

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2020

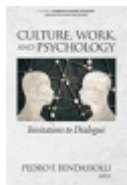
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RECENT TITLES

ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



Culture, Work and Psychology

Invitations to Dialogue

Pedro F. Bendassolli, Universidade Federal do Rio Grande do Norte, Natal/Brazil

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

2019. Paperback 978-1-64113-632-7 \$45.99. Hardcover 978-1-64113-633-4 \$85.99. eBook 978-1-64113-634-1 \$65.

This book arises from the observation that mainstream psychology, especially work and organisational psychology (WOP), suffers from critical limitations in its attempts to deal with the complexities of work as a cultural phenomenon. We can only mention a few examples here. In the WOP field, especially in Anglo-Saxon tradition, work experiences are seen through the lenses of traditional behavioural approaches, whereas culture is seen as a 'software of the mind', to use a popular definition found in this field (based on cross-cultural mainstream psychology). 'Competences', to take another example, are thought of as something that do or do not people have inside them. Suffering, like stress (a common work-based problem of our times), is considered to be dependent on a person's personality, perceptions or as a set of behaviours triggered by facing an 'objective' environment. Even meaning-making process can be found to be defined from a WOP mainstream point of view: meanings are 'social cognitions' shared by people by means of unidirectional socialisation processes.

Therefore, the goal of this book is to deliver to the reader a new and challenging theoretical and methodological tool box, inspired by insights developed from a broad cultural psychological perspective. Its focus is on the consideration of work and organisations based on core concepts developed inside cultural psychology. Therefore, it is designed to discuss potential extensions of these concepts to work psychology.

ANNALS OF CULTURAL PSYCHOLOGY



Ordinary Things and Their Extraordinary Meanings

Giuseppina Marsico, University of Salerno; Luca Tateo, Aalborg University, Denmark

A volume in the series *Annals of Cultural Psychology*

2019. Paperback 978-1-64113-682-2 \$45.99. Hardcover 978-1-64113-683-9 \$85.99. eBook 978-1-64113-684-6 \$65.

The book provides a new look at the everyday relationship between psychological processes and extraordinary aspects of ordinary phenomena. Why should we deal with ordinary things? People's life is made of everyday practical, taken-for-granted things, such as driving a car, using money, listening music, etc. When you drive from home to workplace, you are migrating between contexts. Is this an empty space you are crossing, or the time you spend into the car is something meaningful?

In psychological terms, things have, at least, three levels of existence, a material, a symbolic and an affective one. The underlying idea is that the symbolic elaboration of everyday things is characterized by the transcendence of the particular object-sign, leading to the creation of more and more complex sign fields. These fields expand according to an inclusive logic up to dialogically and dialectically incorporate opposites (i.e. clean/dirty, transparent/opaque, hide/show, join/divide, slow/fast, etc.). Even the meaning of "ordinary" and "extraordinary" follow such an inclusive logic: if you give a positive value to ordinary, extraordinary is rule-breaking; otherwise, if ordinary means trivial, extraordinary assumes a positive value. Besides, things are cultural artifacts mediating the experience of the world, the psychological processes and the construction of mind. Reflecting upon "things" is thus a more meaningful pathway to understand Psyche.

CONTEMPORARY PERSPECTIVES IN EARLY CHILDHOOD EDUCATION



Contemporary Perspectives on Research in Motivation in Early Childhood Education

Olivia Saracho, University of Maryland

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

2019. Paperback 978-1-64113-489-7 \$45.99. Hardcover 978-1-64113-490-3 \$85.99. eBook 978-1-64113-491-0 \$65.

Researchers from different disciplines (e.g., physiological, psychological, philosophical) have investigated motivation using multiple approaches. For example, in physiology (the scientific study of the normal function in living systems such as biology), researchers may use “electrical and chemical stimulation of the brain, the recording of electrical brain-wave activity with the electroencephalograph, and lesion techniques, where a portion of the brain (usually of a laboratory animal) is destroyed and subsequent changes in motivation are noted” (Petri & Cofer, 2017). Physiological studies mainly conducted with animals, other than humans, have revealed the significance of particular brain structures in the control of fundamental motives such as hunger, thirst, sex, aggression, and fear. In psychology, researchers may study the individuals’ behaviors to understand their actions. In sociology, researchers may examine how individuals’ interactions influence their behavior. For instance, in the classroom students and teachers behave in expected ways, which may differ when they are outside the classroom. Saracho (2003) examined the students’ academic achievement when they matched or mismatched their teachers’ way of thinking. She identified both the teachers and students individual differences and defined consistencies in their cognitive processes. In philosophy, researchers can study the individuals’ theoretical position such as supporting Maslow’s (1943) concept that motivation can create behaviors that augments motivation in the future. Abraham H. Maslow’s theory of self-actualization supports this theoretical position (Petri & Cofer, 2017).

