

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2022

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RECENT TITLES

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



Trauma in Adult and Higher Education Conversations and Critical Reflections

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

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

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

Trauma in Adult and Higher Education: Conversations and Critical Reflections invites readers to think deeply about the experiences of trauma they witness in and outside of the classroom, because trauma alters adult learners' experience by disrupting identity, and interfering with memory, relationships and creativity. Through essays, narratives, and cultural critiques, the reader is invited to rethink education as more than upskilling and content mastery; education is a space where dialogue has the potential to unlock an individual's sense of power and self-mastery that enables them to make sense of violence, tragedy and trauma.

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

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

ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



From Dream to Action Imagination and (Im)Possible Futures

Tatiana Valério; Ana Clara S. Bastos; Luca Tateo, University of Oslo (Norway) and Federal University of Bahia (Brazil)

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

2021. Paperback 978-1-64802-279-1 \$45.99. Hardcover 978-1-64802-280-7 \$85.99. eBook 978-1-64802-281-4 \$74.

The ubiquitous presence of imaginative work points at its importance among the higher mental functions. This collective volume discusses both the social relevance of imagination, that cannot be reduced to an inter-individual feature, and the cultural-historical conditions of imagining. The authors develop different theoretical and empirical works in which imagining, planning, anticipating, remembering and acting are put in relation with crucial moments of human existence, as early as birth and even after death. The proposal of this volume emerged during a "kitchen seminar" session at the III International Seminar of Cultural Psychology in Salvador da Bahia (Brazil, 2017). The debate revolved around the imaginative capability of human beings and the possibilities to investigate this phenomenon in a new key. The awareness that an innovative theoretical and empirical contribution was needed to the understanding of imaginative phenomena in everyday life led to the proposal of the book *From Dream to Action: Imagination and (Im)Possible Futures*. The book aims to talk to different audiences: psychologists, sociologists, artists, teachers and healthcare professionals, addressing a variety of life experiences - such as imagining alternative futures when facing a terminal illness, an adoption, a transplant

waiting list, or the choice to give up your musical instrument - mobilize multiple dimensions of human psyche, from the basic emotions to the more sophisticated higher mental functions. The constant effort is to understand the psychological and sociocultural dynamics of each event, and to contribute to the understanding of human imagining in the area of semiotic-cultural psychology, dialoguing with contributions from all the human and social sciences.



Making of Distinctions Towards a Social Science of Inclusive Oppositions

Antony Palackal, University of Kerala; Nandita Chaudhary, University of Delhi; Giuseppina Marsico, University of Salerno

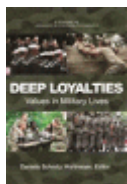
A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2021. Paperback 978-1-64802-320-0 \$45.99. Hardcover 978-1-64802-321-7 \$85.99. eBook 978-1-64802-322-4 \$74.

The volume revolves around the theme 'inclusive oppositions' in social sciences that address the issue of making of distinctions and create artificial dichotomies and dualistic view of society. It is set against the currents of systematic reduction of anthropodiversity and psychodiversity, which appears as a pathology of the current neo-liberalist and colonialist model of development. The volume is an attempt to overcome the colonial tendencies and forces to 'standardize' and 'homogenize' various categories and institutions in society by establishing structural relationality and intersectionality between the parts of the whole ecosystem where in the human and non-human intersect and interact.

The volume brings together a unique collaboration in the field of Cultural Psychology and offers the intellectual tools to grasp how a syncretic understanding of Identity and Culture unfolds, particularly in the key domain of gender. The chapters and commentaries uncover cultural dynamics and identity formation from a specific location, the region of Kerala in south-western India. The chapters and commentaries in this volume illustrates that Kerala is a cultural micro-cosmos, in which gender, identity, religion, ethnicity, caste, global market and tradition intersect to create complex and multiple subjects that do not fit in binary categorizations.

The compiled volume will be of great value to scholars, researchers and academicians in Social Sciences, particularly Cultural Psychology, Social Psychology, Sociology, Social Work, Political Science, Philosophy, Anthropology and Economics.



