

INFORMATION AGE PUBLISHING

# PSYCHOLOGY 2016

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# RECENT TITLES

## ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



### Cultural Psychology of Recursive Processes

Zachary Beckstead, Grand Valley State University

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

2015. Paperback 978-1-68123-018-4 \$45.99. Hardcover 978-1-68123-019-1 \$85.99. eBook 978-1-68123-020-7 \$50.

Cultural Psychology of Recursivity illustrates how recursivity, often neglected in the social sciences, can be an important concept for illuminating meaning-making processes. Recursivity is a fascinating though abstract concept with a wide array of often incompatible definitions. Rooted in mathematics and linguistics, this book brings recursion and recursive processes to the foreground of psychological processes. One unifying claim among the diverse chapters in this book is that recursion and recursive processes are at the core of complex social and psychological processes. Recursion is bound up with the notion of re-turning, re-examining, re-flecting and circling back, and these processes allow for human beings to simultaneously distance themselves from the here-and-now settings (by imaging the past and future) while being immersed in them. The objective of this book is not simply to celebrate the complexity of human living, but to extend the notion of recursion, recursivity and recursive processes into the realm of social and psychological processes beyond the arenas in which these ideas have currently thrived.

Cultural Psychology of Recursivity shows that in spite of the difficulty in defining recursivity, self-referencing (looping), transformation (generativity), complexity, and holism constitute its core characteristics and provide the basis for which authors in this book explore and elaborate this concept. Still, each contribution has its own unique take on recursivity and how it is applied to their phenomenon of investigation. Chapters in this book examine how recursive processes are related to and basic aspects of play and ritual, imitation, identity exploration, managing stigma, and commemorative practices. This book is intended for psychologists, sociologists, and mathematicians. Use of the book in post-graduate and graduate level of university teaching is expected in seminar format teaching occasions.



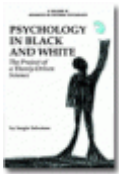
### Making Our Ideas Clear Pragmatism in Psychoanalysis

Philip Rosenbaum, Haverford College

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

2015. Paperback 9781623968670 \$45.99. Hardcover 9781623968687 \$85.99. eBook 9781623968694 \$50.

This book brings pragmatic theory and praxis into dialogue with contemporary psychodynamic ideas, practitioners, and clinical issues. Generally considered as a historical footnote to psychoanalysis, the chapters in this volume demonstrate pragmatism's continued relevance for contemporary thought. Not only does pragmatism share many of the values and sensibilities of contemporary psychodynamics, its rich philosophical and theoretical emphasis on active meaning making and agentic being in the world complements and extends current thinking about the social nature of self and mind, how we occupy space in the world, non-linear development, and processes of communication.



### Psychology in Black and White The Project of a Theory-Driven Science

Sergio Salvatore, University of Salento

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

2015. Paperback 978-1-68123-116-7 \$45.99. Hardcover 978-1-68123-117-4 \$85.99. eBook 978-1-68123-118-1 \$50.

This book is long awaited within the contemporarily creative field of cultural psychologies. It is a theoretical synthesis that is at the level of innovations that Sigmund Freud, James Mark Baldwin, William Stern, Kurt Lewin, Jean Piaget, Lev Vygotsky and Jan Smedslund have brought into psychology over the past century. Here we can observe a creative solution to integrating cultural psychology with the rich traditions of

psychodynamic perspectives, without repeating the conceptual impasses in which many psychoanalytic perspectives have become caught.



## Temporality Culture in the Flow of Human Experience

Livia Mathias Simão, University of Sao Paulo; Danilo Silva Guimarães, University of São Paulo; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2015. Paperback 9781623969677 \$45.99. Hardcover 9781623969684 \$85.99. eBook 9781623969691 \$50.

This book comes as part of a broader project the first editor is developing in collaboration with the other two, aiming critically to articulate the central philosophical issue of time and temporality with Cultural Psychology and related areas in its frontier. Similarly to the previous milestone in this effort—*Otherness in Question: Labyrinths of the Self*, published in this same series, the present one we also invited international cast of authors to bring their perspectives about a possible dialogue between a central philosophical issue and the core subject of their respective research domains. The book interests to researchers, scholars, professionals and students in Psychology and its areas of frontier.



## Amerindian Paths Guiding Dialogues With Psychology

Danilo Silva Guimarães, University of São Paulo

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2016. Paperback 9781681233451 \$45.99. Hardcover 9781681233468 \$85.99. eBook 9781681233475 \$50.

This book comes as part of a broader project the editor is developing aiming critically to articulate some theoretical and methodological issues of cultural psychology with the research and practical work of psychologists with Amerindian peoples. As such, the project – of which the present book is part – concerns to a meta-theoretical reflection aiming to bring in new theoretical-methodological and ethical reflections to Cultural Psychology. From this meta-theoretical reflection we have been developing the notion of dialogical multiplication as it implies the diversification (differentiation and dedifferentiation) of semiotic trajectories in interethnic boundaries.



## Cultural Psychology of Musical Experience

Sven Hroar Klempe, Norwegian University of Science and Technology

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2016. Paperback 9781681234847 \$45.99. Hardcover 9781681234854 \$85.99. eBook 9781681234861 \$50.