These areas and others are represented in this volume. This volume is devoted to understanding mutual and contemporary themes in the individuals’ motivation and its relationship to cognition. The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes. Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children, which includes ages from birth to eight years of age. The chapters in this special volume review and critically analyze the literature on several aspects of the relationships between motivational and cognitive processes and demonstrates the breadth and theoretical effectiveness of this domain. This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation. This volume can be a valuable tool to researchers who are conducting studies in the motivation field. It focuses on important contemporary issues on motivation in early childhood education (ages 0 to 8) to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps in the motivation literature.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



At Our Best

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

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

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

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

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

to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities.

Praise for *At Our Best*:

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

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

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

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



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

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

A volume in the series *Current Perspectives on School/University/Community Research*
2020. Paperback 978-1-64802-112-1 \$45.99. Hardcover 978-1-64802-113-8 \$85.99. eBook 978-1-64802-114-5 \$65.

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

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

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

Chapter Proposals

For this fifth volume in the Current Perspectives on School/University/Community Research series, we invite chapter proposals from authors who are engaged in school-university-community collaborative educational research focused on the alleviation of the educational impact of adverse childhood experiences. Authors may submit proposals to discuss research projects that have been completed or that are still in progress, but all proposals should clearly indicate the engagement of stakeholders from each of the three categories (school, university, and community).

Chapter proposals of no more than 500 words are welcome. Please cite at least 10 sources and include a reference page. The proposal cover page must contain the author's full contact information. For multiple authored proposals, please list all authors' contact information and indicate the corresponding author. Decisions will be made and communicated by March 25, 2019, and a Manual for Authors will be provided to accepted corresponding authors.

At all stages, manuscripts must conform to 6th edition APA conventions. Following the submission of full chapter drafts on June 3, 2019, a blind review process among the corresponding authors will be conducted and feedback communicated by June 24, 2019. (See Projected 2019 Deadlines.)

Full chapters will range from 7,000 to 8,000 words in Times New Roman 12, double spaced text, inclusive of title, abstract, manuscript, and references and are to be submitted to the volume editors as a Microsoft Word email attachment by August 26, 2019. Graphics and images may be included. [See Author Guidelines.](#)

Projected 2019 Deadlines

Chapter Proposals: February 28, 2019

Notification of Invitation to Contribute Chapter: March 25, 2019

Submission of Draft Chapters for Blind Peer Review: June 3, 2019

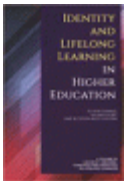
Return of Blind Peer Reviewed Chapters to Authors: June 24, 2019

Submission of Revised Chapters: August 26, 2019

Submission of Final Chapters to IAP: October 21, 2019

Anticipated Publication in Spring 2020

I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



Identity and Lifelong Learning in Higher Education

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

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

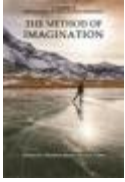
2019. Paperback 978-1-64113-885-7 \$45.99. Hardcover 978-1-64113-886-4 \$85.99. eBook 978-1-64113-887-1 \$65.

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

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

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

INNOVATIONS IN QUALITATIVE RESEARCH



The Method of Imagination

Sheldon Brown, University of California San Diego; Luca Tateo, Aalborg University, Denmark

A volume in the series *Innovations in Qualitative Research*

2018. Paperback 9781641134712 \$45.99. Hardcover 9781641134729 \$85.99. eBook 9781641134736 \$65.

Though many psychological theories refer to imagination as a relevant phenomena, we still lack knowledge about imaginative processes. The book “The Method of Imagination” is aimed at expanding the knowledge about imaginative processes as higher mental function, by starting from the empirical and phenomenological studies.

The volume is an innovative multidisciplinary exploration in the study of imaginative processes as complex phenomena. It covers a wide range of fields, from psychology to sociology, from art and design to marketing and education. The book gathers young and experienced scholars from 6 different countries worldwide, providing a fresh look into the theoretical, methodological and applicative aspects of imagination studies.