Deep Loyalties Values in Military Lives

Daniela Schmitz Wortmeyer, Brazilian Army

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

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

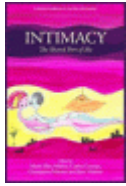
Cultural practices and artifacts, in their multiple and varied forms, are grounded on values, which are so deeply internalized by people that usually remain in the background, as taken-for-granted guides for interpretations and decisions in everyday life. Shaping individual moral horizons is at the core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

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

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

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

ANNALS OF CULTURAL PSYCHOLOGY



Intimacy The Shared Part of Me

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

A volume in the series *Annals of Cultural Psychology*

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

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

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

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

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Dissertating During a Pandemic Narratives of Success From Scholars of Color

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

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

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

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

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

Because of the novelty of COVID-19, little is known about how doctoral students engaged in writing the dissertation during COVID19 are adapting. Moreover, there is little information available for professors on how to support their doctoral students during these unprecedented times. Thus, *Dissertating During a Pandemic: Narratives of Success from Scholars of Color* is positioned to be a must read for professors looking to support their doctoral student advisees as well as for doctoral students who are looking for strategies to navigate the dissertation process during the pandemic and beyond.



Equity-Based Career Development and Postsecondary Transitions An American Imperative

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

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

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

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

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

CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



Unheard Voices

A Collection of Narratives by Black, Gay & Bisexual Men

Richard Gregory Johnson, University of San Francisco; Kevin O. Spencer, Independent Scholar; Annie Allen, Northwind Seminary

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

2021. Paperback 978-1-64802-360-6 \$45.99. Hardcover 978-1-64802-361-3 \$85.99. eBook 978-1-64802-362-0 \$74.

The lives of African American gay men have greatly gone unnoticed in the American consciousness. Despite the fact that Black gay men have made great contributions to our global society. For example, James Baldwin served as a literature giant. Bayard Rustin was one of the key organizers of the 1963 March on Washington. Alphonso David is the first person of color to lead the HRC (Human Rights Campaign).

The purpose of this book is to discuss the narratives of Black gay men. There is no doubt that American history has done a nonexistent job of portraying the lives of these Black gay men. Most of these lives have been relegated to the background of society. This book purposes to change that narrative by having 10 to 12 gentlemen discuss their background and how it brought them to where they are in life now. The goal of this book is to also discuss the victory for each of the authors.

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

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

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

"Unheard Voices establishes a distinctive position, providing a testament to the lived experiences of a group that have become further marginalized, and stigmatized in academia, as well as in the black community. It is a piece of work that boldly, and unapologetically provides a glimpse into a culture, that is hidden, which doesn't fit the stereotypical narrative of the black male experience in America. Those seeking to gain insight and

understanding, as well as direction to navigate challenges faced by black men, this is a must read. By incorporating this piece of work into both academic and social circles, as added value, can elevate and transcend barriers, so those from such marginalized groups, will have a seat at the table. This collection of stories provides wisdom, and a narrative of overcoming some of the darkest obstacles faced by black men from the LGBTQIA community."

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

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

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

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



Black Boys are Lit

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

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

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

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

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

Black boys (of all ages) want to and need to physically see positive images of themselves in books reflected at them. This representation, we argue, has the potential to become an example of a compelling counter-narrative to the history of the "all-White world" (Larrick, 1965) of children's books that only presented Black characters as "objects of ridicule and generally inferior beings" (Sims Bishop 2012, p. 6). When Black boys see themselves portrayed visually, textually, and realistically in children's books, vital messages of recognition, value, affirmation, and validation are conveyed. Recognition of the sociocultural contexts in which they live is celebrated.

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



Identifying, Preventing and Combating Bullying in Gifted Education

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

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

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

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

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

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

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



Contemporary Pioneers in Human Learning and Development

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

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

2022. Paperback 978-1-64802-853-3 \$45.99. Hardcover 978-1-64802-854-0 \$85.99. eBook 978-1-64802-855-7 \$74.

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

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



Contemporary Pioneers in Teaching and Learning Volume 2

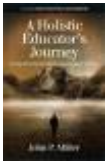
Héfer Bembenutty, Queens College of The City University of New York

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

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

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

CURRENT PERSPECTIVES IN HOLISTIC EDUCATION



A Holistic Educator's Journey Seeking Wholeness in America, Canada, Japan and Asia

John P. Miller, University of Toronto

A volume in the series *Current Perspectives in Holistic Education*
2021. Paperback 978-1-64802-641-6 \$45.99. Hardcover 978-1-64802-642-3 \$85.99. eBook 978-1-64802-643-0 \$74.