This book forms a basis and a starting point for a closer dialogue between musicologists, anthropologists and psychologists to achieve a better understanding of the cultural psychology of musical experience. This is done by arranging a meeting point or an arena in which different aspects of psychology and musicology touch and encounters each other due to how the two fields might be defined today. In line with this the book consists of a group of scholars that have their feet solidly grounded in psychology, social science or musicology, but at the same time have a certain interest in uniting them. On this basis it is divided into five parts, which investigates musical sensations, musical experiences, musical transformations, musical fundamentals and the notion of a cultural psychology of music. Thus another aim of this book is to prepare the basis for a further growth of a cultural psychology that is able to include the experiences of music as a basis for understanding the ordinary human life. Thus this book should be of interest for those who want to investigate the mysterious intersection between music and psychology.

### ENDORSEMENTS

*"Near a century ago, Alfred North Whitehead, a philosopher sensitive to the natural vitality of human intelligence, warned against the restriction of awareness by 'products of logical discernment'. This book makes a bold and much needed effort to recover an appreciation of the creative agency in music of all kinds, which supports mastery of all domains of cultural intelligence, including language, and 'artificial intelligence'. We need to replace a rational psychology of musical form with appreciation of impulses of 'musicality' in the life of every human society. From birth, and before, a human mind is eager to share the rhythms and tones of awareness-with-feeling in body movement, elaborated in song, instrumental performance or dance. The scholastic disciplines of psychology, anthropology, musicology and ethnomusicology, separated by artificial conventions, need to recover*

*this common ground by 'a project that aims at assembling disciplines that have been separated and developed individually for almost hundred years ... to achieve a better understanding of the cultural psychology of musical experience.' This collection of papers boldly meets this challenge, with skillful respect for the complicated history of our understanding."*

Colwyn Trevarthen

Professor (Emeritus) of Child Psychology and Psychobiology,  
School of Philosophy, Psychology and Language Sciences, The University of Edinburgh

*"This book is an important marker in the next wave of interdisciplinary socio-musical study. Culture, individual experience, and social forces converge here and are addressed, and sometimes redressed, through musical means. Bravo!"*

Tia DeNora

Professor, Sociology, Philosophy & Anthropology (SPA)  
Exeter University EX4 4RJ, UK

*"Klempe has crafted a fascinating collection of discussions that is accessible and inspiring. Both students and experts will find this book invaluable."*

Fathali Moghaddam,

Professor of Psychology Director of the Interdisciplinary Program in Cognitive Science,  
Georgetown University



## Making of The Future The Trajectory Equifinality Approach in Cultural Psychology

Tatsuya Sato, Ritsumeikan University; Naohisa Mori, Sapporo Gakuin University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

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

2016. Paperback 9781681235462 \$45.99. Hardcover 9781681235479 \$85.99. eBook 9781681235486 \$50.

Making of the Future is the first English-language coverage of the new methodological perspective in cultural psychology—TEA (Trajectory Equifinality Approach) that was established in 2004 as a collaboration of Japanese and American cultural psychologists. In the decade that follows it has become a guiding approach for cultural psychology all over the World. Its central feature is the reliance on irreversible time as the basis for understanding of cultural phenomena and the consideration of real and imaginary options in human life course as relevant for the construction of personal futures.

The book is expected to be of interest in researchers and practitioners in education, developmental and social psychology, developmental sociology and history. It has extensions for research methodology in the focus on different sampling strategies.

## ADVANCES IN MUSIC EDUCATION RESEARCH



## Analyzing Influences Research on Decision Making and the Music Education Curriculum

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

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

2015. Paperback 978-1-68123-137-2 \$45.99. Hardcover 978-1-68123-138-9 \$85.99. eBook 978-1-68123-139-6 \$50.

**Editorial Board:** Deborah Blair VanderLinde, *Oakland University*. William Bauer, *University of Florida*. Lisa R. Hunter, *The State University of New York at Fredonia*. Ronald Kos, *Boston University*. Joshua A. Russell, *The Hartt School, University of Hartford*. Peter Whiteman, *Institute of Early Childhood, Macquarie University*.

*Analyzing Influences: Research on Decision Making and the Music Education Curriculum* examines influences on research in music teacher preparation, practices, and policies. These influences include administrators' perspectives, preservice music educators' beliefs, and in-service teachers' practices. Invited essays offer insights into past and present trends in music teacher preparation.

This collection of studies represents best thinking in the field and serves as an impetus for further research and action. Each author's analysis on the influences affecting their specific areas provides insights into key issues affecting decision making processes. This volume is a significant addition to the libraries of Colleges of Education and Schools of Music, as well as an important reference for music scholars and educators, researchers, and graduate students who are concerned with advancing both the scope and quality of research in the study of music teaching and learning.

## AFRICAN AMERICAN MALE SERIES: GUIDING THE NEXT GENERATION THROUGH MENTORING, TEACHING AND COUNSELING



### Counseling African American Males Effective Therapeutic Interventions and Approaches

Dr. William Ross, Prairie View A&M University

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling* 2016. Paperback 9781681235493 \$45.99. Hardcover 9781681235509 \$85.99. eBook 9781681235516 \$50.

There is no one method for doing culturally alert counseling. Instead, culturally alert counseling consists of intentionally adapting existing ways to help clients (1) understand their socially constructed worldviews through culture, (2) appreciate their various cultures, (3) to make choices about adherence to cultural norms, and (4) to recognize and respond to external bias relating to their cultural group membership.

