA World

Lou L. Sabina, Stetson University; Chris J. Colwell, Stetson University; James Tager, Bangor School Department, Maine

2023. Paperback 979-8-88730-320-8 \$52.99. Hardcover 979-8-88730-321-5 \$94.99. eBook 979-8-88730-322-2 \$85.

COVID-19 ravaged the United States and the rest of the world in a similar manner as a Category V hurricane would, leaving no one safe in its wake. Unlike a hurricane though, where appropriate provisions and supports are possible and past experiences can help to prepare, how do you prepare for something Volatile, Uncertain, Complex, and Ambiguous such as a worldwide pandemic? Imagine having your high school graduation and prom ripped away from you with little to no warning. Imagine being a 40+ year professor and being told that "you are now going to teach hybrid with some students in the class and some students online," or imagine that you were accepted into the 2nd most prestigious Ph.D. program in the United States and dream of being a professor and look for those face-to-face mentoring opportunities on campus. This book addresses the lived experiences of many throughout the onset, duration, and the after-effects of the COVID-19 pandemic, and helps prepare readers for the never ending storm ahead.

Our book offers guidance from leaders from different walks of life. We visit with a pastor who had to "get creative" to combat the pandemic, examine how school board members have interacted with parents and other community stakeholders, hear from a current superintendent in a large school district in Maine, and other stakeholders impacted by COVID-19. Our message is cautious, yet optimistic, to prepare the reader for life in a VUCA world.



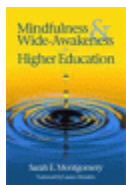
Learning to Teach Primer on Teacher Education Methods

Sue L. T. McGregor, McGregor Consulting Group

2023. Paperback 979-8-88730-410-6 \$52.99. Hardcover 979-8-88730-411-3 \$94.99. eBook 979-8-88730-412-0 \$85.

This primer is about learning how to teach. As its name suggests, it provides a basic introduction to what is involved in becoming an effective, efficient, and efficacious educator. The targeted audiences are (a) preservice teachers (PST) (i.e., nonprofessional student teachers enrolled in a university Bachelor of Education degree), (b) early-career (novice) inservice teachers (c) or any educator for that matter who wants to build or bolster their essential foundation for teaching. The primer is unabashedly oriented to a synthesis of the technical (how-to) aspects of teaching because without prowess in these skills, even the most dedicated and committed teacher may not be effective and efficient let alone efficacious. Although teaching is both a science and an art, this primer is about the science of teaching. Other books focus on teaching as inquiry, thinking educators, reflective educators, and the sociocultural/political aspects of teaching.

The book adopts a before-during-after class approach. It addresses how to (a) prepare lessons before a class (learning styles, learning objectives, lesson planning, and learning environments); (b) deliver lessons during a class (instructional strategies, questioning strategies, and classroom management); and (c) evaluate learning after the class (student assessment and evaluation strategies, and teacher self-reflection). This basic tool kit is further underscored with details about the larger constructs of (d) developing courses, modules, and units from which daily lessons emerge. Higher level notions of (e) educational philosophies, (f) curriculum theories and (g) curriculum development approaches are also included to illustrate how they, as the educational context, shape teachers' pedagogies.



Mindfulness & Wide-Awakeness in Higher Education

Sarah E. Montgomery, University of Northern Iowa

2023. Paperback 979-8-88730-124-2 \$52.99. Hardcover 979-8-88730-125-9 \$94.99. eBook 979-8-88730-126-6 \$85.

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



The Power of Oral History Narratives

Lived Experiences of International Global Scholars and Artists in their Native Country and After Immigrating to the United States

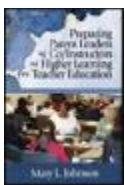
Toni Fuss Kirkwood-Tucker, Florida State University; Frans H. Doppen, Ohio University

2023. Paperback 979-8-88730-297-3 \$72.99. Hardcover 979-8-88730-298-0 \$104.99. eBook 979-8-88730-299-7 \$85.

The significance of this book is its uniqueness. First, the book contains a collection of fourteen chapters that capture the personal, professional, and historical experiences of international global scholars and artists to which they were subjected in their native country and after they immigrated to the United States. What makes this book project highly unusual in comparison to other publications is that these international global scholars and artists experienced historical events of trauma and joy in their native country and in their newly adopted country of the United States that lie deeply buried in their sub-consciousness; that these memories are unforgettable and still painful for them; that these memories are a constant companion in their daily lives; and that the experienced historical events of trauma and joy have shaped their professional and personal lives to this very day. There exists a paucity in the global education literature of this far-reaching topic and, thus, it has the potential to enhance and diversify the global education literature.