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

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

Praise for A Holistic Educator's Journey:

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

Lisa Miller, Author
The Spiritual Child
Teachers College, Columbia University

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

Four Arrows, Author
Sitting Bull's Words for a World in Crises

CURRENT PERSPECTIVES ON CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION



Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity

Hongyu Wang, Oklahoma State University-Tulsa

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

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

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

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

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

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

~ Jack Miller

The Ontario Institute for Studies in Education
University of Toronto

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

~ Gay Garland Reed

Professor Emerita, University of Hawaii

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

~ Maria Butucea,

Teacher Training Department,
Technical University of Civil Engineering, Bucharest

CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



Social Media Influences on Education

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

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

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

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

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

Endorsements for Social Media: Influences on Education

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

Richard E. Clark, Emeritus Professor
University of Southern California

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

Naomi Barnes, Senior Lecturer
Queensland University of Technology, Australia

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

Christine Greenhow, Associate Professor
Michigan State University

CURRICULUM AND PEDAGOGY



The Kaleidoscope of Lived Curricula

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

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

A volume in the series *Curriculum and Pedagogy*

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

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

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

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

DIALOGICAL SELF THEORY



The Identity of Education Professionals Positioning, Training, and Innovation

Carles Monereo, Universitat Autònoma de Barcelona

A volume in the series *Dialogical Self Theory*

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

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

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

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

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



Reproducing, Rethinking, Resisting National Narratives A Sociocultural Approach to Schematic Narrative Templates

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

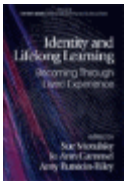
A volume in the series *History and Society: Integrating social, political and economic sciences*

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

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

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

I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



Identity and Lifelong Learning Becoming Through Lived Experience

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

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

2021. Paperback 978-1-64802-213-5 \$45.99. Hardcover 978-1-64802-214-2 \$85.99. eBook 978-1-64802-215-9 \$74.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

Identity and Lifelong Learning: Becoming through Lived Experience, Volume Two of the series, focuses on identity and learning within informal settings and life experiences. The contributions showcase the many ways that identity development and learning occur within cultural domains, through developmental and identity challenges or transitions in career or role, and in a variety of places from assisted living facilities to makerspaces. These chapters highlight identity and learning across the adult lifespan from millennials and emerging adults to midlife and older adults. The authors examine cultural, relational and social identity exploration and learning in international contexts and within marginalized communities. This volume features phenomenological and ethnographic qualitative studies, autoethnographies, case studies, and narratives that engage the reader in the myriad

ways that adult development, learning, and identity connect and influence each other.

Praise for: *Identity and Lifelong Learning: Becoming Through Lived Experience*

"We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."

Ruthellen Josselson

Author of *Paths to Fulfillment: Women's Search for Meaning and Identity*

"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process."

Jared D. Kass, Lesley University

Author, of *A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education*



Narratives on Becoming Identity and Lifelong Learning

Emilie Clucas Leaderman, Boston College; Jennifer S. Jefferson, Endicott College; Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University

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

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

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

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

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

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

Brian Bicknell, President

Manchester Community College

"We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."

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"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process."

Jared D. Kass, Lesley University, Author,

A Person-Centered Approach to Psychospiritual Maturation:

Mentoring Psychological Resilience and Inclusive Community in Higher Education

INNOVATIONS IN QUALITATIVE RESEARCH



Qualitative Research and Social Intervention Transformative Methodologies for Collective Contexts

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

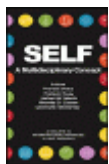
A volume in the series *Innovations in Qualitative Research*

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

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

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

INTERNATIONAL ADVANCES IN SELF RESEARCH



SELF - A Multidisciplinary Concept

Theresa Dicke, Australian Catholic University; Herbert Marsh, Australian Catholic University; Rhonda G. Craven, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong

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

2021. Paperback 978-1-64802-262-3 \$45.99. Hardcover 978-1-64802-263-0 \$85.99. eBook 978-1-64802-264-7 \$74.

Research on the self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, and goals. Moreover, research on self is multidisciplinary and of interest to a broad range of areas, such as education, economics, (social) psychology, neuro sciences, motivation, physical activity and behavior sciences, philosophy, and learning sciences. Chapters in

this volume will illustrate some of the best of the research within these disciplines examining different aspects of self from various perspectives. A feature of this volume is that we will explore not only positive aspects of high perceived levels of self-determination and competence or self-concept on achievement, motivation and wellbeing, but also the dark side of an uncertain and negative self on identity and wellbeing. We learn from this that the self is a dynamic and powerful, yet fragile and highly amenable construct that needs self-care and constant reassurance.