## ANNALS OF CULTURAL PSYCHOLOGY



### Making Meaning, Making Motherhood

Kenneth R. Cabell, Clark University; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Carlos Cornejo, Pontificia Universidad Católica de Chile

A volume in the series *Annals of Cultural Psychology* 2015. Paperback 978-1-68123-140-2 \$45.99. Hardcover 978-1-68123-141-9 \$85.99. eBook 978-1-68123-142-6 \$50.

This volume is the firstborn of the Annals of Cultural Psychology-- a yearly edited book series in the field of Cultural Psychology. It came into being as there is a need for reflection on "where and what" the discipline needs to further develop, in such a way, the current frontiers and to foster the elaboration of new fruitful ideas.

The topic chosen for the first volume is perhaps the most fundamental of all- motherhood. We are all here because at some unspecified time in the past, different women labored hard to bring each of us into this World. These women were not thinking of culture, but were just giving birth. Yet by their reproductive success—and years of worry about our growing up—we are now, thankfully to them, in a position to discuss the general notion of motherhood from the angle of cultural psychology. Each person who is born needs a mother—first the real one, and then possibly a myriad of symbolic ones—from "my mother" to "mother superior" to "my motherland". Thus, it is not by coincidence if the first volume of the series is about motherhood. We the editors feel it is the topic that links our existence with one of the universals of human survival as a species.

In very general terms what this book aims to do is to question the ontology of Motherhood in favor of an ontogenetic approach to Life's Course, where having a child represents a big transition in a woman's trajectory and where becoming (or not becoming) mother is heuristically more interesting than being a mother. We here present a reticulated work that digs into a cultural phenomenon giving to the readers the clear idea of making motherhood (and not taking for granted motherhood). By looking at absences, shadows and ruptures rather than the normativeness of motherhood, cultural psychology can provide a theoretical model in explaining the cultural multifaceted nature of human activity.

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### School Counseling for Black Male Student Success in 21st Century Urban Schools

Malik S. Henfield, University of San Francisco; Ahmad R. Washington, University of Louisville

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

2015. Paperback 978-1-68123-194-5 \$45.99. Hardcover 978-1-68123-195-2 \$85.99. eBook 978-1-68123-196-9 \$50.

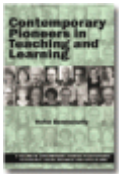
Discussions and research related to the salience of Black male student needs and development in relation to their general success and well-being is well-documented in many fields. Indeed, many studies have found that healthy masculine identity development is associated with a number of positive outcomes for males in general, including Black males. In school counseling literature, however, this discussion has been relatively absent—particularly regarding those students living in urban contexts. Indeed, research devoted to the study of Black males in the school counseling literature focuses almost exclusively on race and issues associated with its social construction with only cursory, if any, attention given to their masculine identity development as a function of living in urban communities and attending urban schools. Based on this lack of information, it is probably a safe assumption that intentional, systematic, culturally relevant efforts to assist Black males in developing healthy achievement and masculine identities based on their unique personal, social, academic experiences and future career goals are not being applied by school counselors concerned with meeting students' needs.

School counselors are in a unique position, nonetheless, to lend their considerable expertise—insights, training and skills—to improving life outcomes among Black males—a population who are consistently in positions of risk according to a number of quality of life indicators. Without knowledge and awareness of Black males' masculine identity development in urban areas, coupled with the requisite skills to influence the myriad factors that enhance and impede healthy development in such environments, they are missing out on tremendous opportunities which other professions appear to understand and, quite frankly, seem to take more seriously. As such, this book proposes to accomplish two specific goals:

1. Highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends.
2. Encourage school counselors to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

The first rationale for this book, then, is to highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends (e.g., standards-based accountability practices) in urban environments. However, I recognize the role of school counselors has never been fully integrated into educational reform programs. As such, their positions are often unregulated and determined by people in positions of power who do not understand their training, job-specific standards and, thus, potential impact on the lives of Black male students. As a result, their vast potential to develop strong interventions designed to address the myriad racial and masculine factors that serve to enhance and impede Black males' academic achievement is often unrealized. Therefore, the second reason for this special issue is to include the scholarship of professional school counselors and counselor educators with policy change in mind. Scholars will be invited to contribute manuscripts that explore race, masculinity and academic achievement in relation to the role of school counselors. This is designed to encourage school counselors and counselor educators to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

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



### Contemporary Pioneers in Teaching and Learning

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

A volume in the series *Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications*

2015. Paperback 978-1-68123-221-8 \$45.99. Hardcover 978-1-68123-222-5 \$85.99. eBook 978-1-68123-223-2 \$50.

This volume traces the socialization processes, professional development, career paths, and theories and research of contemporary pioneers in education and psychology. This volume contains interviews of leading scholars who are at the vanguard of teaching and learning. They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts, beliefs, and experiences that made



them who they are today. These scholars responded to questions pertaining to their childhood socialization, initial interest in education and psychology, role models, research interests and major findings, future direction of their research, educational implications derived from their research, and perception of their legacy. They are real people who have had experiences like anybody else, but who found homes and teachers who supported them. While in college, they found educators who mentored them.