Second, the significance of this book lies in the pedagogical power of the oral history narrative tradition and its impact on students at the secondary and tertiary levels in education. When one's lived experiences of trauma or joy occur during a critical time in history, they rarely yield unforgotten memories and deeply held private knowledge that do not come to light without a storyteller. When first-hand accounts are shared publicly, they can bring powerful insights into past historic events to the very presence. Thus, the pedagogical strength of this book contributes to knowledge creation in the classroom as oral histories move students from abstract textbook descriptions to concrete and compelling "lived" stories associated with historical happenings. This pedagogy leads students to become more critical of historical events of the past and develops in them a deeper understanding of the past. Consequently, oral history narratives enable teachers and teacher educators to enrich the abstract text of textbooks with the authentic voice of the individual.

A third significance of this book lies embedded in the rich historical perspective displayed by storytellers of non-native international global scholars and artists from around the world who portray their lived-through, first-hand experiences such as child labor, communism, hate, hunger, fascism, fear, intolerance, discrimination, prejudice, poverty, war, protest, and death. Finally, a major purpose of this book is to expose young learners from around the world to empowering non-native international role models in global education and the arts from nations in Africa, Asia, the Caribbean, Eurasia, Europe, the Middle East, and South America who build bridges—not walls—between peoples and nations.



Preparing Parent Leaders as Co/Instructors in Higher Learning for Teacher Education

Mary L Johnson, Parent U-Turn

2023. Paperback 979-8-88730-355-0 \$52.99. Hardcover 979-8-88730-356-7 \$94.99. eBook 979-8-88730-357-4 \$85.

This book is a first person narrative from a parent/community advocate. Examining my personal experiences as a parent of color in a Higher Learning Institute, I highlight some of the frustrations experienced by urban working class parents of color as they attempt to engage teachers in their community's schools. I underscore the importance of one community organization in Los Angeles, called Parent U-Turn that works to equip novice teachers for the challenges they will face. Parent-U-Turn offers outreach strategies focused not only on improving "parenting skills" to parents but also on providing teachers with the tools and skills they need to effectively advocate and outreach to urban families and their children. I conclude by presenting seven strategies for novice teachers who want to improve and be successful in urban schools. The majority of these strategies are grounded in my own personal experiences, thus are action research based. In addition to my experiences with my own children, I draw upon my experiences working with Teacher Of America, UCLA Center X Teacher ED Program and parents in LAUSD and Lynwood USD to promote activism by parents so that their voices are heard for the benefit of low-income children. The seven stages of teacher strategies seek to create a new model and perspectives for teacher preparation programs that include all teachers in our ethnically and linguistically diverse schools/communities for the 21st Century.



A Primer on Arts Integration

Strategies, Lessons, and Collective Wisdom of Teacher Leaders

Christian Z. Goering, University of Arkansas; Hung K. Pham, University of Arkansas; Kathryn Hackett-Hill, University of Arkansas; Seth French, Bentonville High School

2023. Paperback 979-8-88730-274-4 \$52.99. Hardcover 979-8-88730-275-1 \$94.99. eBook 979-8-88730-276-8 \$85.

This edited collection provides middle and high school classroom teachers of English language arts, social studies, and other disciplines the inspiration and insight necessary to utilize an arts integration approach in their teaching. Whether you want your students to create documentaries, maps, mixed media, songs, quilts, dances, masks, or a remix of multiple art forms, the point of school can and should be more about how students create their own meaning in powerful ways and harness their creativity for social good. Arts integration is one approach demonstrated to be invaluable in these terms, moving teachers and students into a mindset of 'what can we create today?', sure to inject energy into classrooms, learning, and lives.

ENDORSEMENTS:

"Arts-Integrated theory and practice create a beautiful dance, are quilted together, and even recite a theatrical monologue in this book that takes arts integration in multiple forms and puts it into terms that work for the busy classroom teacher. Written by classroom teachers, passion and professionalism are evident in each chapter as the strategies and stories about them unfold to provide a platform for teachers to grow in their practice and to create vibrant classrooms along the way." — Sean Layne, Focus 5, Inc.