SELF – A Multidisciplinary Concept thus highlights the broad application of self-research and its diversity. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various disciplines and applications dealing with self. The scope of this seventh volume of the International Advances in Self Research series, started in 2000 by Herbert W. Marsh, Dennis M. McInerney, and Rhonda G. Craven, is thus very broad. Keeping within the tradition of the series, this volume will highlight the applicability of a multitude of empirical approaches and methods to self-research. We also aimed to maintain a balance between discussing theoretical research in SELF and deriving implications for effective practice. This volume thus includes chapters covering self-related topics within an educational, social, emotional, psychological, physiological, managerial, and health context.

INTERNATIONAL PSYCHOLOGY



Behavioral Science in the Global Arena Global Mental, Spiritual, and Social Health

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

A volume in the series *International Psychology*

2022. Paperback 978-1-64802-888-5 \$45.99. Hardcover 978-1-64802-889-2 \$85.99. eBook 978-1-64802-890-8 \$74.

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

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

This PCUN volume brings together 34 experts in 14 concise chapters, to focus on diverse issues in mental, spiritual, and social health (detailed below). The chapters are co-authored by leading global experts as well as “rising star” students from many nations--offering readers a concise overview of each topic, a glossary of key terms, study questions, and bibliography. This volume is suitable as a textbook for diverse courses in psychology, social work, cross-cultural and international studies.

ENDORSEMENTS:

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

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

NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



Where Culture and Mind Meet Principles for a Dynamic Cultural Psychology

Brady Wagoner, Aalborg University; Kevin Carriere, Washington & Jefferson College

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

2021. Paperback 978-1-64802-256-2 \$45.99. Hardcover 978-1-64802-257-9 \$85.99. eBook 978-1-64802-258-6 \$74.

Cultural psychology explores the mutual constitution of persons-minds and socialcultural worlds. It aims to be both transdisciplinary and international in its approach, and to develop theoretical models that remain faithful to people's lived experiences.

This volume further advances these objectives through an exploration of core concepts (especially, normativity, liminality, and resistance), cultural psychology's foundations in philosophy, and the translation of theory into a methodology for investigating distinctly human ways of relating to the world.

PEACE EDUCATION



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

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

A volume in the series *Peace Education*

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

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



Peace is Everyone's Business

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

A volume in the series *Peace Education*

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

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

The book especially focuses on the role universities can and should play in promoting peace. Universities, which have played a pivotal role in creating a more humane and just world through their research, teaching and scholarship, now face the challenge of thoughtfully examining how each discipline and vocation and the university as a whole can contribute to fostering peace. In general, universities help to prepare students actively to

work for peace by cultivating their capacities at reasoning and reflecting, developing their skills in communicating and research, and fostering among them an active awareness of their responsibilities as citizens of the world. While not every discipline or vocation shares the same level of responsibility to advance peace, all have the potential to do so as they intentionally and thoughtfully look for avenues to do so.



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

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

A volume in the series *Peace Education*

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

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

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

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

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

PERSPECTIVES ON HUMAN DEVELOPMENT



Families and Family Values in Society and Culture

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

A volume in the series *Perspectives on Human Development*

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

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

Praise for Families and Family Values in Society and Culture:

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

Clare Holdsworth

Professor of Social Geography
Keele University

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

provides an invaluable contribution for cross-cultural and social sciences researchers interested in understanding how different forms of solidarity arise from family and social dynamics."

Anne Marie Fontaine
Professor of Psychology
University of Porto



Family Formation Among Youth in Europe Coping with Socio-Economic Disadvantages

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

A volume in the series *Perspectives on Human Development*

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

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

Endorsements:

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

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

RESEARCH IN HUMAN RESOURCE MANAGEMENT



Leadership Leaders, Followers, and Context

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

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

2022. Paperback 978-1-64802-664-5 \$45.99. Hardcover 978-1-64802-665-2 \$85.99. eBook 978-1-64802-666-9 \$74.

As we enter the third decade of the twenty-first century, we are seeing a renaissance of context in influencing leadership, leader-follower relations, and leader effectiveness as well as a recognition of the tripartite nature of leadership. To fully understand and appreciate leadership, one must see the multiple parts of it as well as the connections among them. Leadership is multi-dimensional; leadership depends on leaders, followers, and context. Leadership research in the past three decades has been dominated by interest in neo-charismatic leadership styles and a focus on leader-member exchange in leader-follower relationships. Recently other approaches to leadership, such as ethical and authentic leaders, have garnered greater attention in response to the moral and ethical challenges in the workplace. Additionally, established approaches to leadership emergence and development have been challenged by their relevance to diverse work forces and issues of inclusion.