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

## CRITICAL CONSTRUCTIONS: STUDIES ON EDUCATION AND SOCIETY



### Understanding Neoliberal Rule in Higher Education Educational Fronts for Local and Global Justice

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, CSU, East Bay

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

2015. Paperback 978-1-68123-125-9 \$45.99. Hardcover 978-1-68123-126-6 \$85.99. eBook 978-1-68123-127-3 \$50.

The word fundamentalism usually conjures up images of religions and their most zealous followers. Much less often the word appears in connection with political economy. The phrase “free market” gives the connotation that capitalism is freedom. Neoliberalism is the rise of global free-market fundamentalism. It reaches into nearly every aspect of our daily lives as it seeks to dominate and eliminate the last vestiges of public domains through wanton privatization and deregulation. It degrades all that is public. The good news is that a global community of resistance continues to struggle against neoliberal oppression. Formal and informal education entities contribute to these struggles, offering visions and strategies for creating a better future.

The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between institutions of higher education and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on education and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside universities and colleges.

Teaching faculty, research faculty, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic higher education and a more democratic society would consider this volume essential reading.



### Understanding Neoliberal Rule in K-12 Schools Educational Fronts for Local and Global Justice

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, CSU, East Bay

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

2015. Paperback 978-1-68123-122-8 \$45.99. Hardcover 978-1-68123-123-5 \$85.99. eBook 978-1-68123-124-2 \$50.

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The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between K-12 schools and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on schools and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside K-12 schools.

Teacher educators, schoolteachers, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic schools and a society would consider this volume essential reading.

## CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



### Use of Visual Displays in Research and Testing Coding, Interpreting, and Reporting Data

Matthew T. McCrudden, Victoria University of Wellington; Gregory Schraw, University of Nevada - Las Vegas; Chad Buckendahl, Alpine Testing

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

2015. Paperback 978-1-68123-101-3 \$45.99. Hardcover 978-1-68123-102-0 \$85.99. eBook 978-1-68123-103-7 \$50.

Visual displays play a crucial role in knowledge generation and communication. The purpose of the volume is to provide researchers with a framework that helps them use visual displays to organize and interpret data; and to communicate their findings in a comprehensible way within different research (e.g., quantitative, mixed methods) and testing traditions that improves the presentation and understanding of findings. Further, this book includes contributions from leading scholars in testing and quantitative, qualitative, and mixed methods research, and results reporting. The volume's focal question is: What are the best principles and practices for the use of visual displays in the research and testing process, which broadly includes the analysis, organization, interpretation, and communication of data?

The volume is organized into four sections. Section I provides a rationale for this volume; namely, that including visual displays in research and testing can enhance comprehension and processing efficiency. Section II includes addresses theoretical frameworks and universal design principles for visual displays. Section III examines the use of visual displays in quantitative, qualitative, and mixed methods research. Section IV focuses on using visual displays to report testing and assessment data.

## INTERNATIONAL ADVANCES IN SELF RESEARCH



### Self-Concept, Motivation and Identity Underpinning Success with Research and Practice

Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, Hong Kong Institute of Education; Rhonda G. Craven, Australian Catholic University

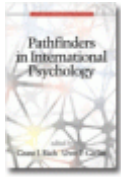
A volume in the series *International Advances in Self Research*

2015. Paperback 978-1-68123-167-9 \$45.99. Hardcover 978-1-68123-168-6 \$85.99. eBook 978-1-68123-169-3 \$50.

The concept of the Self has a long history that dates back from the ancient Greeks such as Aristotle to more contemporary thinkers such as Wundt, James, Mead, Cooley, Freud, Rogers, and Erikson (Tesser & Felson, 2000). Research on the Self relates to a range of phenomena including self-esteem, self-concept, self-protection, self-verification, self-awareness, identity, self-efficacy, self-determination etc. that could be sharply different or very similar. Despite this long tradition of thinkers and the numerous studies conducted on the Self, this concept is still not very well defined. More precisely, it is not a precise object of study, but rather a collection of loosely related subtopics (Baumesiter, 1998). Also, in the philosophical literature, the legitimacy of the concept of "self" has been brought into question. Some authors have argued that the self is not a psychological entity per se, but rather an illusion created by the complex interplay between cognitive and neurological subsystems (Zahavi, 2005). Although no definitive consensus has been reached regarding the Self, we emphasis in this volume that the Self and its related phenomena including self-concept, motivation, and identity are crucial for understanding consciousness and therefore important to understand human behavior.

Self-concept, motivation and identity: Underpinning success with research and practice provides thus a unique insight into self-concept and its relationship to motivation and identity from varied theoretical and empirical perspectives. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence demonstrating the importance of theory and research to effective practice.

## INTERNATIONAL PSYCHOLOGY



### Pathfinders in International Psychology

Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College

A volume in the series *International Psychology*

2015. Paperback 978-1-68123-143-3 \$45.99. Hardcover 978-1-68123-144-0 \$85.99. eBook 978-1-68123-145-7 \$50.

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology, and history of psychology.

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



### Teach & Thrive

#### Wisdom from an Urban Teacher's Career Narrative

Kristina Valtierra, Colorado College

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*

2016. Paperback 9781681235813 \$45.99. Hardcover 9781681235820 \$85.99. eBook 9781681235837 \$50.

Teacher burn out contributes to the epidemic of early career exit. At least half of all new K-12 teachers leave the profession by the time they reach their fifth year of teaching. Conversely, there are urban teachers who survive burn out and thrive as career-long educators. This book results from an in-depth qualitative study that explored one 40-year veteran teacher's career narrative, analyzing how she not only survived the burn out epidemic, but also thrived as a highly effective career-long urban teacher.