"For all of us working in the arts, arts integration is a term that gets thrown around with many competing definitions. The authors have taken all that and made it practical and useful for this generation of learners. This book has the special sauce for making arts integration relevant to student learning and encouraging creativity through practical examples that can and will inspire you to try them out. After reading this book you will want to sing, dance, draw, and make art in your classroom or museum." — Zev Slurzberg, The Metropolitan Museum of Art



A psicologia cultural chega à escola

Desenvolvimento humano, cultura e educação

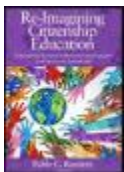
Mônica Souza Neves-Pereira, Universidade de Brasília; Angela Uchoa Branco, University of Brasília

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, há 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

2023. Paperback 979-8-88730-239-3 \$52.99. Hardcover 979-8-88730-240-9 \$94.99. eBook 979-8-88730-241-6 \$85.

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

2023. Paperback 979-8-88730-163-1 \$52.99. Hardcover 979-8-88730-164-8 \$94.99. eBook 979-8-88730-165-5 \$85.

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!



Religion, the First Amendment, and Public Schools Stories from K-12 and Teacher Education Classrooms

Aaron Bodle, James Madison University; Elizabeth E. Saylor, University of Georgia; Elizabeth Bellows, Appalachian State University; Sohyun An, Kennesaw State University; Lisa B. Buchanan, Elon University

2023. Paperback 979-8-88730-335-2 \$52.99. Hardcover 979-8-88730-336-9 \$94.99. eBook 979-8-88730-337-6 \$85.

White Christian Nationalism is “an ideology that seeks to idealize and advocate a fusion of American Civic life with a... White Christian ethnoculture” rooted in traditionalism, anti-immigration, and their judicial codification (Gorski & Perry, 2021). Though the Establishment Clause clearly delineates a boundary between religion and state. Despite the clarity of this division in the Establishment Clause, this bedrock of our democracy has faced nearconstant pressure from Christian right. Recently, this pressure has taken the form of strategic efforts to stack the Supreme Court of conservative judges and control local school boards by waging fear and misinformation campaigns. Political division, a lack of healthy discourse about religious diversity, and misunderstandings about the Establishment Clause have left many educators unsure about their role in valuing religious diversity in their schools and classrooms, and their responsibilities to maintain religious freedom for all students.

This book leverages the power of story to animate the dangerous legal and cultural assault on the separation of church and state in U.S. public schools. All of the chapter authors attend to these themes from distinct vantage points across education theory and research, K-12 education, and teacher education, addressing issues such as religious freedom, education law, teacher and student identity, and teaching for inclusive, critical citizenship in a contentious U.S. political context. Additionally, authors offer practical resources for responding to enemies of religious freedom, White Christian nationalism, and xenophobia as it is manifested in policy and practice within K-12 and higher education.



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

Lou L. Sabina, Stetson University

2023. Paperback 978-1-64802-929-5 \$52.99. Hardcover 978-1-64802-930-1 \$94.99. eBook 978-1-64802-931-8 \$85.

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, & Verstegen, 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.



Socio-Demographic Perspectives on the COVID-19 Pandemic

David A. Swanson, University of California Riverside; Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain

2023. Paperback 979-8-88730-346-8 \$52.99. Hardcover 979-8-88730-347-5 \$94.99. eBook 979-8-88730-348-2 \$85.

The present volume undertakes socio-demographic analyses of four major topics surrounding the COVID-19 pandemic: Data Issues; Statistical Modeling; Analyses; and Policy Concerns. Regarding Data Issues, three chapters cover topics about obtaining reliable information; the production of summary statistics and using the geometric mean; and the importance of using a Demographic framework in better understanding the COVID-19 pandemic. Statistical modeling is a second topic, and is covered by three chapters. To begin with, one approach centers on modeling local areas. A second chapter discusses and provides a simple method for estimating the number of unconfirmed COVID-19 cases in a local area; a third chapter undertakes an examination of early warnings and responses.

Analysis is a third topic and is covered by four chapters. The first chapter under this topic covers the effects of race and age on COVID-19. A second chapter examines the effects of COVID-19 on the broadband access and Census 2020 results for the Hopi and Lummi reservations. A third chapter examines the Black Lives Matters activism during the COVID-19 pandemic. A final chapter in this section examines the relative risk of dying from COVID-19 among those infected.

A final topic focuses on policy issues. The first chapter under this topic examines partisan politics and COVID-19. A second chapter examines US policy and COVID-19 cases and deaths. A third chapter examines COVID-19 mortality rates and race-ethnic differences. A fourth chapter examines anti-Asian hate during the COVID-19 pandemic. A final chapter looks at America's post-pandemic future.