This twelve article volume includes an outstanding roster of established and emerging leadership authors who tackle questions of leadership at the intersections of leaders, followers, and context. The volume opens with two articles that set the stage for the current state of leadership research and paths for its future including a commentary by Edwin Locke and Gary Latham on current management research practices and an action-oriented review of leadership research from the start of the 21st century. The volume is organized around three themes: leadership and diversity, leader-follower relationships, and systems of leader, follower, and context. Articles in the volume advance diversity research with an integration of leadership and diversity theories that demonstrate the former's need for re-examination in light of the latter, a systematic development of inclusive leadership theory, and a close examination of immigrant ethnic identity. The authors of several articles expand our understanding of leader-follower

relationships in the context of teams and alliances, the contextual boundaries of authentic leadership theory, and the authentic leader's potential impact on harassment in organizations. The volume culminates with three demonstrations of leadership as systems of leader-follower-context interaction, including a close examination of the toxic triangle's manifestation in university scandals, a micro-process model of power and leadership, and a configurational approach to studying leadership.

The volume is designed primarily for scholars in the fields of human resource management, organizational behavior, and leadership. It also well serves the needs of instructors and students in master's and doctoral courses in leadership or organizational behavior. Each article is grounded in managerial context that will appeal to practitioners in the field.

THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



Teaching Motivation for Student Engagement

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

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

2021. Paperback 978-1-64802-366-8 \$45.99. Hardcover 978-1-64802-367-5 \$85.99. eBook 978-1-64802-368-2 \$74.

Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development. As they learn about motivation and engagement, teachers need conceptually rich, yet easy-to-use, frameworks. At the same time, teachers must understand that student engagement is not separate from development, instructional decision-making, classroom management, student relationships, and assessment. This volume on teaching teachers about motivation addresses these challenges. The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories, and tie theory and research to real-world experiences that teachers are likely to encounter in their courses and classroom experiences. Additionally, each chapter is summarized with key “take away” practices.

A shared perspective across all the chapters in this volume on teaching teachers about motivation is “walking the talk.” In every chapter, readers will be provided with rich examples of how research on and principles of classroom motivation can be re-conceptualized through a variety of college teaching strategies. Teachers and future teachers learning about motivation need to experience explicit modeling, practice, and constructive feedback in their college courses and professional development in order to incorporate those into their own practice. In addition, a core assumption throughout this volume is the importance of understanding the situated nature of motivation, and avoiding a “one-size-fits” all approach in the classroom. Teachers need to fully interrogate their instructional practices not only in terms of motivational principles, but also for their cultural relevance, equity, and developmental appropriateness.

Just like P-12 students, college students bring their histories as learners and beliefs about motivation to their formal study of motivation. That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences. Relatedly, college instructors need to know their students and model differentiating their interactions to support each of them. The authors in this volume have, collectively, decades of experience teaching at the college level and conducting research in motivation, and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined. In each chapter in this volume, readers will learn how college instructors can demonstrate what effective, motivationally supportive classrooms look, sound, and feel like.



Teaching on Assessment

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

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

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

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

educators will teach.

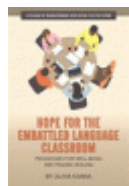
The inaugural volume, *Teaching on Assessment*, is centered on the role of assessment in teaching and learning. Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers. Written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

Praise for *Teaching on Assessment*

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

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

TRANSFORMING EDUCATION FOR THE FUTURE



Hope for the Embattled Language Classroom Pedagogies for Well-Being and Trauma Healing

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

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

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

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

YEARBOOK OF IDIOGRAPHIC SCIENCE



One Dog Is Enough Ivan P. Pavlov's Contributions to Idiographic Science

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

A volume in the series *Yearbook of Idiographic Science*

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

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

NO SERIES



Applied Single Subjects Research for School Psychologists and Educators

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

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

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

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

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



The Cultural Psyche

The Selected Papers of Robert A. LeVine on Psychosocial Science

Dinesh Sharma, Steam Works Studio, Princeton, NJ; Fordham Institute for Research, Service and Teaching, NYC; Walden University, USA