The audience for this book includes scholars and students in social and human sciences interested in the study and the use of imaginative processes. The volume can be also used as textbook/integrative reading in undergrad and master courses.

INTERNATIONAL PSYCHOLOGY



Behavioral Science in the Global Arena

Addressing Timely Issues at the United Nations and Beyond

Elaine P. Congress, Fordham University; Harold Takooshian, Fordham University; Abigail Asper, Psych Hub

A volume in the series *International Psychology*

2020. Paperback 978-1-64802-082-7 \$45.99. Hardcover 978-1-64802-083-4 \$85.99. eBook 978-1-64802-084-1 \$65.

Behavioral scientists are increasingly involved in international work through cross cultural research, conference presentations, and faculty exchanges. Psychology and social work NGOs work at the United Nations, both on providing professional consultation on timely issues, as well as advocating to promote human rights and sustainable development. Although this work at the United Nations is an important arena for behavioral scientists, this has been barely covered in the academic literature.

"What are growing roles of psychology and the behavioral sciences at the United Nations today?" This first-ever volume brings together over 20 authors--both key experts and student interns--to answer this question. As the United Nations pursues its 17 Sustainable Development Goals (SDGs) for the year 2030, behavioral scientists now occupy increasingly diverse roles to pursue evidence-based answers for these 17 timely SDGs.

This panoramic yet concise 230-page volume is designed for students and professionals in the behavioral sciences, psychology and social work to provide state-of-the-art information on how behavioral scientists are addressing diverse global issues today. Each chapter offers a concise overview of a topic, including a glossary of current concepts, and citations to current research.

ENDORSEMENTS

"I am delighted to recommend this volume, which uncovers two important truths to the success of the UN. 1. The critical role of civil society that makes the UN more humane. 2. The important role of behavioral sciences in shaping UN policies to produce successful outcomes. Because of the UN, we've not had a third world war, yet. Human Rights have expanded beyond belief of anyone who founded the UN 75 years ago."

-- **Bruce Knotts**, U.S. diplomat, author, and Chair of the U.N. DPI NGO Executive Committee

"As this new volume describes, the world is a better place because of the United Nations—where most of the world comes together with diverse and

lofty goals such as protecting the environment, promoting health, supporting equality, and maintaining peace. All of these major goals require interventions that sometimes maintain and sometimes change human behavior. National and international policies need to be informed by the best available research in the behavioral sciences. Our future depends on it."

-- **Diane F. Halpern, PhD.**, *Former President, American Psychological Association*

"Attaining the United Nations' 17 Sustainable Development Goals (SDGs) by 2030 is a formidable challenge that can be furthered by a foundation of solid evidence. This book provides a base of relevant psychological knowledge that can inform policy and interventions in the achievement of those goals."

-- **Judith A. Gibbons, PhD**, *Past-President, Interamerican Society of Psychology*

"The authors make a convincing case for the relevance of behavioral sciences to the work of the United Nations. Progress on women's rights, preparing for and recovering from natural disasters, adapting to climate change, improving child well-being and more all have behavioral dimensions. These must be addressed for the UN to make progress on its goals. By chronicling the involvements of psychology and social work in the United Nations, this volume will inspire students and practitioners to engage further in global work and advocacy."

-- **Lynne Healy, PhD**, *International Association of Schools of Social Work*

"Behavioral Science in the Global Arena—a timely and significant volume about the role of psychologists at the UN addressing our contemporary social problems—i.e., human rights, social justice, climate and environmental change. As Congress, Takooshian, and Asper demonstrate, it is time for psychologists to move from their individual focus toward social change at a macro, diverse and global focus following the UN's 17 sustainable development goals for 2030. We need to acknowledge changing population demographics, growing mobility and aging in our population, and recognize the continued gender inequities and disparities among migrants salient today. No longer can we simply consider psychology's role in the aftermath of disaster, but to be proactive and on the forefront about counterterrorism, climate change, etc. to promote global action so that we think and act together toward shared social change."

-- **Jean Lau Chin, EdD, ABPP**, *Past-President, International Division, American Psychological Association*

"As the UN celebrates its diamond anniversary, it is fitting that thinkers in psychology provide critical insights into psychology's engagement with the UN SDG Agenda. The authors have carefully considered the UN from many vantage points, especially behavioural. This important volume posits fresh ideas for psychology's role and future impact in the only global body that brings all governments together to tackle the social, economic, political and security factors that are essential for peace and collective human development in our fragile world."