Part 1 of this book uses a critical socio-political lens is used to guide readers through the complexities of career thrival. Framed within the story of one new urban teacher's typical morning, the book begins with an overview of the socio-political forces that lead to urban teacher burn out. In spite of the obstacles, the more hopeful idea of urban teacher thrival is uncovered through narrative methodology. Part 2 is dedicated to the dynamic narrative of a veteran urban teacher career journey. This inspiring story is related to frameworks established in Part 1, as well as painting a picture of how public education has evolved over the last 40 years, and it's impact on the lives of teachers.

Part 3 takes a deeper dive into three salient themes that permeated throughout the participant's story. First hope springs eternal is the idea that sustaining hope supported the teacher's career thrival. Next, the extended education family is the notion that familial-like relationships at school nourished her longevity. The third theme, creative autonomy, reveals that by being empowered with opportunities for curriculum development and instructional decision-making the teacher maintained her passion. This book concludes with recommendations for teachers, educational leaders and teacher educators to develop and maintain thriving teachers.

## LANDSCAPES OF EDUCATION



### From Socrates to Summerhill and Beyond Towards a Philosophy of Education for Personal Responsibility

Ronald Swartz, Oakland University (Retired)

A volume in the series *Landscapes of Education*

2016. Paperback 9781681235523 \$45.99. Hardcover 9781681235530 \$85.99. eBook 9781681235547 \$50.

In *From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility*, Ronald Swartz offers an evolving development of fallible, liberal democratic, self-governing educational philosophies. He suggests that educators can benefit from having dialogues about questions such as these: 1.) Are there some authorities that can be consistently relied upon to tell school members what they should do and learn while they are in school? 2.) How should the imagination of social theorists be both used and checked in the development and implementation of innovative educational reforms? 3.) How can teachers in personal responsibility schools help their students learn? These questions are representative of problems that Swartz raises in his book.

Swartz identifies four educational programs as personal responsibility schools. These are Little Commonwealth (Homer Lane); Summerhill (A.S.Neill); Orphans Home (Janusz Korczak) and Sudbury Valley School (Daniel Greenberg). Swartz then suggests that these learning environments create social institutions that are liberal, democratic, and self-governing and therefore endorse the policy of personal responsibility. This policy states: All school members, students included, are fallible authorities who should be personally responsible for determining their own school activities and many policies that govern a school. Schools which incorporate this policy can interchangeably be referred to as personal responsibility, self-governing, or Summerhill style schools.

In providing an historical and philosophical understanding of Summerhill style schools, Swartz suggests that these educational alternatives have intellectual roots in the ideas associated with Socrates as portrayed in Plato's *Apology*. Specifically, in personal responsibility schools teachers are not viewed as authorities who attempt to transmit wisdom to their students. Rather, self-governing schools follow the Socratic tradition which claims that teachers can be viewed as fallible authorities who attempt to engage students in dialogues about questions of interest to students. The interpretation of Plato's works used by Swartz can be found in Karl Popper's *The Open Society and Its Enemies*. Swartz has also been significantly influenced by the educational writings of Bertrand Russell and Paul Goodman. Goodman's *Compulsory Miseducation* makes it clear that schools which follow in the tradition of Summerhill compete with the educational programs that are an outgrowth of John Dewey's writings.

In summary, Swartz's book aims to engage educators in dialogues that will lead to improved educational theories and practices.

## NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



### Integrating Experiences Body and Mind Moving Between Contexts

Brady Wagoner, Aalborg University; Nandita Chaudhary, University of Delhi; Pernille Hviid, University of Copenhagen

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

2015. Paperback 978-1-68123-007-8 \$45.99. Hardcover 978-1-68123-008-5 \$85.99. eBook 978-1-68123-009-2 \$50.

Cultural Psychology studies how persons and social-cultural worlds mutually constitute one another. It is premised on the idea that culture is within us—in every moment in which we live our human lives, in the meaningful worlds we have created ourselves. In this perspective, encounters with others fundamentally transform the way we understand ourselves. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This second volume in the series features an address by Tania Zittoun and Alex Gillespie, which is followed by commentary chapters and their response to them. In their lecture, Zittoun and Gillespie propose a model of the relation between mind and society, specifically the way in which individuals develop and gain agency through society. They theorise and demonstrate a two-way interaction: bodies moving through society accumulate differentiated experiences, which become integrated at the level of mind, enabling psychological movement between experiences, which in turn mediates how people move through society. The model is illustrated with a longitudinal analysis of diaries written by a woman leading up to and through the Second World War. Commentators further elaborate on the issues of (1) context and history, (2) experience, time and movement, and

(3) methodologies for cultural psychology.