2021. Paperback 978-1-64802-412-2 \$45.99. Hardcover 978-1-64802-413-9 \$85.99. eBook 978-1-64802-414-6 \$74.

As envisaged by Robert A. LeVine many years ago, the human development indicators have improved in many societies as income, healthcare and educational opportunities have been enlarged. Global transformations have led to significant decline in extreme poverty and an increase in working class and middle class families around the world in the emerging economies throughout Africa and Asia. As the technological and global influences continue to challenge the dominant narrative in academic psychology, conflated with WEIRD data assumptions, interdisciplinary research will continue to increase in value and scope, where LeVine's classical approach in psychological anthropology, combined with psychoanalysis, developmental psychology, demography, language or area research and population studies, offers a path forward. The essays collected here in addition to honoring LeVine's work, hold out the promise of a real convergence between psychology and anthropology or the development of a psychosocial science -- a confluence between positivism and relativism, empiricism and ethnography, and social sciences and human sciences. The scientific search for universal laws and the ever expanding search for cultural meanings in the diverse communities around the world must continue simultaneously and in conjunction with the transnational or global challenges we face today.

Hybridity fostered by interdisciplinary researchers has stood the test of time as the social sciences have gradually outgrown the monolithic ways of looking at the world. The project of a psychosocial science represented by the work of Robert A. LeVine at the intersection of psychology, anthropology, demography, child development and psychoanalysis maps out some of the challenges of a hybrid discipline. Hybridity impacts not only the humanities and social sciences, but physical sciences in genetics and genomics, or applied disciplines like biotechnology and life sciences. Thus, it is important that we not lose sight of LeVine's spirit of interdisciplinary research. Advocates for universalism, the psychologists or behavioral scientists pursuing universal laws of human nature, must collaborate with the growing number of relativistic scientists -- anthropologists, sociologists, or cultural studies experts -- searching for local meanings in small-scale village communities. There will be a confluence of social and human sciences, or what C.P. Snow, the English literary critic called the 'two cultures' of the scientific revolution -- the sciences and humanities.

Praise for The Cultural Psyche

"This edited collection by Dinesh Sharma of his mentor Robert LeVine's papers is uniquely positioned between psychology, anthropology and human development. As one surveys its wide-ranging and fascinating papers, one not only comes to understand the principal lines of work carried out over a half century by a remarkable scholar. At the same time, one gains a sense of the history of these lines of work, by a person who has lived through it, reflected on it, and contributed significantly to its advances. This exceptionally valuable volume not only surveys child and human development in depth and across cultures; it also points out ways in which these lines of work ought to be pursued in the years to come." **Howard E.**

Gardner Hobbs Professor of Cognition and Human Development, Harvard University, Cambridge, MA

"This book offers an overview of the wide-ranging contributions of one of the giants of thinking about human development, parenting, and culture of the last 50 years. ...By bringing together a large body of Bob's writings, some of them entirely new, this volume represents only one important dimension of LeVine's enormous influence on the thinking of today's scholars, but in addition it should be noted how much his scholarship has shaped the work and the thinking of his many students and collaborators in ways that will persist through several academic generations." **Catherine E. Snow**, Patricia Albjerg Graham Professor of Education, Harvard University, Cambridge, MA



Evidence-Based Inquiries in Ethno-STEM Research

Investigations in Knowledge Systems Across Disciplines and Transcultural Settings

Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University

2021. Paperback 978-1-64802-115-2 \$65.99. Hardcover 978-1-64802-116-9 \$95.99. eBook 978-1-64802-117-6 \$74.

The purpose of the edited volume is to provide an international lens to examine evidence-based investigations in Ethno-STEM research: Ethno-science, Ethno-technology, Ethno-engineering, and Ethno-mathematics. These themes grew out of multi-national, multi-institutional and multi-disciplinary efforts to preserve as well as epitomize the role that Indigenous Knowledge Systems (IKS) play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non-conventional contexts. Principled by the Embodied, Situated, and Distributed Cognition (ESDC), this innovative book will provide evidence supporting the embeddedness of a thinking-in-acting model as a fundamental framework that explains and supports students' acquisition of scientific knowledge.

So often 'western' science curricula are experienced as irrelevant, since it does not take cognizance of the daily experiences and world in which the learner finds himself. This book takes a socio-cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM (Science, Technology, Engineering and Mathematics) classroom. We use the Embodied Situated Distributed Cognition (ESDC) Model as conceptual framework in this book.