-- **Saths Cooper, PhD**, *Past-President, International Union of Psychological Scientists (IUPsyS)*

"I am very excited to see the publication of a much-needed book on the contribution of the behavioral sciences at the UN which highlights the role of social work. The editors have successfully illuminated how social workers have been increasingly involved in addressing international issues. Speaking as the current president of NASW, member of the International Federation of Social Workers Executive and as a social work educator, I am especially appreciative of the content on the long-term involvement that social workers have had in the work of the UN. This book is a gift to students who are increasingly seeking to become involved in international social work. I am especially impressed by the editors' commitment to promoting the professional development of students by having them co-author the chapters in the book with both academics and UN leaders. Well done!"

-- **Kathryn Conley Wehrmann, PhD, LCSW**, *President, National Association of Social Workers (NASW)*

ISSUES IN CAREER DEVELOPMENT



Career Development Across the Lifespan

Counseling for Community, Schools, Higher Education, and Beyond (2nd Edition)

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

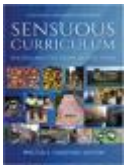
A volume in the series *Issues in Career Development*

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

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

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

LANDSCAPES OF EDUCATION



Sensuous Curriculum

Politics and the Senses in Education

Walter S. Gershon, Kent State University

A volume in the series *Landscapes of Education*

2019. Paperback 978-1-64113-581-8 \$45.99. Hardcover 978-1-64113-582-5 \$85.99. eBook 978-1-64113-583-2 \$65.

The sensuous is the human experience, unfolding our everyday experiences and articulating our affects. Without sensory information, we could neither know nor be. This is because we gain information through our senses and interpret that information as perceptions, the sociocultural frames used to analyze that input. This is the case regardless of how a sensorium is constructed, a more limited Western five senses model for example. It is also the case no matter how senses are defined, the ways they are expressed, or the ways in which they are understood to function. Further, because there are often greater differences between members within a particular group than divergences between groups, how one attends to and acts in light of sensory information is always a polyphonic tapestry constructed on the warp of the sociocultural and the weft of individualism. Education, the transfer of information between people, animals, things, and ecologies, is therefore a sensory endeavor.

Sensuous curriculum is one means of describing this deeply layered intersection of educational ways of being and knowing. In many ways inverting how questions of curriculum are often framed, *Sensuous Curriculum: Politics and the Senses in Education* foregrounds how sensory understandings are forms of educational, relational politics. Bringing the depth and complexity of sensory studies firmly into curriculum and foundational studies of education, contributors to this volume address this educational and political intersection from a wide variety of theoretical and practical perspectives that are always embodied and material. Approached in an academic yet accessible manner, *Sensuous Curriculum* addresses key questions about what it means to educate and the ideas and ideals render those understandings sensible. This variety, depth, and accessibility combine to make *Sensuous Curriculum* an important resource for those interested in critical studies of the senses in educational ecologies and holistic education. It is a text at home in theory and methods doctoral courses as it is in undergraduate courses for preservice teachers and will be of interest to those searching for rich ways to conceptualize education outside of a standards-centric perspective.

Praise for *Sensuous Curriculum*:

"This collection engages and challenges readers to think more deeply about questions of curriculum in connection to the sensuous in ways not typically considered, existing multi-dimensionally in transdisciplinary, interdisciplinary, and cross-disciplinary work. This compelling, intellectually stimulating, exhilarating volume is a canonical contribution everyone must study."

Theodora Regina Berry

Professor and Chair, African American Studies

College of Social Sciences, San Jose State University

*"Dr. Gershon's edited collection, *Sensuous Curriculum: Politics and the Senses in Education*, makes the case for corrective action. By exploring the sensory as human experience, curriculum, and political, the authors of this volume offer iterations and variations for interrupting the ignor(anc)es of the sensorium in education and the body in making sense."*

M. Francyne Huckaby

Associate Dean, TCU School of Interdisciplinary Studies

Professor, Curriculum Studies, TCU College of Education & Center for Public Education

"I thoroughly enjoyed sensing this book. This collection defies the conventional popular trends that sit inside the classic curriculum vinyl on our bookshelves. And in Aokian fashion, Walter Gershon has successfully brought together an ensemble of curriculum scholars who dare us to improvise and replay the possibilities and limitations of educational research as a tantalization of our senses. The research put forth in this collection not only promises to break barriers of our thinking, but also makes significant contributions to and beyond post-humanism, new materialism, curriculum and affect theory. All serious scholars—artists, teacher educators, teachers, graduate students, community activists—of curriculum studies will want to purchase a copy of this carefully, crafted, curated sensuous collection. Without reservation...put the needle on their record, cause I am one of their"

biggest fans."