Student Leadership Model for Hispanic Serving and Emerging Hispanic Serving Institutions

Norma S. Guerra, University of Texas at San Antonio; Daniel Loera, University of La Verne; Martha Enciso, California State University, Fullerton; Lorena Claeys, The University of Texas at San Antonio

2023. Paperback 979-8-88730-533-2 \$52.99. Hardcover 979-8-88730-534-9 \$94.99. eBook 979-8-88730-535-6 \$85.

Although empirical evidence indicates that HSIs (Hispanic Serving Institutions) are making some progress in recognizing that enhancing the racial and cultural experiences of Latino/a/x students, "Latinx-enhancing" is part of their role as institutions that enroll and serve large numbers of minoritized students (Garcia, 2019), there are still institutional gaps on prioritizing opportunities for Latino/a/x students to engage in leadership development.

Latino/a/x students often rely on informal out-of-college support systems found in their community-- comunidad, such as family and peers to thrive within college (Ceballos, 2004; Easley, et al, 2012), it is important to assist them in their development and implementation of strengths-based problem-solving communication approach (Guerra, 2015, 2016).

ENDORSEMENTS:

"This book is valuable to scholars and practitioners of higher education, especially those at minority-serving institutions invested in culturally relevant approaches to student success and asset-based development—particularly in relation to Latinx students and communities. Overall, the book paints a beautiful

portrait of culturally responsive leadership that is rooted in partnership with the students we serve." — Christian A. Bracho, California State University, Long Beach

"The manuscript presents a perspective that has been untapped at HSI's- the student, student leadership and the student advocacy that is required to improve and intentionally influence HSI development. To date, no other work has been developed that addresses the role of the student in growth and servingness at HSI's." — Paloma Vargas, Oxnard College



Utilizing Visual Representation in Educational Research

Harriet J. Bessette, Kennesaw State University; Camille Sutton-Brown, Kennesaw State University

2023. Paperback 979-8-88730-338-3 \$52.99. Hardcover 979-8-88730-339-0 \$94.99. eBook 979-8-88730-340-6 \$85.

This edited volume focuses on visual and image-based methodologies that can be used to expand how educators approach, design, and innovate research for the purpose of informing and improving teaching and learning. Exploring how data can be utilized, collected, and rendered useful in the education arena is of utmost importance to those oriented towards utilizing research with the aim of improving educational practice. Innovative methodologies are important for preparing future researchers/scholars and teachers in developing and sustaining professional knowledge. To date, while visual methodologies are explored in various volumes related to general areas of social science, few texts exist where visual methodologies are explained or well-understood in the field of education, specifically.

This work centers on the functions, cultures, and outcomes of teaching and learning using visual data (i.e., participant-generated drawings, photo-elicitation, film, etc.) and the methods that frame this approach. It is intended for teachers, researchers, and teacher-researchers - in higher education as well as at PK-12 levels – who are ready to engage with innovative, and often compelling, research methods that make data collection across data sources both accessible and equitable. This volume illustrates how various scholars have conceptualized, generated, and executed research utilizing visual data in their own schools, classrooms, and/or districts, and what they learned from these investigations.

This edited volume is organized according to four main strands: Conducting research as visual endeavor: Assessing the nature of visual methodology, Conducting research as visual endeavor: Pedagogical innovation, What can visual data in educational research reveal: Student engagement, motivation, selfdetermination, metacognition, and mindfulness, and Conducting research as visual endeavor: Critical perspectives-critical exploration of issues in education and visual data's engagement with, and impact on, marginalized and/or disenfranchised participants.

The chapters within each section, authored by established scholars in their fields of study, focus on some of today's key educational practices and the ways in which visual methodologies can provide innovation in the design of educational research. Each chapter within the volume reflects the importance of using credible, confirmable, reliable, and triangulated interpretations as a foundation for any claims, findings, or assertions related to pedagogical innovation, student mindfulness, and critical pedagogy. In summary, this edited volume is critically engaged, innovative, and contributes to advances in qualitative inquiry, visual research methodologies, and alternative ways of 'seeing' and 'knowing'.



Vouch for This!

Defunding Private Interests, Defending Public Schools

Thomas S. Poetter, Miami University

2023. Paperback 979-8-88730-441-0 \$39.99. Hardcover 979-8-88730-442-7 \$49.99. eBook 979-8-88730-443-4 \$85.

Vouch for This! Defunding Private Interests, Defending Public Schools (A Call to Action) is an effort by doctoral students in Educational Leadership and their professor to understand and challenge the voucher and charter school movements in Ohio and beyond. Using a curriculum studies approach focusing on autobiographical analysis and a policy advocacy framework, students in a course on the topic shared a common reading list, storied their connections to the current movements in the field, and developed treatments of key aspects of current policy and practice in the areas of voucher and other privatizing efforts in education today as they are embodied in charter schools, homeschooling, and private school settings.