Although the value of IKS is often acknowledged in curriculum policy documents, teachers are most often not trained in incorporating IK in the classroom. Teachers' lack of the necessary pedagogical content knowledge (PCK) in effectively incorporating IK in their classrooms is a tremendous problem internationally. Another problem is that IK is often perceived as "pseudo-science", and scholars advocating for the incorporation of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework.

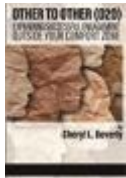


Organizational Behavior An Evidence-Based Approach Fourteenth Edition

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

2021. Paperback 978-1-64802-125-1 \$69.99. Hardcover 978-1-64802-126-8 \$99.99. eBook 978-1-64802-127-5 \$74.

Contrary to the common saying: we do want you to judge this new edition of Organizational Behavior by its front cover. Specifically, featured is that this is the 14th edition, it takes an "Evidence-Based Approach," and similar to the previous edition there are now three Luthans authors. This 14th edition is based on the foundation provided by the first mainline text which has become the classic for the study and understanding of organizational behavior. However, by taking an evidence based approach, this insures that, even though a classic, this new edition adds the most recent and relevant research to the most extensive, up-to-date reference-base of any organizational behavior text. By adding the two closely related authors (professors) literally pumps "new blood" into the sustainability of this classic text by Fred Luthans. Importantly, Fred has recently been recognized with: 1) Lifetime Achievement Award in Organizational Behavior; 2) Top 1% of Citation Count of all researchers in the world; and 3) the #1 most cited author in Organizational Behavior textbooks. Finally, this new edition recognizes that even though the theoretical framework and coverage largely remains, the context of organizational behavior is rapidly changing. This new edition reflects the "New Age" environment, but still holds to the premise that in today's organizations, success and competitive advantage still comes from the understanding, prediction, and effective management of human resources. With this new edition we invite you to continue the never-ending journey guided by the best organizational behavior theory, research, and application.



Other to Other (O2O): Expanding Successful Engagement Outside Your Comfort Zone

Cheryl L. Beverly, James Madison University

2021. Paperback 978-1-64802-390-3 \$45.99. Hardcover 978-1-64802-391-0 \$85.99. eBook 978-1-64802-392-7 \$74.

Other to Other (O2O): Expanding successful engagement outside your comfort zone is written from an operational perspective. The O2O model was developed to be used with persons and contexts across a range of races, ethnicities, gender identities, ages, abilities, experiences, and environments. The four components of the O2O model: knowledge, skills, personal characteristics, and motivation, are introduced and discussed separately, with an analysis and, an incomplete list of the many knowledge, skills, and personal characteristics embedded in successful engagement with Other.

Although the first three components are presented in their higher level of knowing, discussion is provided around task analysis and scaffolding of the knowledge and skills. Motivation, the fourth component, is discussed using the Value*Expectation*Cost theory. This theory is described as is the motivation necessary for successful O2O engagements. Examples applying each component in different contexts are provided. Finally, the nonlinear, developmental, intertwined, and dynamic aspects of the O2O model are described.



The Talking Point Creating an Environment for Exploring Complex Meaning 2nd Edition

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

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

The Talking Point is all about how people learn within groups. People can be much smarter than crowds if you measure "smart" as decision-making speed. Crowds can be much wiser than individuals if you measure wisdom by depth of understanding. It is possible to understand a great deal of information yet (or maybe because of this) you can also be slow to make decisions. If rushed, crowds will make poor decisions in spite of their wisdom. So... to get good group decisions on a time scale that will keep pace with policy development needs and social necessities, groups have to be supported so that their decision-making process can be accelerated. Much has been said and written about this problem over the years. It is dangerous to have the power of groups without the wisdom of groups, and it is tragic to have the wisdom of groups without the power of groups. The Talking

Point presents a meeting point for the wisdom and power of groups through the use of Structured Dialogic Design. With hopeful intentions, as a culture we have poisoned the well just when we need it most. We have touted design charettes and stakeholder processes as engagement vehicles and then ignored, marginalized or corrupted the very input that we swore to hold as sacred. This has created a myth that large scale collaboration is not possible, and the myth has led to considerable disillusionment among would-be participants and could-be sponsors. Structured Dialogic Design seeks to bust the myth about our limited capabilities to sustain boundary spanning collaboration. To bust this myth, Structured Dialogic Design needs to usher in a new wave of collaborative planning. Scholars have identified the Structured Dialogic Design methodology as the cutting edge of “third phase” science - where the reality of a situation embraces interactions between objective findings and subjective intentions. The Talking Point provides a window for observing how Structured Dialogic Design has been put into practice and paints a panorama of the issues that confront complex social system design. This book is itself a bridge between scholarship and practice, written to be accessible yet anchored to major themes in cognitive psychology, information systems, social systems, and models of group learning. The book is an invitation for transformational leaders and those who support transformational leaders to pick up a new tool in the essential quest to put our nation and our world back on track toward sustainable futures. The Talking Point is a fresh source of water in a world that is thirsty for new ways of solving complex problems.