Nicholas Ng-A-Fook

Professor, Director of Teacher Education, Indigenous Teacher Education

Co-Director of the Réseau de Savoir sur l'Équité/Equity Knowledge Network

Faculty of Education, University of Ottawa

NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



Memory in the Wild

Brady Wagoner, Aalborg University; Ignacio Bresco de Luna, Aalborg University; Sophie Zadeh, University of Cambridge

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

2020. Paperback 978-1-64802-070-4 \$45.99. Hardcover 978-1-64802-071-1 \$85.99. eBook 978-1-64802-072-8 \$65.

Venturing out of the laboratory into the wild of natural settings, it becomes untenable to locate memory strictly in the head. Instead, memory appears as a materially extended and socially distributed process, embedded within culture and history. This book explores the complex relations between practices of remembering and the settings in which they are enacted. It advances a novel set of concepts developed from ecological, cognitive, cultural and narrative currents in psychology and further afield to analyze (1) trajectories of autobiographical remembering, (2) the relation between individual and collective memory, (3) memory and cultural transmission, as well as (4) various methodological techniques to investigate memory in the wild.

PEACE EDUCATION



Difficult Discussions

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

Laura Finley, Barry University

A volume in the series *Peace Education*

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

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

PERSPECTIVES ON HUMAN DEVELOPMENT



Children and Money

Cultural Developmental Psychology of Pocket Money

Takahashi Noboru, Osaka Kyoiku University; Yamamoto Toshiya, Developmental Research Support Center

A volume in the series *Perspectives on Human Development*

2020. Paperback 978-1-64113-954-0 \$45.99. Hardcover 978-1-64113-955-7 \$85.99. eBook 978-1-64113-956-4 \$65.

In the “Pocket Money Project,” researchers from four countries, Japan, Korea, China, and Vietnam collaborated and studied how children in those four countries were involved with money, combining various research methods and approaches. What our project tries to present throughout this book is that money is not only just a tool of exchange in the context of the market economy; but, it also serves as a tool to mediate human relationships in individual cultures; and the tool is used and mediated by norms. The structure of the norms differs among cultures, and the same action has different meanings; thus, when the structure of norms in a culture is identified, the meaning of an action in the culture becomes clear.

The research practice of “the Cultural Psychology of Differences” does not aim to create inventories of static differences. When a researcher, who is also a member of a specific culture, witnesses common behavior (cultural practices) among the others belonging to a different culture, the researcher is surprised, and, at the same time, reflects on his or her own common behavior (cultural practices); by doing so, mutual understanding and empathy are deepened, and this is exactly what “the Cultural Psychology of Differences” aims to do. Culture of the others appears dynamically, swaying ourselves; theorizing such a process is the task of our “Cultural Psychology of Differences”.

We believe this practice of understanding different cultures will provide a practical prescription for mutual understanding through tensions and surprise not only for psychology but also for members of the countries that historically and constantly have had strained relationships. “Cultural Psychology of Differences” is the ideal that cultural psychology to study the relationships between mind and culture should be pursued in the future.



Vygotsky's Pedology of the School Age

René van der Veer, Emeritus Professor of Education

A volume in the series *Perspectives on Human Development*

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

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

RESEARCH IN HUMAN RESOURCE MANAGEMENT



Research Methods in Human Research Management

Toward Valid Research-Based Inferences

Eugene F. Stone-Romero, University of New Mexico; Patrick J. Rosopa, Clemson University

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

2020. Paperback 978-1-64802-088-9 \$45.99. Hardcover 978-1-64802-089-6 \$85.99. eBook 978-1-64802-090-2 \$65.

Empirical research in HRM has focused on such issues as recruiting, testing, selection, training, motivation, compensation, and employee well-being. A review of the literature on these and other topics suggests that less than optimal methods have often been used in many HRM studies. Among the methods-related problems are using (a) measures or manipulations that have little or no construct validity, (b) samples of units (e.g., participants, organizations) that bear little or no correspondence to target populations, (c) research designs that have little or no potential for supporting valid causal inferences, (d) samples that are too small to provide for adequate statistical power, and (e) data analytic strategies that are inappropriate for the issues addressed by a study. As a result, our understanding of various HRM phenomena has suffered and improved methods may serve to enhance both the science and practice of HRM.