Using the tools of currere and policy advocacy as a scholarly community, the authors tackle the multi-faceted challenges and dangers posed by the neoliberal, privatizing movements taking rapid shape across our public school system, as private schools, charters, and homeschooling continue to receive significantly more and more public taxpayer funds to operate and build. The authors share what they learned about the continued demise of public education at the hands of politicians and privateers in Ohio and beyond, and what they think citizens can do to resist. Together in teams, the authors engage topics related to education and public schooling as key aspects of democratic life; the actions taken by capital interests that seize on tragedy and perceived community weakness to privatize education and villainize public schools; the greed that creates fervor and interest in "choice"; and suggest ways to take action to stem the tide.

The book's foreword is written by well-known education activist William L. Phillis, Executive Director of The Coalition for Equity and Adequacy of School Funding (Ohio E&A), whose coalition of public school districts in Ohio is challenging the constitutionality of the voucher movements with their public case, "Vouchers Hurt Ohio."



Wisconsin in the World

Internationalization at the University of Wisconsin–Madison

Elise S. Ahn, University of Wisconsin–Madison

2023. Paperback 979-8-88730-222-5 \$72.99. Hardcover 979-8-88730-223-2 \$104.99. eBook 979-8-88730-224-9 \$85.

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).



Teaching and Learning at a Distance

Foundations of Distance Education 8th Edition

Michael Simonson, Nova Southeastern University; Susan Zvacek, CollegeTeachingCoach.com

2024. Paperback 979-8-88730-511-0 \$52.99. Hardcover 979-8-88730-512-7 \$94.99. eBook 979-8-88730-513-4 \$85.

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to design courses, evaluate programs, and identify issues and trends affecting the field.

In this text we take the following themes:

The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book and has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica.

The second theme of the book is the importance of research to the development of effective courses and programs offered at a distance. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are “rules of thumb,” but we have always attempted to only include recommendations that can be supported by research.

The third theme of Teaching and Learning at a Distance is derived from Richard Clark’s famous quote published in the Review of Educational Research asserting that media are mere vehicles that do not directly influence achievement. Clark’s controversial work is discussed in the book, but is also fundamental to the book’s advocacy for distance education—in other words, we authors do not make the claim that education delivered at a distance is inherently better than other ways people learn. Distance delivered instruction is not a magical approach that makes learners achieve more.

Equivalency theory is the fourth theme of the book. Here we present the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face-to-face classroom.

The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive—that it should cover as much of the various ways instruction is made available to distant learners as is possible. It can serve as a stand-alone source of information.



Topics in Mathematics For Elementary Teachers A Technology-Enhanced Experiential Approach 2nd Edition

Sergei Abramovich, State University of New York at Potsdam

2024. Paperback 979-8-88730-514-1 \$52.99. Hardcover 979-8-88730-515-8 \$94.99. eBook 979-8-88730-516-5 \$85.

This is the second (revised) edition of the book published in 2010 under the same title. It reflects the author's experience teaching a graduate level mathematics content course for elementary teacher candidates at SUNY Potsdam since 2003. The book addresses a number of recommendations of the Conference Board of the Mathematical Sciences for the preparation of teachers demonstrating how abstract mathematical concepts can be motivated by concrete activities and the use of technology. Such approach to school mathematics makes it easier for teachers to grasp the meaning of generalization, formal proof, and the creation of an increasing number of concepts on higher levels of abstraction. The book's computer-enhanced pedagogy and its strong experiential component enabled by the use of manipulative materials have the potential to reduce mathematics anxiety among teachers and help them develop confidence in teaching the subject matter through modeling and problem solving. Classroom observations of teachers' learning mathematics as a combination of theory and experiment confirm that this approach elevates one's mathematical understanding to a higher ground.

Most of the chapters are motivated by a problem typically found in the elementary mathematics curricula and/or standards (either National or New York State – the context in which the author prepare teachers). By exploring traditional problems in depth, teachers can uncover fundamental mathematical concepts and ideas hidden within a seemingly mundane task. The need to have experience in going beyond traditional expectations for learning is due to the constructivist orientation of contemporary mathematics pedagogy that encourages students to ask questions about mathematics they study. Each chapter (except the last one) includes an activity set that can be used for the development of the variety of assignments for teachers. Digital tools used in the book include spreadsheets, Wolfram Alpha, GeoGebra, Kid Pix Studio Deluxe, and Graphing Calculator (Pacific Tech).

BACK LIST

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