Bloody Mary for the AERA Attendee's Soul

Daniel H. Robinson, University of Texas at Arlington

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

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



Keeping School Children Safe and Alive Strategies to Stop Bullying and Prevent Suicide

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

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

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

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



Macroeconomics of Western Balkans in the Context of the Global Work and Business Environment

Mirjana Radović-Marković, Business Academy University; Borislav Đukonović, University of Donja Gorica

2022. Paperback 978-1-64802-914-1 \$45.99. Hardcover 978-1-64802-915-8 \$85.99. eBook 978-1-64802-916-5 \$74.

In recent years, there has been an increase in new forms of employment. Namely, thanks to the use of platforms in business and the emergence of the "gig economy", there are gradual changes in this domain. These include part-time, temporary, informal, and unpaid family work. This type of employment can be defined as any job, but only of short or uncertain duration.

The experiences gained by the countries of the European Union, as well as the countries of the Western Balkans from the COVID-19 crisis, during

which they used new technologies in work, should in the future make working systems even more adapted to the digital age.

At last, whether working from home is the product of one's own choice or is the result of a pandemic or other environmental shock, the change in the way work is done is real and governments must understand the implications and take steps to position their economies accordingly.



Psicometría Aplicada Usando SPSS y AMOS

María Dolores Hidalgo Montesinos, Universidad de Murcia; Brian F. French, Washington State University; Holmes Finch, Ball State University; Jason C. Immekus, University of Louisville

2022. Paperback 978-1-64802-803-8 \$45.99. Hardcover 978-1-64802-804-5 \$85.99. eBook 978-1-64802-805-2 \$74.

El objetivo del libro es proporcionar a los lectores las herramientas necesarias para evaluar la calidad psicométrica de las medidas educativas y psicológicas, así como de encuestas y cuestionarios. Cada capítulo aborda un tema relativo a la práctica psicométrica y de la medida, con énfasis en la aplicación. Los temas serán tratados brevemente desde una perspectiva teórica/técnica con el fin de proporcionar al lector los antecedentes necesarios para utilizar e interpretar correctamente los análisis estadísticos que se presentarán con posterioridad.

Este libro está dirigido a investigadores, profesionales y estudiantes de posgrado (Maestría y Doctorado) que buscan una guía para realizar análisis psicométricos de diferentes instrumentos de evaluación. Asumimos un nivel básico de conocimientos estadísticos, pero estos conceptos se irán repasando a lo largo de los diferentes capítulos. Nos imaginamos que este texto (a) esperará pacientemente en algunos despachos implorando ser entregado, como recurso, a un estudiante, (b) tendrá un lugar fijo en las mesas de los despachos donde continuamente, y debido a su uso diario, será el primero del montón, (c) estará en las mochilas de los estudiantes de posgrado, y los acompañará felizmente desde casa al trabajo o a las clases y vuelta, (d) aparecerá orgullosamente como un texto de referencia en los programas y guías de estudio, y finalmente (e) como ocasional posavasos mientras se reflexiona profundamente acerca de cómo resolver los problemas de medida. Esperamos que a través de estos usos, sobre todo el último, aportar algún conocimiento y ayuda que permita a los lectores aplicar adecuadamente las técnicas y los conceptos abordados en este manual.

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.

The anticipated audience for this book includes researchers, practitioners, and graduate students searching for a guide to perform common psychometric analyses on various assessments, as discussed in many psychometric texts. We envision that this text will (a) patiently wait on some office shelves begging to be handed to a student as a resource, (b) have a permanent home on desks where it continually rises to the top of the stacks for daily use of the applied researcher, (c) be happily carried in bags to and from work and class by the graduate student learning techniques, (d) be listed proudly as a reference text on syllabi, and finally (e) as an occasional drink coaster while deep thoughts are pondered about how to solve measurement problems. We hope that through such uses, particularly the latter, that we have provided some insight and assistance to the user in appropriately applying the techniques and concepts discussed.

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