## PERSPECTIVES ON HUMAN DEVELOPMENT



### Particulars and Universals in Clinical and Developmental Psychology Critical Reflections - A book honoring Roger Bibace

Meike Watzlawik, Sigmund Freud Privat Universität; Alina Kriebel, Universität Osnabrück; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Perspectives on Human Development*

2015. Paperback 9781681233598 \$45.99. Hardcover 9781681233604 \$85.99. eBook 9781681233611 \$50.

What sparks a psychologist's interest in a certain phenomenon? Is it a symptom, a syndrome, a treatment, the usual, the exceptional, the group, the individual? An epistemologist, for example, focuses on the group and delivers group results. The clinician has to focus on the patient, although the patient may be perceived as one of a group (e.g., all patients with the same disease). The patient usually focuses on the clinician, but can take other opinions into account; especially, when the clinician is not considered to be the only authority. These dynamics – observable in therapy as well as in research – are critically reflected in this book, not only highlighting differences, but also commonalities individuals share: They all filter information and concentrate on certain aspects according to their socialization. They all have different expectations and can, yet, all deal with the same objective. Communication and building relationships seem to be vital – this book aims to support this quest by moving from the universal to the particular.

## RESEARCH IN SOCIAL ISSUES IN MANAGEMENT



### The Social Dynamics of Organizational Justice

Stephen W. Gilliland, University of Arizona; Dirk D. Steiner, Universite de Nice-Sophia Antipolis; Daniel P. Skarlicki, The University of British Columbia

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

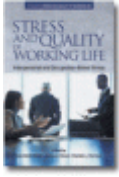
2015. Paperback 9781623968601 \$45.99. Hardcover 9781623968618 \$85.99. eBook 9781623968625 \$50.

This eighth volume in the Research in Social Issues in Management series explores a variety of social relations to expand our thinking about organizational justice, which is fundamentally based on relationships between organizational authorities and the employees of the organizations. These relationships also emphasize the roles of various actors and suggest fairness perspectives other than that of subordinates' perceptions of the treatment received from their superiors.

The 10 chapters of the volume are divided into two major sections plus a conclusion. The first section presents five chapters that bring new theoretical perspectives to bear on justice considerations. Topics treated throughout this section include conflicting perspectives on justice, psychological distance, greed, and punishment. The second section places emphasis on leaders' or managers' perspectives of justice, going back to some of the initial proactive roots of justice rather than on what has become the more traditional focus, that of subordinate perceptions or reactive justice. In the contributions comprising this section, leaders' personalities, their motives, and their position as both superiors of some employees and subordinates of their own superiors are examined to provide new perspectives on the leadership role in justice matters.

The concluding chapter, by Brockner and Carter, comments on the collection of chapters and proposes extensions and alternative perspectives for consideration. This commentary chapter suggests that the volume surfs a fifth wave in the history of justice research as these chapters all examine justice as a dependent variable influenced by numerous factors.

## STRESS AND QUALITY OF WORKING LIFE



### Stress and Quality of Working Life Interpersonal and Occupation-Based Stress

Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Calgary; Pamela L. Perrewé, Florida State University

A volume in the series *Stress and Quality of Working Life*

2015. Paperback 9781681233390 \$45.99. Hardcover 9781681233406 \$85.99. eBook 9781681233413 \$50.

It is an unfortunate reality that many employees experience elevated levels of stress at work. Feeling stressed has impacts beyond mere emotions. For example, a survey of European Union member states found that 28% of employees reported stress-related illness or health issues, and studies in the USA have found that over 25% of employees reported that they are often or very often burned out by their work. Also, not all stress should be or can be eliminated, as many industries and jobs are highly demanding in their nature. Therefore, it is important that employees, employers, clinicians, and researchers endeavor to develop a better understanding of workplace stressors and how employee health and well-being can be improved.

This book can help individuals and organizations better appreciate stressors faced by employees. It showcases research by over two dozen authors in twelve chapters, focusing on the interpersonal and occupation-based sources of workplace stress, as well as how to alleviate work stress. Coworkers, supervisors, and others with whom a person works can have a dramatic influence on the degree of stress a worker experiences, and it is often the interpersonal conflict that is unrelated to one's job that is the most difficult to manage. In addition, the context of a person's work also influences the degree and type of stressors they encounter at work, and this book examines several occupations and their associated stress. We hope that these findings provide ways for individuals and organizations to enhance the well-being of employees.

## YEARBOOK OF IDIOGRAPHIC SCIENCE



### Reflexivity and Psychology

Giuseppina Marsico, University of Salerno; Ruggero Andrisano Ruggieri, University of Salerno; Sergio Salvatore, University of Salento

A volume in the series *Yearbook of Idiographic Science*

2015. Paperback 9781681233369 \$45.99. Hardcover 9781681233376 \$85.99. eBook 9781681233383 \$50.

Reflexivity is a category that is too appealing not to arouse interest. It is a concept largely diffused in several psychological domains, as well as associated with epistemological, theoretical, methodological and practical discussions. At the same time, it is a very polysemic notion, understood and used in many different ways.

If one approaches the notion and tries to identify the semantic boundaries of its usage, the seeming solidity of the term fades away, and a rather liquid semantic field emerges – a field where several interpretations coexist, being contingent to the context of the discussion in which they are implemented. This is the reason that makes the notion of reflexivity a prototypical example of the difficulties encountered by Psychology – and more in general social sciences – in the effort to define their own language. The term “reflexivity” - like many others the language of Psychology is full of – is used in daily life and thus its semantics is shaped by the pragmatic, contingent functions it serves in such communicational circumstances. The apparent – from afar - clearness of the concept does not concern its conceptual, epistemic status, but the capacity of the sign to contribute efficaciously to mediate and regulate the exchange.

The theoretical elaboration of the notion of reflexivity can be seen as one of the ways of performing the challenging task of developing an intentional language for Psychology. By working on such a notion one can realize that common sense lies at the core of psychological science and what it means to separate the former from the latter, so as to pursue the foundational task of developing Psychology as a theory-driven science.