In view of the above, the purpose of this volume of Research in Human Resource Management is to provide basic and applied researchers with resources that will enable them to improve the internal validity, external validity, construct validity, and statistical conclusion validity of research in HRM and the related fields of industrial and organizational psychology, and organizational behavior. Sound research in these fields should serve to improve both science and practice. With respect to science, support for a theory hinges on the validity of research used to support it. In addition, the results of valid research are essential for the development and implementation of HRM policies and practices.

In the interest of promoting valid research-based inferences in HRM research, the chapters in this volume identify a wide range of methods-related problems and offer recommendations for dealing with them. Chapters in it address such HRM research-related topics as neglected research issues, causal inferences in research, heteroscedasticity in research, range restriction in research, interrater agreement indices, and construct validity issues in measures of such constructs as job performance, organizational politics, and safety climate.

RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS



Clinically Based Teacher Education in Action

Cases from Professional Development Schools

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

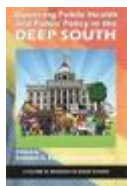
A volume in the series *Research in Professional Development Schools*

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

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

For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. Clinically Based Teacher Education in Action: Cases from PDSs addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.

RESEARCH IN QUEER STUDIES



Queering Public Health and Public Policy in the Deep South

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

A volume in the series *Research in Queer Studies*

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

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

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

TRANSFORMING EDUCATION FOR THE FUTURE



Contemplative Pedagogies for Transformative Teaching, Learning, and Being

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

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

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

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

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

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

YEARBOOK OF IDIOGRAPHIC SCIENCE



Idiographic Approach to Health

Raffaele De Luca Picione, University of Naples Federico II; Jensine Nedergaard, Aalborg University; Maria Francesca Freda, University of Naples Federico II; Sergio Salvatore, University of Salento

A volume in the series *Yearbook of Idiographic Science*

2018. Paperback 978-1-64113-426-2 \$45.99. Hardcover 978-1-64113-427-9 \$85.99. eBook 978-1-64113-428-6 \$65.

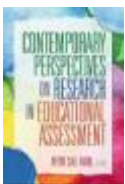
The concept of health is a challenge of great complexity in terms of theoretical, methodological and intervention within the idiographic frame.

Health cannot be considered an abstract condition, but a means, a resource aimed at achieving objectives that relate to the ability of people to lead their lives in a productive way - individually, socially, and economically. Health is a process that is not based on the definition of standards and categories on the basis of which typifying the states of health. Rather, it has to be considered a process, on a large scale and on many entangled levels, aimed at generating a culture of the health as a resource for individuals and communities and to promote skills needed to transform these resources into developmental goals.

The notion of health, indeed, defined and interpreted in terms of "state" and not of process, meets the immediate paradox of being an indicator of normativity by reason of which we risk a proliferation of new and potentially infinite forms of "deviation". The approach of the idiographic sciences (see previous volumes of the Yearbook Idiographic Science Series, by same publisher IAP) considers that every psychological process (but in general every process, from organic to the social and cultural ones) is characterized by a contextual, situated and contingent dynamics. That dynamics is always characterized by a never-ending opening of its cycles and great variability. Conditions of stagnation and hypostatization are characteristic of all forms of disease (physical, mental and social) that sclerotize relational links between people and their environments. Health is therefore a process that presents oscillation in the same way of any developmental process that has moments of crisis and rupture in order to re-organize new forms of relationship with the social and cultural environment.

This book represent a fruitful way to deep many cogent issues and to dialogue with an idiographic perspective in order to discuss the concept of health, to define its cultural meanings and possible polysemy (e.g., wellness, care, hygiene, quality of life, resilience, prevention, healing, deviation/normality, subjective potentiality for development, etc.), its areas of pertinence and intervention (somatic, psychological, social) trying to offer possible alternatives to the "normalization" of health and creating new incentives for the reflection.

NO SERIES



Contemporary Perspectives on Research in Educational Assessment

Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

2020. Paperback 9781641139373 \$45.99. Hardcover 9781641139380 \$85.99. eBook 9781641139397 \$65.

Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students' learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century. Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings.

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