## NO SERIES



### Instructional Guidance A Cognitive Load Perspective

Slava Kalyuga, University of New South Wales

2015. Paperback 978-1-68123-134-1 \$45.99. Hardcover 978-1-68123-135-8 \$85.99. eBook 978-1-68123-136-5 \$50.

The book explores a cognitive load perspective on instructional guidance. Cognitive load theory is focused on instructional design implications and prescriptions that flow from human cognitive architecture, and it has become one of the leading theories of instructional design. According to this theoretical perspective, the purpose of instructional guidance is to reduce learner potential cognitive overload by providing appropriate information in the right time and in a suitable format. As the learner's level of prior knowledge is considered as the main factor influencing this decision, the effect of learner prior knowledge on effectiveness of instructional methods (the expertise reversal effect in cognitive load theory) provides the basic framework for the book.

The fully-guided direct instruction and minimally-guided inquiry (discovery or exploratory) learning are often discussed in instructional psychology literature as examples of approaches with opposed degrees of guidance provided to the learners. This book considers the whole range of the levels of guidance (including intermediate levels) and approaches the problem of balancing learner guidance from a cognitive load perspective. The significance of this approach is in applying our current knowledge of human cognitive architecture to develop an integrated instructional approach bringing together the best features and advantages of direct instruction and inquiry learning.

Both direct instruction and inquiry learning approaches have been around for long time, and their proponents can produce evidence of their effectiveness. This evidence needs to be treated within the context of appropriate learning goals in specific instructional settings for specific types of learners. This book provides an unbiased theoretical framework for managing learner instructional guidance and working principles for selecting appropriate levels and methods of instructional guidance (e.g., sequences of exploratory problems and explicit instruction; forms and levels of embedded guidance; and adapting methodologies) optimal for learners at different levels of prior knowledge.



### Organizational Behavior An Evidence-Based Approach, 13th Ed.

Fred Luthans, University of Nebraska, Lincoln; Brett C. Luthans, Missouri Western State University; Kyle W. Luthans, University of Nebraska at Kearney

2015. Paperback 978-1-68123-119-8 \$45.99. Hardcover 978-1-68123-120-4 \$85.99. eBook 978-1-68123-121-1 \$50.

Our goal with this 13th Edition is to keep this first mainline organizational behavior text up-to-date with the latest and relevant theory building, basic and applied research, and the best-practice applications. We give special recognition of this scientific foundation by our subtitle - An Evidence-Based Approach. As emphasized in the introductory chapter, the time has come to help narrow the theory/research—effective application/practice gap. This has been the mission from the beginning of this text. As “hard evidence” for this theory/research based text, we can say unequivocally that no other organizational behavior text has close to the number of footnote references. For example, whereas a few texts may have up to 40 or even 50 references for a few chapters, all the chapters of this text average more than twice that amount. This edition continues the tradition by incorporating recent breakthrough research to provide and add to the evidence on the theories and techniques presented throughout. Two distinguishing features that no other organizational behavior textbook can claim are the following:

- 1) We are committed at this stage of development of the field of OB to a comprehensive theoretical framework to structure our text. Instead of the typical potpourri of chapters and topics, there is now the opportunity to have a sound conceptual framework to present our now credible (evidence-based) body of knowledge. We use the widely recognized, very comprehensive social cognitive theory to structure this text. We present the background and theory building of this framework in the introductory chapter and also provide a specific model (Figure 1.5) that fits in all 14 chapters. Importantly, the logic of this conceptual framework requires two chapters not found in other texts and the rearrangement and combination of several others. For example, in the opening organizational context part there is Chapter 4, “Reward Systems,” and in the cognitive processes second part, Chapter 7, “Positive Organizational Behavior and Psychological Capital,” that no other text contains.
- 2) The second unique feature reflects our continuing basic research program over the years. Chapter 7 contains our most recent work on what we have termed “Positive Organizational Behavior” and “Psychological Capital” (or PsyCap). [The three of us introduced the term “Psychological Capital” in our joint article in 2004]. To meet the inclusion criteria (positive; theory and research based; valid measurement; open to development; and manage for performance improvement), for the first time the topics of optimism, hope, happiness/subjective well-being, resiliency, emotional intelligence, self-efficacy, and our overall core construct of psychological capital have been given chapter status.

Just as real-world management can no longer afford to evolve slowly, neither can the academic side of the field. With the uncertain, very turbulent environment most organizations face today, drastically new ideas, approaches, and techniques are needed both in the practice of management and in

the way we study and apply the field of organizational behavior. This text mirrors these needed changes.

Social Cognitive Conceptual Framework. The book contains 14 chapters in four major parts. Social cognitive theory explains organizational behavior in terms of both environmental, contextual events and internal cognitive factors, as well as the dynamics and outcomes of the organizational behavior itself. Thus, Part One provides the evidence-based and organizational context for the study and application of organizational behavior.



## Applied Psychometrics using SPSS and AMOS

Holmes Finch, Ball State University; Brian F. French, Washington State University; Jason C. Immekus, University of Louisville

2016. Paperback 9781681235264 \$45.99. Hardcover 9781681235271 \$85.99. eBook 9781681235288 \$50.

The book will be designed primarily for graduate students (or advanced undergraduates) who are learning psychometrics, as well as professionals in the field who need a reference for use in their practice. We would assume that users have some basic knowledge of using SPSS to read data and conduct basic analyses (e.g., descriptive statistics, frequency distributions). In addition, the reader should be familiar with basic statistical concepts such as descriptive statistics (e.g., mean, median, variance, standard deviation), percentiles and the rudiments of hypothesis testing. They should also have a passing familiarity with issues in psychometrics such as reliability, validity and test/survey scoring. We will not assume any more than basic familiarity with these issues, and will devote a portion of each chapter (as well as the entire first chapter) to reviewing many of these basic ideas for those not familiar with them.

We envision the book as being useful either as a primary text for a course on applied measurement where SPSS is the main platform for instruction, or as a supplement to a more theoretical text. We also anticipate that readers working in government agencies responsible for testing and measurement issues at the local, state and national levels, and private testing, survey and market research companies, as well as faculty members needing a practical resource for psychometric practice will serve as a market for the book. In short, the readership would include graduate students, faculty members, data analysts and psychometricians responsible for analysis of survey response data, as well as educational and psychological assessments.

The goal of the book is to provide readers with the tools necessary for assessing the psychometric qualities of educational and psychological measures as well as surveys and questionnaires. Each chapter will cover an issue pertinent to psychometric and measurement practice, with an emphasis on application. Topics will be briefly discussed from a theoretical/technical perspective in order to provide the reader with the background necessary to correctly use and interpret the statistical analyses that will be presented subsequently. Readers will then be presented with examples illustrating a particular concept (e.g., reliability). These examples will include a discussion of the particular analysis, along with the SPSS code necessary to conduct them. The resulting output will then be discussed in detail, focusing on the interpretation of the results. Finally, examples of how these results might be written up will also be included in the text. It is hoped that this mixture of theory with examples of actual practice will serve the reader both as a pedagogical tool and as a reference work.

To our knowledge, no book outlining psychometric practice using commonly available software such as SPSS currently exists. Given that many practitioners in academia, government and private industry use SPSS for statistical analyses of testing data, we believe that our book will fill an important niche in the market. It will contain very practical information regarding how to conduct a wide variety of psychometric analyses, along with tips on interpretation of results and the appropriate format for reporting these results. We believe that it will prove useful to individuals in educational measurement, psychometrics, and survey and market research.

Our text will add to the literature by providing users with a single reference containing the major ideas in applied psychometrics with instructions and examples for conducting the analyses in SPSS. In addition, we will provide original macros for estimating a variety of statistics and conducting analyses common in educational and psychological measurement.



## Challenges and Innovations in Educational Psychology Teaching and Learning

M Cecil Smith, West Virginia University; Nancy DeFrates-Densch, Northern Illinois University

2016. Paperback 9781681233963 \$45.99. Hardcover 9781681233970 \$85.99. eBook 9781681233987 \$50.

Leading faculty members in educational psychology, who are expert classroom teachers, describe inherent difficulties encountered when teaching different subject matter in educational psychology to diverse populations of students, including undergraduate teacher candidates, psychology and child development majors, and graduate students in education and psychology. Educational psychology addresses subject matter as diverse as child and adolescent development, motivation, learning theories, student assessment, teacher expertise, and research methods and statistics. Drawing from their years of classroom experience, as well as their expertise in designing and conducting educational research, the contributing authors report their successful instructional efforts and innovations designed to increase student learning and knowledge of the discipline.





## Teaching ELLs Across Content Areas Issues and Strategies

Nan Li, Claflin University

2016. Paperback 9781681234878 \$45.99. Hardcover 9781681234885 \$85.99. eBook 9781681234892 \$50.

The book, *Teaching ELLs Across Content Areas: Issues and Strategies*, is a unique, useful text written for K–12 teachers. This book is the culmination of the professional knowledge, expertise, and experience from the distinguished authors who represent the entire range of the content areas, including: language arts, science, mathematics, technology, arts, psychology, and Hispanic studies.

The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998-1999 to 2008-2009 (NCELA, 2012). By 2025, one out of four K-12 students will be ELLs (NEA Policy Brief, 2013). The NEA data states that the ELLs are the fastest-growing student population group in our schools and providing them with high-quality services and programs is an important investment in America's future (NEA Policy Brief, 2013). With the fast growth of the ELLs in schools, basic information and strategies are needed by all K-12 teachers. This book provides useful information and strategies for all K-12 teachers in content classrooms. This book has three significances. First, the book provides the most needed information for K-12 teachers with issues and strategies that are important in content areas to help ELLs' success. With the fast growth of the ELLs in schools, K-12 teachers need this information in content classrooms. Second, the book fills the gap related to teaching ELLs in content areas. There are some existing books with titles on teaching ELLs across content areas; yet, these books provide general information with fewer books that really address specific content topics. This book is unique because it has the dedicated chapters for specific content areas, e.g., Language Arts, Science, Math, Social Studies with issues and strategies in these respective contents as well as general information, e.g., L2 theories for teachers to know and work with ELLs. Third, the book is reader-friendly with carefully crafted chapters. Each chapter begins with a scenario to catch the reader's attention, is followed by issues and strategies, and ends with a summary. A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies. With the continued increase in the ELL school population, this book is intended helping all K-12 teachers in content areas have knowledge and strategies to better serve their ELLs.

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